Board Improvement Planning

Many districts have requested support with SMART goals. The Ministry of Education Board Improvement Plan for Student Achievement working group offers this as a <u>sample</u> Pathways goal. The *Improvement Planning Assessment Tool* was used as a guide to develop this sample.

Needs Assessment Analysis

A thorough needs assessment was completed to identify goals in our board improvement plan. From that assessment, a need in the area of pathways became apparent. In this sample, only the data that relate to pathways from the needs assessment have been included.

Kindergarten to Grade 6
- 65% of K to 6 students achieved a "needs improvement" or "satisfactory" rating in the category of self-regulation in the learning skills and work habits section of the report card.
- A review of IEPs developed for students in K-6 identified that a similar percentage of students required learning skills in the areas of:
     - setting own individual goals and monitoring progress towards achieving them
     - identifying learning opportunities, choices, and strategies to meet personal learning needs and achieve goals
- A majority of principals reported that there is limited information gathered in their schools related to student interests, strengths and needs.
- Student-led conferencing is used in 10% of schools.
- *Choices into Action* has been implemented inconsistently across classrooms and schools. A survey of schools indicates that only 20% of teachers are familiar with the *Choices into Action* document.

In reviewing the K-6 data we have determined that a baseline of 40% of students able to identify, assess and reflect critically on their personal interests, strengths, competencies and accomplishments is a starting point for work on this goal.

Grades 7 to 10
- Grade 9 transition surveys indicate that 40% of grade 9 students selected courses based on their knowledge of their strengths, competencies and needs.
- The ratings in the category of self-regulation skills on report cards indicate that 35% of students in grade 7-10 need improvement in this area.
- 25% of identified grade 9 & 10 students participate in the development of the transition plan in their IEP.
- 60% of students surveyed in Grade 10 Career Studies classes across the board reported that they were able to apply their knowledge of their personal interests, strengths, abilities and accomplishments to the course selection process and post-secondary planning.
- 30% of guidance counsellor and student interaction deals with education and career planning.
- 50% of students in grades 7-10 develop an education plan based on their personal interests, strengths, competencies and accomplishments.

In reviewing the Grade 7-10 data we have determined that a baseline of 50% of students able to identify, assess and reflect critically and apply their knowledge of their personal interests, strengths, abilities and accomplishments to education planning and career decision-making is a realistic starting point for work on this goal.

Grades 11 & 12
- Student Success Teachers reported that 40% of students at risk of not successfully completing their current programs in Grades 11 & 12 made program choices that reflect their stated personal interests, strengths, competencies and accomplishments. The results were similar for students with IEPs.

- On an exit survey, 80% of students who leave school prior to graduation, and who are on track to graduate at their time of leaving, indicate that their courses are not interesting or relevant.
- 35% of students in grades 7-10 develop an education plan based on their personal interests, strengths, competencies and accomplishments.

Other Information
- Based on the needs analysis 10% of our schools (three elementary & one secondary) were identified as requiring more intensive support related to assisting students in their pathways planning.
- Representatives from the Parent Involvement Committee (PIC) and student advisory committee appeared before the board requesting that the board provide and maintain a broader selection of courses and programs (e.g. co-op programs, school to work programs) for students planning post-secondary workplace and college pathways. A system review of secondary courses revealed that many courses that were offered in the course selection process related to the workplace pathway were cancelled. Of the 100 courses offered in the board, 50% were cancelled.
- Through further analysis of the system review, SEAC noted that the cancelled courses limited the options of the workplace pathway for 35% of students with special education needs.

The following skills outlined in the category of self-regulation in the learning skills and work habits section of report cards support students in achieving the SMART goal selected:
- sets own individual goals and monitors progress towards achieving them
- seeks clarification or assistance when needed
- assesses and reflects critically on own strengths, needs and interests
- identifies learning opportunities, choices, and strategies to meet personal learning needs and achieve goals
- perseveres and makes an effort when responding to challenges.

Based on the data that we have at the present time we have proposed baselines and targets in our SMART goal. Following the first monitoring cycle we will have more specific information related to our SMART goal to guide future planning.

SMART Goal (Must be stated in terms of what students will know and do differently)

By June 2011, there will be an increase from
- 40% to 52% of K-6 students able to identify, assess and reflect critically on their personal interests, strengths, competencies, and accomplishments.
- 50 % to 62% of Grade 7 to 10 students able to assess, reflect critically on and apply their knowledge of their personal interests, strengths, abilities, & accomplishments to education planning and career decision-making
- 40% to 52% of Grade11-12 students able to assess, reflect critically on and apply their knowledge of their personal interests, strengths, abilities, and accomplishments to choosing and planning a post-secondary education program or career path.

> Targets (a guide only) if student performance is in the:
> - 1st quartile the percentage increase should be at least 20%
> - 2nd quartile at least 12%
> - 3rd quartile – around 7%
> - Top quartile – around 4%

School Effectiveness Framework (K-12) Indicators
Indicators from the School Effectiveness Framework inform the implementation of SMART goals.

1.3 Students are taught and regularly use self-assessment skills to monitor their progress toward achieving learning goals and to set their own learning goals within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.

5.1   Programs, pathways and career planning meet the learning needs and interests of all students.
5.2   Authentic learning experiences and experiential learning are built into all subject areas and programs.
5.4   Students have opportunities to build on in-school and out-of-school experiences and activities
to further explore personal interests, strengths and career options.

Targeted, Evidence-based Strategies/Actions (What educators will do to support students in meeting the SMART goal)

The following strategies/actions will support students in developing the knowledge and skills identified in the SMART goal:
- Provide individualized education and career planning for secondary students at risk of not successfully completing their current program.
- Integrate *Choices into Action* into all programs Grade 1 to 12.
- Provide experiential and authentic learning opportunities in every course/subject.
- Use authentic learning materials and resources in every course/subject.
- Differentiate instruction based on student profiles, IEPs and information from student self-assessments.
- Use student profiles and IEPs to inform instruction at all grade levels and to support students in course selection
- Model and teach assessment as learning strategies
- Explicitly teach and provide opportunities for students to practice the following self-regulation skills:
    - setting individual goals and monitoring progress towards achieving them
    - assessing and reflecting critically on strengths, needs and interests
    - identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals.

Resources
The following resources will be made available to schools to support the attainment of the SMART goal:
- *Choices Into Action,** a school-wide program for competency development.
- Education and career planning software.
- Student Success Teams to support students in Grades 9-12 and to support Grade 7 & 8 students in the transition from elementary into secondary school.
- Resources to support instruction in the following self-regulation skills:
    - sets own individual goals and monitors progress towards achieving them
    - seeks clarification or assistance when needed
    - assesses and reflects critically on own strengths, needs and interests
    - identifies learning opportunities, choices, and strategies to meet personal learning needs and achieve goals
    - perseveres and makes an effort when responding to challenges.
- MISA personnel to support schools in data collection and reporting.
- A transition protocol that outlines the partnerships required across elementary and secondary schools to support transitions for students with IEPs will be developed by special education staff.
- Differentiated staffing to provide guidance support to grade 7-10 students in the four schools identified in the needs assessment.
- The Internet and a variety of current and emerging communication, visualization, and simulation technologies will be made available to schools to make it possible to offer students authentic learning experiences ranging from experimentation to real-world problem solving.
- Release time will be provided for the professional learning activities outlined in the BIP.

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* Ontario Schools: Kindergarten to Grade 12 will replace *Choices Into Action* when it is released in 2011.

Education and Career Planning competencies as well as career exploration and experiential learning will continue to be required components in a school-wide program.

Professional Learning

In order to implement the identified strategies, professional learning communities and networks, including school teams, subject councils, cross-panel teams, will be provided with support in the following areas based on need:

- Consultants will work with networks of elementary schools to support the integration of *Choices into Action* and *Growing Success* into programs at every grade level.
- School program leaders/department heads will work with departments to support the integration of *Choices into Action* and *Growing Success* into programs from grades 9-12.
- Professional learning related to the development and effective use of student and class profiles will be provided to a team from each elementary and secondary school.
- Professional learning on how to implement student-led conferencing will include the following:
    - setting up electronic portfolios
    - teaching self-reflection
    - helping students work through goal setting
    - preparing students for the conference
    - logistics
- Professional learning on the use of 21st Century technologies and emerging careers will be held at the request of schools to enhance student engagement, learning and education and career planning.

Monitoring

Communication strategies are in place to help ensure that all stakeholders including Trustees, students, board and school staff, SEAC, parents, community, PIC and School Councils understand the plan and their respective roles.

Student data will be collected, disaggregated and used by the board and schools to monitor progress towards determining student learning of the SMART goal.

Date	Data – Elementary/Secondary	Responsibility
May - July	Data from the following will be analyzed by the board and all schools: • school self-assessments and district reviews • the category of self-regulation in the learning skills and work habits section of report cards • programs outlined in IEPs focussed on the development of setting own individual goals and monitoring progress towards achieving them and identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals • pass rates Results of needs assessment and analysis is shared with all stakeholders	Director, Supervisory Officers and Board Improvement Plan Team Principals
September September 15 to October 15	Draft of the Board Improvement Plan is completed and shared with all stakeholders. Meet with Ministry regional team to share: • The progress attained with the SMART goals from last year • The analysis of the present needs assessment • The focus of the SMART goals for this year	Director, Supervisory Officers and Board Improvement Plan Team Director, Supervisory Officers and Board Improvement Plan Team
October 31	Submit Board Improvement Plan for Student	Director and Board

	Achievement to the Student Achievement Division Distribute and present the plan to stakeholders	Improvement Plan Team

October 20-
Nov. 20
	Collect and analyze the following:
	• the percentage of (K-8) students able to identify, assess and reflect critically on their personal interests, strengths, abilities, and accomplishments in progress report conferences/student-led conferences. This data will be gathered from each elementary school.
	• the percentage of students engaged in a program selected based on their self-knowledge (i.e., personal interests, strengths, abilities, and accomplishments) as indicated by
	    - attendance,
	    - pass rates,
	    - the percentage achieving level 2 or above on
	      the mid-term progress report
	• the percentage of students with IEPs engaged in programs focused on setting own individual goals and monitoring progress towards achieving them and identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals
	• the percentage of students from a representative sample who indicate (e.g., survey, focus group) they have made appropriate choices (e.g., post-secondary, grade 9 courses) based on their self-knowledge (i.e., personal interests, strengths, abilities, and accomplishments)
	• percentage of students and percentage of teachers who indicate on a survey the extent to which instruction and assessment has considered student interests, strengths and abilities.
	
	Communicate preliminary data and progress to all stakeholders.
		Board Improvement Planning Team
		Superintendents of Schools
		Principals

Dec. to Feb.	Collect and analyze data related to: • the percentage of students whose education and career plan reflects their personal interests, strengths, abilities, and accomplishments (7-12) gathered through data gathered from career planning software and/or course selection process.	Superintendents of Schools Principals
January	Complete mid-year revisions of the Board Improvement Plan for Student Achievement Meet with Ministry regional team to discuss mid year progress and revisions Provide progress and revision update to all stakeholders	Board Improvement Planning Team
February	Collect and analyze the following: • card data on self-regulation, pass rates, levels of success (K-12). • the percentage of students from a representative	Superintendents of Schools Principals Board Improvement

	sample of students who indicate (e.g., survey, focus group) they have made appropriate choices (e.g., post-secondary, grade 9 courses) based on their self-knowledge (i.e., personal interests, strengths, abilities, and accomplishments) • data on the types and availability of programs at the secondary level, determine where there are gaps and develop opportunities to increase availability e.g. e-learning, regional programs. Make adjustments in the board improvement plan for student achievement where evidence confirms a need Provide progress and revision update to all stakeholders	Planning Team
Mid April	Collect and analyze the following: • the percentage of (K-8) students able to identify, assess and reflect critically on their personal interests, strengths, abilities, and accomplishments in progress report conferences/student-led conferences. • percentage of students and percentage of teachers who indicate on a survey the extent to which instruction and assessment has considered student interests, strengths and abilities. (K-12) • Guidance and student interaction related to education and career planning gathered from counsellors electronic logs. Provide progress update to all stakeholders	Superintendents of Schools Principals
May-June	Meet with Ministry regional team to discuss mid year progress Provide progress update to all stakeholders	Board Improvement PlanningTeam

June	The following data will be analyzed by the board and all schools:
	   - learning skills and work habits from report cards
	   - pass rates
	• exit survey data
	• survey data from Career Studies programs that was collected during the year.
	• the percentage of students with IEPs engaged in programs focused on setting own individual goals and monitoring progress towards achieving them and identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals
	
	Complete and communicate a year end review of students achievement data that confirms student progress in relation to the SMART goal to all stakeholders
		Board Improvement Planning Team
		Superintendents of Schools
		Principals

Evaluation

Summarize all data.
Determine next steps to sustain success and eliminate less successful practices.
Share lessons learned with all stakeholders.