

Memo from:

Mary Jean Gallagher
Chief Student Achievement Officer of Ontario

Date: March 26, 2010

Re: Board Improvement Plans for Student Achievement, Kindergarten to Grade 12

As we work through this first year of K-12 planning, we thank you for your ongoing efforts to make your board improvement plans living documents that impact student learning. Thank you as well for the rich and informative feedback you provided to us regarding the components and the process.

As you are aware, all board improvement plans were reviewed in the fall using the Board and School Improvement Planning Assessment Tool. Since September, 2009 a working group from Student Success, Leadership, Special Education, French Language and The Literacy and Numeracy Secretariat have been receiving feedback regarding the components in the board improvement plan and the planning process. Feedback was gathered from the regional session for Supervisory Officers in September, the meetings with senior staff and regional teams in September and October, and the mid-year conversations in January as well as from informal conversations between senior staff in boards and members of the Student Achievement Division.

To support our continued collaborative work with the board improvement planning process, resources have been revised and some are being developed in direct response to the feedback we received.

Purpose of the Board Improvement Plan for Student Achievement

Attachment #1 provides clarity regarding the purpose and scope of a board improvement plan. To further emphasize the precise nature of the board improvement plan it has been renamed the Board Improvement Plan for Student Achievement.

Timelines

The timelines related to the process of improvement planning and associated activities are outlined in attachment #2.

Most boards indicated that submission of the draft board improvement plan for student achievement in June did not allow for all information to be included in the needs assessment; therefore the date has been moved from June 30th to September 15th.

Improvement Planning Assessment Tool

As a result of ongoing consultation with the Special Education Branch, the Assessment Tool has been revised to be reflective of all student data and analysis. Please include the Supervisory Officer responsible for Special Education as a member of the team that develops, implements and monitors your board improvement plan for student achievement. See attachment #3 for the updated Improvement Planning Assessment Tool.

Options for Board Improvement Planning

The 4th attachment outlines two options for board improvement plans. Both options rely upon a comprehensive needs assessment that leads to determining areas of priority for gains in student

achievement. Both options require boards to develop a few, focussed SMART goals for student learning and achievement.

The first option is to develop SMART goals for each of the four pillars: literacy; numeracy; pathways; and community, culture, and caring. The one refinement is the selection of indicators from the School Effectiveness Framework K-12 (SEF) that align with and support each SMART goal.

Option 2 allows a board to develop SMART goals that align with identified priority areas that have the potential of delivering the most gain in student achievement. In Option 2, boards would select the indicators from the SEF that align with and support each SMART goal. As well, boards should consider how the four pillars support the selected goals.

Support to Write SMART Goals

In the input received, Boards requested support in writing SMART goals. The Student Achievement Division will be producing a DVD that will illustrate the board improvement planning process including the writing of SMART goals. In the meantime, samples of effective SMART goals will be shared.

Attachment #1

Board Improvement Plan for Student Achievement

March 12th, 2010

The purpose of a Board Improvement Plan for Student Achievement is to:

- Plan specific student achievement goals on an annual basis as developed through the Board's analysis of their needs assessment data
- Improve achievement for each student in the Board
- Provide a tracking and monitoring plan for improving student achievement
- Provide an evaluation of the Board's progress in meeting their SMART goals

The Board Improvement Plan for Student Achievement is:

1. A precise description of goals and actions that a Board will take to improve student learning and achievement for every student

High levels of student achievement

- Reaching the target of 75% of students achieving at the provincial standard in Grade 6
- Reaching the 85% graduation rate

Reduced gaps in student achievement

- Reducing the gap in achievement for those group of students who, for whatever reason, need extra help

Increased public confidence in publicly funded education" Energizing Ontario, 2008

2. Based on the analysis of a comprehensive needs assessment

3. Informed by School Improvement Plans and School Effectiveness Processes
4. A statement outlining where Board resources will be focused

A Board Improvement Plan for Student Achievement includes the following components:

- Needs assessment and analysis
- SMART goals
- Indicators from the K-12 School Effectiveness Framework that relate to the SMART goals
- Targeted, evidence-based strategies / actions
- Resources
- Professional learning
- Monitoring
- Monitoring Responsibility
- Evaluation

The Board Improvement Plan for Student Achievement is different than the Board Annual Report and the Board Strategic Plan.

The Board Improvement Plan for Student Achievement is a part of the strategic plan. It specifies precise improvement goals toward student achievement for an academic school year.

Attachment #2

**Board Improvement Planning for Student Achievement: Timelines
DRAFT March 12th, 2010**

February - April

- Continue to monitor progress toward the goals in the Board Improvement Plan for Student Achievement and School Improvement Plans
- Make adjustments where evidence confirms a need

May - July

- Data from school self-assessments and district reviews are analyzed
- Complete a year end review of student achievement data that confirms student progress in relation to SMART goals
- This data informs the planning and refinements of the next iteration of the Board Improvement Plan For Student Achievement

August - September

- Additional data including EQAO is reviewed to complete the Board Improvement Plan For Student Achievement
- Build staff, Board, school and community awareness of the draft improvement plan for the upcoming school year

September 15th

- Boards complete a draft of the Board Improvement Plan for Student Achievement for discussion during the regional team visits

September 15th – October 15th

- Board visits by regional teams to discuss the Board Improvement Plan For Student Achievement
- Boards will have the opportunity to share:
 - *The progress attained with the SMART goals from last year*
 - *The analysis of their present needs assessment*
 - *Focus of the SMART goals for this year*

October 15th – 30th

- Refine Board Improvement Plans For Student Achievement based on the conversations during the regional team visit

October 31

- Boards submit the Board Improvement Plan For Student Achievement to the Student Achievement Division

October -December

- Monitor student achievement data in relation to SMART goals to inform practices
- Ensure that resources, strategies and actions are being implemented

January

- Monitor and evaluate impacts on student achievement - review student performance data to inform practices
- Identify evidence of impact on student achievement and share within the Board, schools and community
- Complete mid-year revisions for the improvement plans
- Board visits by regional teams to discuss mid-year progress and revisions for the Board Improvement Plan for Student Achievement