



Halton District School Board

**Board Improvement Plan
K-12**

2010 – 2011

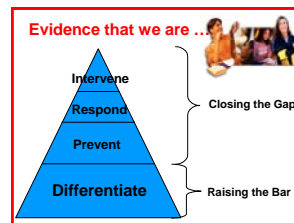
DRAFT

May 30, 2011

Process to Develop the K-12 HDSB Board Improvement Plan for Student Achievement: Draft

RATIONALE: Alignment of Ministry, Board and school directions with the purpose of improved student achievement.

WHY: A process to assess system/school needs in order to develop the HDSB K-12 Improvement Plan for Student Achievement.



Suggested Ministry Format (template) will align with:

- The HDSB Expected Practises
- Focus on the four pillars
- Qualitative/Quantitative HDSB
- Data
- HDSB S.I.P. format
- Staff learning based on research
- School Self-Assessment Process
- Community Engagement

	A	B	C	D	E	F	G	H	I
	Needs Assessment	SMART Goals	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
LITERACY									
NUMERACY									
PATHWAYS									
SAFETY & WELL BEING									

The PROCESS:

Step 1: B.I.P. Work Team

Chair: Gail Grant – Principal of School Programs

Associate Director: Ruth Peden

Superintendents of Schools, Special Education and School Programs

System Principals (Student Success, Safe Schools, School Effectiveness Leads, Leadership and Staff Development, Student Services, French Language, Community Engagement)

Reps for each pillar from HEPA, HSPA, Community Engagement and Student Services; a representative from Program Services to act as a lead in the B.I.P. Work Teams

Work Teams:

- Will work in the four pillars: Literacy, Numeracy, Pathways, and Safety & Well-being
- Complete system needs assessment with the facilitation of the research department *** Required data provided by the Research Department
- Establish B.I.P. Data Story and SMART Goals

	A	B	C	D	E	F	G	H	I
LITERACY									
NUMERACY									
PATHWAYS									
S & W.B.									

A Needs Assessment
B SMART Goals

Step 2: Review Team: Chair, Associate Director, Superintendent of School Programs, System Principals and the Leads from the B.I.P. Work Teams

- Review/ Refine pillar data stories and SMART Goals from B.I.P. Work Teams
- Make recommendations for:
 - Targeted Evidence Based Strategies/Actions
 - Resources
 - Community Engagement
 - Responsibility
 - Professional Learning
 - Monitoring
 - Evaluation
- Create a B.I.P. draft report for School Operations

	A	B	C	D	E	F	G	H	I
LITERACY									
NUMERACY									
PATHWAYS									
S & W.B.									

Suggestions for C - I

Step 3: School Operations

- Review B.I.P. draft report from the Review Team
- Finalise recommendations for ALL components of the B.I.P.
- Finalise the HDSB B.I.P. report for Admin. Council

	A	B	C	D	E	F	G	H	I
LITERACY									
NUMERACY									
PATHWAYS									
S & W.B.									

Design Process to Develop the K-12 HDSB Board Improvement Plan Work Teams Planning with the End in Mind



Needs Assessment

Guiding Questions:

- What's the data story?
- What is concerning? Why are they concerning?
- What do we want to improve?
- What would success look like?
- What factors influence the current state?
- Who has a role to play?

**Without data
you may
be just another
person
with an opinion**

Smart Goal

- What curve will we turn?
- What do we want to improve?
- What would success look like if we change the direction of the baseline for better?

SMART Goals

- Specific and Strategic
- Measurable
- Ambitious but Attainable
- Results-based
- Time bound

Targeted, Evidenced-Based Strategies

- What are the effective practices? What works?
- How will selected strategies impact student learning?
- What is our plan(s) for action?

Targeted, Evidence-Based Strategies

Specificity - Who, What, Where, How
 Leverage - to turn the curve
 Values - community and personal
 Reach - feasible, affordable

Resources and Professional Learning

- What current HDSB investments (resources, funding) will support our Actions?
- What is our plan(s) for action?
- Who has a role to play?

“Planning without action is meaningless. If you do a good job of thinking about what works, you will come up with more ideas than you can actually do in a year.”

Mark Friedman - Trying Hard is Not Good Enough

Halton District School Board - Board Improvement Plan Work Team

Names (Role and Responsibility)		
Facilitator	Gail Grant	System Principal
Literacy 	Veronica Purcell *	Lead – School Programs, Coordinator
	Jette Powrie	School Programs, Literacy Consultant
	Michelle Gioskos	School Programs, ESL Consultant
	Heather Gataveckas	Research Coordinator
	Anne Marie Sienna	System Principal, French
	Sue Roszell	System Principal, Special Education
	Suzanne Priestner	Principal, Clarksdale P.S.
	Brian Slemko	Vice Principal, Burlington Central School
	John Stieva	Principal, White Oaks Secondary School
	Tricia Dyson	Superintendent of Education
David Boag	Superintendent of Special Education	
Numeracy 	Julie MacLeod *	Lead – School Programs, Coordinator
	Jeff Catania	School Programs, Mathematics/IT Coordinator
	Meredith Cammisuli	School Programs, Mathematics Consultant
	Teri Caldwell-McCann	School Services, Coordinator
	Aimmie Kellar	Research Consultant
	Terri Blackwell	Vice Principal, Rolling Meadows P.S.
	Larry O'Malley	Principal, Aldershot High School
	Marg Warren	System Principal, Leadership and Staff Development
	Jeff Blackwell	Associate Director
Pathways 	Doug Bothwell*	Lead – System Principal, Student Success
	Cindy Cosentino	School Programs, Science IPL
	Ruth Teszeri	School Programs, Numeracy IPL
	David Lewis	School Programs, Pathways Coordinator
	Marian Thorpe	School Services, Coordinator
	Tim Sadai	Research Consultant
	Scott Pritchard	Principal, Sam Sherratt P.S.
	Tara Connor	Vice Principal, Iroquois Ridge High School
	Karen Hartman	Principal, L.B. Pearson High School
	Stuart Miller	Superintendent of Education
	David Euale	Director of Education
Safety and Well-being 	Kerry Sagar*	Lead – School Programs, Global Studies Coordinator
	Janice Hambrock	System Principal, Safe Schools
	Ron Ballentine	School Programs, Science & Technology Coordinator
	Jol Grzeslo	School Programs, Kindergarten & ELP Consultant
	Suzanne Muir	School Programs, Diversity Coordinator
	Susan Pritchard	Student Services, Coordinator
	Frank Nezavdal	Research Consultant
	Maria Limanni	Vice Principal, Hawthorne Village P.S.
	Kevin Caughlin	Principal, T.A. Blakelock High School
	Deb Robinson	Principal, Iroquois Ridge High School
	Jacki Oxley	Community Engagement
Yaw Obeng	Superintendent of Education	
Odette Bartnicki	Superintendent of Education	

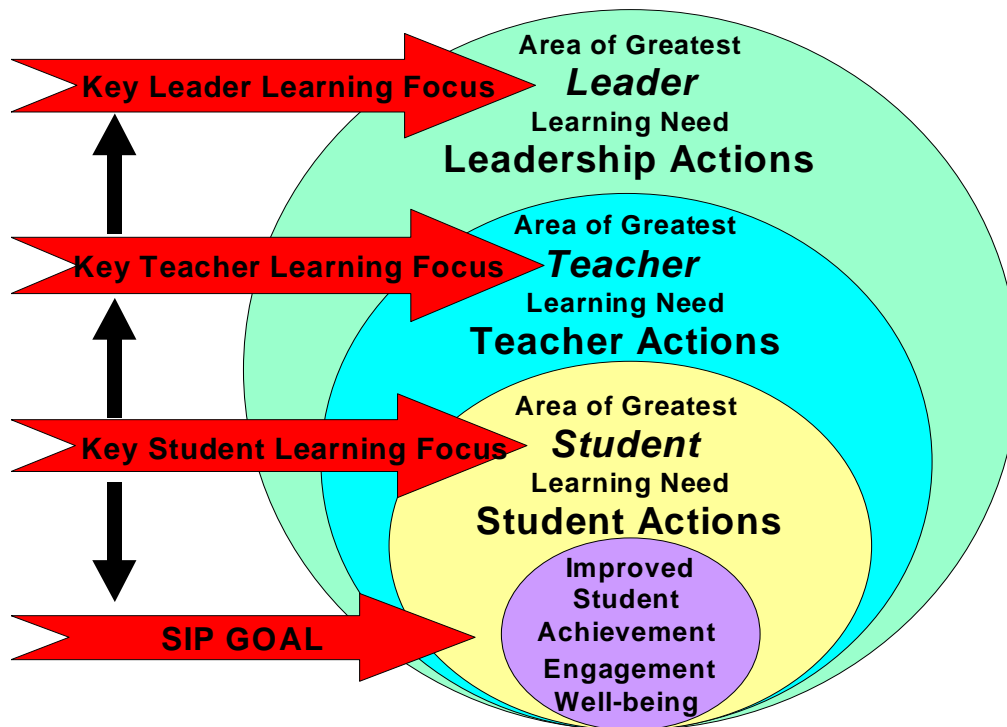
Leadership and Staff Development

“The Halton District School Board is committed to every student.”

We recognize that significant gains in student learning and achievement will be made when teachers and leaders use data to collaboratively assess greatest student learning needs and then reach 90% implementation of focused strategies and actions to meet those needs. The HDSB Board Improvement Plan sets goals and identifies strategies and actions from the Expected Practices for each pillar and attempts to make connections across the pillars.

School Improvement Planning is a continuous cycle of assessing needs, setting goals, implementing strategies, reflecting, monitoring, and self-assessing progress toward the goals. It is the collaborative and focused actions that adults in the system choose to take that will result in closing the gap and raising the bar for all students. We want to ensure that as a school system and as individual schools, we continuously work towards developing new and improved ways to meet student learning needs. When teachers and administrators are engaged in collaborative inquiry “that challenges thinking and practice” they are doing their own research to discover what strategies work best to support the needs of individual students in their schools.

This BIP identifies system level goals, strategies and supports that will form the focus of the student achievement work we do together in 2010 – 2011.



LITERACY

Needs Assessment



EQAO	Reading			Writing		
	08-09	09-10	Change	08-09	09-10	Change
Primary	65%	69%	+ 4%	7%1	74%	+3%
Overall Score	65%	69%	+ 4%	7%1	74%	+3%
Female	70%	73%	+3%	79%	80%	+1%
Male	62%	66%	+4%	64%	69%	+5%
Gender Gap	8%	7%	1%	15%	11%	4%

EQAO	Reading			Writing		
	08-09	09-10	Change	08-09	09-10	Change
Junior	75%	78%	+3%	69%	74%	+5%
Overall Score	75%	78%	+3%	69%	74%	+5%
Female	79%	81%	+2%	79%	84%	+5%
Male	70%	74%	+4%	59%	65%	+6%
Gender Gap	9%	7%	2%	20%	19%	1%

Concerns:

- The result in Grade 3 Reading is our lowest achievement score
- The gender gap in Grade 6 Writing only decreased by 1% from 20% down to 19%
- The gap in achievement levels of our Special Needs students particularly in Grade 3 Reading and Grade 6 Writing
- The number of Level 4 students in Grade 3 Writing is only 4% (compared to 8% for Grade 3 Reading, 13% for Grade 6 Reading, and 10% for Grade 6 Writing)

Theories behind the baseline:

What factors influence the current state?

- The model changed for ELL support which may have impacted the increase in scores for ELLs
- The gap in scores for Special Needs students is still a concern – possibly the use of assistive technology is still not routine; as well, the process of identifying primary students in later primary grades reflects the developmental differences among children
- The amount of instructional time spent developing oral language skills particularly in the junior grades could be impacting our reading and writing scores
- More focused support for teachers may be needed on the writing process and giving effective feedback
- We are not addressing the needs of boys when it comes to writing – perhaps not enough non-fiction writing or involving the use of technology to engage boys

Elementary SMART goal:

To improve literacy achievement in EQAO Grade 3 & 6 Reading and Writing by 4% by June 2011

Sub goals:

- Currently 69% of Grade 3 students are reading at or above provincial standards, goal for 2010-2011: 73%
- Currently 69% of Grade 6 boys are writing at or above provincial standards, goal for 2010-2011: 73%
- Currently Special Needs Students in Grade 3 Reading are at 32%, goal for 2010-2011: 40%
- Currently Special Needs Students in Grade 6 Writing are at 32%, goal for 2010-2011: 40%
- Currently 4% of Grade 3 students are at Level 4 in writing, goal for 2010-2011: 8%

Secondary SMART goal:

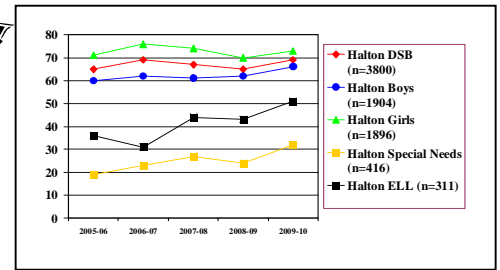
OSSLT

Currently 95% of students in Academic English pass the OSSLT, goal for 2010-2011: 97%
 Currently 61% of students in Applied English pass the OSSLT, goal for 2010-2011: 67%
 Currently 24% of students in LDC English pass the OSSLT, goal for 2010-2011: 30%

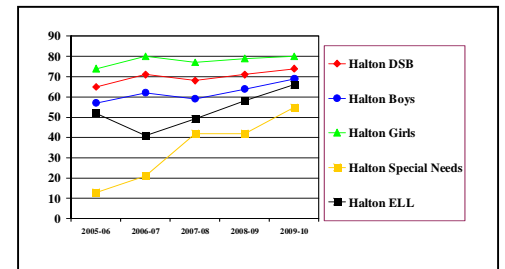
Sub-goals:

- Currently the average scale score on the Literacy test is 333/400. Goal for 2010-2011: 340/400
- Currently the participation rate for First Time Eligible students is 97%. Goal for 2010-2011: maintain 97%
- Currently the Learning Skills of students in the Applied stream are one level below those in Academic, goal for 2010-2011 bring two streams into alignment.

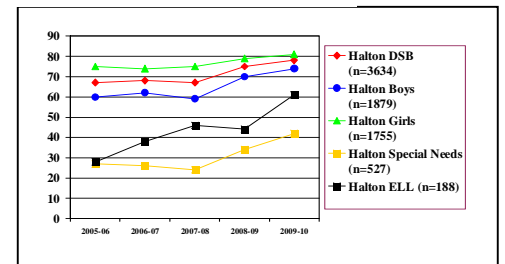
EQAO Primary Reading



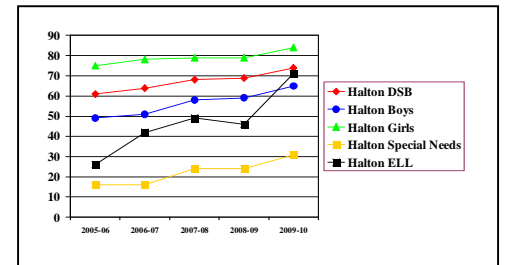
EQAO Primary Writing



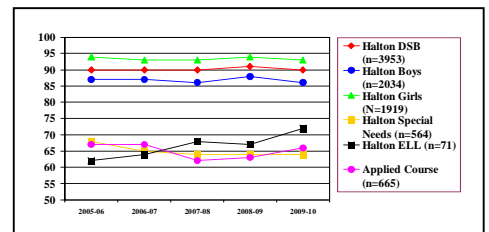
EQAO Junior Reading



EQAO Junior Writing



OSSLT First-Time Eligible



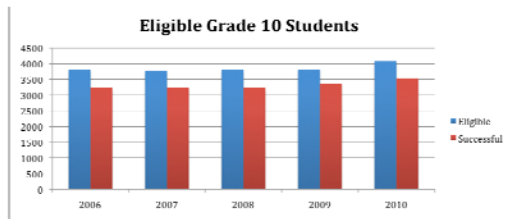
SECONDARY LITERACY



OSSLT Results

All Eligible Grade 10 Students

Participant Percentage 2010 97%
Success Rate Percentage 2010 90%



Academic Results:

95% 2010 success rate a 2% drop from 2009

Applied Results: Targeted School Support

61% 1st time eligible success rate
2010 improvement 6.6% School A
2010 improvement 7.3% School B
2010 improvement 7.9% School C

Locally Developed:

24% 1st time eligible success rate (Prov. 11%)

Concerns:

- Academic success rate is strong though a 2% drop acknowledges a need to remain focused on raising the bar for Academic students
- Success in the Applied literacy results supports closing the gap, ongoing focus
- Ongoing continued targeted support for locally developed students
- Recognising a gap in learning skills between Academic and Applied students

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SMART Goal:
Elementary Reading: 73% of all Grade 3 students will achieve the provincial standard on the 2010-2011 EQAO Primary Reading assessment, a one year increase of 4 %. 82% of all Grade 6 students will achieve the provincial standard on the 2010-2011 EQAO Primary Reading assessment, a one year increase of 4 %.
Elementary Writing: 78% of all Grade 3 students will achieve the provincial standard on the 2010-2011 EQAO Primary Writing assessment, a one year increase of 4 %. 78% of all Grade 6 students will achieve the provincial standard on the 2010-2011 EQAO Primary Writing assessment, a one year increase of 4 %.
OSSLT: 97% of fully participating, first time eligible students enrolled in Academic English courses will successfully pass the OSSLT in the spring of 2011, a one year increase of 2%. 67% of fully participating, first time eligible students enrolled in Applied English courses will successfully pass the OSSLT in the spring of 2011, a one year increase of 6%. 30% of fully participating, first time eligible students enrolled in Locally Developed Courses in English will successfully pass the OSSLT in the spring of 2011, a one year increase of 6%.

Plan, Design and Implementation Strategies				Monitoring Strategies			
Targeted, Evidence-Based Strategies/Actions	Pillars	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
<p>School Improvement Planning cycle (SIP, SSA, DR) includes:</p> <ul style="list-style-type: none"> Schools use data from EQAO and other sources (e.g., report card data, PMB, DRA, TLCP) to identify a literacy focus for their school Schools use their SIP and HDSB Expected Practices to conduct a School Self Assessment to determine if they have met their goals and identify next steps Selected schools will participate in a District Review to provide additional feedback to identify areas of growth and next steps based on SIP Goals and HDSB Expected Practices 		<ul style="list-style-type: none"> School Improvement Planning Handbook available on-line via chat HDSB Expected Practices Materials developed for FOS sessions in October and November SSA template DR template School Programs and Student Services support staff Building Leadership and Learning Capacity series Learning For All K-12 	<p>Professional development to support the SIP needs analysis, goals and action plans... How to use the data to drive the SIP goals and actions.</p> <ul style="list-style-type: none"> FOS meetings in October and November FOS sessions in spring DR review PD sessions in November and February Building Leadership and Learning Capacity series <p>Presenters: Douglas Reeves, Steven Katz, Anthony Mohammed, Anne Davies</p> <ul style="list-style-type: none"> Learning Centre Feedback and Conferences 	<p>Epstein's six types of engagement are included in the SIP: parenting, communicating, volunteering, learning at home, decision making and collaborating with community.</p> <p>Communication</p> <ul style="list-style-type: none"> SIP plans are shared with School Councils SEAC consultation 	<p>Superintendents will:</p> <ul style="list-style-type: none"> Ensure SIP reflects all four pillars Engage in SIP moderation with Superintendents of Schools Discuss and provide feedback to administrators on School Improvement Plans and Principal Annual Growth Plans 3X a year. Collaboratively work with principals to develop their Principal Performance Plans. Facilitate the District Review process and provide written and conversational feedback to Administrators and their leadership teams 	<p>EQAO OSSLT</p> <p>Parent SES</p> <p>Tell Them From Me - survey</p>	
<p>Assessment and Evaluation (Comp. #3)</p> <ul style="list-style-type: none"> Diagnostic data is used to differentiate instruction and plan intervention Ongoing and effective feedback that is timely, constructing, meaningful, specific and purposeful is shared with students so that they make connections to the next steps in their learning. 		<ul style="list-style-type: none"> LRT (K-1), Literacy coaches (secondary) Core resources: Literacy Place (primary), Literacy In Action (junior), Nelson Literacy (intermediate) Ministry's Effective Guides (primary, junior) Ministry's Think Literacy (intermediate) Growing Success & HDSB support document LNS monographs & DVDs EQAO website – teacher resources Websites – curriculum.org, edugains.ca HDSB resource – Linking core resources and EQAO Assistive Technology Alternative Curriculum Learning for All 	<ul style="list-style-type: none"> OFIP/SIM Networks PMB & DRA workshops EQAO workshops Growing Success workshops FI network Presenters: Anne Davies/ Steven Katz K-2 Inquiry Project Gr. 6 Boys Writing Inquiry Literacy Collaborative Inquiry projects NTIP Professional Learning Cycles: Network Teams 7-12 Inquiry Projects Workshops "Building Capacity" for Coaches IEP training inservices Alternative Curriculum inservices 	<p>Learning at Home / Communication</p> <ul style="list-style-type: none"> Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher-student conversations Parent/Teacher interview/Conferences Family Literacy Nights Growing Success Parent communication 	<p>Administrators will:</p> <ul style="list-style-type: none"> Include school leadership teams in developing SIP based on school data Provide SO with a copy of the SIP Complete school leadership map in the fall and the spring to self assess their leadership actions related to their SIP 		

<p>Differentiated Instruction (comp #4)</p> <p>Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <ul style="list-style-type: none"> • Students are grouped and regrouped, frequently and flexibly, based on their readiness to learn a concept, interest in a concept and/or learning preferences in working with or thinking about a concept • Choices are provided based on prior assessment of student learning, interests and/or learning preferences • Resources for students are relevant, current, accessible and inclusive (e.g., assistive technologies, student learning materials that reflect diverse backgrounds, languages and cultures). 	<ul style="list-style-type: none"> • LRT (K-1), Literacy coaches (secondary) • Core resources: Literacy Place (primary), Literacy In Action (junior), Nelson Literacy (intermediate) • Ministry’s Effective Guides (primary, junior) • Ministry’s Think Literacy (intermediate) • LNS monographs & DVDs • Ministry resource – Differentiated Instruction • Learning for All K-12 • Student Success Differentiation Educator’s Package (2010) • Alternative Curriculum e.g., SRA Pilot Projects • ABA facilitators 	<ul style="list-style-type: none"> • The Teaching Learning Critical Pathway • SIM/OFIP • K-2 Inquiry Project • Gr. 6 Boys Writing Inquiry • Literacy Collaborative Inquiry projects • Presenter: Steven Katz • 7-12 Inquiry Projects • Professional Learning Cycles: Network Teams • Workshops “Building Capacity” for Coaches 	<ul style="list-style-type: none"> • Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher-student conversations 	<ul style="list-style-type: none"> • Identify leadership actions to ensure collaboration and to monitor implementation of goals and strategies identified in SIP • Participate in the learning opportunities with teacher teams • Ensure TLCP, PMB, DRA, and school generated assessment data is entered into the ESAT tracker • Ensure ESL student progress trackers are placed in the OSR and reviewed twice yearly at School Team • Ensure IEP are developed, reviewed regularly and implemented effectively • Administrators of OFIP/SIM schools will meet in a network with their SO, at least twice a term, to examine evidence of student learning and SIP plans. (e.g., PM results, TLCP data, student work) 	
<p>Curriculum/Instruction/Student learning</p> <ul style="list-style-type: none"> • Students are regularly engaged in higher-order thinking skills and the completion of meaningful, respectful open-ended and contextual tasks • Resources for students are relevant, current, accessible and inclusive. A range of technologies (e.g., assistive support the needs of all students and their learning.) • Teachers and students co-create instructional tools 	<ul style="list-style-type: none"> • LRT (K-1), Literacy coaches (secondary) • Core resources: Literacy Place (primary), Literacy In Action (junior), Nelson Literacy (intermediate) • Ministry’s Effective Guides (primary, junior) • Ministry’s Think Literacy (intermediate) • LNS monographs & DVDs (e.g., Connecting Reading and Writing for Higher-Order Thinking) • Assistive Technology • Alternative Curriculum • Learning for All 	<ul style="list-style-type: none"> • The Teaching Learning Critical Pathway • SIM/OFIP • K-2 Inquiry Project • Gr. 6 Boys Writing Inquiry • Literacy Collaborative Inquiry projects • Contextual Learning Activities • Presenter: Steven Katz: Networks, Learning Cycles, Inquiry Networks • Professional Learning Cycles: Network Teams • 7-12 Inquiry Projects • Workshops “Building Capacity” for Coaches • Self-contained Teacher Networks • SERT Networking • Alternative curriculum Inservices 	<ul style="list-style-type: none"> • Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher-student conversations 	<ul style="list-style-type: none"> • Base their Annual Growth Plan in the SIP • Set their Performance Plan Goal based on the SIP goals <p>System Monitoring:</p> <ul style="list-style-type: none"> • Collect ongoing online feedback regarding achievement of personal goal setting related to job embedded learning opportunities (ie., NTIP mentor and mentee sessions, Admin mentoring sessions, teacher leader job shadowing) and adjust learning initiatives based on feedback • Determine impact of professional learning on leader and teacher actions / practice and on potential for improved student achievement using HDSB Staff Development Common Assessment Tool 	

NUMERACY



Needs Assessment

EQAO Math Assessments	
Junior	<ul style="list-style-type: none"> Raising the bar Gradual growth No gender gap SPED flat
Gr. 9 Applied	<ul style="list-style-type: none"> Raising the bar Widening the gap (boys trending up, girls trending down) ELL small sample, volatile results Decline in SPED results from previous year

Concern:

- Student engagement
- Overall achievement across all divisions
- Decline in cohort Math results from grade 3 to grade 6
- Achievement results for students identified as learning disabled
- Use of instructional tools (e.g., manipulatives, computers, calculators)

Theories behind the baseline:

What factors influence the current state?

To what extent have we focused our learning on...

- Deconstructing curriculum – understanding big ideas
- Three part lesson design
- Posing questions/problems (e.g., open questions, parallel tasks)
- Knowing the learner (assessment for/as learning)
- Explicit teaching of the genre of the assessment (embedded)
- Student at the centre (e.g., student work always on the table)

SMART goal:

ACHIEVEMENT

Raise the overall achievement of students in Grade 6 by 4% as measured by the junior EQAO assessment by September 2011

- L2 – 100% (All grade 6 students will achieve level 2 or higher)
- L3 – 70% (currently 66%)
- Students with Learning Disabilities at L3 – 35% (currently 29%)
- L4 – 17% (currently 13%)

Raise the overall achievement of students in Grade 9 Applied by 4% as measured by the Grade 9 Applied EQAO by September 2011

- L2 – 100%
- L3 and up – 56% (currently 52%)
- Students with Special Education needs at L3 and up – 49% (currently 45%)

80% of students in Grade 9 locally developed math achieve the credit

- Currently 67% of students successfully obtained their credit

PERCEPTUAL

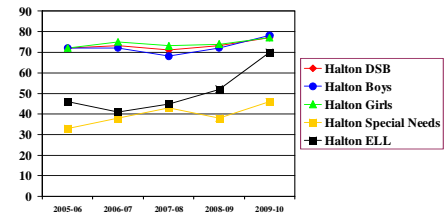
EQAO Junior Student Questionnaire Results will indicate a 4% increase in the following:

- I like mathematics (currently 41%)
- I am good at mathematics (currently 55%)
- I am able to answer difficult questions (currently 34%)
- I ask for help if I do not understand the problem (currently 58%)
- I think about the steps I will use to solve the problem (currently 38%)
- Manipulatives (currently 9%)

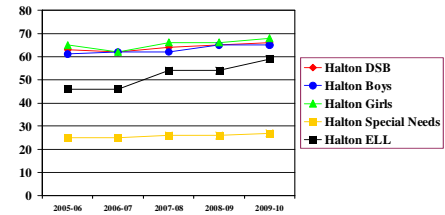
EQAO Grade 9 Student Questionnaire Results will indicate a 4% increase in the following:

- I like mathematics (currently 56%); I am good at mathematics (currently 57%)
- The mathematics I learn now is very useful for everyday life (currently 74%)

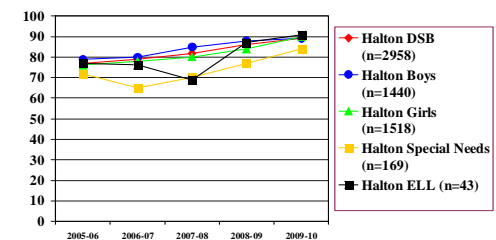
EQAO – Primary Mathematics



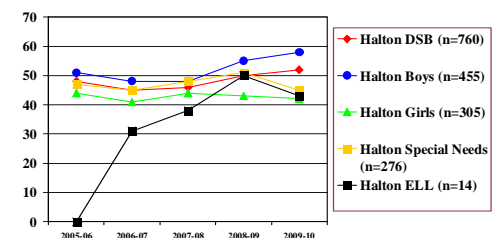
EQAO – Junior Mathematics



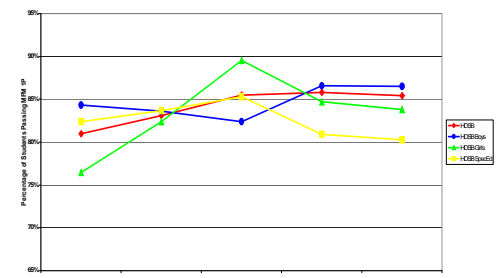
EQAO – Grade 9 Academic Math



EQAO – Grade 9 Applied Math



Pass Rates: Grade 9 applied math



BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SMART Goal - By September 2011:

Raise the overall achievement of students in Grade 6 by 4% as measured by the junior EQAO assessment; Raise the overall achievement of students in Grade 9 Applied by 4% as measured by the Grade 9 Applied EQAO assessment; 80% of students in locally developed math will achieve the credit

EQAO Junior Student Questionnaire Results will indicate a 4% increase in the following: I like mathematics, I am good at mathematics, I am able to answer difficult questions, I ask for help if I do not understand the problem, I think about the steps I will use to solve the problem, use of manipulatives; EQAO Grade 9 Student Questionnaire Results will indicate a 4% increase in the following: I like mathematics, I am good at mathematics, The mathematics I learn now is very useful for everyday life

Plan, Design and Implementation Strategies				Monitoring Strategies			
Targeted, Evidence-Based Strategies/Actions	Pillars	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
<p>School Improvement Planning cycle (SIP, SSA, DR) includes:</p> <ul style="list-style-type: none"> An evaluation and needs assessment that reflects an analysis of student achievement and engagement in mathematics resulting in a Numeracy goal An action plan that is developed based on urgent student learning needs 		<ul style="list-style-type: none"> Data (e.g., EQAO achievement and survey results, OSR, IEP, report card achievement and learning skills, SES, classroom data) School Improvement Planning Handbook and Conference available on-line via chat School Self-Assessment template District Review template Halton's Expected Practices Professional Resources (e.g., Learning Leader, Building and Connecting Learning Communities, Transforming School Cultures, NCSM PRIME Leadership Framework, Principal as Numeracy Leader) Guest speakers (e.g., Douglas Reeves, Steven Katz, Anthony Muhammad, Anne Davies) and templates provided through Building Leadership and Learning Capacity series On-site support provided by LRTs (K -1) and Numeracy coaches (7 -12) HDSB School Program and Student Services support Learning For All K-12 	<ul style="list-style-type: none"> Inservice and release time for school improvement teams to develop School Improvement Plans (October, November, 2010 and Spring 2011) District Review inservices (November 2010, February 2011) Building Leadership and Learning Capacity series <ul style="list-style-type: none"> August 2010 October 2010 January 2011 March 2011 Professional Learning Cycles: Network Teams 7-12 Inquiry Projects Workshops "Building Capacity" for Coaches 	<p>Epstein's six types of engagement are included in the SIP: parenting, communicating, volunteering, learning at home, decision making and collaborating with community.</p> <p>Decision Making</p> <ul style="list-style-type: none"> SIP Plans are shared with School Councils <p>Communicating</p> <ul style="list-style-type: none"> Parent/Teacher interview/ conferences Family Math Nights Numeracy information in school newsletters, HDSB website parent resources Ministry websites Ministry parent brochures (Helping Your Child Do Mathematics, K-6) Leading Math Success website (Family and Community Connections) EQAO parent evenings and parent guides to EQAO tests (www.eqao.com) SEAC consultation <p>Learning at Home</p> <ul style="list-style-type: none"> Halton's on-line Homework Help Program for Gr.7-10 Family Math activities 	<p>Superintendents will:</p> <ul style="list-style-type: none"> Ensure SIP reflects all four pillars Engage in SIP moderation with Superintendents of Schools Discuss and provide feedback to administrators on School Improvement Plans and Principal Annual Growth Plans 3X a year Collaboratively work with principals to develop their Principal Performance Plans Facilitate the District Review process and provide written and conversational feedback to Administrators and their leadership teams Ensure each school submits a school self-assessment Ensure students with special needs are addressed in SIP <p>Administrators will:</p> <ul style="list-style-type: none"> Include school leadership teams in developing SIP based on school data Provide SO with a copy of the SIP Complete school leadership map in the fall and the spring to self assess their leadership actions related to their SIP Identify leadership actions to ensure collaboration and to monitor implementation of goals and strategies identified in SIP Participate in the learning opportunities with teacher teams Ensure TLCP, PMB, DRA, and school generated assessment data is entered into the ESAT tracker 	<p>Tell Them From Me - survey</p> <p>EQAO- 3,6,9 EQAO student questionnaire</p>	

<p>Assessment and Evaluation (Comp. #3) There is a range of formal and informal strategies in place to guide assessment and instructional decision-making regarding the content, product, process and learning environment for every student.</p> <ul style="list-style-type: none"> Teacher moderation of student work to determine next steps in instruction Ongoing and effective feedback that is timely, constructive, meaningful, specific and purposeful is shared with students so that they make connections to the next steps in their learning <p>Differentiated Instruction Students are regularly engaged in higher-order thinking skills and the completion of meaningful, respectful, open-ended, contextual tasks</p> <p>Curriculum/Instruction/Student learning The mathematics learning block involves teaching through the mathematics processes using the three-part design (Before, During, After; MATCH template - minds on, action, timing, consolidate, homework)</p> <ul style="list-style-type: none"> Supports for mathematical thinking and representation are available as thinking tools (e.g., manipulatives, calculators, internet, computer software, sources of data, newspaper, textbooks, picture books) 	<ul style="list-style-type: none"> Ministry Growing Success and HDSB support documents Ministry Learning for All, K-12 Ministry Effective Guides (primary, junior) LNS monographs & webcasts, Ministry TIPS4RM materials Grades 7-12, Gap Closing Strategy Gr. 6, EduGains website <i>Student Success Differentiated Instruction Educator's pkg. 2010</i> Core Resource (elementary): Math Makes Sense First Steps Resource and Course Books The Kindergarten Program <i>The Ontario Curriculum Gr. 1-8, Gr. 9 and 10, Gr. 11 and 12</i> <i>Licensed software (e.g., e-tools, Tinkerplots, Geometer's Sketchpad</i> <u>Talk About Assessment</u> (elementary and secondary), Damian Cooper <u>Leading the Way</u>, Anne Davies <i>Big Ideas from Dr. Small K-3, and 4-6</i> <i>More Good Questions</i> by Marian Small <i>More Good Questions</i> by Marian Small/Amy Lin <i>Teaching Student Centered Mathematics K-3, 3-5, and 5-8</i> by John Van de Wall & LouAnn H. Lovin On-site support provided by LRTs (K -1) and Numeracy coaches (7 -12) HDSB School Program and Student Services support Homework Helpline Grades 7-10 – Mathematics – dedicated staff hired to support this work funded through Ministry initiatives Alternative Curriculum 	<ul style="list-style-type: none"> Halton's Growing Success workshops and supports The Teaching Learning Critical Pathway Networked school groupings (e.g., OFIP, Schools in the Middle, FOS structures for learning) based on common student needs Collaborative Inquiry for Learning in Mathematics (CILM) Early Primary Collaborative Inquiry project Literacy Leaders Collaborative Inquiry Contextual Learning embedded in daily plans and After School OFIP Tutoring programs Numeracy Admin. Learning Team (e.g., new to and continuing networks) and admin. learning and support in networked school groupings Professional Learning Cycles: Network Teams 7-12 Inquiry Projects Workshops "Building Capacity" for Coaches Transition Cross-Panel collaboration Numeracy School Programs Collaborative Inquiry – 4+ and grade 9 locally developed programs PRIME workshop for teachers of LD-Self-Contained classes SERT networks Alternative curriculum Inservices 	<p>Collaborating with Community</p> <ul style="list-style-type: none"> Halton Learning Foundation's Eliminating Barriers to Learning funds used to support school action plans in Literacy and Numeracy 	<ul style="list-style-type: none"> Ensure ESL student progress trackers are placed in the OSR and reviewed twice yearly at School Team Administrators of OFIP/SIM schools will meet in a network with their SO, at least twice a term, to examine evidence of student learning and SIP plans. Ensure IEP are developed, reviewed regularly and implemented effectively <p>System Monitoring:</p> <ul style="list-style-type: none"> Collect ongoing online feedback regarding achievement of personal goal setting related to job embedded learning opportunities (i.e., NTIP mentor and mentee sessions, Admin mentoring sessions, teacher leader job shadowing) and adjust learning initiatives based on feedback Determine impact of professional learning on leader and teacher actions / practice and on potential for improved student achievement using HDSB Staff Development Common Assessment Tool 	
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SAFETY AND WELL-BEING

Needs Assessment

Data:

- Early Development Instrument
- School Effectiveness Survey including new student engagement domain
- Halton Youth Survey

Concern: Student Engagement

- Amongst HDSB Grade 7 students, 41% reported being bullied during the 2009-10 school year on the Halton Youth Survey
- Amongst HDSB Grade 10 students, 28% reported being bullied during the 2009-10 school year on the Halton Youth Survey
- Student engagement is still low @ secondary
- Gender gap in many areas, with *females* being more positive about school; gender gap with I feel safe
- Spec. Ed. students: How do learning opportunities align with their feelings of belonging? How do parents of special need students view school safety initiatives?
- D.I. for all the learners: (Spec. Ed., ELL, FN, M, I) D.I. still not fully implemented (according to survey); ELL and Spec. Ed. students need more support; students see themselves and diversity (SES survey: In most of my classes, members of diverse groups appear in special events and celebrations - 52.6%)

Theories behind the baseline:

What factors influence the current state?

- Data relies on understanding what the questions mean
- Are we drilling down to know which students do not feel safe or feel they belong?
- Does HDSB actions place as high an emphasis on S&WB from other pillar work as evident through funding?
- Attitudes and values towards inclusion and diversity
- Students and classroom practices are not always aligned

SMART goal:

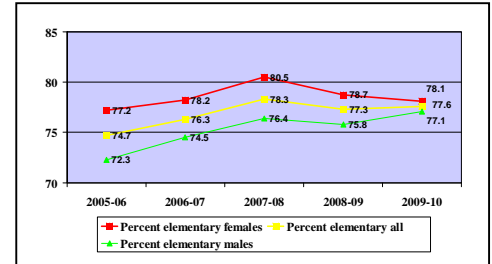
By June 2011, all elementary and secondary students will show an increase in engagement in their schools as measured by a 5% increase to the following statements:

1. Teachers use a variety of ways to help me learn
2. I feel like I belong
3. I feel safe
4. I enjoy going to school

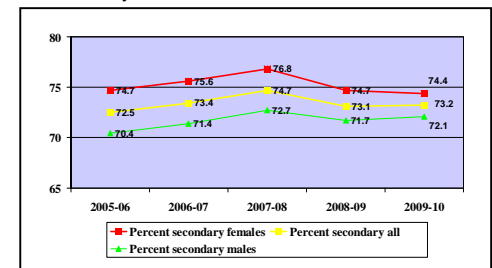
The number of students who report that they are being bullied will decrease by 10%, based on new baseline data that schools will collect early in the 2010-2011 school year.



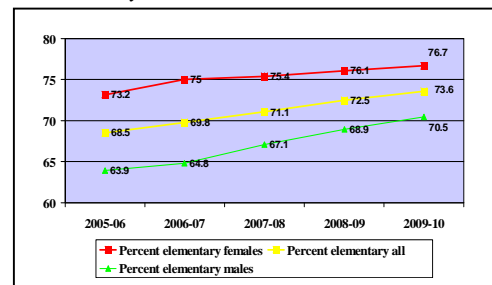
SES District Results 2006-2010 - Belonging Elementary Students



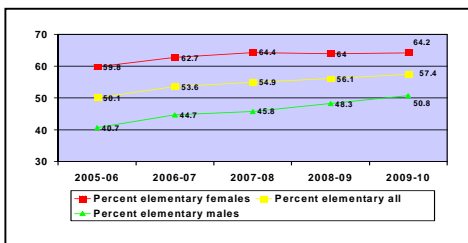
SES District Results 2006-2010 - Belonging Secondary Students



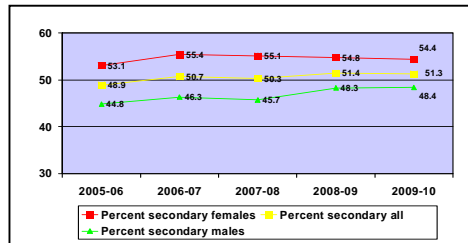
SES District Results 2006-2010 I Feel Safe at this School Elementary Students



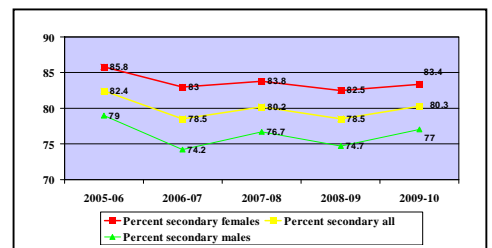
SES District Results 2006-2010 I Enjoy Going to School Elementary Students



SES District Results 2006-2010 I Enjoy Going to School Secondary Students



SES District Results 2006-2010 I Feel Safe at this School Secondary Students



BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

SMART Goal:
 By June 2011, all elementary and secondary regional survey results will show an increase of 5% to the following statements: -Teachers use a variety of ways to help me learn -I feel like I belong -I feel safe -I enjoy going to school
 The number of students who report that they are being bullied will decrease by 10%, based on baseline data that schools will collect early in the 2010-2011 school year.

Plan, Design and Implementation Strategies				Monitoring Strategies			
Targeted, Evidence-Based Strategies/Actions	Pillars	Resources	Professional Learning	Community Engagement	Monitoring	Responsibility	Evaluation
<p>School Improvement Planning cycle (SIP, SSA, DR) includes:</p> <ul style="list-style-type: none"> Schools form a working Safe Schools Action Team (SSAT). Schools develop and implement a Bullying Prevention and Intervention Action Plan. Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment 		<p>Data (e.g., OSR, IEP, report card Learning Skills, classroom/school diversity, SES, Halton Youth Survey) P/PMs: * 119: Equity and Inclusive Education * 144: Bullying Prevention and Intervention * 145: Progressive Discipline HDSB Policies: * Behaviour, Discipline, and School Safety, 2010 * Bullying Prevention and Intervention, 2010 * Equity and Inclusive Education, 2010 HDSB Bullying Prevention and Intervention Guide for Schools and School Communities (including curriculum connections). Bullying Prevention and Intervention Action Plan (Appendix B of Guide) HDSB policies – Managing Aggressive Behaviour of students with Special Needs e.g., Behaviour plans Learning For All K-12 School Improvement Planning Handbook and Conference available on-line via chatt</p>	<ul style="list-style-type: none"> Safe Schools Action Team inservices in September and February. Restorative Justice sustainability session for members of previously-trained school-based teams. Tribes learning series for school teams new to the Tribes process. Link Crew sustainability session for two current members of each school's Link Crew teacher team. Link Crew training for two teachers from each secondary school. Beyond the Hurt pilot program in five Oakville schools. Behaviour and Safety Plan inservices CPS training 	<p>Epstein's six types of engagement are included in the SIP: parenting, communicating, volunteering, learning at home, decision making and collaborating with community.</p> <p>Communication SIP Plans are shared with School Councils SEAC consultation</p> <p>Collaborating with the Community (e.g., Halton Partners in Bullying Prevention; Halton Regional Police Service)</p> <p>Communication and Learning at Home (e.g., PIC Conference; HDSB bullying prevention brochure; community presentations regarding cyberbullying) LINK (Learn, Interface, Network and Knowledge Event)</p>	<p>Superintendents will:</p> <ul style="list-style-type: none"> Ensure SIP reflects all four pillars Ensure that active Safe Schools Action Teams have been formed in each school Review each school's Bullying Prevention and Intervention Action Plan, including data that each school has used to develop a baseline regarding bullying Engage in SIP moderation with Superintendents of Schools Discuss and provide feedback to administrators on School Improvement Plans and Principal Annual Growth Plans 3X a year Collaboratively work with principals to develop their Principal Performance Plans Facilitate the District Review process and provide written and conversational feedback to Administrators and their leadership teams Ensure each school submits a school self-assessment Track Employee Incident and Violent Incidents Reports 		Tell Them From Me - survey
<p>Assessment and Evaluation (Comp. #3)</p> <p>There is a range of Formal and Informal strategies in place to guide assessment and evaluation decision making regarding the content, product, process and learning environment</p> <p>Diagnostic data is used to differentiate instruction</p>		<p>Ministry of Education: * Growing Success and HDSB support doc. * Learning for All, K-12 * <i>Caring and Safe Schools in Ontario: Supporting Students with Special Needs Through Progressive Discipline, K-12.</i> * <i>Health and Physical Education, Grades 1-8</i> * Sample School Climate Surveys (Ministry website) <u>Talk About Assessment</u>, Damian Cooper <u>Leading the Way</u>, Anne Davies HDSB School Program, Student Services, Safety and Well-being, and Diversity Team members</p>	<p>Growing Success workshops</p> <ul style="list-style-type: none"> Assessing for Learning cycle is used by all teachers to gather evidence of student learning to inform instruction and determine whether the intended outcome has been achieved. Collaborative Problem Solving networking sessions for schools involved in 09-10 and 10-11 project phase. Health and Physical Education in-service workshops SERT Networking series 	<p>Communication and Learning at Home Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher-student conversations</p> <p>Parent/Teacher interview/conferences</p> <p>Growing Success parent communication including ESL and IEP parent information nights</p>			

<p>Differentiated Instruction</p> <p>The teaching and learning environment is inclusive and reflects individual student strengths, need and learning preferences. Students feel safe and that they belong.</p> <ul style="list-style-type: none"> - Instruction and assessment are differentiated in response to student strengths, needs and prior learning. - Resources for students are relevant, current, accessible and inclusive (e.g., assistive technologies, student learning materials that reflect diverse backgrounds, languages and cultures). 	<p>Ministry of Education:</p> <ul style="list-style-type: none"> * Growing Success * Learning for All, K-12 * <i>Caring and Safe Schools in Ontario: Supporting Students with Special Needs Through Progressive Discipline, K-12.</i> * <i>Health and Physical Education, Grades 1-8</i> * Sample School Climate Surveys (Ministry website) * Student Success Differentiated Instruction Educator's pkg. 2010 <p>School Leadership teams who attended HDSB DI series HDSB School Program, Student Services, Safety and Well-being, and Diversity Team members</p> <ul style="list-style-type: none"> • MDS Team 	<p>The Teaching Learning Critical Pathway/ Learning Cycle is used by all teachers to gather evidence of student learning to inform instruction and determine whether the intended outcome has been achieved.</p> <p>Equity and Inclusive Education Launch for every school (October, 2010)</p> <p>SERT Networks CPS training All teachers working with aggressive students trained in UMAB</p>		<p>Administrators will:</p> <ul style="list-style-type: none"> • Include school leadership teams in developing SIP based on school data • Provide SO with a copy of the SIP • Complete school leadership map in the fall and the spring to self assess their leadership actions related to their SIP • Identify leadership actions to ensure collaboration and to monitor implementation of goals and strategies identified in SIP • Participate in the learning opportunities with teacher teams • Ensure TLCP, PMB, DRA, and school generated assessment data is entered into the ESAT tracker 	
<p>Curriculum/Instruction/Student learning</p> <p>Higher order critical thinking skills are taught and consistently integrated across the disciplines. Students are regularly engaged in the completion of meaningful, respectful, open-ended and contextual tasks.</p>	<p>HDSB School Programs, Students Services, Safety and Well-being, and Diversity Team members.</p> <ul style="list-style-type: none"> • LRT (K-1), Literacy coaches (secondary) • Core resources: Literacy Place (primary), Literacy In Action (junior), Nelson Literacy (intermediate) • Ministry's Effective Guides (primary, junior) • Ministry's Think Literacy (intermediate) • LNS monographs & DVDs (e.g., Connecting Reading and Writing for Higher-Order Thinking) • ABA facilitators • MDS Team 	<p>The Teaching Learning Critical Pathway/ Learning Cycle is used by all teachers to gather evidence of student learning to inform instruction and determine whether the intended outcome has been achieved.</p> <p>SIM K-2 Inquiry Project Literacy Collaborative Inquiry projects Contextual Learning Activities</p>		<ul style="list-style-type: none"> • Ensure ESL student progress trackers are placed in the OSR and reviewed twice yearly at School Team • Ensure IEP are developed, reviewed regularly and implemented effectively <p>System Monitoring:</p> <ul style="list-style-type: none"> • Collect ongoing online feedback regarding achievement of personal goal setting related to job embedded learning opportunities (i.e., NTIP mentor and mentee sessions, Admin mentoring sessions, teacher leader job shadowing) and adjust learning initiatives based on feedback • Determine impact of professional learning on leader and teacher actions / practice and on potential for improved student achievement using HDSB Staff Development Common Assessment Tool • Track UMAB Training 	

PATHWAYS



Needs Assessment

Data:

- Credit accumulation Grade 9 & 10
- Student Success Board Indicator Data
- Learning Skill achievement data
- SES – intellectual engagement data

Concern:

Student Engagement as reflected in...

Student Voice report, School Effectiveness Survey, Halton Youth Survey, Learning Skills, Pass Rates, Credit Recovery
Would like to look at attendance data?

Transitions through grades 6 – 10: Learning skills begin a downward trend in grades 7 and 8; Downward trend in Learning Skills and Student engagement from elementary to secondary

Credit Accumulation: 25% off track to graduate in grade 10, 15% off track to graduate in grade 9.
Review data for grade 11 and 12 in each pathway/program

Theories behind the baseline:

What factors influence the current state?

- Are we using gradual release for teaching Learning Skills?
- How valued is student choice, student interest, student voice, LS?
- Are we tracking and assessing with intention to inform instruction?
- What do learning skills look like for kids not “on track”?
- Is there a link between behaviour and LS?
- How can we use data from subject pass rates to better inform the focus of our SMART goal? e.g., civics, art, French, science
- Do students see real world connections in the learning?

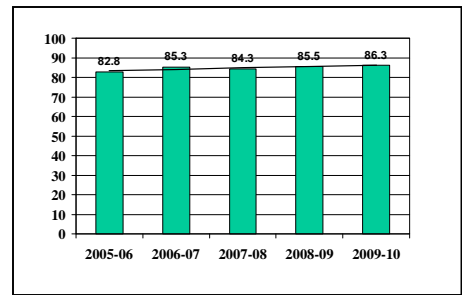
SMART goal:

By June 2011, there will be an increase from 75.6% to 85% of grade 10 students earning credits and on track to graduate, thereby accumulating 16 credits at the end of grade 10

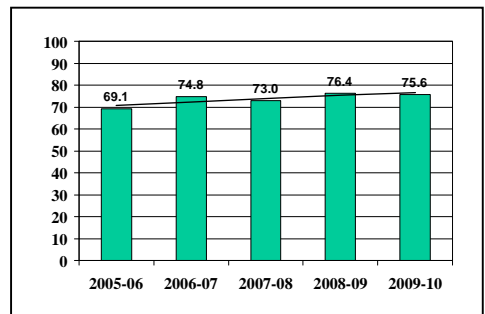
By June 2011, there will be an 5% increase in student engagement as measured through the SES.

Questions	Elementary 2010	Secondary 2010
I like school	70%	59.6%
I am motivated to learn	65%	48.6%
I have opportunities to explore topics/ideas that are important to me	63.9%	56.2%

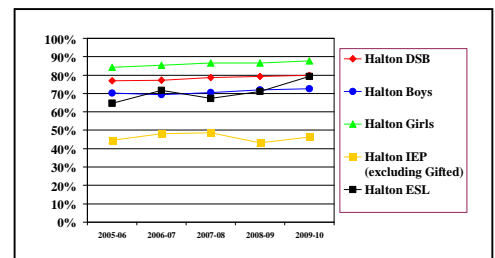
HDSB Grade 9 Credit Accumulation



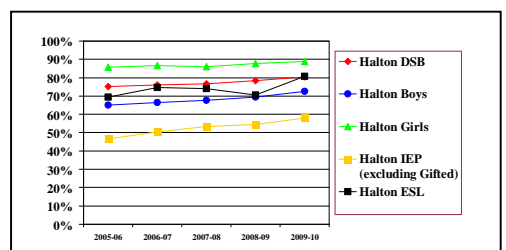
HDSB Grade 10 Credit Accumulation



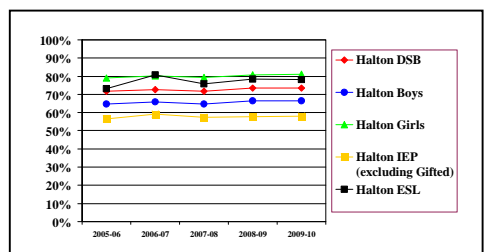
Percent Primary Achievement at Level 3-4 (G/E) Initiative T3



Percent Junior Achievement at Level 3-4 (G/E) Initiative T3



Percent Secondary Learning Skills at Provincial Standard – Initiative (Grades 9-12)



BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

<p>SMART Goal: By June 2011, there will be an increase from 75.6% to 85% of grade 10 students earning credits and on track to graduate, thereby accumulating 16 credits at the end of grade 10 - 5% increase in student intellectual engagement as measured through the Halton School Effectiveness Survey: I like school, I am motivated to learn, I have opportunities to explore topics/ ideas that are important to me</p>						
Plan, Design and Implementation Strategies				Monitoring Strategies		
Targeted, Evidence-Based Strategies/Actions	Pillars	Resources	Professional Learning	Community Engagement	Monitoring	Evaluation
<p>School Improvement Planning cycle (SIP, SSA, DR) includes:</p> <ul style="list-style-type: none"> Schools use data from Credit Accumulation, Pass Rates, Learning Skill achievement, School Effectiveness Survey and other related data to identify a pathways focus for their school Schools use their SIP and HDSB Expected Practices to conduct a School Self-Assessment to determine if they have met their goals and identify next steps Selected schools will participate in a District Review to provide additional feedback to identify areas of growth and next steps based on SIP Goals and HDSB Expected Practices 		<ul style="list-style-type: none"> School Improvement Planning Handbook available on-line via chatt HDSB Expected Practices Materials developed for FOS sessions in October and November SSA template DR template All 7-12 schools will have a board defined Students Success Teacher and Team School Programs and Student Services support staff Building Leadership and Learning Capacity series Learning For All K-12 	<p>Professional development to support the SIP needs analysis, goals and action plans... How to use the data to drive the SIP goals and actions.</p> <ul style="list-style-type: none"> FOS meetings in October and November FOS sessions in spring DR review PD sessions in November and February Building Leadership and Learning Capacity series <p>Presenters: Douglas Reeves, Steven Katz, Anthony Mohammed, Anne Davies</p>	<p>Epstein's six types of engagement are included in the SIP: parenting, communicating, volunteering, learning at home, decision making and collaborating with community.</p> <p>Communicating</p> <ul style="list-style-type: none"> SIP plans are shared with School Councils SEAC consultation Collaboration with local mental health agencies (SSLI) 	<p>Superintendents will:</p> <ul style="list-style-type: none"> Ensure SIP reflects all four pillars Engage in SIP moderation with Superintendents of Schools Discuss and provide feedback to administrators on School Improvement Plans and Principal Annual Growth Plans 3X a year Collaboratively work with principals to develop their Principal Performance Plans Facilitate the District Review process and provide written and conversational feedback to Administrators and their leadership teams Ensure each school submits a school self-assessment 	<p>Credit Accumulation Pass Rates</p> <p>Tell Them From Me - survey</p>
<p>Assessment and Evaluation (Comp. #3) <i>Multiple opportunities throughout the course are provided for students to practice, apply and refine their work</i></p> <ul style="list-style-type: none"> Evidence for evaluation is collected through observation, conversations and student products <p><i>Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning</i></p> <ul style="list-style-type: none"> A variety of strategies (e.g., Pathways Planners, reporting, work samples) are used by parents and students to monitor progress 		<p>Pathways Planners MyBlueprint.ca School to Career website Choices into Action "Talk About Assessment" – Damian Cooper Differentiated Instruction Educators Resource (Ministry) Student Learner Profiles Alternative Curriculum</p>	<p>Professional development for Pathways Programs</p> <ul style="list-style-type: none"> Job-embedded and TLCP professional learning is regularly scheduled to determine best instructional practices to meet students' needs Student Success teacher and team training Applied/Essential Network Team supports Growing Success workshops Networking SS Teachers 7-12 Networking SHSM Prof. Learning Cycle: Network Schools 7-12 Inquiry projects Elementary contextual Learning support CLA Projects Alternative Curriculum Inservices 	<p>Communicating</p> <ul style="list-style-type: none"> Pathways Parent Information Nights Halton Industry Education Council Pathways webpage School to Career webpage Ontario Youth Apprentice webpage Community Partners for experiential learning opportunities My Blueprint educational Planner Transition workshops for students with Developmental Disabilities 	<p>Administrators will:</p> <ul style="list-style-type: none"> Include school leadership teams in developing SIP based on school data Provide SO with a copy of the SIP Complete school leadership map in the fall and the spring to self assess their leadership actions related to their SIP Identify leadership actions to ensure collaboration and to monitor implementation of goals and strategies identified in SIP Participate in the learning opportunities with teacher teams Ensure TLCP, PMB, DRA, and school generated assessment data is entered into the ESAT tracker 	

		<ul style="list-style-type: none"> • SHSM Contextual Learning Inservices • Connecting to and aligning/integrating pathway and career education with existing learning opportunities for staff e.g., Integrated/ Contextualized units 	<ul style="list-style-type: none"> • Affiliation with Community Colleges 	<ul style="list-style-type: none"> • Base their Annual Growth Plan in the SIP • Set their Performance Plan Goal based on the SIP goals • Ensure IEP are developed, reviewed regularly and implemented effectively 	
<p>Differentiated Instruction</p> <p>Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p>All 7-12 schools will have a board defined Students Success Teacher and Team</p> <p>School Programs and Student Services support staff</p> <p>Learning For All K-12</p> <p>Student Success Differentiation Educator's Package (2010)</p>	<ul style="list-style-type: none"> • The Teaching Learning Critical Pathway / Learning Cycles • SST 7-12 Networks • SHSM Networks • Connecting to and aligning/integrating pathway and career education with existing learning opportunities for staff e.g., Lesson study , Integrated/ Contextualized units • Networking SS Teachers 7-12 • Prof. Learning Cycle: Network Schools • 7-12 Inquiry Projects • Robotics Elem./Sec. Experiential Learning in-services 		<p>System Monitoring:</p> <ul style="list-style-type: none"> • Collect ongoing online feedback regarding achievement of personal goal setting related to job embedded learning opportunities (ie., NTIP mentor and mentee sessions, Admin mentoring sessions, teacher leader job shadowing) and adjust learning initiatives based on feedback • Determine impact of professional learning on leader and teacher actions/ practice and on potential for improved student achievement using HDSB Staff Development Common Assessment Tool 	
<p>Contextual learning opportunities are built into subject areas and programs</p> <ul style="list-style-type: none"> • Instruction provides relevant and contextualized connections in learning • Students understand the relationship between what they are learning, why they are learning it and how it connects to their lives <p>Programs, pathways and career planning meet the learning needs and interest of all students</p> <ul style="list-style-type: none"> • Opportunities are provided for students to learn about their personal interests, strengths, and aptitudes related to potential careers (e.g., CLA's, field trips) • Respect for all destinations is evident in the instruction 	<p>All 7-12 schools will have a board defined Student Success Teacher and Team Ministry/Board Funding support for:</p> <ul style="list-style-type: none"> • Professional learning • Networking • Implementation • Transportation • Related equipment and learning materials • Promotional items <p>Pathways Planners HIEC MyBlueprint.ca School to Career website Choices into Action</p>	<ul style="list-style-type: none"> • Connecting to and aligning/integrating pathway and career education with existing learning opportunities for staff e.g., Lesson study, Integrated/ Contextualized units • Robotics Elem./Sec. Experiential Learning in-services • Elementary contextual Learning support CLA Projects • SHSM Contextual Learning in-services • School/sector networking • 7-12 Inquiry Projects • Prof. Learning Cycle: Network Schools (Applied/Essential) 	<p>Communicating</p> <ul style="list-style-type: none"> • Pathways Parent Information Nights • Halton Industry Education Council • Pathways webpage • School to Career webpage • Ontario Youth Apprenticeship webpage • Community Partners for experiential learning opportunities • My Blueprint educational Planner • Affiliation with Community Colleges 		