



Grand Erie's Achievement Plan: Success for Every Student 2019-20

Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them

Where Are We Now?

Needs Assessment Findings

When we review our data from various sources, we find our student needs in mathematics align with the provincial EQAO trends. Upon further in-depth analysis, which includes achievement data for students with special education needs, corroborating evidence supports the need for a continued focus on providing differentiated instruction in mathematics. The identified focus will remain on our most urgent student learning needs in Number Sense and Numeration. Specifically, the content and process will continue to focus on the key understandings of Quantity Relationships; Operational Sense; and, Algebraic Reasoning, so students can capably think, reason, represent, and flexibly apply their understanding when solving mathematical problems. This focus enables students to develop key mathematical skills to be successful across mathematical strands/big ideas; in cross curricular areas; and, in their mathematics courses.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the knowledge and skills to assess individual student needs and provide responsive, differentiated mathematics instruction. This provides opportunities for all students to understand mathematical concepts and processes that lay the foundation for problem-solving. Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health, productive disposition and well-being, while maintaining high expectations for mathematics achievement in the classroom. Professional Collaborative Learning Initiatives at the system and school level will continue to be offered to support educator learning needs, and the further implementation of evidence based instructional strategies to support students with their individual learning gaps.

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs exist around comprehension and inferencing. With a continued focus on differentiated assessment and instruction, individual student learning gaps will be identified and addressed. This focus enables students to develop explicit and implicit meaning in their reading and writing skills that are necessary to be successful in working towards the completion of the literacy credential required for graduation.

How Did We Do?

K-12

Percentage of Grade 3 & 6 students achieving level 3 or 4 in reading, writing and oral language on report cards.

Percentage of Grade 3 & 6 students achieving level 3 or 4 in Number Sense & Numeration on report cards.

Percentage of students achieving level 3 or 4 in language and mathematics on the Primary and Junior EQAO Assessments.

Percentage of Grade 7 & 8 students achieving level 3 or 4 in Number Sense and Numeration; and, Patterning and Algebra on report cards.

Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

Percentage of students achieving level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied Grade 9 mathematics and participating students in the Academic Grade 9 mathematics.

Percentage of students achieving 6/8 and 8/8 credits by the end of Grade 9.

Percentage of students achieving 12/16 and 16/16 credits by the end of Grade 10.

Monitor and measure the impact of the renewed focus on tiered supports and strategies.

Narrative Data

Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.

School Effectiveness Framework Components & Indicators: 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.

1.1 - Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

How Will We Get There?

Professional, and Collaborative Learning – Superintendents and Central Teams will support/guide Principals and their multi-disciplinary teams through learning about and implementation of **curriculum; supports, tools and resources to use** effective differentiated instruction; ongoing assessment and reflection on student responses to instruction and feedback.

Targeted Mathematics Support for Ministry Identified Schools—The Principal Leaders, Board Math Lead; Board Math Facilitators; Elementary Literacy/Numeracy Consultants; and Secondary Math Facilitator will support Grade 3, 6 and 9 Applied Teachers with their learning and implementation.

Principal and school multi-disciplinary learn teams will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective differentiated classroom instruction and assessment to meet individual student learning through the use of the plan, act, observe, and reflect cycle.

Individual student needs: In maintaining and striving for high expectations in achievement and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

How Will We Know?

The focus is on improved mathematics achievement. All of the following practices are expected to be evident for school based literacy achievement.

Educators implement effective differentiated instructional and assessment practices in response to individual student needs, supported by the leadership of the Principal. Multi-disciplinary school based teams will implement responsive, evidence based practice and research that focusses on transforming teaching, learning and well-being. Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

How Are We Doing?

System

- Family of Schools Superintendent and System Multi-Disciplinary Teams Learning Observations; Conversations.

Schools

- Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.
- School self-assessment, feedback, and reflections inform practice.
- Evidence of focused work with the Central Team on co-planning, co-learning impacts to the classroom delivery and student outcomes in Grade 3, 6 and 9.
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).
- Principal and teacher dialogue and feedforward regarding taking initiative for implementation of their own professional learning goals and growth.
- Evidence of fulsome implementation of In-School Team and Resource Team process

Classroom

- Triangulated student evidence in a variety of forms (observation, conversation, and, products).
- Student voice regarding a change in confidence level and competency as a result of engagement that addresses their most urgent learning need.
- Evidence of implementation of Tier 1 strategies to support Universal Design for Learning and the full participation of all students.