



RENFREW COUNTY DISTRICT SCHOOL BOARD

Board Improvement Plan for Student Achievement and Well-Being Kindergarten to Grade 12: 2016-2017

Three Guiding Principles

As students progress through our systems, our work as educator is guided by our Board's three guiding principles:

Excellence in Teaching and Learning-by improving individual achievement and student engagement by implementing educational best practices.

Safe, Caring and Respectful Learning Environments-by building healthy minds, healthy bodies, and compassionate hearts by implementing effective programs and services for our students and staff

Wise Use of Resources-by improving the efficiency of school and Board operations to support student learning.

Strategies

The System Improvement Team is committed to supporting the following strategies to improve student learning and well-being in our schools and classrooms:

RCDSB Strategy 1: To improve our students' learning and achievement through the use of ongoing assessment for and as learning.

RCDSB Strategy 2: To cultivate a culture of growth mindset and high expectations that supports the belief that all students can learn, progress and achieve.

RCDSB Strategy 3: To improve instructional leadership capacity through collaborative inquiry in order to strengthen and enhance teaching and learning.

The Renfrew County District School Board celebrates the unique contributions of each individual and cultivates an environment that values imagination and innovation. We guide and support our students as they consider the evolving opportunities of the 21st century and discover their own pathways to success.

Vital Behaviours

The system will support and honour the following behaviours:

Collaborative Inquiry which includes the following characteristics: relevant, collaborative, reflective, iterative, reasoned, adaptive and reciprocal

Triangulation for evidence-based decision-making (Conversation, Observation and Products)

Professional Learning Cycle (Plan, Act, Observe, Reflect)

Feedback that is descriptive, authentic and timely

An open to learning stance in support of student achievement goals

Our Theory of Action

If we triangulate evidence as a vehicle for examining district, school, classroom and individual student success, then instruction and assessment will be targeted to support learning and achievement will increase.

To Develop Conceptual Understanding In Mathematics

Needs Assessment	Implementation Strategies & Indicators	Professional Learning & Resources	Monitoring
<p>Increasing student achievement and well-being by building students' math literacy through teacher assessment practices, teachers content and pedagogical practices which also leverages technology, and a responsive mathematics learning environment.</p> <p>By focusing on mathematics literacy through proficiency in conceptual understanding, procedural fluency, adaptive reasoning, strategic competence, and productive disposition the RCDSB will build educator fluency and efficacy to improve student achievement and well-being</p> <p>A needs assessment was conducted both through the IBM review linking all stakeholders within the RCDSB as well as qualitative feedback from those working most closely with supporting system advancement in student achievement in mathematics (student success teachers, principals)</p> <ul style="list-style-type: none"> ● Analysis of Student Achievement: What do we know about student achievement in mathematics for the past year? Feedback gathered from SST and Principal ● How are our programs and services promoting successful outcomes for all students? ● What do our stakeholders perceive to be strengths and needs in the board and the schools? Feedback gathered from SST and Principal ● Analysis of EQAO data from fall data was completed on September 22nd. 	<p>Elementary and Secondary: Creation of Math Leadership Team to guide the work of the Renewed Math Strategy</p> <ol style="list-style-type: none"> i. Leadership focused on building a vision and deepening proficiency of mathematics using a professional learning cycle for reflection and analysis ii. Create a model for district wide professional learning to improve math learning for students while realizing the stated goal iii. Creation of monitoring plan for the collection and monitoring of data, reviewing impact iv. Connect with the working groups to continue to inform the renewed math strategy plan and to provide feedback 	<p>Elementary: Vision and Capacity building session for Math Lead and Principals focusing on:</p> <p>Effective teaching strategies for mathematics Learning the Math literacy (unpacking) Support for school teams to determine what area of math they will be focussing on in the inquiry (needs assessment, student learning at the core, choice of strategies/actions...with link to classroom practice)</p> <p>Four capacity building sessions for Math Leads, Principals, and Central supports</p> <ul style="list-style-type: none"> -Additional supports provided and learning targeted around the foundations of mathematics literacy and teacher content pedagogical practices -Define what high quality mathematics teaching and learning looks like and connect all inquiry work with this stance building greater understanding of mathematical literacy. -Focussing on leadership in the support of math learning for educators and students -Build both lead and teacher assessment for/as learning practices <p>School Based Collaborative Inquiry Sessions</p> <ul style="list-style-type: none"> -Collaborative inquiry to be facilitated by the schools with the support of central staff. Six week cycles (6 school level meetings) -Led by principal and math lead Including all junior math teachers and SERT -Central supports: SST, TELT and Spec Ed. attending each of the inquiry sessions 	<p>Elementary: Monitoring of evidence: baseline assessments from student data (EQAO trailing, student diagnostic/assessment as)...monitoring explicitly linked to student evidence</p> <p>Using a google form for teacher feedback, principal feedback after each inquiry session as part of the monitoring with questions specific to student evidence</p> <p>Opportunity for networked learning to occur between schools e.g. inquiry teams can be combined if schools think this will strengthen the learning</p> <p>Connection of Superintendent monitoring cycle for Family of Schools</p> <p>Goals to be a part of the school submitted inquiry plan (framework to be provided for schools via Google forms)</p> <ul style="list-style-type: none"> - focus on level 2 students, - use of 2 marker students per class, - focus on student with LD profile in each school inquiry

<ul style="list-style-type: none"> • Opportunity for family of school based teams to dive into EQAO data information from the IIR reports with EQAO facilitator September 22nd - inform principals, school teams as well as supporting the continuum of mathematics during the transition years <p>EQAO Data:</p> <ul style="list-style-type: none"> • Junior Math - 2016: 49%, represents a downward trend from 54% in 2012 to our current scores. • Grade 9 applied Math - 2016: 48%, represents a slight upward trend from 47% in 2012. • Grade 9 academic Math - 2016: 81%, represents a slight upward trend from 78% in 2012. 		<p>Division of central supports according to schools based at or connected with</p> <ul style="list-style-type: none"> -SST as targeted instructional coaches to follow up between inquiry sessions with junior teachers focussing on teacher content and pedagogical knowledge -Use of deployment model of SST to create deep learning and implementation e.g. linked with school need and longer site based - Use of SST's in Junior Math -Consultant and Math Assistive Tech Coach to support increased support targeted schools AJ Charbonneau and Champlain Discovery -considerations have been given for students with LD profiles -Links with current inquiries of NPDL, Ruth Beatty projects <p>Four central sessions with networked Math Teams (broken down into 3 or 4 manageable groups)</p> <ol style="list-style-type: none"> Consideration for a focus on each of the areas of mathematical literacy Sessions to occur Nov, Jan, March, April Prior to each of these sessions a focus will occur for principals on the leadership and concepts at CASS, ACES (Oct, Dec/Jan, Feb, Mar) <p>Link with the Mental Health Strategy</p> <ol style="list-style-type: none"> Supports for a responsive math learning environment for students social/emotional needs Connect with the Mental Health Leadership team on specific elements of explicit supports for schools eg. mindfulness, risk-taking learning community, reduction of math related anxiety. <p>Student Voice/Choice</p> <ol style="list-style-type: none"> Bring teachers and students together during inquiry for learning through an authentic learning task <p>Special Education</p>	
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		<p>-Focussing on leadership in the support of math learning for educators and students -Build both lead and teacher assessment for/as learning practices</p> <p>School Based Collaborative Inquiry Sessions -Collaborative inquiry to be facilitated by the schools with the support of central staff. Six week cycles (6 school level meetings) -Led by principal -Central supports: Secondary Coaches, TELT and Spec Ed. attending the inquiry sessions.</p> <p>-Instructional coaches to follow up between inquiry sessions with teachers, and particular focus to co-plan, teach and learn with Grade 9 applied teachers. Focus on strategies to reach all students and to respond to needs of students with an LD profile</p> <p>Transitions:</p> <ul style="list-style-type: none"> • FOS co-learning in regards to EQAO and use of IIR to inform us of trends and areas of strengths and needs • FOS learning opportunities between intermediate teachers from both panels • This may be imbedded in Secondary School inquiries 	
<p>Students need to develop a conceptual understanding of mathematics and of mathematical thinking and reasoning (particularly around number fluency and transference of skills).</p> <p>EQAO results show a decline from 73% in 2012 to 66% in 2016.</p>	<p>The primary division of one school (AJ Charbonneau) will focus on building foundational numeracy skills K-3 through involvement with the Eastern Ontario Staff Development Network. Both the teachers and the administrator will be part of this learning. This school will also network around this focus with Walter Zadow Public School. As part of the Renewed Math Strategy, other primary divisions will be involved in K-12 initiatives within their school settings.</p>	<p>The team will have three regional professional learning days throughout the year and will have access to a math expert for a further three days. The math expert will work in-school and the two schools will share this resource.</p> <p>Expert math days with a focus on spatial reasoning and/or number fluency will be available to primary teachers.</p>	<p>Teams will collect student work samples/evidence to document their learning. Learning will be shared at large group and in-between sessions.</p> <p>Teacher surveys will be completed (pre and post) by the teachers engaged in the EOSDN focus.</p>

Focus on Effective Instructional Reading Strategies

Needs Assessment	Implementation Strategies & Indicators	Professional Learning & Resources	Monitoring
<p>PM Benchmarks indicate that many of our students are entering grade 1 below PM level 5.</p>	<p>Small group targeted letter/sound and word work</p> <p>Repeated reading for students in the 0-8 range based on PM assessments</p> <p>Early primary: extending the Leveled Literacy Intervention (LLI) pilot project</p>	<p>K-2 School based early reading interventions delivered by school based teams.</p> <p>Grade 2 LLI kit to be used to support struggling grade two readers for a ten week intervention period. This will be a collaborative venture between SERT and Grade 2 teachers.</p>	<p>Educator feedback - observation, conversations.</p> <p>Data to be collected over the intervention period Feedback from classroom teachers and SERT</p> <p>Continued monitoring following period of intervention</p>
<p>In our OSSLT cohort of 2015, 36% of our writers were in applied level programs compared to 21% in the province. In 2016, 36% again were again in applied level programs, and 20 % in the province. There appears to be a significant difference which is not consistent in locally developed courses (RCDSB 3% as is the province) or with special needs (RCDSB 20% and the province is 19%)</p> <p>OSSLT results also indicate that our students struggle most often with identifying implicit information in their reading and making connections.</p>	<p>Our secondary literacy team has focused on reading comprehension instruction with all of the secondary English teachers and department heads by identifying and modelling a wide variety of reading strategies as indicated in the expectations of the English curricula. We have also been providing high interest reading materials for all English teachers in our board to borrow and focusing on increasing student reading stamina.</p> <p>Gap Closing in Literacy: This work will continue at the school level with administrators, department heads, and teachers, plus the addition of grade 7 and 8 language teachers, engaged in an on-going PLC focused on developing reading supports for students which are precise and in response individual running records and attitude surveys. The team will meet monthly to plan, intervene based on data, reflect on the data and revise the plan based on the data.</p>	<p>Schools will develop PLC's involving grade 7 - 10 teachers, administrators, a system coach and system curriculum leader who will go through the planning, acting, reflecting and revising cycle throughout each semester as a response to running record results. Research will be conducted to deepen our understanding of explicitly teaching targeted reading strategies, effectively facilitating literature circles and increasing our ability to differentiate approaches to meet individual student needs based on data.</p> <p>This will involve release time for monthly meetings, peer class observations and data analysis.</p>	<p>School Team (admin, department head, literacy lead, and coach plus board lead meeting monthly to monitor implementation of the plan</p> <p>Student evidence - reading attitude surveys conducted at the beginning and near the end of the courses, running records and OSSLT results</p> <p>Teacher evidence - observation of student behaviours and attitudes in their own and colleagues classes</p> <p>Use of board provided materials and resources including high interest reading materials</p> <p>On-going reading record results by educators to support next steps, and improved student efficacy and achievement.</p>
<p>Primary EQAO reading results indicate that reading should be a focus since 2014 data results ranged from 75% to 71% in reading. Struggling readers will be a particular focus.</p> <p>Junior EQAO reading results indicated an increase of 6%, from 76% to 82% which is above the provincial average at 81%.</p>	<p>Building an understanding of Balanced Literacy. K - 12</p> <p>Provide opportunities for guided reading (repeated reading for emergent readers) Use rich read-alouds and shared reading daily to support conversations</p>	<p>Adolescent Literacy Guide</p> <p>EQAO data</p> <p>Diagnostic assessments – OCA</p> <p>Text resources as required</p>	<p>Sense of increased teacher efficacy with Balanced literacy</p> <p>Conversations, observations throughout the system (teachers, admin, coaches, students)</p>

<p>Our 2016 OSSLT scores indicate that 79% of first time eligible students were successful on the OSSLT.</p> <p>Educator feedback indicates that capacity building/teacher efficacy is required in the area of Balanced Literacy to support our literacy goals.</p>	<p>Explicitly teach the skills and strategies of repeated reading and word building, and for developing stamina in reading.</p> <p>Use of Balanced Literacy strategies to support adolescent literacy in a variety of subjects</p>	<p>Supported access to eLibrary</p>	
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Identify the specific learning needs of all students to allow for targeted response

Needs Assessment	Implementation Strategies & Indicators	Professional Learning & Resources	Monitoring
<p>To increase the numbers of self identified First Nations, Métis and Inuit students. To collect, analyse, and report on data for self identified Aboriginal students to inform targeted strategies for increasing Aboriginal student achievement and success.</p> <p>Self Identification numbers have indicated a need for continued focus 110 in 2011 to 286 in 2014 and 316 in 2015, 267 in 2016.</p>	<p>Provide all students with revised self identification brochures include newsletter information; update the board website, student forums/student voice.</p> <p>Track achievement data for all self identified students to assist with determining trends and closing achievement gaps.</p>	<p>Teachers new to grades 3 and 6 will be provided resources and training to support the inclusion of culturally responsive resources.</p> <p>The RCDSB will participate in ministry supported inquiry to further our understanding of the unique needs of our FNMI students.</p> <p>Continue learning with Dr. Ruth Beatty and Danielle Blair and the staff and students at EDPS - to further understand culturally responsive pedagogy.</p> <p>RCDSB participation in the Eastern Ontario FNMI inquiry.</p>	<p>Numbers of identified students Numbers of staff trained and supported.</p> <p>Participation and learning shared with the system team.</p>
<p>As identified through surveys to District Leaders, School Administrators, School Staff and Secondary Students the top three mental health concerns in the RCDSB are anxiety, depression and social relationships.</p>	<p>Three main goals:</p> <ol style="list-style-type: none"> 1. To strengthen leadership and organizational conditions for leading mentally healthy school communities. 2. To increase capacity for a shared language in mental health that supports educator literacy, classroom strategies and early identification for prevention/intervention. 3. To select and implement evidence based/informed mental health promotion and prevention programming 	<ul style="list-style-type: none"> - Full implementation of the Planning Document and Protocol for suicide prevention, intervention and postvention and guidelines for self harm. - Share capacity building reports that demonstrate increased knowledge, skill and confidence among staff for supporting mental health and well-being. Continue to build capacity for shared language and understanding through ASIST, SafeTALK, Mental Health 101 & Supporting Minds. - Scale up FRIENDS program with trainer-trainer model and continue to explore promotion/prevention programs/practices for anxiety, depression and social relationships. - Continue strategic alignment with other school board initiatives, ie. Character Development Committee. - Continue to engage student voice and pilot student engaged approaches for promoting mental 	<ul style="list-style-type: none"> - Training Completion - Student voice - Staff efficacy in supporting in these areas (qualitative evidence)

		<p>health and well-being.</p> <ul style="list-style-type: none"> - Collaborate with lead agency for MCYS in community mental health planning. - Promote access to mental health resources and further develop school board website for supporting mental health and well-being. 	
<p>Implement school-wide initiatives to meet academic, social and emotional needs of ALL students through Differentiated Instruction (DI) Universal Design for Learning (UDL) and a tiered cycle of continuous assessment and responsive intervention. Documentation "RCDSB Special Education-Our Shared Beliefs"</p>	<p>Co-learning supported at Regional, Board and school level by means of the leadership of the RCDSB Special Education system team. Facilitation of the team approach to SERT, SSC, SETA and ECE to continue to build our own capacity and empower the classroom teacher to support all students.</p>	<p>Intensive and comprehensive training for staff, modelling, coaching and mentoring to build capacity implementing practices, collaborative professional learning around the IEP, IEP Writer, revision of the IPRC process, guidelines for SERT role, coordination of services with other Ministry agencies and a tiered cycle of continuous assessment and responsive intervention.</p>	<p>Reflective practices of process by working in collaboration with education and community partners, observation, conversation and co-learning with school teams, SEAC sub committee program review teams, Special Needs Strategy/Renfrew County Coordinated Service Plan team participation and our Special Education Five Year Plan.</p>
<p>Provincial data indicates that Children and Youth in Care are less likely to graduate high school.</p> <p>Our local data indicates that students in Youth Care were students "at risk" according to the RCDSB Student Success definition. Many are struggling with attendance and mental health concerns.</p>	<p>The Renfrew County District School Board (RCDSB) has pilot programs taking place at Fellowes HS, RCI and ADHS. The program emphasizes when students' basic needs are met, they are attached to caring adults, find course content relevant and are assessed in accordance with their interests and strengths, they can experience success.</p>	<p>Resources provided by Ministry funding</p> <p>Support from Admin, SSL</p>	<p>Monitoring process outlined by the Ministry.</p> <p>School based observations, conversations</p> <p>Attendance and credit accumulation</p>