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Board Profile: St. Clair Catholic District School Board has 26 elementary schools and 3 secondary schools with a total enrollment of 6352 elementary students, 2850 secondary students.

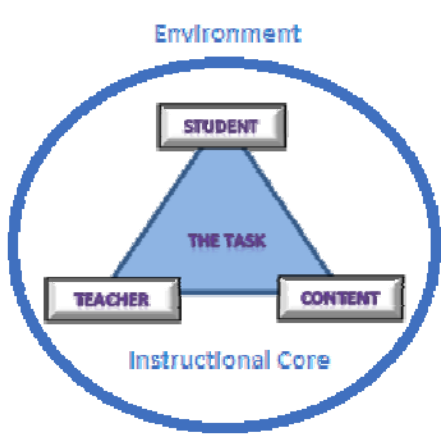
Areas of Strength in Student Achievement:

- Full day Kindergarten in 15 of our schools this year. 2011/12 results in Phonological Assessments of 5 schools show significant improvement from previous years
- EQAO Primary Writing results over time (5 year trend) has now exceeded the provincial target of 75% (80%)
- EQAO Primary Reading results show a slight increase over last year (2%)
- EQAO Junior Reading results over time (5 year trend) is exceeding the provincial target of 75%
- EQAO Primary Math results showed a significant increase (8%) over last year (now 73%)
- EQAO Junior Math results increased slightly (2%)
- Reading Intervention program has supported Grade 1 and 2 students in selected schools to meet or exceed reading benchmarks
- Students with special needs are achieving above the provincial average in EQAO Primary Writing, Junior Reading and Junior Writing
- OSSLT First Time Eligible results showed significant gains over last year (5%) and are now 5% higher than the provincial average Grad Rate has increased by 1% to 84%
- Previously eligible students OSSLT pass rates are 3% higher than the previous year and 17% higher than the provincial average
- First time eligible students with special needs are passing the OSSLT at a higher rate than the provincial average for these students (7%)
- EQAO Grade 9 mathematics results show a continuous increase in achievement (5% in Academic, 3% in Applied this year) and results in Applied Math consistently are over the provincial average (9% this year)
- Students with special needs are achieving above the provincial average in Grade 9 Math EQAO (5% for Applied and 20% for Academic)
- Report card data for 2010/11 show an increase in the number of students achieving level 3 and 4 in Grade 9 and 10 Applied English and Applied Geography/History, and Grade 10 Applied Science

Ongoing Supporting Conditions:

- Primary reading focus, through collaborative inquiry opportunity for all primary educators
- Math Collaborative Inquiry
- FDK support in professional learning communities
- K-1 combined classroom support in professional learning communities
- Documentation project- using technology to make student thinking visible in selected FDK, JK/SK and Grade 1 classrooms, in 6 schools
- Cross panel committees for numeracy and literacy continue with co-planning/co-teaching model as the focus; inclusion of French Immersion at the Literacy in Action group, cross-panel collaboration in FSL
- FSL teachers will explore the CEFR through collaborative inquiry, including co-planning, co-teaching, co-reflecting
- Blended learning K-12 continues with a significant expansion of the program in our schools. E-Learning in secondary schools and Homework Help for Math in Grades 7-10 continues
- Funding provided for special assignment teachers to support their colleagues in our secondary schools: Student Achievement teachers, secondary numeracy support teacher, Student Success teachers, eLearning Contact K-12. Support is provided for literacy, numeracy, assessment & evaluation, differentiated instruction, technology.
- FNMI project implementation continues for engagement of our Aboriginal students and cultural awareness for all
- Ontario Comprehension Assessments continue for Grade 9-10 students, with targeted instruction to assist with the development of the lagging skills
- A full range of pathways programs are available in our secondary schools (SHSM, Dual Credits, OYAP, SWAC, 12 & 12+ re-engagement, Alternative Education, Continuing Education)
- Student transitions and mental wellness programs continue: iMatter and Safe Talk, Link Crew, Safe Schools, Friends for Life
- PLC support will continue in all schools on a limited basis, with facilitators assisting teacher teams when possible, focus to be aligned with school and department improvement plans

BIPSA K-12 Theory of Action: If educators and administrators focus on all components of the instructional core (student, teacher, content, task or learning experience) in their planning, instruction, and assessment, then student achievement will improve.

PLAN Most critical needs identified:	ACT How we will address these needs:
<p>Elementary:</p> <ul style="list-style-type: none"> Students in EQAO Primary Reading are not achieving as expected Students in EQAO Junior Math are not achieving despite the focus in our planning from last year Cohort data reveals the number of students achieving the provincial standard in grade 3 drops in grade 6 Students with special education needs in Grade 6 EQAO math results have declined Students in full day Kindergarten need developmentally appropriate learning experiences Documenting student learning in early primary is difficult The partnership between the teacher and ECE in the FDK classrooms is developing, but needs support to ensure instructional roles align with educational background, experience and expertise Students are demonstrating some challenges in transitioning from full day kindergarten to Grade 1 and then into grade 2; connections need to be established and supported between the grades in early primary Many students are unable to apply their content knowledge of FSL in authentic oral contexts French Immersion students need enhanced oral experiences to develop fluency in the language Students do not consistently co-create success criteria effectively with the classroom teacher Student surveys indicate that incidents of bullying are occurring in schools 	<p>Secondary:</p> <ul style="list-style-type: none"> Applied/Academic gaps remain high in Grade 9 EQAO and OSSLT results Gender gap has increased in Grade 9 EQAO both in Applied and Academic results Grade 9 EQAO results for students with special education needs are lower than last year and remain below the general population in the schools Report card data continues to show low numbers of students attaining Level 3 and 4 in Grade 10 Applied English, Science, and Math Reading diagnostic assessments (OCA) show a high number of Grade 9 students struggling with literacy skills Grad rate is only 1% higher than the provincial average Administrators report that during classroom visits, they note inconsistent use of the basic components of instruction (e.g.: learning goals) Summative assessment tasks (ie. Exams) do not consistently include higher order thinking
<p>Elementary:</p> <ol style="list-style-type: none"> Focusing on Primary Reading; all primary educators will participate in collaborative inquiry to support the theory of action in the school; curriculum team/SWST will support these educators in the classrooms; September PA day will explore reading assessment (assessment for, as and of learning) Expanded support for struggling readers in Grade 1 & 2 through reading intervention program and through DLNTs and Speech Pathologists Building understanding of the process of communication will be explored in all math professional learning (SIM) Developing teacher content knowledge in the area of number relationships/proportional reasoning in all math professional learning, including PRTs Focusing the efforts of K-6 Numeracy Facilitator to support co-planning, co-teaching, co-reflection model Supporting all junior teachers in collaborative inquiry in math Aligning support by the SWS teacher to professional learning in identified schools and with PRTs Building capacity in the area of documentation in early primary to make student thinking and learning visible Building capacity for second language teachers through collaborative inquiry cycles to support CEFR understanding/implementation Building capacity for Music and Physical Education teacher through collaborative inquiry cycles Building capacity in the area of assessment for learning, focusing on learning goals and success criteria TLLP projects focusing on utilizing iPads to enhance math engagement Building understanding of focused instruction through LSA project 	<p>Secondary:</p> <ol style="list-style-type: none"> Continuing to build capacity for administrators in the components of instruction, with specific emphasis on Learning goals, Success Criteria and Descriptive Feedback through Cluster meetings, and LSA project Align the use of OCA assessment, reporting, and intervention strategies in Grade 9 and 10 across all secondary schools Increasing the alignment of assessments with OSSLT and OCA skills in Applied and Open courses starting with Grade 10 History, Religion and Civics courses Including a focus on academic conversations in Grade 7-10 classrooms through the work of the cross panel literacy committee Focusing the efforts of secondary teachers across all disciplines on the components of instruction through Great to Excellent Innovative Project. This focuses on establishing demonstration classrooms in secondary for the purpose of observation of student learning by teacher teams Increasing the support of cross panel collaboration & alignment in 7-10 mathematics through the work of Mathematics Learning Council Focusing the efforts of Gr 7&8 and secondary numeracy support teachers on developing math tasks that are meaningful and rigorous, and fostering good questioning. SIM project focuses on an increase in student communication in mathematics. Increase the monitoring and support of our 12 & 12+ re-engaged students, our SWAC, and Alt Ed students Increasing effective technology integration for students and educators through Blended Learning, e-learning, & Assistive Technology Building capacity with Department Heads in creating assessment tasks that reflect higher order thinking skills, and incorporating critical literacy into their courses
Reflection (Evaluation) Did we succeed?	Monitoring How we will monitor implementation and the impact on student learning:
<p>Elementary & Secondary</p> <ul style="list-style-type: none"> Information provided by the steps in monitoring will be used to determine next steps in revising the BIPSA 	<p>Elementary:</p> <ul style="list-style-type: none"> Principals and Primary Educators monitor student and teacher learning throughout the Collaborative Inquiry cycle, gathering a variety of evidence through documentation and examination of data, focused on the student work/task Participating educators will record observations and reflections during the collaborative inquiry cycle using a variety of documentation strategies Network visits will focus on theories of action and evidence of implementation/exploration/alignment FDK teams will complete surveys/reflections throughout the year; observations of the teams will determine effectiveness of partnership and next steps needed; examination of the learning environment (observation/notes/teacher reflection) Numeracy facilitator will document observations of student learning and teacher professional learning Curriculum Team will monitor various projects and provide feedback <p>Secondary:</p> <ul style="list-style-type: none"> Administrators and department heads will submit their School and Department Improvement plans for review, to assess alignment with critical needs identified in their needs assessment Teacher feedback from all professional learning sessions will be used to determine next steps in their understanding Administrators will conduct regular classroom visits to monitor implementation of focus strategies in the schools and departments OCA results will be posted electronically twice each year for determining intervention needs and are available for monitoring by administration Report card and EQAO data will be reviewed to determine impact on student learning PLC project reports will indicate the learning that resulted from the collaborative inquiries

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