K-12 IMPROVEMENT PLANNING ASSESSMENT TOOL (2017-18) is a comprehensive tool to assist the improvement process. **Questions in green help guide a focused and precise approach to annual improvement planning/ongoing implementation processes**. Plans that are limited in scope enable staff to focus on a few really important things that will make a difference for students.(Perkins, 1992) Texts in black prompt educators as researchers' stance.

NEEDS ASSESSMENT

Student Achievement & Well-being Data: What do we know about student achievement, equity and well-being in our Board?

- Board graduation rate, Monitoring evidence from previous BIPSA and SIPSAs, School Effectiveness Framework (SEF) data, Student Success Key Indicators (e.g. credit accumulation, pass rate, mark distribution) Report Card marks and comments, Learning Skills and Work Habits CASW, Evidence from student learning work, Individual Education Plans
- Grades 3,6,9 and 10 EQAO data and exemption rates; Grades 3,6,9 and 10 EQAO by Special Education exceptionality (excluding Gifted); Achievement of students not participating with the Ontario curriculum and/or EQAO assessments
- Board Common Assessments, Readiness to Learn Data (e.g. Early Development Instrument, Teacher's School Readiness Inventory, Taking Stock) SIPSA, PRISA, AEAC, CLIPS, etc. Attendance, Suspensions and Expulsions

Demographic Data: Who are our students?

- School Profiles
- Data for all students (profiles) Disaggregated by student groups to ensure equity wherein some students require differentiated support (e.g., students with Indigenous, , Special Education needs, ELL students in applied courses and Children and Youth in Care), Data related to Well-being & Equity (transportation, access, etc.)

Program Data: How are our programs and services promoting successful outcomes for all students?

- Curriculum implementation; Assessment & Instructional practices (culturally relevant & responsive pedagogy)
- Programs, courses and services that meet specific student needs at the Board and School levels (e.g., Alternative, Continuing and Adult Education, Education and Career/Life Planning, Transitions)
- Board and school cultures focused on successful outcomes for all students (e.g., history/evaluations of change initiatives, within school variability of outcomes) Student, parent, staff and community engagement

Perceptual Data: What do stakeholders perceive to be strengths and needs in the Board and schools?

Student Voice (Positive sense of self & spirit, feeling safe physically & emotionally; positive relationships, sense of belonging, engagement, healthy mind & spirit) Parents, Communities, Indigenous Advisory Committee;; SEAC Trustee; Teacher; EQAO survey data; School Climate Surveys

SMART OUTCOME GOAL

How is the SMART outcome goal coherently addressing the needs identified in the Needs Assessment?

- Are the identified goals capable of delivering the most gain in equity, student well-being and achievement?
- What will be better for students?
- Do the goals relate to learning and teaching?
- Have a small number of goals been established?
- Do the goals represent an urgent critical need that is coherent with the analysis from the needs assessment?

Is each goal:

- **Specific** and student focused - does the goal represent the greatest area of need for some or all students?
- **Measurable** – Targets represent improvement in student learning, equity, and well-being. They are achieved by the focused efforts of staff, parents and students themselves. A wide variety of data are used to set the targets.
  - Has a baseline been established?
  - What tools will best measure ongoing movements towards achieving the targets?
  - Are improvement targets identified (not related to EQAO)?
  - Are targets sufficiently ambitious for underachieving populations?
- **Attainable** - Is the goal reasonable? What is the evidence? Is the goal ambitious yet attainable?
- **Results-Oriented** - Why is it important to achieve this goal? For students? For staff? For schools? For the Board?
- **Time Bound** - What is the timeframe for achieving this goal?

TARGETED EVIDENCE-BASED STRATEGY

How will the strategies and actions change practice that is coherent from the student desk to the board in service of the outcome goal(s)?

Clarify the relationship between the key factors believed to have caused low achievement and the strategies selected

***If… then* statements provide opportunity to identify specific action that leads to expected outcome goals**

- Is there a clear relationship between the key factors believed to have caused low achievement and the strategies selected? What student outcomes are at the core of the targeted strategies?
- How is each strategy linked to a specific outcome goal statement?
- How is student learning at the core of the strategies and will these strategies improve learning/instruction? Are the strategies limited and sufficiently clear so that all stakeholders can understand what is needed for effective implementation?
- What are the necessary conditions that need to be in place for this strategy to be effective?
- How are all strategies informed by research and/or effective classroom practice, developing educators 'inquiry stance as researchers? What would it take to attain your goal?
- Are interventions for schools and student sub-groups identified? How are there strategies related to helping parents support student learning?

RESOURCES

How have learning, financial, human and technological resources been differentiated so that it is coherent with your needs assessment?

How will you leverage resources sufficiently to support the strategies' implementation? Are the goals and the allocation of resources coherent? What evidence do you have that resource decisions have had an impact on student achievement?

DEVELOPMENTAL EVALUATION: *LEARNING AS WE GO*

What evidence is there that the goal(s) are being achieved and how will lessons learned be applied to future improvement plans?

- How will you evaluate outcome of each goal at the end of the cycle? What success criteria will you use to evaluate your process and progress? Is the evaluation plan designed explicitly to address the success criteria to sustain successes and eliminate unsuccessful practices? What progress will be made in relation to the achievement of each goal(s) compared to the beginning of the year? What will you learn from the implementation and the outcomes?
- Examine evidence *as we go* to determine outcomes and impact on identified student needs. Is sufficient implementation time and support being given for strategies before evaluating outcomes and impact? Is student input considered in evaluating strategy's outcome and impact? What is different for the students? How are collaborative processes working? What are you learning about educator professional learning? Examine trailing data sources (IEP, credit accumulation, EQAO, mark distribution, etc.) to determine whether goal(s) had an impact on these measures. Has the achievement of students with special education needs been reviewed in relation to the goal(s)? Has the achievement and well-being of self-identified Indigenous been reviewed in relation to the goal(s)?

RESPONSIBILITY

How do your leadership practices facilitate monitoring & support the implementation of strategies to achieve the outcome goal(s)?

- Who are the individuals/teams responsible for supporting and monitoring each outcome goal?
- What processes are in place where monitoring results are reported? How are leaders focused on transforming cultures and ensuring optimal conditions for teaching, leading, learning, equity and well-being?

ONGOING MONITORING

How are you monitoring implementation process and progress towards achieving the outcome goal(s) to enable *Learning as you go*?

How is learning being made visible? How does the monitoring plan describe explicit data to be collected and *analyzed*? Are we making effective use of data already collected? When/how each goal will be monitored and who will be responsible for reporting progress for each SMART outcome goal and the *if…then* statement? What plans are in place to facilitate the continuous cycle of monitoring and opportunities for ongoing mid-course revisions? How are collaborative communication processes supporting all to understand the plan and know their respective roles and actions? (i.e., Students, parents, Trustees, Board & school staff, SEAC, School Councils, Community)

PROFESSIONAL LEARNING

How is professional learning responsive to the desired outcome goals?

- What adult learning needs are addressed to sustain progress and momentum? How are adult learning needs based on meeting identified student learning needs?
- Do professional learning strategies and action steps maintain a school based and job embedded focus? Does the professional learning plan clearly indicate what educators need to learn to implement and monitor strategies? Do professional learning teams/ communities focus on student work, student dialogue, and/or student observations?
- How are professional learning teams/ communities engaging in collaborative inquiry?
- What is the connection to the Equity Well-being Achieving Excellence Indigenous learners Early Years Parent Engagement Leadership?

DRAFT October 2017

The *Learning as we go* process – What actions might you take?

1. Structures and Processes

Form a collaborative team to facilitate continuous improvement (e.g., SSL,SEL, IEL, MHL, SO K-12/ schools/ Special Ed) that is large enough to represent critical perspectives but small enough to function effectively

NEEDS ASSESSMENT

2. Complete – Comprehensive Needs Assessment

- Review previous year's BIPSA and SIPSAs outcomes. How are you responding to successes and challenges related to the outcomes? In moving forward:
  - o How are equity issues addressed? i.e. inclusion of student voice from underserved student populations? Inclusive design? How do you source information about student achievement, equity and well-being?
  - o What are the patterns and trends identified through the Collaborative Inquiries, SIPSAs, BIPSA, School Effectiveness School Self-Assessment and District Process and the Strategic Plan? What are the areas of strength? What is working well? What problem of practice has been identified? Which achievement gaps have been identified for underserved students?
- Team may want to anticipate what data will reveal, share assumptions regarding underlying causes.

2.1 Organize the data for analysis

- Do you have a variety of data from multiple sources?
  - o Quantitative – display quantitative data in charts and/or graphics
  - o Qualitative – organized in themes/findings from observations, conversations/meetings, documents (including samples of student work), visuals, videos
- Examine your data**:** Purpose (What is this data? Why are we looking at this data? How might this be useful?); Description (What are the patterns/ items of interest that you notice from this data?); Limitations (What are the limitations of the data?); Inferences and Questions (What surprised you? What might it mean? What further questions does this data generate for you?); Next Steps (What other data do we need to help frame future action? What do we do next? What will be different?)

2.2 Conduct Gap Analysis - Consider:

- What student achievement data is of greatest concern? What might be contributing factors? Are the present programs/services and courses effective in reducing the achievement gap and enhancing student achievement for all students?
- What actions are impacting on successful outcomes for all students (e.g. teaching strategies, assessment practices, collaborative partnerships, transition processes, education and career/life planning supports, feedback techniques, curriculum and monitoring?)

SMART OUTCOME GOAL

3. Verify that the needs assessment informs this year's outcome goal(s) to address areas of greatest student need

3.1 Formulate inquiry questions related to gaps that have been revealed.

3.2 Review research related to inquiry questions.

3.3 Develop the SMART Outcome Goal(s) based on Needs Assessment.

3.4 Determine which SEF indicators support more explicit focused outcome goals

TARGETED EVIDENCE-BASED STRATEGY

4. Determine Targeted, Evidence-based Strategies that will deliver gains in student achievement, ensure equity and promote student well-being

4.1 Select and explicitly articulate one or two high leverage strategies for each SMART Outcome Goal.

4.2 Identify how each strategy would be measured – *what evidence will demonstrate implementation, outcomes and impact?*

4.3 Determine how adult actions related to the greatest student learning need will deliver gains in student achievement, equity and well-being.

4.4 Reflect on how various ministry initiatives can support goals

Maintain open communication & encourage collaborative inquiry-action throughout

DEVELOPMENTAL EVALUATION: *LEARNING AS WE GO*

8. *Learning as we go* – developmental evaluation

8.1 Analyse and reflect on a variety of evidence of implementation, outcomes and impact

8.2 Recognize accomplishments and gaps to continue cycle of improvement for student achievement and well-being.

8.3 Document and report progress towards the outcome goals (i.e., what did you learn from the implementation?)

RESPONSIBILITY

7. **Determine responsibilities** for monitoring, addressing challenges as they arise, and reporting

ONGOING MONITORING

6. Assign ongoing monitoring and reporting actions related to implementation and outcome monitoring.

6.1 Articulate details of when and how to collect, analyze and use timely data for monitoring and *Learning as we go* throughout the year. Looking at your program activities note: What information is needed; What the information is used for (primary use of what you are learning); Who the information is for (primary user of what you are learning); When the information is needed; How to get the information needed (method); Where and from whom the information can be collected; How the data would be analysed and who; How the learning/findings would be shared and used

6.2 Monitoring is the live action, that shifts, changes & affect your Theory of Action (the series of if…then statements)

6.3 Schedule formal reviews and reporting of progress which consider the following:

- Depth of implementation of strategies and activities (process)
- Allocated resources and professional learning (outputs)
- Outcomes and impacts.
- Reasonable timeline to realise expectations

RESOURCES + PROFESSIONAL LEARNING + TARGETED EVIDENCE-BASED STRATEGY

5. Allocate resources including professional learning needed to implement the targeted, evidence-based strategies/activities

5.1 What professional learning is necessary to allow educators to support identified student needs? What are the elements of effective professional learning? How will professional learning create the conditions that will impact the identified learning needs?

5.2 How will this professional learning help adults to take the actions needed to implement the strategies related to the greatest student learning needs?

5.3 Put multiple structures and processes in place for individuals to have professional conversations, mobilizing knowledge and promising practices.

5.4 Utilize existing ministry documents and frameworks to support the goals, strategies and professional learning that you have selected.

DRAFT October 2017