

COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 19-113

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Board Improvement Plan for Student Achievement and Well-being (BIPSAW)

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PURPOSE:

1. This report outlines the 2019-2020 Board Improvement Plan for Student Achievement and Well-being and is presented for discussion purposes.

CONTEXT:

2. The Ministry of Education requires all district school boards to submit a Board Improvement Plan annually. The plan lays out the key work, deliverables and anticipated outcomes in support of student achievement and well-being for the current school year. The Board Improvement Plan for Student Achievement and Well-being (BIPSAW) is informed by analysis of data, and is created in consideration of the direction for the next four years that is set out in the OCDSB 2019-2023 Strategic Plan. In a process that is closely aligned to the BIPSAW process, schools also create plans to improve student achievement and well-being (SIPSAW). The school level work is supported by the district-wide strategies that are implemented through the BIPSAW. The reciprocal nature of the goals, strategies and monitoring that is shared in the Strategic Plan, BIPSAW and SIPSAW ensures that work in support of student achievement and well-being in the OCDSB is aligned across departments, schools and programs.

KEY CONSIDERATIONS:

3. Developing the Plan

Assumptions that underpinned the development of the OCDSB BIPSAW for 2019-2020 include commitment to:

1. Authentic engagement in a collaborative process;

2. Analysis and application of lessons learned in higher performing districts in Ontario;
3. High learning expectations for all students;
4. Closing gaps in student achievement and well-being;
5. Analysis of data in service of precision of foci and strategies.

Precision of Focus

In alignment with research on District improvement suggesting that focusing on a few key goals leverages effectiveness (Strong Districts and Their Leadership; Leithwood 2013), the BIPSAW 2019-2020 identifies three goals selected through an analysis of data, and in consideration of strategic priorities:

- a) **Champion high learning expectations for all students**
(Focus in 2019-2020- Increase student achievement in mathematics.);
- b) **Prioritize the dignity and well-being of students in inclusive and caring classrooms**
(Focus in 2019-2020 - Build system capacity in equity, inclusive practices and mental health literacy); and
- c) **Build authentic engagement with and among our communities**
(Build system capacity to support parent/guardian, family, staff and student engagement in the classroom, school and district levels to support student learning and well-being).

When considering which data sources inform the BIPSAW, focussing on a few key measures, and avoiding the distraction of data sources not directly related to the anticipated achievement goals, support greater precision and focus in planning, implementation and monitoring of impact. EQAO data provides achievement trends over time within districts, as well as across districts in the province. In addition to the targets set related to credit accumulation and graduation rate, in the 2019-2020 BIPSAW, achievement and attitudinal targets for Grades 3, 6, and 9 will be based on EQAO data.

4. New in 2019-2020

In developing the BIPSAW for the 2019-2020 school year, every effort was made to ensure:

- a) **Integrated planning for improvement in student achievement and well-being**
This acknowledges the symbiotic nature of well-being and achievement. Student well-being does not stand alone, nor is it an initiative. Research underscores the fact that well-being underpins every aspect of the teaching-learning environment, school, and broader school community.
- b) **Focus on mathematics.**
Detailed analysis of district-wide achievement data indicates that increasing student outcomes in mathematics is the area of greatest need at this time in the OCDSB. (A full analysis of student achievement is presented in Report 19-123 ASAR). Research demonstrates that

perceptions, attitudes and self-efficacy in mathematics impact student achievement. As such, targets for improvement in these areas have been set in the BIPSAW and in all school SIPSAs.

c) **Focus on learning conditions**

Through focusing on implementation of diagnostic and gap closing tools and collection of identity-based data, capacity will be built to increase precision and personalization in meeting student learning needs. Intentionally personalizing instruction, and fostering safe, inclusive and welcoming learning conditions will improve achievement and well-being outcomes for all students.

d) **Alignment of Board and School level planning to improve student achievement and well-being**

Through identifying common goals, implementation and monitoring strategies across the plans, there is increased coherence in the work supporting student achievement and well-being.

e) **Building of authentic engagement**

Through the use of intentional feedback mechanisms (eg. surveys, focus groups etc.) as well as revised resources for engagement (student surveys, school council SIPSAs template and support materials, newsletters, speaker series etc.), data will be collected in order to respond to needs identified by our communities (students, staff, parents/families, school councils) related to the SIPSAs process.

f) **Inclusion of targets and metrics to measure progress**

By identifying the quantitative and perceptual data that will be collected in all schools, and feeding that data directly into the BIPSAW at three set times in the school year, the impact of implemented improvement strategies will be measured throughout the school year. In the current school year, the impact of work in support of well-being will be measured through identified EQAO perceptual data questions, while staff focus on developing more precise well-being metrics for the 2020/21 BIPSAW. In addition to achievement and perceptual data sources that are clearly laid out in both SIPSAs and BIPSAW templates, school and district level staff will systematically record actions taken in support of improvement work and provide evidence of impact.

RESOURCE IMPLICATIONS:

5. Implementation of the OCDSB Board Improvement Plan for Student Achievement and Well-being for the 2019-20 school year will be supported by board budget and additional funds received from the Ministry of Education. The province provides funding to support school boards through the Renewed Math Strategy. The ministry will provide funding for all schools, and additional funding for targeted schools with the greatest need in mathematics. This funding is

intended to strengthen math teaching and foster learning environments that lead to improved student performance. The expectation is that the funding provided through this Transfer Payment agreement will be focused primarily on supporting improved math performance for students in grades 3, 6 and 9 applied, in addition to some support for students who will be transitioning into these grades.

COMMUNICATION/CONSULTATION ISSUES:

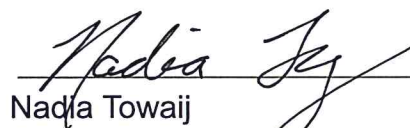
6. The Board Improvement Plan for Student Achievement and Well-being is the result of a collaborative process involving input of staff across departments and consultation with a council of school principals / vice principals. In addition all teachers of grades 3, 6, and 9 applied math were surveyed and discussions about the plan took place at the Parent Conference and with PIC, Student Senate, and the Council of Co-Presidents. A meeting with OCASC has been scheduled for January, 2020. The plan will be shared with principals and vice principals in November 2019, and with School Councils in December 2019/January 2020. Program and Learning will be creating resources and modules of support to assist with school level communications and engagement of parents, guardians, and students in support of the BIPSAW and SIPSAW.

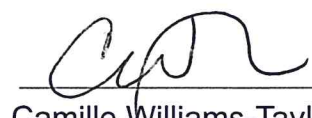
STRATEGIC LINKS:

7. Explicit links have been made to the goals, outcomes and strategies in the *OCDSB Strategic Plan 2019-2023* in the areas of learning, equity, well-being and engagement.

GUIDING QUESTIONS:

8. The following questions are provided to support the discussion of this item by the Committee:
 - How does the BIPSAW support student learning and well-being expectations established in the *OCDSB Strategic Plan 2019-2023*?
 - How can the SIPSAW process (BIPSAW Goal#3), help the district to build authentic engagement within and among our communities?


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Learning K-12


Camille Williams-Taylor
Director of Education and
Secretary of the Board

Appendices:

- Appendix A - BIPSAW Information Tool *
- Appendix B - BIPSAW Monitoring Tool *
- Appendix C - SIPSAW School Monitoring Tool (sample elementary)
- Appendix D - SIPSAW School Council Discussion Tool (sample elementary)
- Appendix E - SIPSAW School Monitoring Tool (sample secondary)
- Appendix F - SIPSAW School Council Discussion Tool (sample secondary)

*revised copy will be distributed at meeting