



SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2019/2020 (SECONDARY-SEMESTERED)

Report No. 19-113
Board Improvement Plan for Student Achievement and
Well-being (BIPSAW)
Appendix E
SIPSAW School Monitoring Tool (sample secondary)

School Name: Principal Name #N/A SOI: #N/A

The Story of Our Data

Achievement Data				Student Perceptual Data				Credit Accumulation			
EQAO	16/17	17/18	18/19	Grade 9 Applied Math	16/17	17/18	18/19		16/17	17/18	18/19
Gr 9 Applied MA				I like math				Gr 9 (8 credits)			
				I am good at math				Gr 10 (16 credits)			
				I am able to answer difficult math questions				Gr 11 (23+ credits)			
*percentage of students at level 3/4				*% of students who achieved the (8/8,16/16/23+)							

Where are we now?

SETTING TARGETS: Increasing Student Achievement

Achievement Data				Student Perceptual / Attitudinal Data				Credit Accumulation			
EQAO	n*	# of students who will achieve level 3/4	Target %	Grade 9 Applied Math	From %	To %	# of students this represents		From %	To %	# of students this represents
Gr.9 App. Math			#DIV/0!	I like math				Gr 9 (8 credits)			
				I am good at math				Gr 10 (16 credits)			
				I am able to answer difficult math questions				Gr 11 (23+ credits)			
*number of students in gr. 9 Applied math in 19/20 school year											

Where are we going?

SETTING TARGETS (Achievement Data): Ensuring Equitable Outcomes- How will we ensure all students will be successful?

STUDENTS W/ SPECIAL EDUCATION NEEDS (Excl.gifted)				ENGLISH LANGUAGE LEARNERS			
EQAO	n*	# of students who will achieve level 3/4	Target %	EQAO	n**	# of students who will achieve level 3/4	Target %
Gr 9 App. Math			#DIV/0!	Gr. 9 Applied Math			#DIV/0!
In 18/19, % of Students with SEN at level 3/4				In 18/19, % of ELLs at level 3/4			
n**represents the number of students identified with SEN				n***represents the number of ELLs			



How will we ensure equity of outcomes?

THEORY OF ACTION AND DISTRICT WIDE STRATEGIES: How will we get there?

IF we, (1) implement targeted guided math groups to personalise instruction and interventions in all math classrooms and (2) implement diagnostic and gap closing intervention tools (eg. Leaps and Bounds in grades 1 to 8, Gap Closing in grades 7 to 9) in all mathematics classrooms, THEN we will increase capacity of staff to support personalization of learning and we will increase student achievement in mathematics.

IF we, (3) implement learning conditions that intentionally foster welcoming, safe and inclusive classrooms, THEN we will improve student well-being and we will improve equity of access, opportunity and outcomes for all students.

IF we, (4) increase the involvement of parents, students, staff and communities in supporting student learning and well-being, THEN we will increase engagement with and among our communities and we will improve inclusive and collaborative decision making.

How will we get there?

The School Improvement Plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these change will be made. School Improvement plans are selective: they help principals, teachers, and school councils answer the questions: "What will we focus on now?" and "What will we leave until later?" adapted from "A School Improvement Planning- A Handbook for Principals, Teachers and School Council", 2000.

MONITORING IMPLEMENTATION (HOW WILL WE CHECK FOR PROGRESS?)

TARGETED GUIDED GROUPS				
Grade 9 Applied SEM 1	A	BI	PI	FI
Sept				
Nov				
Jan				

GAP CLOSING INTERVENTION (Gap Closing)				
Grade 9 Applied SEM 1	A	BI	PI	FI
Sept				
Nov				
Jan				

KEY ACHIEVEMENT CHECK POINTS	<50	50-59	60-69	70+
Midterm Gr 9 Ap S1				
For your Gr.9 cohort enter the # of students in each range for math midterm. Based on your data, what will be your next moves?				
# of students in gr 9 App S1				

KEY ACHIEVEMENT CHECK POINTS	<50	50-59	60-69	70+
Final Gr 9 Ap S1				
For your Gr.9 cohort enter the # of students in each range for math final. Based on your data, what will be your next moves?				
# of students in gr 9 App S1				

Gr 9 App SEM 2	A	BI	PI	FI
Feb				
April				
June				

Gr 9 App SEM 2	A	BI	PI	FI
Feb				
April				
June				

KEY ACHIEVEMENT CHECK POINTS	<50	50-59	60-69	70+
Midterm Gr 9 Ap S2				
For your Gr.9 cohort enter the # of students in each range for math midterm. Based on your data, what will be your next moves?				
# of students in gr 9 App S2				

CREDIT ACCUM (TRACKING)	Midterm	SEM 1	Midterm	SEM 2
GRADE 9 (8/8)				
GRADE 10 (16/16)*				
*this includes the # of Ss who enter gr 10 without 8/8 and/or who are experiencing risk in their gr 10 courses.				

TRACKING OF COHORT				
Grade 9 Applied	A	BI	PI	FI
Sept				
Feb				
May				

LEARNING CONDITIONS				
Grade 9 Applied	A	BI	PI	FI
Sept				
Feb				
May				

A- Awareness BI-Beginning implementation PI-Partial Implementation FI-Full Implementation

*use implementation continuums for tracking of gap closing interventions, targeted guided groups and monitoring
[Links for Implementation Charts and Continuums](#)

TRACKING OF PARENTAL ENGAGEMENT				
	A	BI	PI	FI
Sept				
Feb				
May				

TRACKING OF STUDENT VOICE				
	A	BI	PI	FI
Sept				
Feb				
May				

MAKING OUR LEARNING VISIBLE- WHAT ARE OUR MOVES?

	LEADERSHIP MOVE IN SUPPORT OF ACHIEVEMENT (IN SUPPORT OF GRADE 9 APPLIED MATH CLASSROOMS)	LEADERSHIP MOVE IN SUPPORT OF WELL-BEING (SETTING THE CONDITIONS IN MATH CLASSROOMS)	EVIDENCE OF IMPACT OF LEADERSHIP MOVES (ACH/WB) on Educators Practice? Students (Ach/WB)? What are your questions? What is your problem of practice?
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			