



# Niagara Catholic District School Board

Research, Assessment and Evaluation Department



## School Improvement Planning

Professional Learning

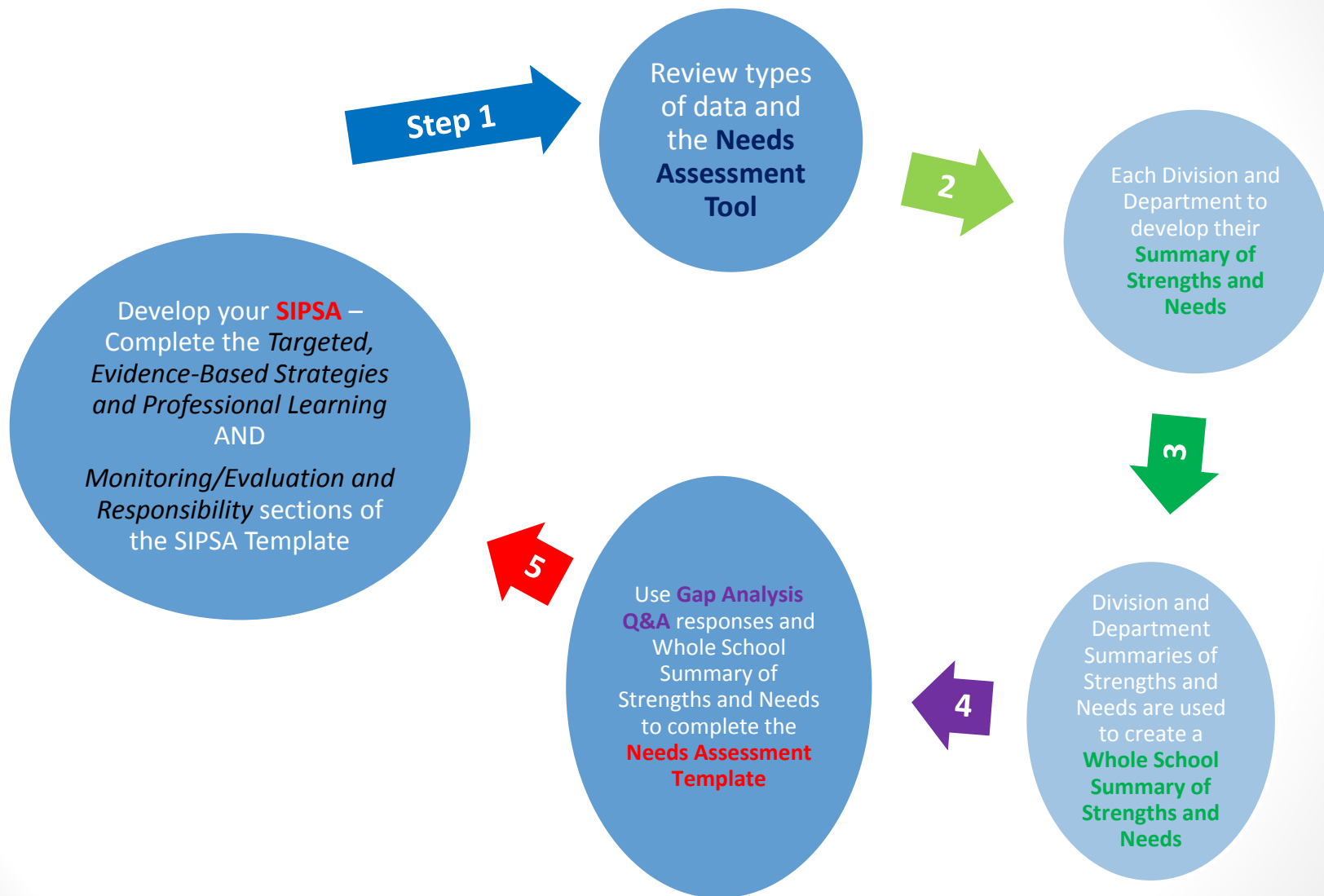
October 10, 2014



*The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.*



# Step-by-Step to School Improvement Planning – Outline of Major Activities of the PA Day



# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

“Schools that gather, analyze, and use information about their school communities make better decisions...”

“Schools that understand the needs of their primary customers – the students – are more successful in planning changes and remain more focused during implementation than those schools that simply gather, but make no sustained effort to analyze and use, data.”

“The use of data can make an enormous difference in school reform efforts by helping schools see how to improve school processes and student learning.”

(quotes from Data Analysis for Continuous School Improvement, Bernhardt, 2004)

**Answer: We will use evidence and data to make informed decisions about improving learning and success for all of our students.**

# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Data

Types of Data:

*Achievement, Demographic, Program and Percentual*



What do we know  
about student  
achievement?

### ***Achievement Data***

**Teacher:** *What do I know about student achievement in my class?*

**Division/Department Team:** *What do we know about student achievement across our division or department?*

**Principal:** *What should I know about student achievement at our Catholic school?*

# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Data

Types of Data:

*Achievement, **Demographic**, Program and Perceptual*

**Demographic Data**



Who are our students?

**Teacher:** *Who are my students?*

**Division/Department Team:** *What do we know about our students across our division or department?*

**Principal:** *What should we know about all of the students at our Catholic school?*

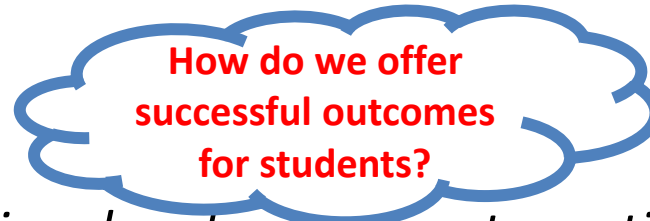
# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Data

Types of Data:

*Achievement, Demographic, **Program** and Perceptual*

### **Program Data**



**Teacher:** *How are my instructional and assessment practices impacting successful outcomes for all of my students?*

**Division/Department Team:** *How are our programs and strategies impacting successful outcomes for all students in our division or department?*

**Principal:** *How are classroom practices and professional learning impacting student success at our Catholic school?*

# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Data

Types of Data:

*Achievement, Demographic, Program and **Perceptual***

### **Perceptual Data**

**Teacher:** *What do my students and families perceive as the strengths and needs of my class?*

**Division/Department Team:** *What do our students and their families perceive as the strengths and needs across our division or department?*

**Principal:** *What do students and families perceive as the strengths and needs of our Catholic school?*

What are the perceived strengths and needs?

# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Data

### Needs Assessment Tool

#### *The Needs Assessment Tool will...*

- ✓ *guide you in developing a Summary of Strengths and Needs for your Division or Department and Whole School.*
- ✓ *help you create a School Improvement Plan that authentically meets the needs of students in your Catholic school.*
- ✓ *support you in making evidence-informed or data-driven decisions to plan for school improvement and ultimately, student success.*

#### **Note:**

- ✓ *You are **NOT** required to respond to each question or locate every data source listed, but to use the questions and sources to guide you.*



# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Data

### Needs Assessment Tool

*A snapshot of the  
Needs Assessment Tool*

Needs Assessment Tool			
Student Achievement Data	Demographic & Social/Emotional Data	Program Data	Perceptual Data
<p>Teacher: <i>"What do I know about student achievement in my class?"</i></p> <p>What Assessment, for Learning tasks (both diagnostic and formative) help me better understand where my students are at in their learning in literacy and numeracy?</p> <ul style="list-style-type: none"> <li>➢ Observation Surveys, PM Benchmarks, DRA, OCA</li> <li>➢ Numeracy Nets</li> <li>➢ AFL tasks – observations, conversations and products</li> </ul> <p>What does the most current report card show that my students know and can do and what next steps are required for them to increase their success?</p> <ul style="list-style-type: none"> <li>➢ Report Card data (grades/marks, comments)</li> </ul> <p>Are my students on an IEP? What accommodations/modifications are made to support students on an IEP?</p> <ul style="list-style-type: none"> <li>➢ IEP and IPRC data</li> </ul> <p>What were their EQAO results? What do these results tell me about the literacy and numeracy strengths and needs of my students?</p> <ul style="list-style-type: none"> <li>➢ Primary and Junior EQAO</li> <li>➢ Grade 9 EQAO Math</li> <li>➢ OSSLT</li> </ul> <p>Do my students attend school regularly? Are there any attendance concerns? How often are they late for class/school?</p> <ul style="list-style-type: none"> <li>➢ Attendance data in Maplewood</li> </ul> <p>Have any of my students been suspended? What were the reasons for suspension?</p> <ul style="list-style-type: none"> <li>➢ Suspension data in Maplewood</li> </ul>	<p>Teacher: <i>"Who are my students?"</i></p> <p>What is their ethnocultural background?</p> <ul style="list-style-type: none"> <li>➢ Is English their first language?</li> <li>➢ STEP data for English Language Learners (ELLs)</li> </ul> <p>Are they self-identified First Nation, Metis or Inuit?</p> <ul style="list-style-type: none"> <li>➢ FNMI status</li> </ul> <p>Do they have special education needs? If so, what are these needs? What am I doing to support their needs and build upon their strengths?</p> <ul style="list-style-type: none"> <li>➢ IEP and IPRC data</li> <li>➢ Instructional and assessment practices to support accommodations/modifications that show evidence of success</li> </ul> <p>Do they have special custody? Are there special circumstances, such as medical issues, that might impede attendance, learning and/or engagement?</p> <ul style="list-style-type: none"> <li>➢ Information in OSRs and in Maplewood</li> </ul> <p>How many male students? Female students?</p> <p>What are the interests, learning styles and social/emotional strengths and needs of my students?</p> <ul style="list-style-type: none"> <li>➢ Learning style profiles</li> <li>➢ Individual Pathways Plan (IPPs)</li> </ul>	<p>Teacher: <i>"How is my teaching offering successful outcomes for ALL of my students?"</i></p> <p>What instructional practices have I implemented to support curricular outcomes and student learning in each subject area/Category of Achievement?</p> <ul style="list-style-type: none"> <li>➢ Learning from Collaborative Inquiry and Professional Catholic Learning Communities</li> <li>➢ Learning from the use of assessments to inform next steps in instruction</li> <li>➢ Guided practice/gradual release of responsibility</li> <li>➢ Inquiry stance</li> <li>➢ Varied tasks to support various learning styles</li> <li>➢ Choice in rich performance tasks</li> </ul> <p>What are my best practices in Assessment for, as and of Learning?</p> <ul style="list-style-type: none"> <li>➢ Collection and analysis of observations, conversations and student products</li> <li>➢ Learning Goals, Success Criteria and Descriptive Feedback</li> <li>➢ Self and peer assessment data</li> </ul> <p>What do I do to engage students, parents and the parish?</p> <ul style="list-style-type: none"> <li>➢ Communication with home</li> <li>➢ Communication with parish</li> </ul> <p>What do I do to support transitioning from grade to grade? School to school?</p> <ul style="list-style-type: none"> <li>➢ Student and class profiles shared with receiving teachers/school</li> <li>➢ Transition Plans for students on an IEP</li> <li>➢ STF information (grade 8 - 9)</li> <li>➢ Preparing students for post-secondary education and the workplace</li> </ul>	<p>Teacher: <i>"What do students and parents perceive to be the strengths and needs of our school and class?"</i></p> <p>What do the School Climate Survey results tell me about how students feel about school, safety, well-being, equity and inclusivity?</p> <ul style="list-style-type: none"> <li>➢ School Climate Survey results</li> </ul> <p>What does our Catholic School Council say about our school?</p> <ul style="list-style-type: none"> <li>➢ CSC meeting minutes</li> </ul> <p>What does EQAO survey data tell us?</p> <ul style="list-style-type: none"> <li>➢ Contextual data from EQAO student questionnaires</li> </ul> <p>How do the BIPSA and System Priorities/Enabling Strategies address the needs of my students?</p> <ul style="list-style-type: none"> <li>➢ BIPSA (Board Improvement Plan for Student Achievement)</li> </ul> <p>What do our parish priests say about our school?</p> <ul style="list-style-type: none"> <li>➢ Meetings and conversations with parish priests</li> </ul>



# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Students

### Summary of Strengths and Needs

*By Division or Department, all teachers will:*

1. Gather evidence using the guiding questions and suggested data sources in the *Needs Assessment Tool* to better understand the strengths and needs of their students.
2. Collaborate and discuss their students' strengths and needs with grade/subject partners and with Division or Department colleagues to create a *Summary of Strengths and Needs – one per division or department.*

# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Students

### Summary of Strengths and Needs

*Summary of Strengths and Needs*  
- **SAMPLE**

Summary of Strengths and Needs (SAMPLE)			
STRENGTHS	Evidence	NEEDS	Evidence
Students can infer meaning from a variety of texts as we have used a literacy strategy...	<ul style="list-style-type: none"> <li>• DRA</li> <li>• Classroom assessments and evaluations</li> </ul>	Many students need support in making connections to what they read, even when we are using this literacy strategy...	<ul style="list-style-type: none"> <li>• DRA</li> <li>• Classroom assessments and evaluations</li> </ul>
Strong record of attendance for all students...	<ul style="list-style-type: none"> <li>• Maplewood attendance reports</li> </ul>	Three students who are FNMI need further support to develop their numeracy skills...	<ul style="list-style-type: none"> <li>• Primary EQAO Assessment data for Mathematics</li> <li>• Classroom observations, conversations and products, such as exit cards</li> </ul>
Many students like to use manipulatives and show strength as tactile learners...	<ul style="list-style-type: none"> <li>• Observations and conversations with students during guided instruction in mathematics</li> </ul>	10 of my 25 students do not exhibit a positive attitude towards their ability in mathematics...	<ul style="list-style-type: none"> <li>• Contextual data from questionnaires from Primary EQAO Assessments</li> <li>• Observations and conversations in class with students</li> <li>• Conversations with parents</li> </ul>
Two students on a modified IEP for Mathematics have been increasingly successful on classroom math assessments as we have engaged in more “math talk” in the classroom as part of our Junior Division’s Collaborative Inquiry in Mathematics this past term...	<ul style="list-style-type: none"> <li>• Conversations with Collaborative Inquiry teaching partners in the Junior Division</li> <li>• Math exit tasks, quizzes, performance tasks</li> <li>• Math conferences with teacher and peers</li> </ul>	Several students often state that they do not like to participate in social activities at, for example, recess breaks...	<ul style="list-style-type: none"> <li>• School Climate Survey results</li> <li>• Observations and conversations in class and on the school playground</li> <li>• Conversations with parents and other staff</li> </ul>

# Session 1: Evidence-Informed Decision-Making (EIDM) for School Improvement Planning

## A) Understanding Students

### Summary of Strengths and Needs

### *Summary of Strengths and Needs*

- **TEMPLATE**

**\*\*to be completed  
Division or Department**

Summary of Strengths and Needs			
School: _____		Date: _____	
Completed by (teacher names, division or department): _____			
Strengths	EVIDENCE	Needs	EVIDENCE

# Nutrition Break



## Session 2: Needs Assessment

“Effective school districts and schools are those that focus on continuous improvement...They **determine the greatest area of need for their students** and then **collaboratively develop an improvement process to meet those needs.**”

(quote from High School Graduation: K – 12 Strategies that Work, Glaze, Mattingley and Andrews, 2013)

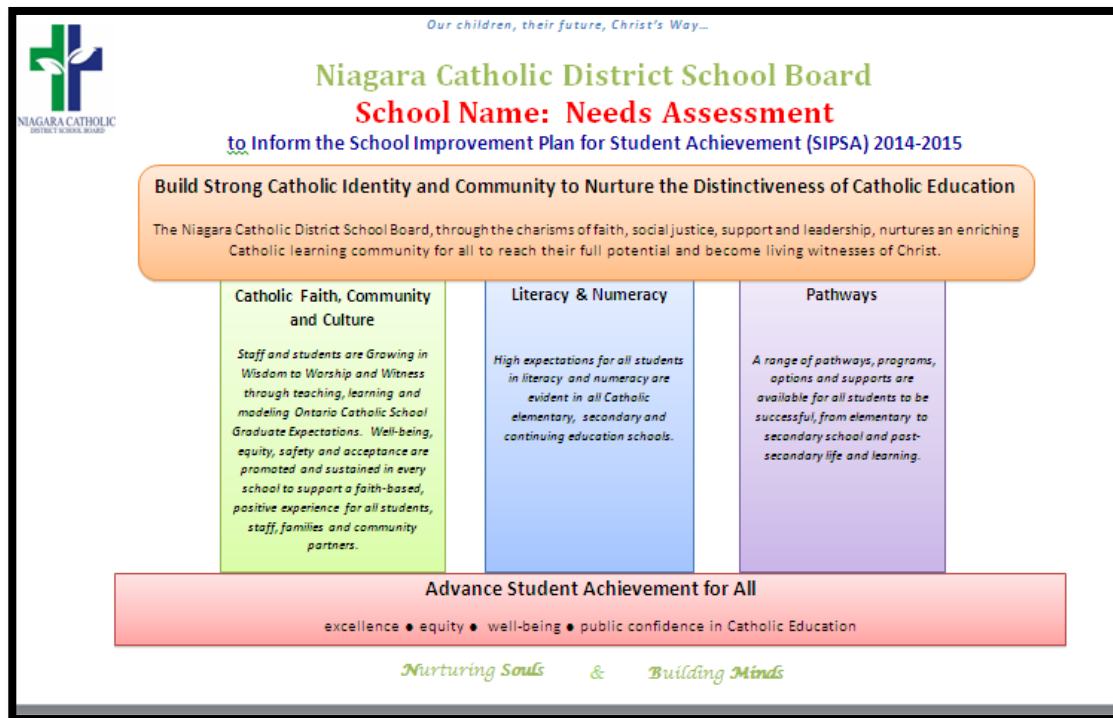
***Has your Division or Department Team determined the greatest area(s) of need for students at your Catholic school?***



# Session 2: Needs Assessment

## A) Gap Analysis Q&A

The **Needs Assessment Template** will be completed.



# Lunch





# Session 3: Development of the SIPSA

## (School Improvement Plan for Student Achievement)

“Planning for improvement...involves evaluating the current status, identifying a few precise goals, **implementing research-informed strategies to achieve the goals**, and monitoring progress.”

“An improvement plan should focus on those things we intend to improve or refine, NOT on everything we are already doing.”

Effective improvement plans should:

- Have a manageable number of research-informed strategies that will be implemented to achieve the goals of the SIPSA
- List professional learning requirements



(quotes from High School Graduation: K – 12 Strategies that Work, Glaze, Mattingley and Andrews, 2013)

Much of the information to conduct the Needs Assessment and for SIPSA development is derived from the K-12 IMPROVEMENT PLANNING ASSESSMENT TOOL from the Student Achievement Division, 2013-2014.



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# Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)

Using the Areas of Need recorded in the Needs Assessment Template, we can now plan:

- A) Targeted, Evidence-Based Strategies and B) Professional Learning **AND**
- C) Monitoring/Evaluation and D) Responsibility in the SIPSA.

*These are the two areas of the SIPSA Template that you will also complete today to support your local needs as identified through this morning's tasks.*

The next slides provide *guiding questions when you see* →

**AND**

*specific actions when you see* →



*to complete your SIPSA.*

# Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)

## A) Targeted, Evidence-Based Strategies



**CONSIDER:** *How will the strategies we select change practice to achieve our SIPSA goals/theories of action?*

- Is student learning at the core of the strategies?
- How will these strategies improve instruction and assessment?
- Are strategies informed by research or effective classroom practice?
- Are interventions for student subgroups identified?
- Are there strategies related to helping parents/guardians support student learning?
- ***What interventions and strategies will classroom teachers implement to improve the achievement of specific (i.e. students achieving below provincial standard) students in their class?***

## Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)



**NOW:**

**Select and explicitly articulate**

**one or two strategies**

**for each *Theory of Action***

***(if...then statements)***

**for each of the three Pillars of Student Success.**

# Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)

## B) Select Professional Learning



**CONSIDER:** *What staff learning needs to be addressed to improve student success?*

- Do professional learning strategies favour a school-based and job-embedded focus and Principal involvement?
- Does the professional learning plan clearly indicate what staff need to learn to implement and monitor strategies?
- Do Professional Catholic Learning Communities (PCLCs) focus on student work?
- ***Are PCLCs engaging in collaborative inquiry?***

# Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)



**NOW:**

**Identify and record Professional Learning**  
opportunities for each of the three Pillars of Student Success.

Choose professional learning opportunities that...

- help staff to take the actions needed to implement the strategies related to the greatest student learning needs
- allow staff to have professional conversations on a regular basis

# Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)

## C) Monitoring and Evaluation



**Consider:** *How does ongoing monitoring relate specifically to the achievement of our SIPSA goals/theories of action?*

- Are we making effective use of data already collected? What data needs to be collected?
- ***Does the monitoring plan describe data to be collected and analyzed, when/how each goal will be monitored and who will be responsible for reporting progress for each goal?***
- Does the plan include a continuous cycle of monitoring and opportunities for mid-course revisions?
- Are communication strategies in place so that all stakeholders understand the plan and know their respective roles? (i.e. school staff, students, parents/guardians, Catholic School Councils, community partners, etc.)

# Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)

## C) Monitoring and Evaluation



**NOW:**

**Identify and record  
data sources**

**that can be collected and analyzed  
at regular intervals**

**for each of the three Pillars of Student Success.**



# Session 3: Development of the SIPSA (School Improvement Plan for Student Achievement)

## D) Responsibility



**Consider:** *How does shared leadership facilitate monitoring and support the implementation of strategies to achieve our SIPSA goals/theories of action?*

- Is there a designated individual or team responsible for the support and monitoring each goal?



# Nutrition Break



# **Session 4: Professional Learning Opportunities**