

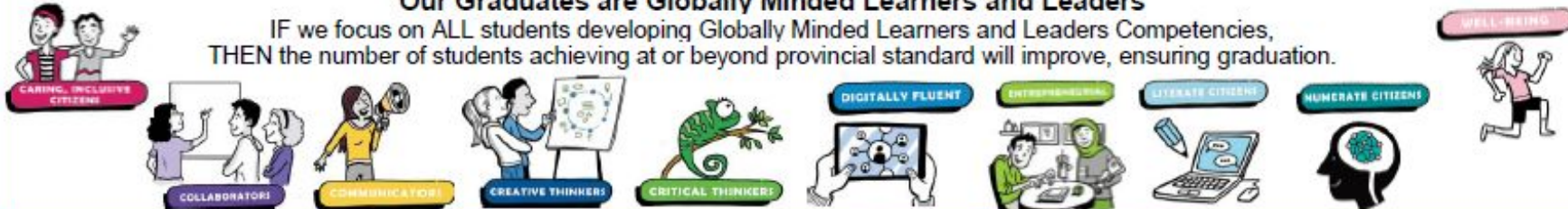


2016-2017 Board Improvement Plan for Student Achievement & Well-Being

VISION: All students prepared and empowered for the possibilities of today and tomorrow.

Our Graduates are Globally Minded Learners and Leaders

IF we focus on ALL students developing Globally Minded Learners and Leaders Competencies, THEN the number of students achieving at or beyond provincial standard will improve, ensuring graduation.



A Culture of Learning and Leadership: Growth Mindset



Culture of Collaborative Professional Learning

- All educators are learning and growing professionally
- Premised on Professional Learning Cycle
- Deepens knowledge of our students, the curriculum, rich tasks, instruction and assessment cycle
- Grounded in relationships, trust and risk-taking and a growth mindset

Culture of High Expectations for Student Learning

- Believe that all students are competent, capable and curious learners who can learn, progress and achieve
- Responsive, welcoming and safe classroom learning environments
- Students feel connected to, and reflected in, their classroom and community
- Developing student confidence, risk-taking and a growth mindset

Effective Instruction and Assessment Practices

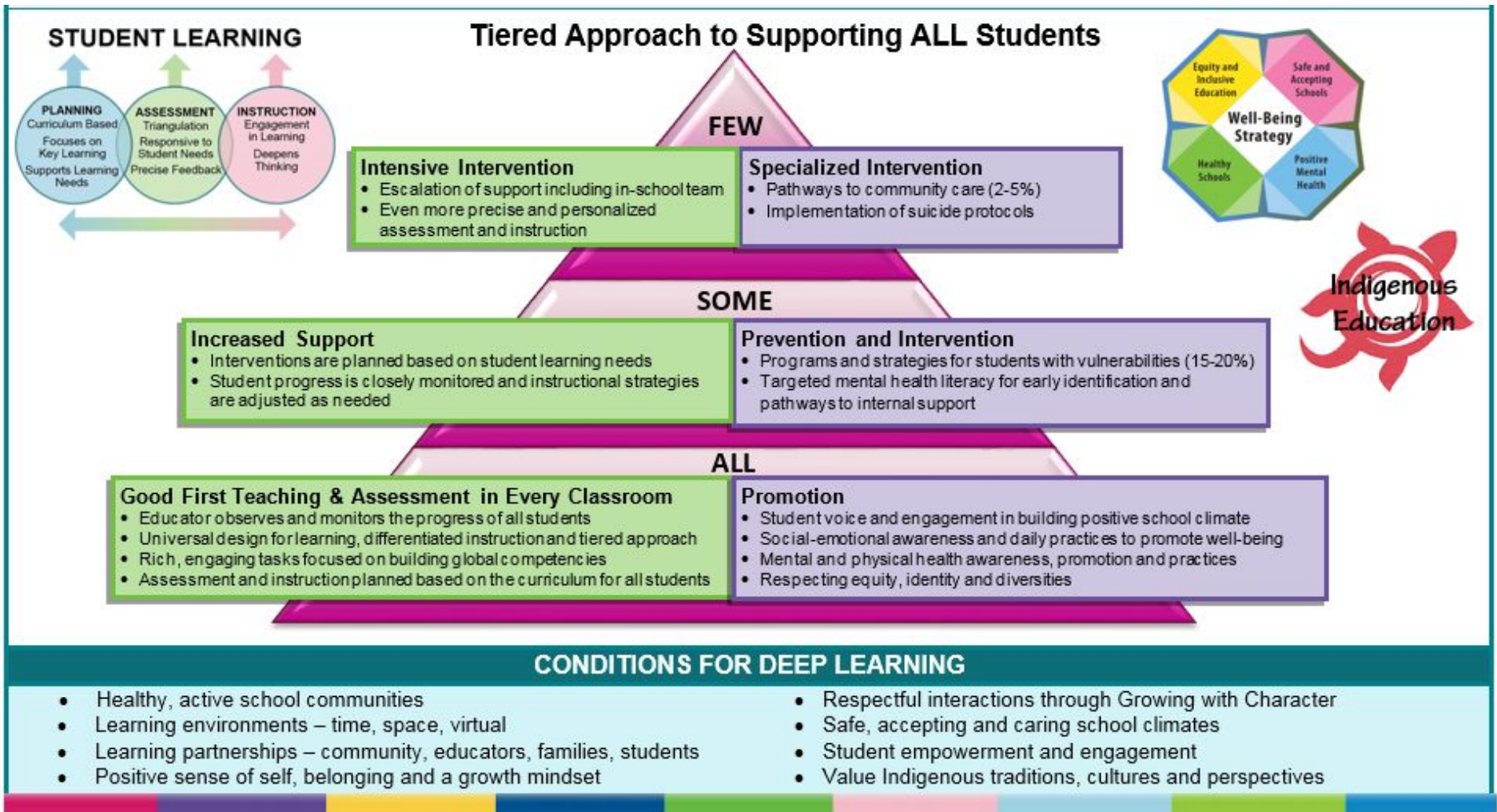
Assessment for, as and of learning informs instruction

- Assessment is grounded in big ideas and transferable skills in the curriculum and used to inform next steps
- Reflects all categories of the achievement chart and evaluates overall expectations
- Assessment for Learning Cycle
- Observations, conversations and products are gathered, interpreted and used to continuously monitor assessment for, as & of learning (triangulation of assessment strategies)



Evidence-based instruction is responsive to student needs identified through assessment

- Critical/creative thinking, authentic student inquiry
- Gradual Release of Responsibility (modeled, shared, guided and independent)
- Indigenous histories, cultures and perspectives are infused in classroom and school learning
- Research-based, high-yield instructional strategies
- Comprehensive numeracy & literacy programs K-12
- Integrate technology in learning and teaching



2016-17 Comprehensive Needs Assessment (*Observe and Reflect*)

SE=Special Education

<p>Early Learning</p>	<p>Senior Kindergarten report cards June 2016: Literacy Use of reading strategies: 5% Not Yet, 26% Developing, 69% Meets or Exceeds Expectations (up 2 ppt) Numeracy Uses problem solving skills: 2% Not Yet, 16% Developing, 82% Meets or Exceeds Expectations (up 2ppt)</p>																																																																																																																																													
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<p>LITERACY GOAL Our students will use the skills of thinking, expressing, and reflecting to: listen and speak; read and write; view and represent by engaging with a variety of text and digital forms.</p>	<p>URGENT STUDENT LEARNING NEEDS:</p> <ul style="list-style-type: none"> ● Global competencies ● Decoding and fluency in reading (Early Years, Primary) ● Oral Language (Early Years) ● Reading comprehension and thinking skills (Primary, Intermediate) ● Writing - Ideas, organization and topic development (Primary, Intermediate) ● Closing the achievement gap for students with special education needs (Junior, Intermediate)
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SCHOOL EFFECTIVENESS INDICATORS

Assessment for, as and of Learning

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.

Curriculum, Teaching and Learning

4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

<p>Professional Learning Priorities Action Plan <i>Continue to focus on assessment for learning cycle to inform instruction</i></p>	<p>Monitoring Progress and Measures of Success <i>Know- Respond-Monitor</i> <i>Evidence of educator learning and student assessment data in all initiatives</i></p>
<p>Good First Teaching and Classroom Practice</p> <p>1. Adolescent Literacy</p> <ul style="list-style-type: none"> a. Achieving Excellence in Applied Courses (AEAC) - Applied course types Literacy focus, all secondary schools, teams include Student Success Lead Teacher (SSLT) and In-school Special Education Head (ISEH) focus on students reaching provincial standard and the principal as the instructional leader, support provided to principals through a provincial coach, knowledge building on meeting the needs of students with special education needs. b. Thinking Symposium, Assessment for Learning with Sandra Herbst- two sessions, one administrator and two teachers from all secondary schools 	<ul style="list-style-type: none"> -Pre, mid and post data monitoring students getting to level 3 -Pass rates -Online tool to capture the data -Monitor students with an LD profile in each course -BIPSAW monitoring questions
<p>2. Primary Reading</p> <ul style="list-style-type: none"> a. Primary Reading Moderated Marking of Open Response - one session for all grade 3 teachers, including Indigenous reading content and assistive technology supports, face to face January, virtual options after school March - April b. Share previous years' text, exemplars and rubric through the Virtual Learning 	<ul style="list-style-type: none"> -participant feedback to reflect on their learning

Environment (VLE) course	
3. Primary Writing a. Primary Writing Continuum- Assessment for Learning and writing continuum, name and notice promising practices and links to assessment (3 school-based learning teams) b. Primary writing, after school or virtual sessions to share out the learning	-pre, mid and post student work samples -BIPSAW monitoring questions
4. Grade 1 & 2 Building Collective Understanding in Reading, 1 central day for those new to teaching grade 1 & 2 and learning partners	-exit card -documenting conversations, observations, products during central day learning
5. Supporting All Learners in the FSL Classroom - EOSDN French language workshop with a focus on reading strategies (20 teachers, FI schools, Core, and extended teachers) -a Fall day Oct.27, and a day in the Spring (April 4th) with one session in between to support learning.	-participant feedback
6. Regional CEFR learning--5 people -one day face to face in the Fall with our regional FSL colleagues and one day locally, connecting to a Ministry Provincial FSL webinar and working on co-constructed learning at the board level.	-pre post student work samples
7. CEFR FSL Learning team--Cross panel (3 school groups, 15 teachers)	-participant feedback
8. Elementary Core French Learning Team for Writing continuum development 2 half days for 6 teachers	-participant feedback and reflections
9. Secondary FSL Learning Team for Writing continuum development (1 school) 2 half days--5 teachers	-participant feedback and reflections
10. FSL Immersion grade collaboration--2 half days for 14 teachers	-participant feedback and reflections
11. ELL - Provincial initiative to support the implementation of the STEP assessment, focus on both elementary and secondary (ISP), connections between ELL and classroom to build capacity for effective ELL teaching strategies.	-focus students (1 or 2) pre, mid and post assessment -pre and post survey of participants
12. First Nations, Metis and Inuit literacy focussed learning communities - secondary literacy and the arts (English: Contemporary Aboriginal Voices and Expressing Aboriginal Cultures)	-educator self-reflection -educator contributions to online

Indigenous Expressions educators and administrators, Indigenous Expressions Art Show	learning space
13. MISA: Reading Supported by Technology Collaborative Inquiry, 2 inquiry cycles and symposium to share the learning, 4 schools in the first cycle , 9 schools in the second cycle, grade 6 and at least one other junior teacher per school, ISRT and administrator	<ul style="list-style-type: none"> -Pre and post student survey and video of strengths and needs in reading and pre/post assessments -IEP, EQAO data, Report Card, Cohort data -CBAM -educator and coordinator pre/post survey and video reflections -BIPSAW monitoring questions
14. Student Success: Closing the gap in Literacy, grade 7 and 8. Reading for Meaning. 8 schools, ISRTs and Principals. Term 2, Central days and schools based learning days (total 3 full days)	<ul style="list-style-type: none"> -on-line admin tool (monitoring progress) -BIPSAW monitoring questions
15. Building a Collective Understanding of HPE's Vision for the Learning Commons (Continuum and 5 Components; physical and virtual space, digital learning studio, school and community destination, multiple literacies cafe, creative and critical thinking playground) <ol style="list-style-type: none"> a. Library Technicians (elementary and secondary), one day session b. Teacher Librarians (secondary), one day session 	-exit cards
Case Management <ol style="list-style-type: none"> 1. Locally Developed Grade 9 and 10 English Course Teachers <ol style="list-style-type: none"> a. Closing the Gaps in Reading and Writing Learning Team Pilot, 4 teachers b. Curriculum review of current courses (ENG 1L/2L), 2-4 teachers c. Pilot of Levelled Literacy Intervention, one secondary school 	<ul style="list-style-type: none"> -BIPSAW monitoring questions -pre and post educator reflections -pre and post student data (reading records) -student survey
<ol style="list-style-type: none"> 2. Linking Oral Language to Literacy Skills <ol style="list-style-type: none"> a. Year 2 Kindergarten through QPAS and Oral Language screening tool (expressive and receptive oral language skills and articulation), supported by Learning Partners, Speech Language Pathologists, Speech Language EA's and Communicative Disorder Assistant. Building capacity with classroom teachers. b. More intensive classroom support will be provided for some schools based on student needs. 	<ul style="list-style-type: none"> -Pre, post QPAS, Year 2 Kindergarten screening -Intensive support classrooms are identified. -Case Management Meetings

<p>Intensive Intervention</p> <p>1. Levelled Literacy Intervention (LLI) renewal - new ISRTs (11) and grade 2 educators (14)</p>	<p>-Follow up phone call to ISRTs at 6 weeks with BIPSAW monitoring questions -pre and post student reading levels</p>
<p>2. Empower Pilot - junior students with weak decoding and phonological awareness, recommended for students with a learning disability (6 schools), grades 3-6 students, ISRTs will be delivering</p>	<p>-reading records, benchmark assessment (pre, mid, post), student confidence survey, BIPSAW monitoring questions</p>
<p>3. Locally Developed Grade 9 and 10 English Credit Pilot - Empower, one secondary school, semester 2, focus on LD profile</p>	<p>-Reading levels (pre, mid, post), reading fluency, student confidence survey, BIPSAW monitoring questions</p>
<p>Leadership in Literacy</p> <p>1. Achieving Excellence in Applied Courses - capacity building of administrators as instructional leaders, principal coach support, 8 schools</p>	<p>- principal reflections in online tool</p>

<p>NUMERACY GOAL Our students will use mathematical processes to: problem solve, communicate, and reflect on their thinking by making connections between concepts, procedures and skills.</p>	<p>URGENT STUDENT LEARNING NEEDS:</p> <ul style="list-style-type: none"> ● Global competencies ● Number sense and numeration, understanding number (Primary, Early Years) ● Problem solving, thinking and application skills (Junior, Grade 7, 8 and Grade 9 Applied) ● Closing the achievement gap for students with special education needs (Junior, Grade 7, 8 and Grade 9 Applied)
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<p>SCHOOL EFFECTIVENESS INDICATORS Assessment for, as and of Learning 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps. Curriculum, Teaching and Learning 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p>
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<p>Professional Learning Priorities Action Plan <i>Continue to focus on assessment for learning cycle to inform instruction</i> <i>Continue to focus on K-12 Comprehensive Mathematics Program framework</i> <i>Evidence of application of K-12 Comprehensive Mathematics Framework integrated in all initiatives</i></p>	<p>Monitoring Progress and Measures of Success <i>Know- Respond-Monitor</i> <i>Evidence of educator learning and student assessment data in all initiatives</i></p>
<p>Good First Teaching and Classroom Practice</p> <p>1. Kindergarten - Focus on Early Numeracy Screening Tool, all new K teachers, DECEs and learning partners, one day session</p>	<p>-exit card</p>
<p>2. Lead Teachers - Grade 1, 2, 3 focus, all schools, larger schools receive an additional lead teacher, 42 teachers in total, 5 central learning sessions, focus on number sense and thinking</p>	<p>-pre/post student samples -ongoing discussion about samples of student learning -pre/post teacher survey -artefact of ongoing reflections about classroom culture/environment in mathematics -exit cards</p>
<p>3. Junior Math RMS 3 (Tier 3) - Intensive Support Schools, 7 elementary schools, school based learning teams with support from learning partners</p>	<p>-BIPSAW monitoring questions -pre/post student samples based on co-constructed task -PRISA online tool for administrators</p>

<p>4. Junior Math RMS 2 (Tier 2) Schools - Increased Support Schools, 7 elementary schools with support from CST and SAO</p>	<p>-BIPSAW monitoring questions -pre/post student samples based on co-constructed task</p>
<p>5. Junior Math RMS 1 (Tier 1) Schools -school based learning teams, 20 elementary schools</p>	<p>-BIPSAW monitoring questions</p>
<p>6. Learning Partner Focused and Differentiated Support in focus schools 2 days each week (six RMS3 schools and one RMS2 school, and two OFIP schools)</p>	<p>-regular support for educators</p>
<p>6. Grade 7 and 8 Focussed and Differentiated Educator Support, 4 week blocks supported by intermediate learning partner, support for grade 7 & 8 teachers new to division/ math, interest in enhancing practices</p>	<p>-educator voice through reflections -educator pre/post survey -student assessment: pre/post data</p>
<p>7. Grade 7 and 8 Central Learning days, 2 sessions, all schools, proportional reasoning and fractions, highlight homework help</p>	<p>-exit card</p>
<p>8. Secondary Numeracy Initiative (includes Revised Math Strategy (RMS) Tier 2 and Achieving Excellence in Applied Course Types (AEAC) Tier 1), focus on grade 9 and 10 applied math courses, 3 release days per semester</p>	<p>-thinking question, pre, mid and post learning student samples -BIPSAW monitoring questions -teacher exit survey -consider cohort monitoring -student voice through case study reflections -AEAC online tool for administrators</p>
<p>Increased Support</p> <p>1. Tier 1 Schools - Focus on Junior Math and Students with Learning Disabilities</p> <p>a. EOSDN - Junior LD learners, school-based learning teams with math facilitator involvement, 2 schools, access to knowledgeable other</p> <p>b. PCODE - Junior LD learners and fractions, school-based learning teams with math facilitator involvement, 2 schools</p>	<p>-BIPSAW monitoring questions -pre/post student samples -pre/post educator survey</p> <p>-BIPSAW monitoring questions -pre/post student samples -pre/post educator survey -office referrals during math class -review of IEP accommodations and modifications in mathematics</p>
<p>Intensive Intervention</p> <p>1. Primary Summer Numeracy Camps Gr. 1 3 (CODE) <i>*pending confirmation of program</i></p>	<p>-pre/post student assessment (numeracy screening tool or Leaps</p>

	and Bounds)
2. Secondary grade 9 math intervention support, explore various models of implementation	-teacher reflection -student achievement including EQAO and course mark distribution
Leadership in Mathematics 1. Leadership Principal Coaching Support, 7 Tier 3/OFIP elementary schools and 8 secondary schools, 5 release days	-principal reflections

<p>GLOBALLY MINDED LEARNERS & LEADERS GOAL</p> <p>Our students will see themselves as connected citizens of the world. Learning partnerships reflect student voices and individual identities and support education and career/life planning. They apply relevant knowledge and skills to make a difference in local, national and global contexts.</p>	<p>URGENT STUDENT LEARNING NEEDS:</p> <ul style="list-style-type: none"> • Global competencies • Understand Indigenous traditions, culture and perspective • Discover strengths, identify needs, and self-advocate • Understand the relationship between what they are learning, why they are learning it and how it connects to their lives • Goal setting • Set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations
<p>SCHOOL EFFECTIVENESS INDICATORS</p> <p>Curriculum, Teaching and Learning</p> <p>4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.</p> <p>Pathways Planning and Programming</p> <p>5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.</p> <p>5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.</p>	

Professional Learning Priorities Action Plan	Monitoring progress/ Measures of Success
<p>Focus on assessment for learning cycle to inform instruction</p>	<p>Know- Respond-Monitor <i>Evidence of educator learning and student assessment data in all initiatives</i></p>
<p>Good First Teaching and Classroom Practice</p> <p>1. New Pedagogies for Deep Learning (NPDL) Global Research Project 4 secondary + 4 elementary schools (expansion within schools)</p>	<p>-NPDL competency ratings and pre/post achievement (6 marker students), teacher developed artifacts and reflection, NPDL conditions ratings, BIPSAW monitoring questions, pre/post teacher self assessment</p>
<p>2. Backward Design - Planning for Assessment Working through a cycle of backward design to redesign a course with an emphasis on intentional planning for assessment and instruction, teams invited from all secondary schools (4 release days between December and May)</p>	<p>-exit cards, video/audio reflection, student work samples, artefacts of design plans, BIPSAW monitoring questions</p>
<p>3. High Impact Targeted Session on Assessment for Learning components, (2 release days per educator, grade 7-12, 24 educators in total), Flip this Task! Rich, authentic, meaningful tasks - designing tasks that matter with success</p>	<p>-exit cards, sampling of video/audio reflection, artefacts and student exemplars</p>

criteria	
4. Digital Fluency: E-Learning, 8 secondary schools, 16 teachers two per school	-success rates, enrolment, E-learning teacher survey
5. Blended Learning: continue to build awareness of integration of technology enabled teaching and learning, support individual schools and educators as requested. Official launch of Virtual Learning Environment (VLE) home page. o	-number of educators and schools supported with key topics noted -VLE available and accessed by educators
6. Google Apps for Education (GAPE) Summit - October 29, 30, 2 day conference	-attendance, post-conference survey, participant feedback from EdTech partners
7. Creating Pathways to Success: a. Schools establish advisory teams and work with gap analysis framework b. Continue to implement Individual Pathway Plan (IPP) & myBlueprint Gr. 7-12: ongoing support as requested, after school sessions and refresher sessions for educators new to grade 7 or 8 c. Support implementation of myBlueprint at HOPE, SHAPE and alternative programs d. online course selection through myBlueprint for grade 8 and all secondary students, 2 support sessions for school teams e. All About Me (Student E-portfolio) through myBlueprint for K-6, January implementation support begins f. VLE professional development course to support implementation	-schools begin to establish teams -myBlueprint access and IPP progress data (school and board) -myBlueprint access and IPP progress data -course selection is complete -All About Me access and usage data -online course is available in January
8. Indigenous Elementary Collaborative Inquiry Initiative North School Group Kindergarten network (Inquiry, Natural Curiosity and Indigenous perspectives), 5 elementary schools	-documentation of student learning, exit cards from educators, documentation of educator learning (visual and written)
9. Indigenous Courses in Secondary PLC Network, All secondary schools with Indigenous courses; 2 networking days per semester	-exit cards, student voice & learning, impact narratives
10. Grade 5 Social Studies Curriculum with Indigenous focus, one central session + school based follow up with Indigenous Coordinator	-exit cards, number of requests for follow-up support including resources and personnel
11. Infusing Indigenous values, cultures and perspectives through inquiry, school-based support as requested	-BIPSAW monitoring questions -exit cards

<p>Case Management</p> <p>1. Pathways Week - Designing Your Future (pilot Semester 2). Focus on students in workplace pathway and community connection focus (MSS, CSS, QSS)</p>	<p>-exit cards from students and educators</p>
<p>Leadership</p> <p>1. Indigenous Education Leadership Session for Secondary Student Success Teams, Central Department Staff- Student Engagement - TBD</p> <p>2. Indigenous Education Leadership Session for K-12 Administrators, CST, SS and SCSWB - TBD</p> <p>3. Indigenous Education Advisory Committee - meets 2 -3 times annually in various locations</p>	<p>-exit cards, impact narratives/ video clips</p> <p>-exit cards</p> <p>-meetings occur</p>

<p>SCHOOL CLIMATE AND STUDENT WELL-BEING</p> <p>Our students will be supported in the co-creation of safe, healthy and inclusive classrooms, schools and communities as the foundation for student well-being and achievement.</p>	<p>STUDENT LEARNING NEEDS:</p> <ul style="list-style-type: none"> ● Global competencies in learning and leading ● Attending everyday and engaging in learning ● Developing strategies in addressing social/ emotional needs ● Developing, understanding and accessing available supports for students with complex mental health needs ● Creating inclusive environments that respect and express diversity ● Eat better, move more, sleep well and think clearly
<p>SCHOOL EFFECTIVENESS INDICATORS</p> <p>Student Engagement</p> <p>3.2 Students’ stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).</p> <p>3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.</p> <p>3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.</p> <p>School and Classroom Leadership</p> <p>2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.</p>	

Professional Learning Priorities Action Plan	Monitoring progress/ Measures of Success
Promotion	
<p>1. Model United Nations (UN) Two Day Symposium for Student Leaders . Global Citizenship focus: Intensive Investigation of Healthy Lives and Well-Being for All with an end goal of the Model UN being the development of a Universal Declaration of Health Rights</p>	<p>-student leaders create goals regarding health and well-being and declaration of health rights</p> <p>-BIPSAW monitoring questions (teacher and student leader teams)</p>
<p>2. Healthy Active Schools</p> <p>a)Support for schools participate in provincial certification program re Healthy Active Schools planning as reflected in SIPSAWs (OPHEA Healthy Active Schools)</p> <p>b) Support for schools to participate in Healthy Kids Community Challenge Initiatives (eg., physical literacy, Water Does Wonders campaign, healthy eating) as reflected</p>	<p>-identify number of schools recognized as Healthy Active Schools</p> <p>-health unit partnership monitoring participation</p>

in SIPSAWs	
<p>3. Student Senate (two student leadership reps from each secondary school, including HPEDSB Student Trustees). Through the collaborative learning of this group, student reps develop and implement school based community initiative, grounded in the Strategic Plan, BIPSAW and SIPSAWs. CST support for student leadership development.</p>	<p>-students maintain monthly framework documenting their planning cycle -student reflections on progress/ impact of school based and collective action plans</p>
<p>4. Capacity building (Foundations of a Healthy School , Ontario's Well-Being Strategy for Education, Supporting Minds and Leading Mentally Healthy Schools)</p> <ul style="list-style-type: none"> a) Provide the Leading Mentally Healthy Schools Learning Series for administrators b) Create and provide professional learning series for educators on anxiety, mood disorder, mentally healthy classrooms and ADHD with resource teachers, student success teachers, to administrator and school staff meetings upon invite. c) Create a trauma responsive/informed school with Prince Charles Belleville and Queen's University with Prince of Wales PS as a control school d) Create and share a monthly e-newsletter to the system to promote Mentally Healthy schools and system e) Work with the Parent Involvement Committee and School Councils to strengthen family engagement f) Provide professional learning for students, educators and support staff regarding the impact of poverty in collaboration with ETFO for Gender Diversity 101 (Feb 2017) 	<ul style="list-style-type: none"> a) Evaluate the effectiveness of the learning through a review of the school climate and student well being goals of each SIPSAW b) Pre/post survey at end of session for the purpose of planning for next series c) Pre/post inventory/survey at end of series of training. Use raw data: office referrals, learning skills and work habits. d) Monitoring of effectiveness of contributing to ongoing learning with optional feedback in each newsletter e) Document requests for presentations to school councils on family engagement related issues f) Pre/post exit survey. <ul style="list-style-type: none"> - BIPSAW Monitoring Questions
<p>5. Social/emotional learning</p> <ul style="list-style-type: none"> a) Provide social/emotional learning programs such as <i>MindUP</i>, <i>Friends</i>, <i>The Fourth R</i>, and <i>Stress Lessons Series</i> across the district; Provide mental health consultation and act as a resource to school teams b) Provide mental health consultation and act as a resource to school teams. 	<ul style="list-style-type: none"> a) Child and Youth Counselor teams to develop systematic pre-post evaluation for each implemented program. b) Monitor how often mental health consultation is requested by individual schools.

<p>6. Equity and inclusivity</p> <ul style="list-style-type: none"> a) Support the mental health and well-being of our LGBTQ student community through student leadership initiatives such as Egale workshops, Anti-Bully and Prevention Week and Anti-Hate events on going. b) Development of a Student Support Resource Guide. c) Provide professional learning with Egale Canada to include elementary and secondary employees as well as community members. d) Continue to provide <i>Equity Student Leadership</i> training and <i>Educator's Equity</i> workshops facilitated by Harmony Movement (Social Changemakers) e) Continue to expand student participation in the <i>Ambassadors for Inclusion Program</i> f) Provide professional learning for students, educators and support staff regarding the impact of poverty through student participation in the poverty challenge (conference in mid-May) 	<ul style="list-style-type: none"> a) Pre/post survey and the tracking of participation. b) Obtain feedback from GSA and Social Justice groups. c) Pre/post learning exit card d) Student and teacher survey with feedback regarding equity initiatives created and delivered in participating schools. e) Data from schools regarding their participation. f) Pre/post learning exit card.
<p>School climate survey</p> <ul style="list-style-type: none"> a) Deliver and analyze system trends and patterns from the School Climate Survey and support schools in the development of SIPSAW goals for 2016-2017 	<ul style="list-style-type: none"> a) Monitor and use feedback/data from the School Climate Survey to specifically inform SIPSAWs and the BIPSAW
<p>Restorative practices</p> <ul style="list-style-type: none"> a) Upon request, provide professional learning on restorative practices with a developed methodology to measure impact 	<ul style="list-style-type: none"> a) Pre/post learning exit card.
<p>Prevention and Intervention</p>	
<p>1.Capacity building</p> <ul style="list-style-type: none"> a) Continue to provide professional learning on Safe Talk (suicidality identification), Applied Suicide Intervention Skills Training (ASIST) and Violence Risk Threat Assessment (Level I and refresher) 	<ul style="list-style-type: none"> a) Pre/post learning exit card.
<p>2. Targeted interventions and programs</p>	<ul style="list-style-type: none"> a) Pre/post learning exit card. b) Monitor with referral program and

<ul style="list-style-type: none"> a) Child and Youth Counsellor teams to develop and implement strategies to monitor and evaluate targeted intervention programs b) Child and Youth Counsellors to work individually with students in need. c) Provide professional learning for child and youth counsellors on “Brief Intervention for School Clinicians” (BRISC) d) Every School Day Counts: continue to explore best practices related to Character Strengths and the impact of positive and character building relationships on student attendance; specifically, offer focused support and skill development to parents. 	<ul style="list-style-type: none"> use outcome measurements. c) Evaluate the success of the use of this intervention d) Measure attendance data at focus schools.
Specialized Intervention	
<p>1. Community connections</p> <ul style="list-style-type: none"> a) Partner with community planning tables to co-create locally developed solutions to social challenges such as poverty, early child development, community safety and well-being, and community suicide prevention 	<ul style="list-style-type: none"> a) Ongoing community initiatives. Reporting via SIPSAW and SCSW BIPSAW.
<p>2. Pathways to supports</p> <ul style="list-style-type: none"> a) Communicate throughout the district the internal and external pathways for mental health support b) Support children, youth and their families access to internal and external pathways for mental health support c) Continue to work with our community partners and lead agency on the implementation of “Moving on Mental Health” d) Review Student Discipline Expulsion Procedure 378 	<ul style="list-style-type: none"> a) Feedback from schools who ask for and use the support. b) Track number of children, youth and families who need access to internal and external support. c) Participation. d) Share and obtain feedback regarding reviewed Student Discipline Expulsion Procedure 378.

Monitoring & Measures of Success

BIPSAW Monitoring Questions - all K-12 professional learning teams that meet for repeated sessions will respond to the monitoring questions at the end of their learning cycle. Data will be gathered using an on-line survey tool.

Monitoring our Professional Learning

1. How has our participation in collaborative teaching and learning changed our teaching practice?

In your responses you are invited to consider and describe:

- new knowledge, instruction and assessment strategies

2. How did we document and measure educator learning?

In your responses you are invited to consider and describe:

- specific tools used and evidence collected
- observations, conversations and products

Monitoring our Students' Learning

3. How have our changed instructional and/or assessment practices improved student learning?

In your responses you are invited to consider and describe:

- growth of students over time (e.g., pre and post assessments, report cards, provincial standard)

4. How did we document and measure student learning?

In your responses you are invited to consider and describe:

- specific tools used, evidence collected
- observations, conversations and products

Next Steps

5. What will we sustain and what will we do next as a result of our learning and reflections?

6. What are your next professional learning needs in this area?

Session Specific Exit Cards - will be used to gather feedback after individual knowledge building sessions Example: What is one thing that resonated with you in today's session? What is one question you still have? What is your next step?