“GETTING THE HEART OF OUR WORK
AND ESTABLISHING A RHYTHM”

Board & School Improvement Planning in UCDSB
February 24, 2016
The Focus of Our Journey So Far....

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

**COMUNICATION**
- To facilitate parent involvement, student achievement, and public confidence, communication must be clear, purposeful, effective, targeted and branded.

**RESOURCES**
- To create an engaging learning environment, support student achievement, and sustain public confidence, resources must be allocated equitably, responsibly and timely.

**EDUCATIONAL PROGRAMS**
- To provide relevant and challenging experiences, educational programs must be delivered by qualified, innovative, caring staff, supported by pertinent and engaging professional development.

**WELLNESS**
- For staff and students to be able to function at an effective level, we must recognize, model, and encourage spiritual, mental and physical wellness.
Using the School Effectiveness Framework

- Starting last Winter, we used the School Effectiveness Framework indicators to assist in system goal setting.
- We examined system 3 year cohort data to determine the areas for improvement/inquiry.
- Board Improvement Plan for Student Achievement (BIPSA) was established.
- A School Improvement Plans for Student Achievement (SIPSA) framework was developed, and provided as a guide for schools in setting their goals/theories of action.
At UCDSB, we believe that if we establish a consistent, equitable, and intentional culture of well-being and inclusivity in all of our schools, then all students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices, and increase student achievement.

Goals

- Primary Literacy
- Intermediate Literacy
- Junior Numeracy
- Intermediate Numeracy
- Assessment Leadership

THE LEARNING CYCLE

- Plan
- Act
- Observe
- Reflect
- Student Learning

- Examine evidence and determine areas of need
- Share observations and analyse results to determine next steps
- Gather evidence of student learning
- Teach, monitor and support student learning
Components of the BIPSA/SIPSA Plans

1. **Plan** – Examine Evidence and determine area of need.
2. **Act** - Evidence-Based Action Plan to teach, monitor, and support student learning.
4. **Reflect** – Analyze results and determine next steps.
### School Improvement Plan for Student Achievement 2015-16 Goal #1 Literacy

**School:** Sample Public School  
**Principal:**  
**Vice-Principal(s):**  

#### Goal:

School Effectiveness Framework Indicators:

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<th>PLAN</th>
<th>ACT</th>
<th>OBSERVE</th>
<th>REFLECT</th>
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| PLAN: Needs Assessment  
Where are we now? | ACT: Evidence-Based Strategies/Action  
What are we going to do? | OBSERVE: Monitor/Gather Evidence  
How are we doing? | REFLECT: Analyze/Reflect  
How did we do? Where to next? |

#### 1st CYCLE OF INQUIRY
- **To be completed by January 12, 2016**
- **To be completed by March 25, 2016**
- **To be completed by April 1, 2016**

#### 2nd CYCLE OF INQUIRY
- **To be completed by April 4, 2016**
- **To be completed by June 10, 2016**
- **To be completed by June 17, 2016**
Our Call To Action

• A clear system focus on a dialogue about instruction, working collaboratively with administrators and teachers.

• School learning teams, led by principals as the instructional leaders, are creating theories of action for learning on both a Literacy and a Math goal in each school.

• There will be two cycles this year: December until March and March until June.
Schools teams are not alone!

Personnel available to assist with school staff with improvement planning:

- Superintendents
- System Principals
- Learning Partners
- Ministry Student Achievement Officer
- Family of Schools Colleagues
- Peers
Some key tools that have been given to schools to get them started!

- Monthly Leadership Learning Modules for Administrators (LLMA) provide leadership training, common messaging, as well as carousels that build knowledge and skills with administrators.

- System principals and superintendents have been supporting principals individually to develop their plans.

- Learning Partners are supporting principals in implementing their plans.

- Release time for school-based learning teams are being supported for each school from Ministry grants for collaborative inquiry.
Moving Ahead ...

- Being better all the time
- Incrementalism
- Heeding the Human Factors

Agile Leadership for System Reform
(Simon Breakspear)