KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

2022-2023 BOARD IMPROVEMENT & EQUITY PLAN

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

Board Improvement & Equity Plan Contents:

Achievement

Mental Health, Wellbeing & Engagement

Human Rights & Equity

Pathways & Transitions

The Roots at KPDSB

Glossary & Resources

Achievement: Curriculum, Instruction & Assessment

GOAL	ACTIONS	MEASUREMENT

A variety of relevant and meaningful assessment data is used by students and educators in all classrooms to continuously monitor learning, to inform instruction and to determine next steps.	• System leaders, school administrators and educators actively participate in learning
	  ◦ Teachers use classroom data to plan instruction
	  ◦ Target goals established by senior admin, administrators and teachers to track student achievement in a timely manner
	• Thoughtful use of high-impact teaching strategies and instructional practices including learning goals, success criteria and descriptive feedback
	• Curriculum and student needs drive instruction
	• Use culturally relevant and responsive approaches to teaching and learning
	• Intervention is provided first in the classroom
	• Teachers will:
	  ◦ Use learning goals
	  ◦ Examine examples of exemplars to understand how “at standard” evidence looks
	  ◦ Co-construct success criteria with students
	  ◦ Gather evidence of student learning through observation, conversation and product (triangulated evidence)
	  ◦ Provide feedback
	  ◦ Provide opportunities for peers' feedback
	  ◦ Set goals with students
		Track alignment with curriculum
		
		Track use of high impact teaching strategies
		
		Track use of culturally relevant and responsive instruction
		
		Teachers use classroom data to plan instruction
		
		Progress Monitoring Tools

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Achievement: Mathematics

GOAL	ACTIONS	MEASUREMENT

65% of students will meet or exceed provincial standard on the Grade 3, 6 and 9 EQAO Math.
 	
65% of students will meet or exceed provincial standard in math report card assessments.
 	
65% of KPDSB students will choose Grade 10 Academic math after successful completion of MTH1W
 	
Ensure that Grade 9 and 10 credit accumulation maintains or increases
	• All schools will have a numeracy plan/goal
	• Teachers will guide and support students to approach difficult mathematical questions in multiple ways
	  ◦ Students will have opportunities to make their mathematical thinking visible (conversation, observation, products) to demonstrate their learning
	  ◦ Math teachers will work collaboratively to ensure shared understanding of curriculum and pedagogy
		Classroom Data
		
		EQAO Data
		
		Credit completion of Grade 9/10 math
		
		Marks Distribution
		
		Report Card Data

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Achievement: Literacy

GOAL

75% of students will meet or exceed the provincial standard on Grade 3 & 6 EQAO Reading and Writing. This requires new EQAO data to make any changes

75% of students will meet or exceed provincial standard in reading and writing report card assessments.

75% of first time eligible fully participating students will be successful on the OSSLT.

ACTIONS

- All schools have a goal/plan for literacy
- Text is relevant and representative of the learners
- Teachers will support student literacy development through:
  - Asking questions for different purposes (e.g., clarify meaning, encourage reflection, detect bias, determine author's intent)
  - Systematically teach foundational reading skills within a purposeful and meaningful context
  - Sorting and analyzing information from a variety of sources (summarizing and synthesizing in order to understand the text
  -
  - Understand, acquire, build on and apply oral communication, reading, writing and media literacy knowledge and skills
  - Communicating their learning through a variety of modes and forms for different purposes and audiences
  - Applying higher-order thinking skills in new contexts
- Students will understand which strategies they can use when they encounter difficult text
- Students will understand strategies they can use when they come to a word they do not know how to decode
- Teachers of Grade 9 destreamed English will take part in professional learning opportunities, including culturally relevant instructional practices
- Use of systematic and explicit instructional strategies for early reading skills (decoding) including phonemic/phonological awareness and Alphabet knowledge/phonics/word study

MEASUREMENT

Classroom Data

EQAO Data

OSSLT Data

Credit completion of Grade 9/10 math

Marks Distribution

Report card data

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Mental Health, Wellbeing & Engagement: Mental Health & Wellbeing

GOAL	ACTIONS	MEASUREMENT
90% of students in Grades 4 - 12 will identify they feel their school is a safe and inclusive environment. 50% of students will report they feel comfortable seeking support for their mental health	• All educators will use evidence-based strategies that support creating safe, caring, equitable and inclusive cultures (restorative practices, SMHO First 10 Days (andBeyond), SMHO resources) • All classrooms will embed the use of evidence-based strategies to support mental health and well-being. Educators will spend 15 minutes throughout the week using SMHO Action Kit, SMHO First 10 Days (andBeyond) • Student census will be completed so that schools can meet the needs of their students	System Climate Survey Data School Climate Survey Data

Mental Health, Wellbeing & Engagement: Student, Family & Community Engagement

GOAL	ACTIONS	MEASUREMENT
Student attendance will improve across the system. Engagement of students, families and communities will increase across the system.	• Attendance data and the relationship with student achievement and engagement will be analyzed at the school and system level at least monthly • Work with families, staff, community partners and agencies to support students with attendance and re-engagement • Schools will plan transitions to be responsive to the needs of students • Intentional planning/programming to meet the needs of students who reengage and keep them engaged	Student Voice Opportunities Monthly Attendance Data Increase in number of community partners **Intervention and progress are monitored for individual students when needed*

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Human Rights & Equity: Support the Implementation of Destreaming

GOAL	ACTIONS	MEASUREMENT

Schools will implement Grade 9 destreamed compulsory courses	• The Grade 9 Destreamed Science course (SNC1W) will be implemented in all secondary schools
	• Schools will collect and report the enrollment in each of the streams of Science, Math and English courses after Grade 9
	  ◦ Schools will collect and analyze data on student enrollment in academic and secondary math courses.
	  ◦ All other Grade 9 core courses will be offered at the Academic level
		Credit accumulation, marks distribution, credit rescue/recovery rates

Human Rights & Equity: Improve Student Inclusion in Schools

GOAL	ACTIONS	MEASUREMENT
System and school data is equitable KPDSB will have a reduction of suspensions and expulsions across Grades 4 - 12. Improved attendance	• Equity and bias training will be provided to educators, examining the themes of power, privilege, identity and the impacts on students • Achievement data, learning skills, student voice surveys and suspension data will be analyzed in the fall and again in the spring • Early identification practices will be aligned with the KPDSB IEP process • Progressive discipline, including restorative practices will be used in all schools	Equitable Data: Suspension data, expulsion data, IEP data, attendance data, report data, credit accumulation, graduation rate, learning skills

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Pathways & Transitions: Improve Graduation Rates & Readiness for Future Success

GOAL

79% of all KPDSB students will graduate with an OSSD within 5 years of beginning Grade 9.

Increase the number of students participating in job skills programs and experiential learning opportunities

All students Grades 7 - 12 annually update their Individual Pathways Plan (IPP)

Increase the number of STEM-related programs and courses

ACTIONS

- Track the numbers of students entering a university, college, apprenticeship training program or other post-secondary program following completion of secondary school on student grad cards and in myBlueprint
- All students are supported to pursue pathways that reflect their expressed interests, cultures, and life goals
- Continue to provide equity of opportunity, initiatives, and programs for students to support student success including:
  - Specialist High Skills Major (SHSM) programs
  - Dual Credits (School College Work Initiative)
  - Cooperative Education
  - KPDSB ConnectEd
  - Experiential Learning
  - Land-Based Learning
  - e-Learning
- Use of strategic Gap-Closing Strategies (Reach-Ahead credits, summer programs, tutoring, Day 20 report close the identified gaps)
- Students in Kindergarten to Grade 12 will connect career pathways and transferrable skills through curriculum content to help answer the questions: Who am I? What are my opportunities? Who do I want to become? What is my plan to achieve my goals?)

MEASUREMENT

Grade 8 Exit Survey Data

Grade 12 Exit Survey Data

Graduation Rates

Percentage of student participation in Pathway programs such as SHSM, Dual Credit, Cooperative Education

Student Voice

Credit Accumulation in e-learning courses

Percentage of students who are annually updating their IPP

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The Roots at KPDSB

- High Expectations for All Students
- Equity
- Anti-Oppression
- Inclusion
- Innovation
- Relationships
- Culturally Responsive and Relevant Practices
- Strength-Based
- Student Voice
- Personalization of Learning and Support
- Maximized Learning Time

Glossary & Resources

The following terms have been definedor linked to ensure a common understanding at KPDSB.

Assessment	The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Growing Success
Assessment as learning	The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. Growing Success
Assessment for learning	The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. Growing Succes

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Asset-Based	Asset-based teaching unlocks students' potential by focusing on their strengths.
Bias	Educational bias is when one group of people is treated differently than another in an educational setting. Not all educational bias is intentional; sometimes bias occurs when people aren't consciously aware of their beliefs and behaviours.
Co-construct	In collaboration or partnership
Conversation	The opportunity to engage in a conversation to demonstrate learning.
Cooperative Education	The opportunity for students to engage in learning by working at the actual job.

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Glossary & Resources

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Culturally Relevant Pedagogy	Culturally relevant teaching or responsive teaching is a pedagogy grounded in teachers' displaying cultural competence: skill at teaching in a cross-cultural or multicultural setting. Teachers using this method encourage each student to relate course content to their cultural context. In an inclusive education system, students must see themselves reflected in the curriculum, their physical surroundings, and the broader environment so that they can feel engaged in and empowered by their learning experiences. Students need to experience teaching and learning that reflect their needs and who they are. To ensure that this happens, educators in Ontario schools embrace culturally responsive and relevant pedagogy (CRRP), which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity.
Data	Facts and statistics collected together for reference and analysis.
Destreamed	Destreaming is an approach to learning that intends to "better support students in having every opportunity to pursue the pathway of their choice after their K-12 education"(Ontario Ministry of Education). Streaming means separating students into different course types such as Academic, Applied and Locally Developed. Destreaming means that schools will no longer be offering courses in the Applied Stream. Research shows that destreaming results in better outcomes for all students and particularly for those who are from marginalized communities.
Differentiated Instruction	An approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. Differentiated instruction recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences.
Dual Credits (School College Work Initiative)	Dual credit programs allow eligible students in high school to take college or apprenticeship courses that count towards: • their Ontario Secondary School Diploma • a postsecondary certificate, diploma, degree or a Certificate of Apprenticeship

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eLearning	Elearning is "learning that is enabled electronically". Typically, elearning is conducted on the Internet, where students can access their learning materials online at any place and time through a Learning Management System (LMS) such as Google Classroom or Brightspace.
Equity	An equitable and inclusive school system ensures all students, parents, and members of the school community are welcomed and respected; and every student is supported and inspired to succeed in a culture of high expectations for learning. Every student receives what they need to reach the standard.
Evidence	Any data that is collected and can be used for assessment.
Experiential learning	Experiential learning is hands-on learning that occurs in person or virtually and provides developmentally appropriate opportunities for students of all ages to: • participate in rich experiences connected to the world outside the school; • reflect on the experiences to derive meaning; and • apply the learning to their decisions and actions.
Feedback	Provided by teachers and peers to students to help them advance their learning including what is being done well, what needs improvement, and how to take steps towards improvement. (Learning for All)
Higher Order Thinking Skills	Thinking on a level that is higher than memorizing facts or telling something back exactly the way it was told to you.

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High Impact Strategies	Practices that researchers have consistently shown to have a high impact on teaching and learning. High-Impact Instructional Practices in Mathematics
Intervention	Intervention is the steps a teacher, other staff, or school takes to help a child improve in their area of need by removing educational barriers. Types of Classroom Interventions
IPP- Individual Pathways Plans	A web-based platform where students will document their learning in education and career/life planning and is the primary planning tool for students as they move throughthe grades toward their initial post secondary destination. Creating Pathways to Success
KPDSB ConnectEd	A blended eLearning program of study at KPDSB where students connect synchronously with their teacher and classmates. The program uses the Virtual Learning Environment (VLE) Google Meet and a Learning Management System (LMS) such as Google Classroom or Brightspace.
Learning Goals	Brief statements that describe for a student what they should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations. Growing Success
Math Conversations	Multiple opportunities for students to engage in meaningful talk.

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Observation	The ongoing process of watching, listening, and being attuned to students' behaviour, emotional state, interests and abilities, patterns of development, and progress in learning in order to meet the needs of students and assess and evaluate their development and learning.
Professional Learning Communities	An ongoing process in which educators work collaboratively in cycles of collective inquiry and active research to improve teaching skills and academic performance of the students they serve.
Professional Judgement	Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.
Qualitative	Qualitative methods focus on text and narratives.
Quantitative	Quantitative methods use numbers for interpreting data.
Restorative Practices	Restorative Practice is a way of thinking and is based on a foundation of caring, collaborative and respectful relationships, that builds and strengthens healthy relationships and community, and provides a supportive framework to prevent, respond to, and repair harm through a continuum of practices. (Restorative Practice Consortium, 2017)

Glossary & Resources

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Specialist High School Major (SHSM)	The Specialist High Skills Major (SHSM) is a specialized program that allows students to gain credits toward their Ontario Secondary School Diploma and focus their learning on a specific economic sector at the same time. The SHSM is a Ministry of Education approved program. Specialist High Skills Major | ontario.ca
Standard	Focuses on whether a student's performance meets a predetermined standard, level, or set of criteria. Describes what students should know and be able to do. The content standards in the Ontario curriculum are the curriculum expectations identified for every subject and discipline, which describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.
Student voice	The opportunity for students' interests and opinions to be considered.
Success Criteria	Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning. (Growing Success) Growing Success
Synthesizing	Matter of making connections and putting things together.
Triangulated	In the context of assessment routine, triangulated refers to an appropriate balance of observation, conversation, and product. (What is "Triangulation" in the Assessment Context? | Fresh Grade) Growing Success
Universal Design for Learning	A teaching approach that focuses on using teaching strategies or pedagogical materials designed to meet special needs to enhance learning for all students, regardless of age, skills, or situation. (Learning for All)