UPPER CANADA
District School Board

Board Improvement Plan for Student Achievement and Wellness (BIPSAW)

2020-2021
Presented to the Board of Trustees - November 2020

Collaboration

Engaged Local and Learning Communities

Resources

Careful Management of Resources

Educational Programs

Relevant and Innovative Programs

Wellness

Caring and Supportive Environments

Mission We Prepare All Students for a Successful Life

**Vision** Creating Futures, Leading and Learning for All

Values Caring, Courage, Empathy, Fairness, Generosity, Honesty, Perseverance, Resilience, Respect and Responsibility

Reaching Every Student

Reaching every student has never had more meaning than in current times. The global pandemic has changed how students are accessing learning and is creating change in the delivery of education. In Upper Canada, students from Kindergarten to Grade 12 have the option of learning in-person or remotely. Students who select remote learning may choose between:

- **Synchronous learning**, along with in-person classmates;
- **Asynchronous digital learning**, where students access digital learning materials and connect with educators through digital means. This learning is not occurring in "real" time and is based on students accessing digital materials that are provided by classroom teachers.
- **Asynchronous non-digital learning,** where students receive paper copies of learning materials, complete work independently at home, and return it for assessment and feedback.
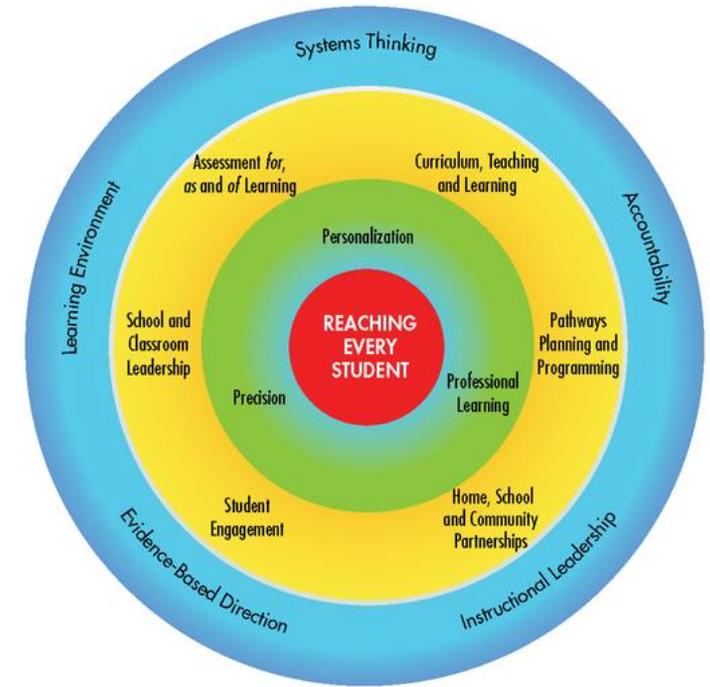
Source: *Ontario Ministry of Education, School Effectiveness Framework: A Support for School Improvement and Student Success, 2013c, p. 2.*

Educators no longer have all of their students in front of them in the physical classroom and are adapting and changing practices in order to engage all students, The Board Improvement Plan for Student Achievement and Wellness, and subsequently school improvement plans, need to address this new learning and adapt improvement initiatives to ensure that we are reaching every learner and preparing every student for a successful life.

At any time in the improvement cycle, and especially now given the changes that are occurring within the education sector, there are three key pillars that must be addressed. These three pillars, which are prevalent in Learning for All and in the School Effectiveness Framework, underpin the work of all departments and present a common foundation upon which to anchor and build improvement initiatives related to wellness, literacy and numeracy.

The three key pillars are:

Know the Learner

When we know the learner, we:

- understand who our learners are and what they bring to the learning experience, including strategies and skills that they are already using;
- understand what they need in order to continue to achieve;
- select the most appropriate assessments, as per Growing Success, in order to determine how best to plan for next steps;
- engage multiple stakeholders in the development of the learner profile in order to reach every student;
- use a response to intervention process when students are not learning, including observing, tracking and developing interventions that meet the needs of students when those needs arise.

Plan for Learning
(Pedagogical Practices)

When we plan for learning, we:

- develop learning experiences that reflect that needs, interests, and abilities of all students;
- engage students in real world, authentic learning tasks that are anchored in experience;
- create, with our students, learning goals and success criteria that are clear and understood by everyone;
- use data (observations, conversations, assessments) to develop learning experiences that meet the needs of all learners;
- use high-impact instructional practices that are grounded in research;
- understand the intentional educator practices that are needed in order to reach every student.

The Learning Environment

When we focus on the learning environment, we:

- Integrate an understanding of how the physical environment and the social-emotional environment are interrelated and essential for student learning;
- understand that there is an ongoing interaction between the environment and learners;
- emphasize a positive culture and climate for learning that is reflective of student voice and choice;
- promote inclusion and equity;
- understand that wellness is at the core of the instructional program as it is essential to creating and sustaining the conditions for learning.

The UCDSB Board Improvement Plan for Student Achievement and Wellness (BIPSAW) is designed with these three pillars interwoven into priorities related to wellness, literacy and numeracy.

Schools will use the pillars and priorities to develop school improvement plans for student achievement and wellness (SIPSAW). The work done at the district level is deeply interconnected to the work in schools and vice-versa. Through implementation, monitoring, observation, and reflection, the work in schools and at the district level informs next steps in the improvement process.

What do we know at this time? (Our Why)

- The world-wide global pandemic and school closure in the Spring of 2020 have disrupted learning for all students, creating potential gaps in learning.

- Wellness has been an area of concern as we re-engage students in learning in ways that are different than a more traditional approach.

- Reaching all learners and supporting the development of safe and caring learning environments encompasses all four modes of learning.

- Continued professional capacity building is necessary in mental health and wellness, literacy and numeracy.

- Relevant and timely capacity building must be embedded into the regular practice of teaching and learning.

- Developing a response to intervention approach that provides clear practices to close learning gaps and support student needs is essential.

Wellness

Goal: Students will see themselves reflected in their learning environments, feel a sense of belonging in their school, participate actively in creating a safe and caring school culture and know that there is community supporting them in their learning, mental health and wellbeing.

Know the Learner	Plan for Learning (Pedagogical Practices)	The Learning Environment

• Use various data sources related to school climate, student voice, student engagement, student mental health and wellness, and student discipline to identify areas of strength and need in order to plan for improvements.
• Use the above sources of data, including achievement and assessment data, to plan and implement tiered interventions when students are not learning or when students are experiencing challenges related to mental health and wellness.
	• Provide educators with information and professional learning in the areas of mental health literacy, social-emotional learning, self-regulation.
	• Continue to emphasize universal design for learning and differentiated instruction, particularly as it relates to the response to intervention (tiered intervention responses) in all professional learning.
	• Grow educator capacity in the area of mental health literacy to support an understanding of tier one (for all) interventions to support mental health and wellness and to develop an understanding of pathways available for mental health care.
		• Support educators and students in all four modes of learning to create learning environments that foster a sense of belonging and well-being.
		• Emphasize a whole school approach to climate and wellness which may include a focus on:
		  ○ Self-regulation
		  ○ Student voice initiatives
		  ○ Social-emotional learning
		  ○ Positive behaviour intervention

Data	Actions	Monitoring/Evidence/Next Steps	Outcomes
• Student attendance • Student engagement • Suspensions • District intervention information • Achievement data • Professional development engagement • School Improvement Plans (SIPSAW)	• Focus, within each school and throughout the district, on positive school climate and culture. • Engage in a whole school approach to positive climate/culture. • Work with students who are at greater risk of suspension (specifically in K-3). • Enhance access to supports for stress and coping. • Build mental health literacy capacity in all educators. • Broaden understanding of equity and inclusion to ensure that all students feel a sense of belonging in their school communities and see themselves reflected in their learning experiences. • Use data to plan purposefully for interventions in order to support students, particularly those who are experiencing challenges in learning and mental health and wellness.		

Literacy

Goal: Students will see themselves as literate learners, confidently using a variety of "making meaning" strategies.

Know the Learner	Plan for Learning (Pedagogical Practices)	The Learning Environment

• Use various data sources related to student achievement, school climate, student voice, student engagement, to identify areas of strength and need in order to plan for improvements.
• Use the above sources of data, including school level assessment data and educator reflections to understand, plan and differentiate instruction for all learners in all modes of learning.
	• Provide educators with professional learning in teaching literacy, including the roles of social-emotional learning and self-regulation.
	• Continue to emphasize universal design for learning and differentiated instruction in our literacy classrooms.
	• Grow educator capacity in best practices for teaching literacy and in the use of effective resources in order to improve outcomes and confidence for students and educators.
	• Ground literacy learning in "Four Roles of the Literate Learner" to focus on phonological awareness, comprehension and critical literacy.
	• Build educator capacity for teaching literacy skills through the content areas.
	• Select resources and strategies that are engaging to learners.
	• Review and refine system supports to reflect current learning context.
		• Support educators and students in all modes of learning to create learning environments that foster a sense of achievement, belonging and wellness.
		• Promote and consider the role of technology and resources in supporting literacy learning.
		• Emphasize a whole school approach to climate and wellness which may include a focus on:
		   ◦ Self-regulation
		   ◦ Student voice initiatives
		   ◦ Social-emotional learning
		   ◦ Building classroom communities to develop students as literate learners.

Data	Actions	Monitoring/Evidence/Next Steps	Outcomes
• EQAO • Report Cards • Student attendance • Classroom data • Student/Class profiles • Student engagement • Suspensions • District intervention information • Professional development engagement • School Improvement Plans (SIPSAW) • Educator Reflections	• Focus, within each school and throughout the district, on increasing student achievement and staff confidence in literacy. • Build staff capacity in teaching decoding and phonological awareness as part of a comprehensive literacy focus. • Build comprehensive literacy instructional capacity in all educators, using an integrated, cross-curricular approach. • Broaden understanding of equity and inclusion to ensure that all feel a sense of belonging in their school communities and see themselves reflected in their learning experiences. • Collect pre-and post -assessment data at regular intervals to determine effectiveness of actions. • Use data to plan purposefully for next steps in instruction (Plan, Act, Observe, Reflect)		

Numeracy

Goal: Students will see themselves as capable learners of mathematics, using a variety of strategies to support their understanding and use of fundamental math concepts.

Know the Learner	Plan for Learning (Pedagogical Practices)	The Learning Environment

• Use various data sources related to student achievement, school climate, student voice, student engagement and student wellness to identify areas of strength and need in order to plan for learning and improvement.
• Use the above sources of data, including school level assessment data and educator reflections to plan for and differentiate instruction for all learners, in all modes of learning.
	• Provide educators with professional learning in the fundamentals of math, including social-emotional learning and self-regulation.
	• Continue to emphasize universal design for learning and differentiated instruction in our math classrooms.
	• Continue to focus on the Fundamentals of Math.
	• Grow educator capacity in the New Mathematics Curriculum, best practices for teaching math, and the use of effective resources in order to improve outcomes for students and increase educator confidence.
	• Promote and consider the role of technology and resources in supporting learning.
	• Review and refine system supports to reflect our current learning context.
		• Support educators and students in all modes of learning to create numeracy learning environments that foster a sense of belonging, well-being and achievement.
		• Emphasize a whole school approach to climate, learning and wellness which may include a focus on:
		  ○ Self-regulation
		  ○ Student voice initiatives
		  ○ Social-emotional learning
		  ○ Building math communities

Data	Actions	Monitoring/Evidence/Next Steps	Outcomes
• EQAO • Report Cards • Student attendance • Classroom data • Student/Class profiles • Student engagement • Suspensions • District intervention information • Professional development engagement • School Improvement Plans (SIPSAW) • Educator Reflections	•　Focus, within each school and throughout the district, on increasing student achievement and staff confidence in mathematics. • Engage in a whole school approach to positive climate/culture. "I can do math!" • Build staff capacity in the effective implementation and use of the New Mathematics Curriculum. • Implement a district wide focus on the 3-part lesson. • Build capacity in high impact instructional practices in mathematics. • Broaden understanding of equity and inclusion to ensure that all students feel a sense of belonging in their school communities and see themselves reflected in their learning experiences. • Collect pre- and post-assessment data at regular intervals to determine effectiveness of actions. • Use data to plan purposefully for next steps in instruction.		