

Annual Action Plan for School Effectiveness and Student Success-Grade 7/8 & Secondary 2023-2024

Department/Portfolio: Program Services K-12

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Growth Targets: The following growth targets (qualitative and quantitative) have been established for the system:

- In all subjects, provide professional learning around effective instructional strategies and assessment & evaluation practices that include Universal Design for Learning (UDL), Differentiated Instruction (DI), High Impact Instructional Practices in Mathematics, and the fundamental aspects of Culturally Relevant and Responsive Pedagogy (CRRP) so that all students see themselves as capable learners;
- In numeracy, prioritize a focus on core skills, along with the “big ideas” of the curriculum, through authentic and engaging tasks within RCDSB identified priority schools in work with destreaming support teachers in Grades 7 & 8 and instructional coaches in Grade 9;
- Build upon current transition strategies to include greater student voice and agency, and increase parent/guardian understanding, to best support students as they transition from Grade 8 to 9 and Grade 9 to 10, and;
- Broaden the understanding of Re-Think Initiatives by including “Reaching Every Learner”, the “Student Success Handbook”, and “Transition Guide for Educators” in work with administrators, professional learning and team meetings with RCDSB educators.

To increase the knowledge and confidence of educators in implementing new learning of effective and research-based pedagogical practices (including High Impact Instructional Practices in mathematics) into classroom instruction, assessment and evaluation as determined by participation rates in professional learning sessions, student achievement data, educator feedback, and anecdotal observations.

This indicator will maximize the potential and opportunity for instructional coaches to provide ongoing, structured, and job-embedded professional learning through co-teaching and co-planning partnerships with educators, system-wide. The indicator will also utilize

well-regarded experts in the field to provide professional learning opportunities to educators in all divisions and areas, in particular mathematics, directly linked to RCDSB's Strategic Plan 2021-2025, the *Inspired Learning* document, and the Math Achievement Action Plan.

To continue to increase the knowledge and confidence of educators in implementing Grade 9 destreamed courses through new learning of effective, research-based, culturally relevant, and anti-oppressive pedagogical practices (Reaching Every Learner framework) into classroom instruction and assessment, as determined by participation rates in professional learning sessions, student achievement data, educator feedback and anecdotal observations.

This indicator will maximize the opportunity for instructional coaches to provide ongoing, system-wide structured, and job-embedded professional learning through co-teaching and co-planning partnerships with educators, in support of a distinct shift in pedagogical practices and assessment to ensure improved, equitable outcomes for all students.

To enhance support for students entering Grade 9 and progressing into Grade 10 by developing a deeper understanding among parents and students while also actively integrating student voice.

This indicator will evolve into a measure of our efforts to provide a more seamless transition for our students where they feel prepared and valued in the process, able to make the best decisions possible for their futures.

To introduce and embed the Reaching Every Learner framework and website, the RCDSB Transition Guide and Student Success Handbook to RCDSB administrators and educators at Senior Administration, ACES and CASS meetings as well as through Student Success and Guidance team meetings, work with instructional coaches, and to educators through other board communication methods (i.e. email).

This indicator will maximize the implementation of these newly created documents to enhance educator capacity for effective instruction, assessment and evaluation in multi-level classrooms, as well as promote successful student transitions and supports, increasing student engagement, achievement, and well-being.

Goal	Action Items	Timelines	Resources Required	Monitoring
<p><i>To increase the knowledge and confidence of educators in implementing new learning of effective and research-based pedagogical practices (including High Impact Instructional Practices in mathematics) into classroom instruction, assessment and evaluation as determined by participation rates in professional learning sessions, student achievement data, educator feedback, and anecdotal observations.</i></p>	<p>Collaborative work between destreaming support teachers and secondary instructional coaches.</p> <p>Instructional coaches (Jana & Margaret)-working with Grade 9 teachers from Valour and OHS to support the integration of high impact instructional practices in mathematics. Destreaming support teachers (DST) working with Grade 7/8 teachers to support integration of high impact instructional practices in mathematics, fidelity of curriculum implementation and use</p>	<p>September 2023 - June 2024</p> <p>September 2023 - June 2024</p>	<p>Release time for collaborative work</p> <p>Ongoing support to priority schools (release, resources)</p> <p>Purchase of MathUP student books for Valour and OHS as well as one educator at Champlain DPS</p>	<ul style="list-style-type: none"> ● #Participating in professional development opportunities. ● Anecdotal observations during professional learning opportunities. ● Staff feedback to identify key learnings, questions and next steps following professional development. ● Instructional coaches to gather evidence of student

	<p>of instructional and assessment practices with a proven track record of enhancing student achievement</p> <p>Building Thinking Classrooms with Peter Liljedahl</p> <p>Marian Small session with administrators (MathUP) & support teachers with the use of MathUP - specifically the videos, and various forms of</p>	<p>November 20-24/2023</p> <p>November 2024</p>		<p>achievement and engagement through their ongoing classroom partnerships (Google form).</p> <ul style="list-style-type: none"> ● CYU diagnostics and re-assessments ● Continuation of BTC in classrooms where Peter supported ● Growth/expansion of BTC practices in RCDSB ● exit ticket for administrators to determine next
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	<p>assessment embedded in MathUP</p> <p>Create A&E toolkit for secondary educators (using information and materials gained from Aug 2023 CAfL conference)</p> <p>OAME conference</p>	<p>Second semester</p> <p>May 2024</p>	<p>MathUP resource for Grade 9 teachers</p> <p>Release time to work with educators, mileage</p> <p>OAME conference (4 coaches and K. Recoskie)</p> <p>One MTH1W teacher per secondary school</p>	<p>steps for future learning</p> <p>MathUp use (PowerBI)</p> <ul style="list-style-type: none"> EQAO data (both quantitative and qualitative)
<p><i>To continue to increase the knowledge and confidence of educators in implementing Grade 9</i></p>	<p>Continue to build Capacity in the work of Peter Liljedhal and <i>Building Thinking</i></p>	<p>ENL1W PD Session- November 16/23</p>	<p>Release, food and mileage</p>	<ul style="list-style-type: none"> Number participating

<p><i>destreamed courses through new learning of effective, research-based, culturally relevant, and anti-oppressive pedagogical practices (i.e. Reaching Every Learner framework) into classroom instruction and assessment, as determined by participation rates in professional learning sessions, student achievement data, educator feedback and anecdotal observations.</i></p>	<p><i>Classrooms</i> (Differentiation, UDL, A&E and Culturally Relevant, Authentic Tasks) through ongoing coaching as well as de-streaming sessions.</p> <p>Increase diversity of texts in ENL1W</p> <p>Purchase of “Universal Design for Learning in English Language Arts”- one copy per school</p> <p>Reading for the Love of It conference- one ENL1W teacher per school</p> <p>Instructional Coaches and Grade 7/8 Destreaming Support Teachers attend Reading for the Love of It conference</p>	<p>Ongoing - Secondary Instructional Coaches working with individuals and small groups of teachers</p>	<p>Funds provided to each secondary school</p> <p><i>Reading for the Love of It</i> conference (6 secondary teachers)</p> <p><i>Reading for the Love of It</i> conference (4 coaches)</p>	<ul style="list-style-type: none"> • Anecdotal observations during sessions. • Staff survey following learning to gather voice about key learnings, questions and next steps. • Climate survey data response to students who report finding classroom instruction relevant to their everyday lives • Number of Grade 9 students choosing applied vs academic courses for Gr. 10
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	ENL 1W PD session	November 2023 & April 2024 (follow up from RFTLOI conference)	Release, food and mileage	<ul style="list-style-type: none"> Participants of RFTLOI asked to present at Mar/Apr ENL1W session (a learning from the conference that they have tried in their classroom)
	UDL session (1 admin and 2 teachers per school) (“Unlearning”, “UDL Now!” and “UDL Administrators Guide”)	March, 2024	Release, food and mileage	

<i>To enhance support for students entering Grade 9 and progressing into Grade 10 by developing a deeper understanding among parents and students while also actively integrating student voice.</i>	Emilee Clarke -visits to Grade 7/8 classrooms	ongoing	myBlueprint renewal	<ul style="list-style-type: none"> Number of Grade 7/8 classes supported with myBlueprint (including single vs multiple visits) myBlueprint report -what components are being utilized?
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	<p>Share “Choosing Your Courses for Grade 10” with all Grade 9 students and parents</p> <p>Schools to follow timelines in RCDSB Transition Guide</p> <p>Create and share updated Grade 8 to 9 Introduction to Secondary School guide</p> <p>Update Locally Developed Memo and share with schools</p>	<p>December</p> <p>November-May</p> <p>December 2023, distributed to students/families Jan/Feb 2024</p> <p>January 2024</p>	<p>Release time, mileage, food for team creating new Introduction to Secondary School guide</p>	<ul style="list-style-type: none"> • number of students registered for academic vs applied courses in Grade 10 (compare to 2023-2024 school year) • number of Grade 8 students who have completed “Introduce Yourself” activity within my Blueprint • Anecdotal comments from students and parents/guardians • Number of students choosing
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				locally developed courses (# by course)
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<p><i>To introduce and embed the Reaching Every Learner framework and website, the RCDSB Transition Guide and Student Success Handbook to RCDSB administrators and educators at Senior Administration, ACES and CASS meetings as well as through Student Success and Guidance team meetings and to educators through other board communication methods (i.e. email).</i></p>	<p>Emilee Clarke- Grade 7/8 presentations - RCDSB Transition Guide</p> <p>Guidance and Student Success meeting- RCDSB Transition Guide and Student Success handbook sessions</p> <p>Review during monthly SS and Guidance Team meetings</p> <p>Review during ACES and CASS meetings</p> <p>RCDSB Hub</p>	<p>October 2023</p> <p>October 13, 2023</p> <p>September 2023- June 2024</p> <p>ongoing</p> <p>ongoing</p>	<p>Release, food and mileage for all Guidance and SSTs</p>	<ul style="list-style-type: none"> ● #Participating in professional learning sessions ● Anecdotal observations during professional learning opportunities. ● Staff feedback following each session to identify key learnings, questions and next steps. ● number of sessions where one or more of these resources was embedded in the work within the system
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