



## GECDSB School Improvement Plan for Student Achievement K to 12 – SMART GOAL Summary

Comprehensive Needs Assessment	Needs Assessment and Analysis of Evidence	<p><b><u>Perceptual Data:</u></b> Research indicates that learning goals and success criteria are foundational components of good teaching, assessment, and evaluation practices. In order for students to be successful, they must have a clear understanding of what they need to know and what the end result looks like. Clearly defined learning goals and success criteria enable teachers and students to achieve this transparency of expectations. When teachers and students co-construct success criteria, they are coming to a common understanding of the ingredients necessary to reach a specific learning goal.</p> <p><b><u>Board Improvement Plan</u></b> The Board's Improvement Plan consistently focuses on implementing the consistent communication of learning goals and the co-construction of success criteria.</p>
	SEF Indicators and Evidence	<p><b><u>SEF K to 12 Indicator:</u></b> 1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</p> <p><b><u>At the School:</u></b></p> <ul style="list-style-type: none"> <li>• Common instruction and assessment language is used across classrooms.</li> <li>• Data about professional learning are collected on an ongoing basis throughout the year to ascertain impact on instructional capacity, student learning and professional learning needs (e.g., information is collected on professional learning supports provided to teachers, the number of teachers that have been supported through the strategy, the impact on classroom instructional practice and the resulting growth in student achievement)</li> </ul> <p><b><u>In the Classroom:</u></b></p> <ul style="list-style-type: none"> <li>• Success criteria, learning goals and exemplars are visible.</li> </ul> <p><b><u>Students:</u></b></p> <ul style="list-style-type: none"> <li>• Articulate the learning goals and the success criteria that will be used to assess their learning.</li> </ul>



## GECSB School Improvement Plan for Student Achievement K to 12 – SMART GOAL Summary

### SMART Goal #1:

By June 2012, all teachers will consistently construct, post and communicate learning goals and success criteria in their classrooms.

Planning, Design and Implementation Strategies	Targeted, Evidence-Based Strategies	<b>Action Step #1</b>
		In June 2011, all PLC members began communicating learning goals and constructing success criteria in their classrooms.
	Resources:	<p><u>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</u> (2010), Ontario Ministry of Education.</p> <p>Our Instructional Coach, Department Heads, PLC members and Teacher Program Consultants will be available to assist staff with the development of learning goals and success criteria.</p>
	Professional Learning	In May 2011, our PLC Team visited Southwood Elementary School and observed two intermediate teachers using learning goals, success criteria and descriptive feedback with their students. Following this professional development session, PLC members experimented with posting and using learning goals and success criteria in their classrooms.
Monitoring Strategies	Progress Monitoring	Progress was monitored through informal discussions and walk-through by other PLC members, Teacher Program Consultants and school administration.
	Responsibility	PLC members met informally to share ideas and concerns regarding the development of learning goals and success criteria and to discuss best practices.
	Evaluation Cycle	An informal walk-through by school administration and superintendent was conducted in June 2011 to observe PLC teachers using learning goals and success criteria with students.
Planning, Design and Implementation Strategies	Targeted, Evidence-Based Strategies	<b>Action Step #2</b>
		In September 2011, all teachers will begin the process of constructing and communicating learning goals and success criteria in their classrooms.
	Resources:	<p><u>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</u> (2010), Ontario Ministry of Education.</p> <p>Our Instructional Coach, Department Heads, PLC members and Teacher Program Consultants will be available to assist staff with the development of learning goals and success criteria.</p>

	<b>Professional Learning</b>	<p>At the September 2011 PD Day (full day), all staff were engaged in a Professional Learning Session. The session focused on the Ministry's <u>Growing Success Document</u> (2010), and in particular learning goals and success criteria. The session included: a review of the literature, three classroom visits/discussions and the development of one learning goal and success criteria as a department.</p> <p>At the November 2011 PD Day (half day), all staff were engaged in another Professional Learning Session. The session involved: a review of the October staff questionnaire and, the development of many subject specific learning goals and success criteria (graphic organizers). The graphic organizers will be photocopied and returned to each department for future use.</p>
Monitoring Strategies	<b>Progress Monitoring</b>	Staff will be given a questionnaire on their use of learning goals and success criteria in October, and then given another questionnaire in June. The differences in implementation over the school year will be analyzed to provide additional Professional Learning Sessions for staff.
	<b>Responsibility</b>	<p>Teachers are responsible for the development, posting and communication of learning goals and success criteria with their students.</p> <p>Our Instructional Coach, PLC Members, Department Heads and Teacher Program Consultants will assist teachers with the implementation of learning goals and success criteria in their classrooms.</p>
	<b>Evaluation Cycle</b>	School administration will monitor the development, posting and communication of learning goals and success criteria during informal classroom visits (ie. walk-about) and formal visits such as the Teacher Performance Appraisal process.
Planning, Design and Implementation Strategies	<b>Targeted, Evidence-Based Strategies</b>	<p style="text-align: center;"><b>Action Step #3</b></p> <p>A School Effectiveness Framework (SEF) Visit will take place in February 2012. The focus will be: literacy (non fiction writing, graphic organizers), numeracy and communicating learning goals and constructing success criteria.</p>
	<b>Resources:</b>	<p><u>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</u> (2010), Ontario Ministry of Education.</p> <p>Our Instructional Coach, Department Heads, PLC members, SEF members and Teacher Program Consultants will be available to assist staff as needed.</p>
	<b>Professional Learning</b>	<p>In September 2011, our school SEF Team took part in a full day SEF Information and Professional Learning session. Learning goals, success criteria and instructional strategies were the focus of the session.</p> <p>In the near future, staff will be given a copy of the book, <u>The Purposeful Classroom</u>, by Fisher and Fraye (2011) and have the opportunity to participate in a book talk. The book focuses on how to structure lessons with learning goals in mind.</p>
Monitoring Strategies	<b>Progress Monitoring</b>	School administration will perform informal walk-throughs to ensure all staff are posting and communicating learning goals and success criteria with their students, as well as using non-fiction writing strategies and anchor charts.
	<b>Responsibility</b>	Teachers are responsible for posting and communicating learning goals and success criteria with their students, as well as using non-fiction writing strategies and anchor charts.

**Evaluation  
Cycle**

After the SEF School Support Team Visit, all staff will receive feedback on our school's progress. The recommendations outlined by the SEF School Support Team Visit will be included in our school improvement plan the following year.