

Appendix A

School Report Back on 2022-2023 SIEP Goals

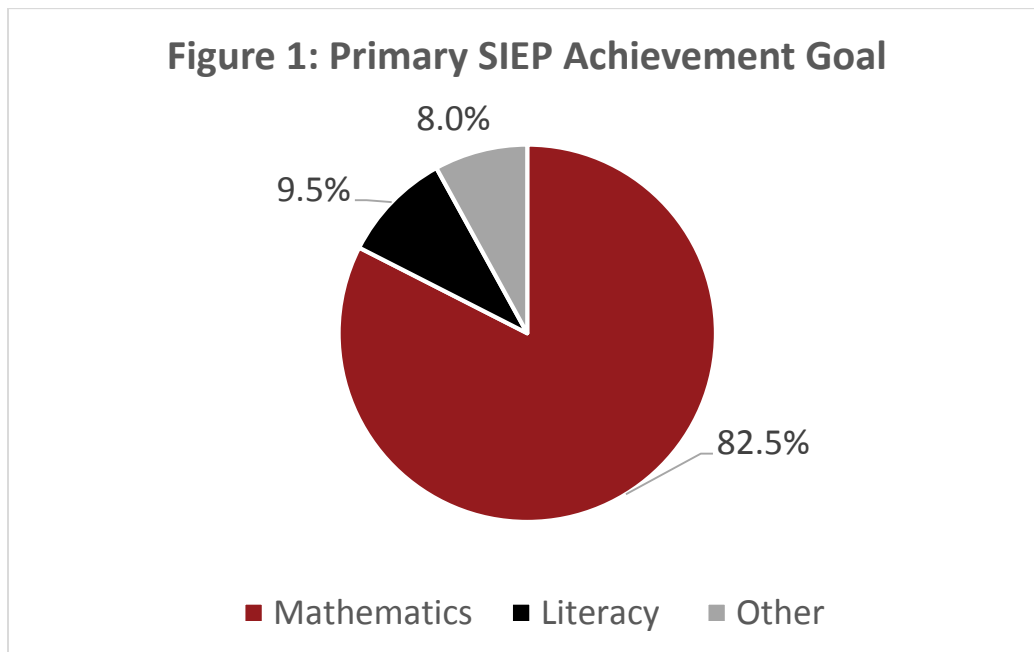
This appendix contains feedback collected from schools with respect to their School Improvement and Equity Plans (SIEP).

All schools had to create an Achievement Goal and at least one other goal from the three remaining priorities of the Board Improvement and Equity Plan (BIEP).

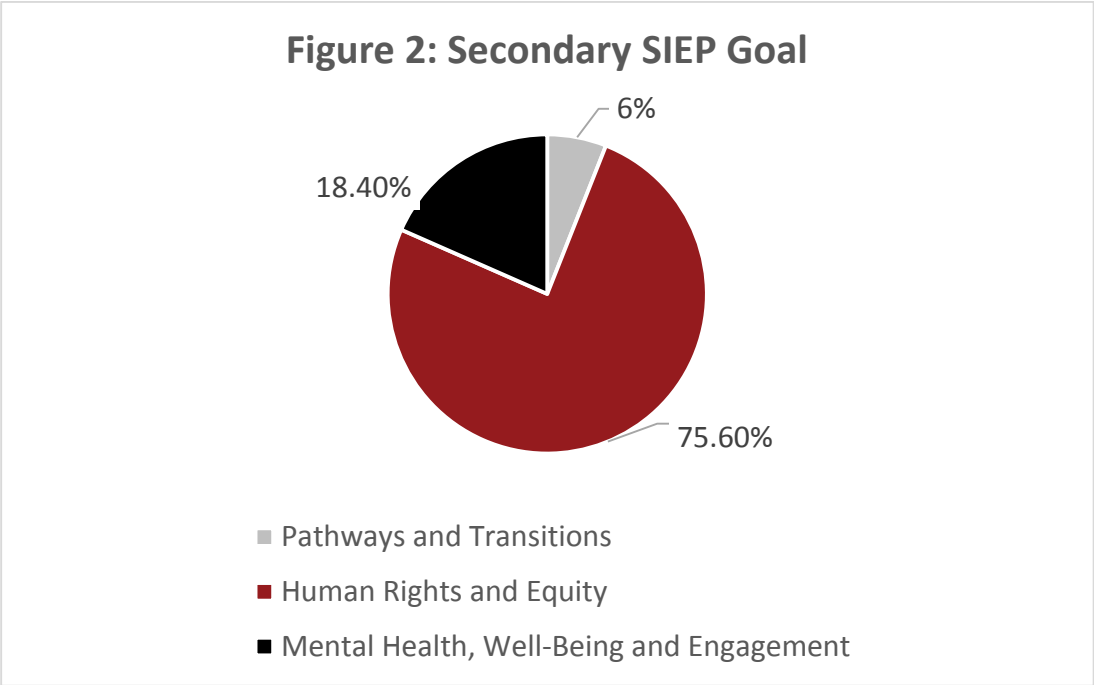
The four areas of the BIEP include:

- A. Achievement
- B. Human Rights and Equity
- C. Mental Health, Well-Being and Engagement
- D. Transitions And Pathways

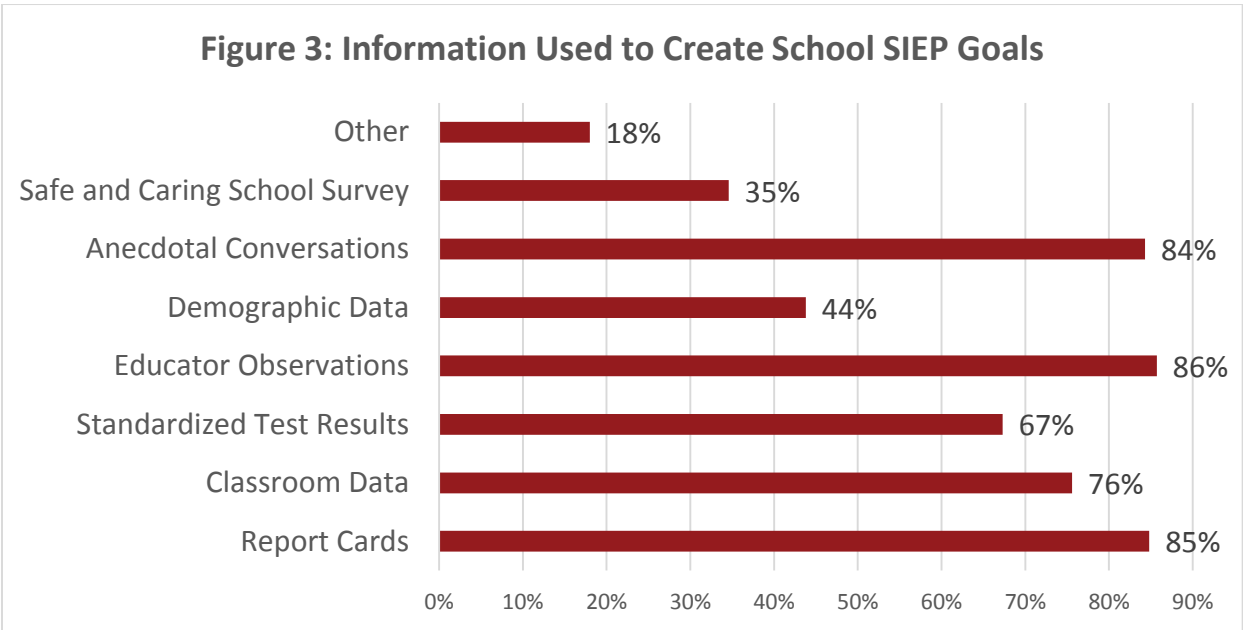
Schools were required to create one achievement goal in the area of need in their community. 82.5% created a Mathematics goal (See Figure 1). The other category created goals that may have overlapped with literacy or numeracy and an additional subject area.



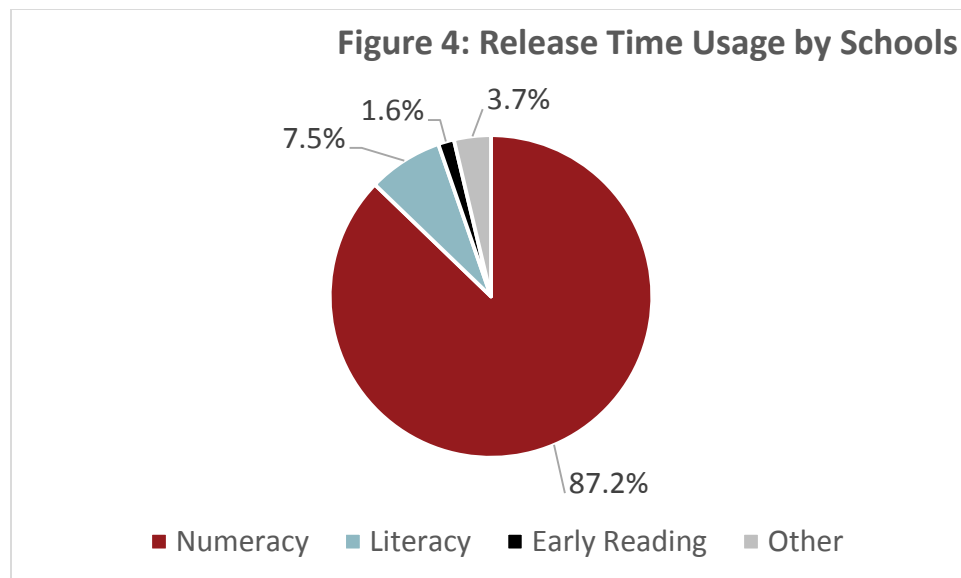
In addition to the achievement goal, each school was also required to select a secondary goal in one of three areas (Equity, Mental Health, Well-Being and Engagement, and Pathways and Transitions). See Figure 2.



School teams were able to review information from a variety of different sources. (See Figure 3).



Schools were provided with Release time to support the SIEP in their school. Figure 4 demonstrates how this time was used in schools.



Alignment of SIEP goals to BIEP Priorities

Below are samples of the work that was taking place in schools including strategies collected from release day requests. These requests were vetted by the school Superintendent and the central team to ensure alignment with system priorities.

“Focus on engaging in weekly authentic problem solving opportunities, greater opportunities to engage in small group work, a focus on use of reading strategies to deconstruct the language in math problems, build and use consistent math vocabulary throughout the grades, continue to build and model a growth mindset, provide verbal feedback, one-to-one conferencing, assessments with a focus on Independent and small group instruction, co-planning and co-teaching with math resource teacher by staff to support educator learning and understanding, in order to better support student learning, and weekly tips shared on Staff communication by administrator re: high yield strategies and thinking classroom.”

“Use of hands-on manipulatives, use of technology, descriptive feedback, small group instruction, direct instruction.”

“Engaging in math talk, demonstrating prior knowledge about the concept, use of self-reflection chart to determine prior knowledge, use of slides on the board and visual about Canadian currency (use of visuals), direct teaching - structured activities broken down into

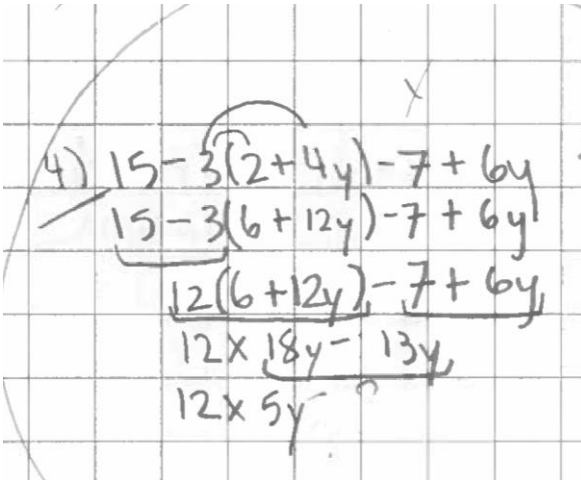
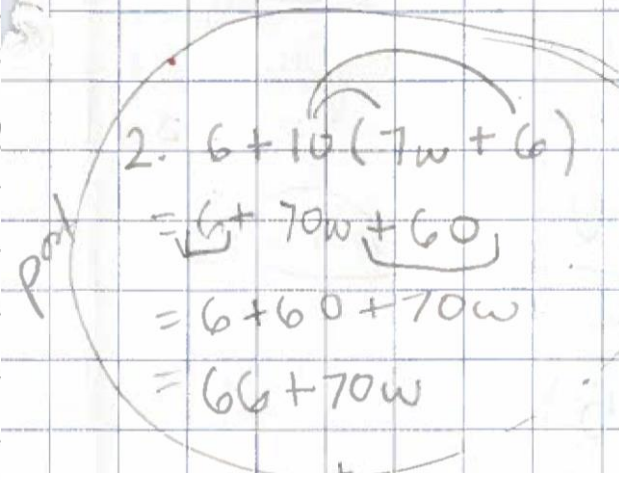
small steps, showing their work/findings on the board, use of real-life experiences, practice independently to show what they learned.”

“Small group instruction, direct instruction, math conversations, descriptive feedback, use of math coach.”

“Literacy Resource Teachers working providing staff with strategies when working ESL and ELL learners, staff using Math Up resources, C.U.B.E.S. , Math Conversations, explicit teaching of literacy skills (particularly how it pertains to math), focused teacher collaboration, following the scaffolding approach leading to gradual release. □Made use of EDWIN, specifically for resources regarding programming material. Evidence and monitoring tools for student work, Knowledgebook (grades 3-8), MathUp assessments, improvement cycles.”

Collection of Work Samples

In May 2023, Principals collected work samples from the same student to look at their learning in the area of their achievement goal. An example is provided below.

Sample of a Pre assessment Task with a focus on Algebra	Sample of a Post Assessment Task with a focus on Algebra
	
Student applies the distributive property ineffectively and leading to an incorrect answer.	Student applies the distributive property effectively leading to a correct answer.

The gains made between pre assessment and post assessment are a result of the implementation of a variety of strategies between sample collection.