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**Background**

The Board Improvement Plan for Student Achievement and Well-Being (BIPSA) is a commitment to improve success for each student in the Superior-Greenstone District School Board. The plan is grounded in the Strategic Priorities which reflect the belief of ongoing improvement in learning; that everyone is a learner within an “institution of learning” (SGDSB Strategic Plan, 2012). Each year our plan is collaboratively enhanced based on an assessment of needs and priorities for students, as articulated by schools and available student achievement data. The plan incorporates and guides the work at all levels to attain systemic improvement for all students. It identifies goals of focus and related theories of action for the improvement of student achievement, describes our strategic actions and outlines

## Next Steps

The BIPSA provides for a large number of opportunities for staff to be engaged in learning. For principals, continuously enhancing school leadership is an area of focus as “effective school leaders are key to large-scale, sustainable education reform.” (Fullan, 2002).

To support leaders, the following structures have been put into place:

- Tuesday and Thursday Morning Teleconferences
- Leadership Learning Team Meetings
- School Effectiveness Support: 4 Adobe Connect Learning Sessions  
(followed by 4 Program Leaders Sessions)
- SEF Support Visits (face-to-face and Adobe Connect)
- School Based Inquiries/School Improvement Inquiry
- Growing Success Implementation Project
- District Support Visits and Learning Fairs

Ongoing professional learning is not only an expectation of the Ontario College of Teachers, but foundational to the vision of continuous improvement and goal attainment. The following chart outlines the learning supports that teachers will be offered this year.

Learning Goal	Participants	Structure for Learning and Ongoing Monitoring
<p>We are learning to</p> <ul style="list-style-type: none"> <li>Create environments that promote thinking in children.</li> <li>Play with math and notice, name and respond to children’s thinking in the area of counting</li> <li>Provide feedback through meaningful questions in the Number Sense and Numeration and Geometry and Spatial Sense strands</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten Teachers</li> <li>Early Childhood Educators</li> <li>Grade 1 Teachers (Partners with Brass Bell/ Best Start and Child Cares)</li> </ul>	Early Years Inquiry
<p>We are learning to:</p> <ul style="list-style-type: none"> <li>Increase our understanding or what it means to “know mathematics for teachers”.</li> <li>Develop an understanding of a balanced numeracy program.</li> <li>Create a learning environment conducive to risk-taking &amp; learning (grounded in growth mindset).</li> <li>Ensure students are successful in making their thinking visible through complex problems.</li> </ul>	Grade 3 and 6 Teachers	Primary and Junior Inquiring into Mathematics
<p>Goal #1: Increased number of students on IEP’s meeting provincial standard on province wide EQAO &amp; OSSLT assessments</p> <p>Goal #2: Clarify policies and practices</p> <p>Goal #3: Increased Parent Confidence and Support for Education</p>	Special Education Teachers	Special Education Face-to-Face Meetings and Teleconferences
<p>We are learning to:</p> <ul style="list-style-type: none"> <li>Determine the impact of the Assessment Framework on classroom learning.</li> </ul>	Grade 7-12 Teachers	Growing Success

We are learning that: