

## Student Achievement Division Initiatives

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| <p><b>Student Voice Initiative</b><br/>The Student Voice Initiative helps strengthen student engagement by providing opportunities for students to share their ideas at student forums, apply for a seat on the Minister’s Student Advisory Council (MSAC) and/or apply for a grant to implement a <i>SpeakUp</i> project students design and lead.<br/>The three main components of the initiative are: the Ministers’ Student Advisory Council (MSAC); Student “<i>SpeakUp</i>” Projects; and Regional Student Forums (i.e. Student as Researchers) SpeakUp projects focused on FNMI student needs, including:<br/>Weeklong leadership camp to develop FNMI student leadership, provide social/transitional supports, and address academic needs.<br/>Designating 6 seats for FNMI students on the Minister’s Student Advisory Council.</p> | <p><b>Early Primary Collaborative Inquiry EPCI</b><br/>The Early Primary Collaborative Inquiry initiative provides a renewed focus on evidence-informed teaching and learning practices that support young learners and their teachers in using collaborative inquiry to explore the impact of evidence-informed instructional practices on student learning<br/><b>Leading Student Achievement LSA</b><br/>LSA provides support to district and school leaders as they:<br/>- improve literacy and numeracy achievement for all students; collaborate in principal learning teams to improve instructional leadership for elementary and secondary school participants;<br/>- build professional learning communities within and across their schools and districts;<br/>- use evidence-based inquiry to inform instructional practice;<br/>- share successful strategies that can be implemented across the province;<br/>- contribute to educational research rooted in the Ontario context.</p> | <p><b>Student Work Study Teacher SWST</b><br/>The SWST initiative is structured around a collaborative study between an experienced practitioner working in a temporary research role and hosting classroom teachers. The purpose of this study is to learn more about the characteristics of student work as it moves from level 2 to level 3 (the provincial standard) and level 4 and the types of tasks, prompts and feedback to students that result in improved work.</p> <p><b>School Support Initiative SSI</b><br/>The Student Success School Support Initiative is a partnership between the Ministry and selected school boards where the data indicates significant numbers of students whose achievement is below provincial standards are not on track to graduate within 4/5 years. The School Support Initiative offers intense differentiated support for a few schools within those boards to improve instruction, teaching and learning, and student achievement.</p> | <p><b>Grade 4-10 Transitions Inquiry</b><br/>Supports the learning/achievement and engagement of students performing lower than level 3 by exploring a deeper understanding of transitions, collaborative inquiry stance and skills and evidence-based instructional approaches.</p>   | <p><b>Student Success School Support Initiative</b><br/>A partnership between the Ministry of Education and 25 school boards where indicator data points to a significant number of students performing significantly below provincial standards. Supports for specific secondary schools where student achievement is significantly below provincial standards.<br/><br/>Work with the principal to:<br/> <ul style="list-style-type: none"> <li>o build capacity as the instructional leader</li> <li>o Work with professional learning teams to enhance instructional practices through job-embedded professional learning.</li> <li>o Improve student achievement</li> </ul>           · Strategic and targeted provincial professional learning sessions to support SSI implementation, offered to both Principals and School Professional Learning Teams.<br/>           Funding to participating boards:<br/> <ul style="list-style-type: none"> <li>o To provide release time for job-embedded professional learning in each school</li> <li>o To offer support to an SO, responsible for the implementation and monitoring of the initiative in the intervention schools</li> </ul> </p> |
| <p><b>Differentiated Instruction Professional Learning Strategy</b><br/>The purpose is to increase the instructional knowledge and skills of educators of grades 7-12; to meet the diverse needs of all students; Build awareness of Differentiated Instruction as a framework for planning and implementing effective instruction, assessment and evaluation practices as outlined in the Ontario curriculum; and facilitate and support job-embedded professional learning opportunities through collaborative inquiry</p>  | <p><b>Building Innovative Practice</b><br/>Building Innovative Practice is a cross-panel (grades 7-10) initiative that involves 7 boards across Ontario’s 6 regions in building instructional and leadership capacity to improve student learning and reduce gaps in student achievement in priority areas reflected in their BIPsAs. Teams of leaders and teachers are involved in a range of professional learning including collaborative inquiry to support the diverse needs of schools and staff and to address the learning needs of those students who are disengaged or struggling academically.</p>   | <p><b>Middle Years Collaborative Inquiry MYCI</b><br/>Middle Years Collaborative Inquiry (MYCI) was created to specifically address the challenges in closing the gap in mathematics for students in grades 6 to 10. The cross panel teams are engaged in an inquiry project to generate knowledge about and evidence of effective practices in middle years classrooms. The inquiry will build capacity in collaborative inquiry skills and build connections among middle years educators to improve mathematics learning for all students from grade 6 to 10.</p>   | <p><b>Credit Recovery</b><br/>Credit recovery refers to the ministry approved process used to enable a student to recover a credit that has been lost. For credit recovery to be approved by the school Credit Recovery Team the student must have completed an Ontario Ministry of Education approved course and received a failing grade. This program allows students to work on only those course expectations where the student has been unsuccessful. It is designed specifically for the individual student and must meet the assessment rigor of all other courses. There must be a Credit Recovery Learning Plan created which articulates the course expectations the student needs to complete successfully in order to be granted the credit. The time required to complete these expectations varies with each student and is normally a part of the Credit Recovery Learning Plan. The evaluation process includes course work and the completion of a culminating activity.</p> | <p><b>FNMI Student Engagement/Re-engagement</b><br/>The FNMI Student Engagement/Re-engagement Initiative builds on the success of the Re-engagement Initiative (12 &amp; 12+) by providing a “caring adult” with the expertise needed to engage self-identified FNMI students that are at-risk.<br/>The 2011/12 OnSIS data shows <b>7,471 self-identified FNMI students</b> in 50 district school boards. Of these students, <b>1,528 had withdrawn from school.</b><br/>In 2013/14, a total of <b>\$500,000</b> will be provided to <b>27 boards</b>. Funding is based on the total number of self-identified FNMI students who withdrew from school between October 2011 and June 2012, or did not return to school in September 2012.<br/>The initiative provides funding to hire a “caring adult” with the knowledge and expertise to engage self-identified FNMI students that have withdrawn from school within the board, and assist those students in connecting to resources to facilitate their return to school and academic success.</p>  |
| <p><b>K-12 Literacy and Numeracy Leaders</b><br/>The purpose is to improve student learning and close achievement gaps by Goal: Improve student learning, close gaps in literacy and numeracy by connecting research and practice to support all students through effective and differentiated instruction and by mobilizing knowledge through instructional leadership and differentiated support for educators.</p>   | <p><b>Credit Recovery/Credit Rescue</b><br/>Refers to the ministry approved process used to enable a student to recover a credit that has been lost. Students work on only those course expectations where the student was unsuccessful.</p>  | <p><b>School Support Initiative – FNMI Focus</b><br/>Focuses on closing the gaps in achievement of self-identified FNMI students in grades 9 and 10 applied compulsory courses. Funding will support 16 low performing secondary schools in 9 boards. Boards will be able to hire an FNMI instructional coach who is knowledgeable in evidence-based instructional strategies, tools, structures and curriculum content appropriate to the learning styles and preferences of FNMI learners.</p>   | <p><b>Collaborative Inquiry for Learning Mathematics CIL-M</b><br/>Through collaborative inquiry, teachers build and integrate new knowledge and understanding of student learning and classroom instruction into their existing knowledge of professional practice.</p> <p><b>Re-engagement initiative (12 &amp; 12+)</b><br/>Boards are required to contact those students who are able to graduate within the year but who are not enrolled in school or enrolled but not attending. In 2011-12, this initiative resulted in over 16,000 students being contacted. Of those students, 8,000 returned to school and over 2,590 achieved a graduation diploma.</p>  |   |