

The Literacy and Numeracy Secretariat

**Draft
Implementation Pilot
September 2007 – June 2008**

The School Effectiveness Framework

**A Collegial Process for Continued Growth in the
Effectiveness of Ontario Schools**

SAMPLES OF EVIDENCE FOR INDICATORS

October 16, 2007

The School Effectiveness Framework: A Collegial Process for Continued Growth in the Effectiveness of Ontario Schools

Evidence of the indicators can be seen in two areas:

1. At the school or classroom level
 - The organizational, operational and instructional practices that impact on student learning (What it looks like at the school and classroom level)
2. In student learning
 - What students are able to demonstrate when the indicator is in place

Student Learning and Achievement

Indicators	Some Examples of Evidence <small>Good evidence is relevant, verifiable, representative, cumulative and actionable.</small>
<p>There is a culture of high expectations for students from all backgrounds and experiences as manifested in:</p> <ul style="list-style-type: none"> ▪ a belief that all children can learn; ▪ multiple opportunities for students to produce and display their best work; ▪ student belief and confidence in their ability to succeed; ▪ students' career aspirations and expectations; ▪ planning 	<p>Accommodations and modifications are evident in daily planning. Differentiated instruction occurs in large groups, small groups, and with individuals. Ambitious targets have been set for all students (IEPs, SIP, case management records). There is an intentional cyclical review of IEPs as well as the review of struggling students. Student work on display is linked to curriculum expectations & achievement levels. There are multiple opportunities for students to produce and display their best work. Student leadership positions are filled by a diverse group representative of the school population. Continuous improvement in student achievement is evident. Ongoing assessment that provides clarity of student needs and appropriate interventions. Groups of teachers problem-solve to ensure success for all students. Active use and ongoing revision of data walls to ensure student progress. Students are involved in the assessment process and can articulate steps for improvement. Students state learning goals and show evidence of how their learning has progressed. Groups of teachers problem-solve to ensure success for all students. The specific needs of groups and individuals are addressed individually and flexibly in ways such as community mentoring and buddy programs.</p>

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<p>Ambitious targets have been established for student achievement.</p>	<p>Targets are clearly identified in the School Improvement Plan (SIP) and in individual classroom planning. Short term targets are set for struggling students and progress is closely monitored. Data wall or other tracking mechanism is current, used for ongoing dialogue about student progress, and student progress is evident (i.e. what targeted intervention is required, priorities for intervention). Student portfolios or work folders include samples of student work that demonstrate progress and identify strengths and areas for improvement.</p>
<p>Achievement results are communicated to the school community to build public confidence.</p>	<p>School Newsletters in community languages talk about instruction and teaching and learning. Minutes of School Council Meetings reflect discussions about teaching and learning. School website is linked to EQAO, and celebrates student achievement.</p>
<p>Ongoing analysis of student achievement is integral to the work of the professional learning community and informs instructional decisions.</p>	<p>Collaborative assessment of student work. Grouping for student needs is flexible and dynamic. Ongoing analysis of student achievement informs decision making such as budget priorities, staffing and capacity building needs. School has a plan for multiple layers of intervention and monitoring of student growth. Common assessments – grade-level and board-level are used.</p>
<p>Teacher moderation of student work ensures consistency in assessment and evaluation practices.</p>	<p>Rubrics, exemplars, anchor papers, or lists of criteria guide the assessment process.</p>
<p>Student groups that make up the school population can see themselves reflected in the culture, programs and ethos of the school (specifically in programs, policies and practices, extra-curricular programs, awards, graduation, student leadership, clubs).</p>	<p>Resources reflect diverse cultures. Guests to the school should have a sense of the diverse cultures in the school as soon as they enter the building (e.g., aboriginal mural on the wall, steel band playing in the gym etc.)</p>
<p>There is:</p> <ul style="list-style-type: none"> • early and focused intervention for struggling students; • clear and consistent documentation of progress; • tracking and celebration of student achievement. 	<p>Students' interests, prior learning, culture, learning styles, IEPs, are used to inform instructional decision-making. Willingness and persistence to assume responsibility for all students is demonstrated through focused conversations with grade/division partners & specialty teachers. Evidence of collaborative planning with specialty teachers. Plans/next steps and monitoring process for struggling students are clearly delineated. Student achievement is celebrated in a number of ways (e.g., work displayed, certificates, letter or call home).</p>

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<p>Students are engaged in self-assessment and setting goals for the next steps in their learning.</p>	<p>Students contribute to the development of assessment rubrics and lists of criteria. Student reflection is built into the program. Students are prepared to take part in student-led conferencing. Students are actively engaged in the reflective process of building a portfolio. Students use the language of instruction. Student reference teacher/student created anchor charts and exemplars that support self reflection. Students can communicate their thinking in a variety of ways (e.g., in writing, oral communication).</p>
<p>Support for learning and student achievement comes from the meaningful involvement of:</p> <ul style="list-style-type: none"> • parents representing the diversity of the school community • school council • students • community partners 	<p>Examples of involvement could include: Parent and volunteers are encouraged to support school literacy and mathematics initiatives. Student progress is shared with School Council. Homework clubs sponsored by School Council. Members of community involved in OFIP Tutoring. School Council assists members of the community to understand the purposes, meanings, outcomes and implications of assessments.</p>
<p>There is a clear emphasis on literacy learning in the school.</p>	<p>Teachers can articulate that literacy is a priority and can demonstrate how their classroom goals align with the School Improvement Plan.</p>
<p>There is a clear emphasis on mathematics learning in the school.</p>	<p>Teachers can articulate that numeracy is a priority and can demonstrate how their classroom goals align with the School Improvement Plan.</p>
<p>Effective mathematics learning environments are challenging, developmentally appropriate for all students, and strategically organized.</p>	<p>There are visible, organized mathematics areas in the classroom for mathematical exploration, practice, and problem solving (e.g., math table, math wall, math bulletin board, cleared blackboard space for bansho). Manipulatives, visual organizers, and children's literature is available for easy student access and to set the context to support student learning for solving lesson problems. Student work that reflects the mathematics that students are currently learning is displayed and referred to.</p>
<p>Student learning stems from student access and engagement in solving open-ended problems at their own level of readiness.</p>	<p>Students learn mathematics by explaining their solutions, analyzing different solutions, and consolidating their understanding from the class discussion.</p>

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<p>Effective mathematics learning environments foster students' and teachers' curiosity, perseverance, and self-confidence in learning mathematics.</p>	<p>Teacher is modelling and encouraging a positive attitude, confidence, and perseverance when solving problems and making sense of students' ideas and responses. Students ask questions to peers and teacher to clarify and extend their understanding.</p>
<p>The collaboratively developed character attributes are clearly articulated, modelled, taught and expected throughout the instructional day.</p>	<p>There are multiple opportunities to demonstrate attributes through programs such as environmental responsibility activities. Staff model the effective practices of positive interactions.</p>

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Instructional Leadership

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
The Ontario Curriculum documents form the basis of instruction.	Ontario Curriculum resource documents are the primary tools for planning. Short and long term planning clearly state that the Ontario Curriculum expectations. Curriculum expectations are clearly communicated to students in lessons. Students use the language of the curriculum expectations and are able to demonstrate application in a variety of written authentic contexts (e.g., orally, written communication, art, drama, etc.).
Instructional time is protected. (e.g., time on task and minimal interruptions)	The school and classroom timetables are built to ensure large blocks of uninterrupted time and divisional consistency. Interruptions in general are avoided. Efficient school protocols are in place and protect instructional time (e.g., sign out processes for equipment, rules regarding use of announcements). Large blocks of time for learning are timetabled in every classroom. Instructional practices ensure student accountability and engagement are employed (e.g., accountable talk, interactive teaching strategies where students are actively engaged such as think, pair, share, use of manipulatives, quick write, etc.). Special programs and guest speakers are chosen based on the goals of the SIP and the connection to the curriculum. Students are on task and are actively engaged in lessons. Accountable/purposeful talk is evident.

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<p>Non-negotiables for classroom practice have been established. <i>Examples:</i></p> <ul style="list-style-type: none"> ▪ common assessment tool(s) ▪ differentiated instruction ▪ assessment drives instruction ▪ co-operative learning ▪ early interventions for struggling students ▪ comprehensive/balanced literacy program ▪ use of manipulatives in mathematics instruction ▪ classrooms have uninterrupted blocks of time for literacy and numeracy (100-120 minutes for literacy and 60 minutes for numeracy are recommended) ▪ other (please specify) 	<p>Common assessment tools (e.g., daily practice includes informal running records to inform classroom instruction, running records submitted to principal monthly, to board twice per year, use of DRA, CASI or PM Benchmarks). Instruction is differentiated based on assessed student needs, learning styles, interests, prior learning, IEPs, etc. Ongoing assessment drives instruction and teachers make adjustments that align with the data. Application and extensions of skills through co-operative learning (e.g., mixed ability groupings pursue a topic of interest, literature circles, open - ended problem-solving). Assessment determines focus for early interventions for struggling students and confirms progress. A comprehensive literacy program that includes approaches that scaffold learning for students and enables them to become increasingly independent (i.e., the gradual release of responsibility – see appendix). Use of manipulatives in mathematics instruction. Classrooms have uninterrupted blocks of time for literacy and numeracy (100-120 minutes for literacy and 60 minutes for numeracy are recommended). Learning is relevant, engaging and authentic.</p>
<p>Principals and teachers work together to align curriculum and classroom practice with the goals in their school improvement plan.</p>	<p>SIP is written to address needs identified in the school. Teacher plans align with the goals in the SIP and reflect the non-negotiables listed above. SIP is a living document to which all staff can speak.</p>
<p>There is a process in place for monitoring progress in meeting goals specified in the school improvement plan.</p>	<p>There are specific times scheduled to review the SIP and revise as necessary.</p>
<p>The school collects and analyses data to determine priorities and next steps.</p>	
<p>There is job-embedded professional learning for all staff and teachers systematically share successful practices, challenges and expertise.</p>	<p>Capacity building strategies and foci are identified in the SIP. Agendas list areas of professional learning. Staff have access to and make use of professional learning resources (e.g., book study, sharing of journal articles). Support from consultants, literacy teachers, time for shared planning, dialogue with colleagues, classroom observation.</p>
<p>The school has a transparent mechanism in place for tracking, monitoring and discussing student achievement on an ongoing basis.</p>	<p>Data wall or other tracking mechanism is current, available to all staff and used on an ongoing basis for discussions related to refining strategies for student improvement.</p>

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There is a comparable learning experience across like grades and a continuum of knowledge and skills between grades.	Common assessments. Collaborative planning and moderation of student work. All planning is grounded in the Ontario curriculum documents.
School organization decisions are designed meet the needs of all students.	Allocation of support staff and resources is based on student needs.
Character development is integrated and permeates school and classroom activities.	Respectful language and interactions are demonstrated by all members of the learning community. Character development is explicitly addressed in everything that happens in the school (e.g., student leadership roles).
The school improvement team is integral to the instructional leadership of the school.	Leadership is shared and distributed among staff. The school improvement team regularly meets to review & revise the SIP.
School administrators facilitate and are actively involved in supporting a culture of learning that promotes capacity building at the classroom, division and whole school level.	School administrators organize and participate in the professional learning sessions including in-service, conferences, professional reading, co-teaching, teacher moderation. School administrators support staff in gaining access to appropriate professional development and resources (e.g., webcasts, research ,monographs, institutes, conferences, etc.).
The school budget reflects the school's goals and the board's goals for improving student achievement.	A gap analysis has been done to identify needs and priorities. High quality resources are carefully chosen to ensure they support powerful and precise teaching aligned with the Ontario Curriculum. Resources are strategically allocated based on the outcome of the gap analysis and school improvement planning.

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Assessment and Evaluation

Indicators	Some Examples of Evidence <i>Good evidence is relevant, verifiable, representative, cumulative and actionable.</i>
<p>The school follows the policy and/or procedures of the board's assessment and evaluation policy. The policy:</p> <ul style="list-style-type: none"> • is clearly articulated and communicated to students, parents and caregivers; • identifies how and when students' learning will be assessed and evaluated; • includes modifications and accommodations to promote student learning; • ensures that parents are aware of student progress in a timely manner. 	<p>Staff are aware of the board policy and follow it. Informal and formal assessment practices are identified at each grade level. It guides assessment and evaluation for every teacher. The IEP has been developed by the classroom teacher, based on assessed needs of the student, student progress is and the IEP is updated as needed. Where students demonstrate potential areas of risk, parents are informed of next steps at the school level and how they can support continued improvement.</p>
<p>Students are involved in assessing, tracking and setting goals for their own learning (assessment as learning).</p>	<p>Students can articulate the learning expectations. Criteria for levels of achievement are built with the students. Learning goals and/or targets are identified prior to the task. Teachers explicitly teach the skills required to meet the target, model assessment through actual samples of student work and exemplars, provide feedback and ensure students have multiple opportunities to improve their demonstration. Explicit teacher feedback supports the student in identifying goals for their own learning.</p>
<p>Assessment is used to inform classroom instruction.</p>	<p>Common assessments have been identified for each division and grade. Planning for intervention is based on assessed needs of all students. A variety of assessment practices are imbedded daily in programming (i.e., analysis of running records determines a particular reading group, on CASI some students are unable to determine main idea, therefore teacher plans instruction in this area.) Collaboration in planning and assessment systematically occurs between and among staff that mutually support students.</p>
<p>There is a mechanism in place to track student achievement and update it regularly within grades and across divisions.</p>	<p>Class profiles reveal trends and patterns to guide instruction. Student profiles reflect strengths and next steps. Students are grouped for instruction based on data. Data wall or other tracking mechanism is up to date and used regularly to plan for interventions.</p>

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<p>Students are given time and opportunity to act upon the feedback they receive in order to revise and upgrade their work and track and set goals for their own learning. Feedback should be ongoing, timely, explicit, meaningful and constructive</p>	<p>Revisions seen in student work samples. More descriptive feedback than evaluative feedback.</p>
<p>Students have access to examples of work at different levels of achievement to assist them in a self-assessment of their own work.</p>	<p>Teachers involve students in developing exemplars, rubrics, lists of criteria. Students actively assess their own work in relation to the above criteria as well as other work samples.</p>
<p>Data are disaggregated to identify and address the instructional needs of identified groups of students.</p>	<p>Teachers examine data for patterns and trends re: gender, special needs, ELL, SES, aboriginal, etc. and determine needs. Staff, resources and programming are determined based on prioritized needs. Students are grouped for instruction based on data.</p>
<p>Teachers collaborate to develop and evaluate common assessment tools and practices to ensure consistency of standards across grade levels.</p>	<p>Common assessment tools are in place. Rubrics, anchor papers, exemplars or lists of criteria are collaboratively developed. Assessments are collaboratively scored.</p>
<p>Teachers know their students' interests, talents, backgrounds and present performance level.</p>	<p>As students enter the system, appropriate assessments have been completed in order to determine targeted early intervention and appropriate classroom program. Teachers have compiled a variety of information that will assist them in knowing and planning for the instructional needs of their students (e.g., interest inventories, screening tools, learning styles checklist, report card information, IEP, parental input).</p>
<p>Student progress is tracked and monitored at regular short intervals to determine both interventions that are necessary as well as appropriate pacing of instruction. Interventions should be:</p> <ul style="list-style-type: none"> • based on current data; • age-appropriate and engaging; • offered daily when no new teaching is happening; • collaboratively designed and monitored as to their effectiveness. 	<p>Intervals are clearly established and data is collected and reviewed (i.e. every 6 weeks). Interventions involving classroom or specialty teachers are determined based on most current data. Multiple layers of intervention are provided as determined by student need and progress (i.e. classroom instruction, co – teaching with specialty teacher, small group or one on one support from specialty teacher). Collaboration in planning and assessment systematically occurs between and among staff that mutually support students.</p>
<p>Students are supported and prepared to participate in student-led conferences</p>	<p>Student portfolios contain demonstrated progression of the application of learning in a variety of formats. Students are able to articulate the learning expectations and their level of achievement in relation to the expected standard. Students are able to identify the next steps in the improvement process.</p>

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Curriculum and Instructional Strategies

Indicators	Some Examples of Evidence <i>Good evidence is relevant, verifiable, representative, cumulative and actionable.</i>
All students are engaged in intellectually demanding tasks that require higher order and critical thinking.	Assignments and tasks indicate that students: -take a stance on issues -understand that texts are not neutral -consider the possible different interpretations of texts
Curriculum and instruction require students to explore substantive and meaningful topics that connect to their diverse interests, aptitudes and backgrounds.	Texts selected relate to real world challenges. Cross-curricular links are made.
Resources for students are suitable, relevant, current and inclusive. Texts of all types and genres are used in instruction (e.g., books, video, posters, magazines, advertisements, web logs, hand-held messaging devices, charts, maps, graphs, movies).	Student backgrounds and interests are known and planned. Students see themselves in the texts used in the school.
A wide variety of remedial and extended opportunities are available for students (e.g., more time, re-teaching using different strategies, assessment modifications, self-help checklists, graphic/visual organizers, peer tutoring, buddy programs, study skill strategies).	Gap analysis identified needs based on student population and skill levels.
Technology is integrated in a meaningful way across the curriculum in order to enrich student learning and to address a range of learning styles.	Students have ease of access to computers. Students are able to navigate the World Wide Web, locate information efficiently, evaluate the information critically, synthesize it and communicate it. Information and communication technologies (ICTs) including the internet, wikis, blogs, video sites, audio sites and e-mail are used to teach online reading comprehension.
The Individual Education Plan (IEP) is being used as a planning communication and accountability tool.	
IEPs describe the accommodations and curriculum modifications that are to be implemented as part of the student's educational program.	

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<p>Differentiated instruction is designed and delivered in a manner that helps to reduce the need for accommodations and curriculum modifications.</p>	
<p>A wide range of instructional strategies are in use (e.g., co-operative learning, discovery learning, hands-on problem solving, individual, small-group and whole-class instruction, etc.) that facilitate intended learning.</p>	
<p>A comprehensive/balanced literacy program is in place. Approaches include: language and word study, read- aloud, modeled writing, shared reading and writing, guided reading and writing, independent reading and writing (See Appendix – Literacy Blocks).</p>	<p>Flexible groupings for instruction. A visitor would see several of these approaches during a literacy block. Within the approaches, students:</p> <ul style="list-style-type: none"> • are taught the strategies they need to know to process & understand text critically • are explicitly taught that making and conveying meaning is the goal • are engaged in cross-curricular activities in order to deepen comprehension and increase vocabulary • have blocks of time to read texts that are engaging and manageable in order to build fluency and comprehension • read & interpret information represented in graphic organizers, maps, legends, diagrams • have frequent opportunities for purposeful talk with partners & in groups in order to clarify their thinking, learn to respect & build upon the ideas of others and articulate their views effectively • draw on prior knowledge of text, form, author, topic & similar texts to make predictions • monitor comprehension by confirming predictions, self-questioning, visualizing, making connections and determining main ideas • self-correct or reread when meaning breaks down or when predictions are perceived as incorrect • look at texts and identify the purpose in response to the way it is written • use meaning, structure, visual cues and knowledge of spelling and word patterns to help them decode unknown words
<p>Authentic reading and writing are evident in classrooms and non-fiction writing is used in every subject area to ensure students write in a clear, accurate and persuasive manner.</p>	<p>A common rubric or list of criteria is used by all teachers. Writing portfolios, journals, displays of student writing. Writing is a means of learning in all curricular areas.</p>
<p>Practice and application of literacy skills are embedded in all curricular areas.</p>	<p>Writing is a means of learning in all curricular areas.</p>

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<p>Time for purposeful talk and interaction is necessary for real learning to occur. Instructional practice values time for accountable talk and interaction in order for students to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively.</p>	<p>Opportunities for purposeful talk are embedded in unit and lesson plans.</p>
<p>Powerful instructional strategies are used.</p>	<p>Examples</p> <ul style="list-style-type: none"> • identifying similarities and differences (comparing, classifying, creating metaphors, and creating analogies); ▪ summarizing and note taking (analysing information in depth and synthesizing information); ▪ reinforcing effort and providing recognition; ▪ homework and practice; ▪ non-linguistic representations (graphic organizers, pictures, pictographs, concrete representations and kinaesthetic activity); ▪ co-operative learning; ▪ setting goals and providing feedback (the metacognitive system of thinking); ▪ generating and testing hypotheses; ▪ activating prior knowledge <p style="text-align: right;">(Marzano, 2007)</p>
<p>A comprehensive mathematics program engages all students in developing grade-appropriate conceptual understanding and procedural fluency through the use of mathematical processes.</p>	<p>Teachers identify and relate clusters of grade-appropriate expectations to the choice of lesson problems, practice problems, learning materials (e.g., literature, manipulatives, technology) so that students learn using the mathematical processes. Students reason, prove, reflect, select tools and computational strategies, connect, represent and communicate when solving problems and justifying their solutions. Students ask questions to peers and teacher to clarify and extend their understanding.</p>
<p>Teachers make explicit the mathematical concepts, strategies and skills during lessons.</p>	<p>Teacher organizes student work samples for class discussion (learning) to develop collective understanding of the lesson goals, to deepen individual knowing, and to support students' movement towards more precise and efficient methods. Teacher records strategically student ideas on a black/white board and refers to student work to consolidate, connect, or introduce mathematics.</p>
<p>Teachers and students make sense of each other's mathematical ideas, strategies, and solutions to develop mathematical understanding.</p>	<p>Teachers circulate among students to listen to discussions for mathematical language use and watch their actions to discern the mathematics they are demonstrating, as it relates to the lesson learning goal. Teacher and students make sense of a range of student thinking, in terms of precision in their use of mathematics, strategies, representations, and solutions to problem. Students and teacher listen actively to other students by asking questions, sharing ideas, strategies, and adapting their communication as the discussion ensues.</p>

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Teachers plan and implement three-part mathematics lessons daily during the numeracy block.	60 minutes to activate prior knowledge, new learning and reflection, consolidation and practice.
Teachers and students communicate ideas, solutions, and strategies using oral and written mathematical language (e.g., numbers, pictures, symbols, terms and models).	Teacher prompts students to explain and justify solutions orally and in writing and then prompt them to summarize, synthesize, and generalize their observations and calculations. Students refer to classmates' mathematical ideas and solutions that are posted on the class wall to explain and question mathematical ideas, algorithms, and strategies.
Teachers choose teaching/learning strategies that activate students' prior knowledge and experience so students are prepared cognitively, socially, and emotionally for new learning.	Teachers choose a problem similar to previous day or present a math game focused on using previous day learning goals. Students build on their mathematics knowledge through ongoing class discussion.
Students learn mathematics through problem-solving based lessons.	Students understand the mathematics details of a problem, make a plan to solve a problem, and develop, select, and apply computational and problem-solving strategies to solve the problem and check the reasonableness of their solutions.
Mathematics learning environments are challenging, developmentally appropriate for all students and strategically organized. They are engaging and foster curiosity, perseverance and self-confidence in students.	There are visible areas in the classroom for mathematics learning (e.g., math word wall, math bulletin board, cleared blackboard space for bansho). Manipulatives, visual organizers and literature are available for easy student access and to set the context to support student learning for solving lesson problems. Student work that reflects the mathematics that students are currently learning is displayed and referred to. Students demonstrate their engagement in learning mathematics by explaining their solutions, analyzing different solutions and consolidating their understanding from the class discussion. Teachers model and encourage a positive attitude, confidence and perseverance when solving problems and making sense of students' ideas and responses.

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Mission, Vision and Values

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
The mission statement is used as a guide whenever staff meets to set goals, plan and make decisions about student learning.	<p>Translators and translations of school info. Culturally relevant reading materials. Action plans to address students not reaching their potential. Class profiles.</p> <p>Signage. Committee membership. The school has an outreach plan to engage families.</p>
School policies and procedures are evaluated regularly to ensure alignment to the school’s mission.	
The mission statement is reviewed regularly with staff, students, parents and community to ensure equity of outcome for the diverse population of the school.	
Equity of outcomes for all students is integrated into all aspects of school life.	
The school has a clear and enduring vision for the future academic, social and physical well-being of all students. The vision statement: 1) sets standards of excellence and equity 2) reflects high ideals and high expectations for learning 3) clarifies the direction of the school (the school’s focus, goals and preferred future)	
The broader community was involved in creating the vision, mission and values. The mission, vision and values include input from stakeholders and touch all aspects of school life: 1) student achievement 2) curriculum 3) culture 4) students as a whole 5) attention to individual students 6) extra-curricular activities 7) holistic education 8) community engagement 9) equity	

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<p>The vision and values of the school are woven into the character development program and are made explicit in the policies, practices and interactions.</p>	
<p>It is a value that parents and guardians are an integral part of the school community and are welcome in the school.</p>	
<p>The values of the school form the basis for interpersonal relationships based on respect and empathy.</p>	
<p>The values of the school reflect the mission and vision of the school.</p>	
<p>The school's values are consistent with board and provincial priorities.</p>	
<p>The vision and values of the board are woven into the school's instructional and character development programs.</p>	<p>There is an explicit alignment of the school's mission statement, vision, values, and touchstone statements with the character development initiative.</p>
<p>The values of the school form the basis for the interpersonal relationships of instructional practices.</p>	<p>Students and staff have created behavioural expectations together based on attributes. Students and staff hold themselves accountable to these expectations. Instructional practices are based on respect for learner needs and learning style.</p>

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School Culture

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
Students and staff feel safe, respected and welcome and there is a positive learning climate within the school.	<p>Students, teachers, support staff and administrators demonstrate behaviours such as greeting each other and newcomers, and assisting with questions from and providing directions to newcomers.</p> <p>Relationship-building practices such as conflict management, restorative justice and peer mediation are evident.</p> <p>Students are involved in classroom and school decision-making such as coaching and team leadership, extra-curricular activity scheduling.</p> <p>Programs such as breakfast clubs and peer mentoring address socio-economic and other background factors.</p> <p>Students regularly attend, speak and give input at staff and School Council meetings.</p> <p>Students provide input to School Improvement Plans.</p> <p>Staff are aware of students not involved and take steps to find activities that interest them.</p>
<p>Students are at the centre of everything that happens at the school.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ▪ culture of high expectations regardless of background factors ▪ progressive discipline ▪ opportunities for student voice ▪ optional programs to meet student needs ▪ timely interventions for under-achieving students ▪ opportunities for enrichment ▪ student choice within the instructional program ▪ student leadership opportunities ▪ peer and cross-age tutoring ▪ social and emotional needs are addressed ▪ programs are in place to address socio-economic and other background factors 	
The physical health and well-being of students is a priority.	
There is a wide array of extra-curricular activities that meet student needs and interests.	
School policies, programs and practices are inclusive and reflect the diversity that exists within the school and community.	
Staff and student morale are positive.	
There is a sense of caring and belonging among students, teachers, support staff and administrators.	
A concern for human rights, equity, inclusion and anti-discrimination is evident in policies and practices within the school.	

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There is a strong sense of teamwork within the school.	Collaborative planning and assessing of student work. Orientation and support for new teachers.
Classroom routines have been developed collaboratively with students.	
There is a strong professional learning community in which staff work collegially to share their knowledge and expertise to improve student learning.	
There is a character development program that: <ul style="list-style-type: none">• clearly articulates a set of attributes developed in collaboration with the community;• shares ownership among students and staff in the school;• promotes high expectations for positive interpersonal relationships;• provides opportunities for students to demonstrate the positive attributes;• promotes self-discipline;• encourages active and involved citizenship and community involvement;• encourages student voice in decision-making.	
There is a culture that supports inquiry, innovation and risk-taking towards continuous improvement in student achievement.	
The school culture is permeable to outside influences.	

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Interpersonal Relationships

Indicators	Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.
Respect and trust form the basis of relationships at the school.	Staff act as critical friends to each other. Collegial norms are established.
<p>There is evidence of a collaborative and democratic within the school.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • School improvement planning • Budget decisions • Decisions around assessment and protocols • Codes of conduct • Dress codes • Staff meeting content and process 	Shared leadership.
<p>Positive relationships exist within the school and community.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Teachers and parents/guardians • School and media • School and community • Staff and students • Staff and administration • Staff and staff • Students and students 	<p>Scheduling of parent/teacher interviews or student-led conferences. Child care provided at meetings. Translators/translations.</p>
There are multiple modes of-ongoing two-way communication both internally and externally.	Student agendas. Newsletters. Community bulletin boards. Focus groups for input.
The school solicits and responds to feedback in a respectful and timely manner.	
Collegial relationships enable staff to engage in honest and open dialogue about school improvement and student achievement.	
The school functions as an effective professional learning community that utilizes high-yield strategies which result in improved student learning.	

THE SCHOOL EFFECTIVENESS FRAMEWORK

A Collegial Process for Continued Growth in the Effectiveness of Ontario Schools

<p>There is evidence that the school pro-actively creates the conditions for students to relate effectively with one another across:</p> <ul style="list-style-type: none">▪ race▪ culture▪ gender▪ socio-economic groupings▪ age▪ ability levels▪ other areas specified by the Human Rights Code	
<p>Students, especially those who are marginalized, feel a sense of connectedness within the school and feel there are individuals within the school with whom they can discuss their issues and concerns.</p>	
<p>There is evidence that diversity is valued and that efforts are made to ensure an inclusive school community.</p>	

THE SCHOOL EFFECTIVENESS FRAMEWORK

A Collegial Process for Continued Growth in the Effectiveness of Ontario Schools

Actions of the school result in confidence in and a positive image in the school.	
The school has made tangible efforts to build confidence and a positive image in the community.	
In keeping with board protocol, the school involves and maintains ongoing communication with their trustees.	

THE SCHOOL EFFECTIVENESS FRAMEWORK

A Collegial Process for Continued Growth in the Effectiveness of Ontario Schools

Student Leadership and Engagement

<p>Indicators</p>	<p>Some Examples of Evidence Good evidence is relevant, verifiable, representative, cumulative and actionable.</p>
<p>Students see their school as a safe and caring environment.</p>	
<p>Students feel that their points of view are solicited and respected.</p>	
<p>Students are consulted on the school-based decisions that will have an impact on their lives in school (e.g., discipline, curriculum, co-instructional programs, Codes of Conduct).</p>	
<p>Students are actively engaged in all phases of the character development program in the school – in the selection of the attributes and in other programs that demonstrate good citizenship</p>	
<p>There is an emphasis on the behaviours that demonstrate the agreed-upon character attributes. Recycling programs, raising money for charity, clubs and societies to support immigrant students are examples that provide leadership opportunities and reflect character attributes.</p>	
<p>There is a range of leadership opportunities for:</p> <ul style="list-style-type: none"> ▪ students in general; ▪ disengaged and marginalized students; and ▪ students from diverse backgrounds. 	
<p>Students are engaged in:</p> <ul style="list-style-type: none"> • their academic work; • co-curricular activities; • their communities; • student leadership initiatives. 	
<p>The school is pro-active in ensuring that students are able to access a wide range of activities for community involvement and civic engagement.</p>	

THE SCHOOL EFFECTIVENESS FRAMEWORK

A Collegial Process for Continued Growth in the Effectiveness of Ontario Schools

<p>There is a wide range of intra-mural and co- curricular activities to meet the needs of the diverse school population. The budget is equitably distributed to support activities for:</p> <ul style="list-style-type: none">▪ girls and boys;▪ students with disabilities;▪ arts and athletics;▪ diverse cultures.	
<p>Students take charge of their learning through student-led conferences.</p>	
<p>Students have opportunities to participate in student council or student government.</p>	