

Baseline → Target Data Framework

(All data below is illustrative and non-identifying to protect confidentiality.)

Purpose of the Framework

This framework outlines how baseline data, leading indicators, and long-term achievement measures were used to guide a multi-year mathematics improvement strategy grounded in the nine High-Impact Instructional Practices (HIIPs). It demonstrates how instructional change was monitored, supported, and aligned to school and board priorities.

Baseline Data (Illustrative)

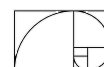
A. Student Achievement (Annual Outcome Data)

Measure	Baseline (2023–2024)	Notes
Grade 3 EQAO Math	37% at/above provincial standard	<i>Illustrative data</i> ; used to identify Tier 1 & Tier 2 needs
Grade 6 EQAO Math	10% at/above provincial standard	<i>Illustrative data</i> ; indicates urgent need for instructional coherence
Student Confidence (“I like math”)	62% agree	EQAO student questionnaire
Growth Mindset (“I can get better at math”)	76% agree	Strong foundation for improvement

B. Instructional Practice Baseline

Collected through teacher self-assessment and initial walkthroughs.

HIIP Practice	Teacher Confidence	Frequency of Use	Walkthrough Evidence
Math Centres	Low–Moderate	Inconsistent	Limited routines; variable independence
Small-Group Instruction	Low	Rare	Mostly whole-group instruction
Problem Solving	Moderate	Moderate	Tasks lacked multiple entry points
Tools & Representations	Moderate	Moderate	Tools available but under-utilized



Math Conversations	Low	Inconsistent	Mostly teacher-led talk
Learning Goals & Success Criteria	Moderate	Inconsistent	Visible but not co-constructed
Deliberate Practice	Low	Inconsistent	Practice before understanding
Flexible Groupings	Low	Rare	Fixed groups common
Teaching About Problem Solving	Low	Rare	Limited explicit strategy instruction

This baseline confirmed the Challenge of Practice: inconsistent implementation of the HIIPs across classrooms.

Target Data (18-month Goals)

A. Instructional Practice Targets (Leading Indicators)

- Measured every 6 weeks through surveys and walkthroughs.

Indicator	Baseline	6-Month Target	12-Month Target	18-Month Target
Teacher Confidence in HIIPs	Low–Moderate	Moderate	Moderate–High	High
Frequency of HIIP Use	Inconsistent	Emerging Consistency	Consistent	Embedded
Evidence of HIIPs in Walkthroughs	Limited	40–50% of classrooms	60–75% of classrooms	80–90% of classrooms
Quality of Small-Group Instruction	Low	Emerging	Consistent	Strong
Quality of Math Centres	Inconsistent	Consistent routines	High-quality tasks	Fully embedded cycle
Student Engagement in Math	Variable	Improved	Strong	Sustained



B. Student Learning Targets (Annual Outcome Data)

- Measured through EQAO and student surveys.

Measure	Baseline	Year 1 Target	Year 2 Target
Grade 3 EQAO Math	37%	+5–10%	+5–10% (toward 70% proficiency)
Grade 6 EQAO Math	10%	+5–10%	+5–10% (toward 70% proficiency)
Student Confidence (“I like math”)	62%	70%	80–85%
Student Sense of Competence	55%	65%	75–85%

These targets align with the Board Improvement Plan’s focus on numeracy, equity, assessment, and student confidence.

Monitoring & Data Collection Plan

A. Every 6 Weeks

- Teacher self-assessment survey (knowledge, confidence, usage)
- Qualitative data (successes, challenges, supports needed)
- School walkthrough using HIIP-aligned tool
- Classroom artifacts (centres, anchor charts, student work)
- Leadership + facilitator review meeting

B. Twice Per Year

- PLC analysis of student work
- Review of Tier 2 groupings and intervention plans

C. Annually

- EQAO achievement data
- EQAO student perception data
- School-wide reflection and next-year planning



How the Framework Drives Decision-Making

This framework ensured that:

- PD topics were selected based on real evidence, not assumptions
- Instructional change was measured, not hoped for
- Teachers received timely support aligned to their needs
- Leadership could track implementation fidelity
- The school could demonstrate progress before EQAO results arrived
- The improvement plan remained responsive and adaptive

It also provided a clear narrative for stakeholders:

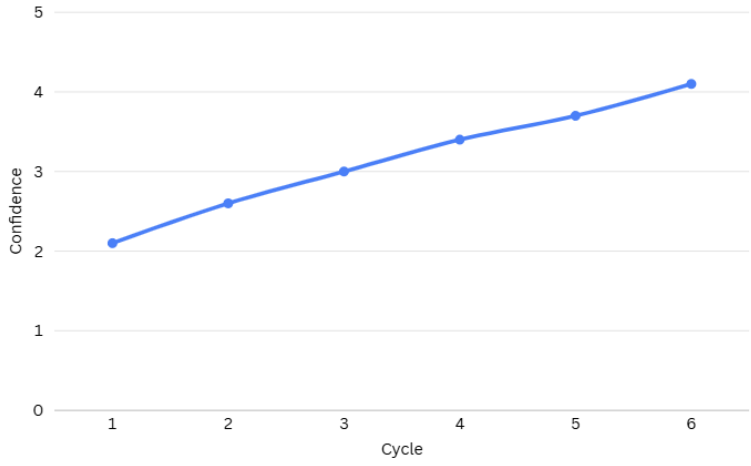
Instructional change → improved engagement → improved achievement.



Dashboard Mock-up: 6-Week Implementation Cycle

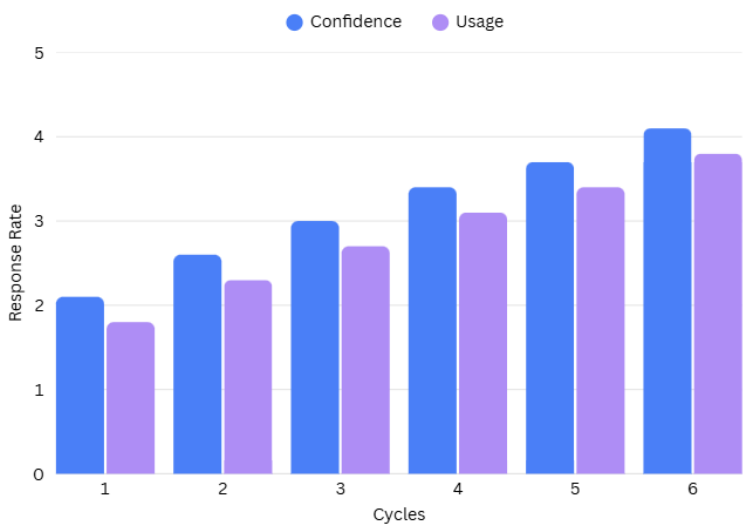
(Visual layout — designed for portfolio use)
(All data shown is illustrative only.)

Teacher Confidence Trends (All 9 HIIPs)

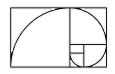


The rising line showing steady growth as teachers learn and implement more HIIPs.

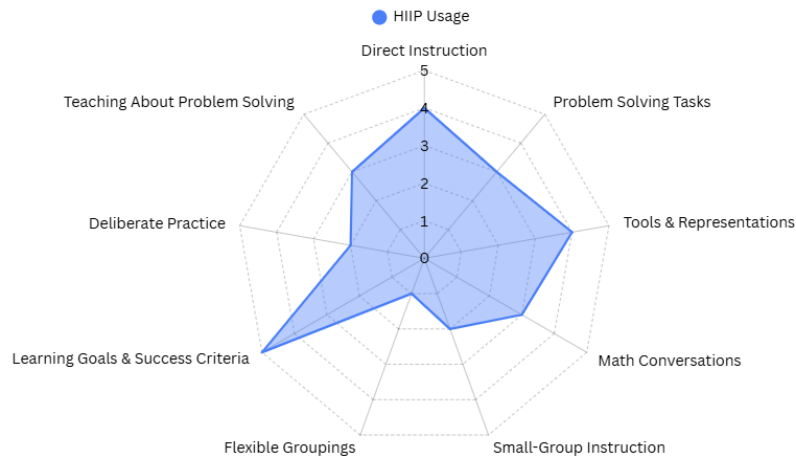
Teacher Usage Trends (All 9 HIIPs)



Usage rates show a slight lag behind confidence.

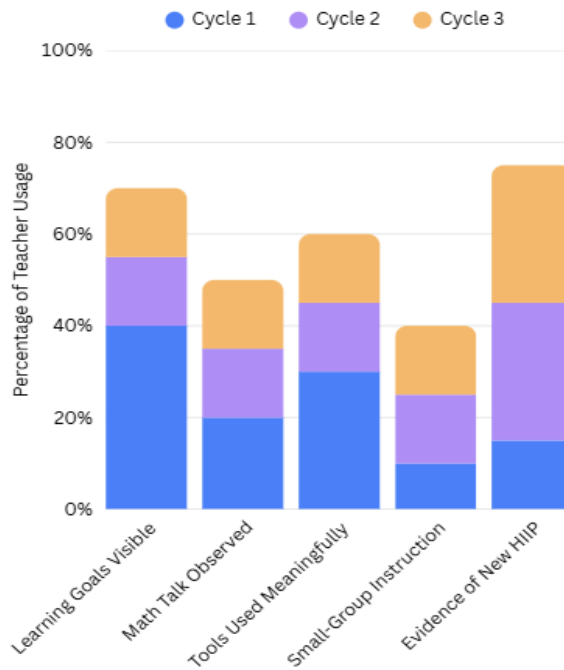


HIIP-by-HIIP Comparison



The chart shows uneven implementation of HIIP strategies.

Walkthrough Evidence Summary



There is clear upward movement across cycles.



Teacher Voice (Qualitative Insights)

Common themes (*illustrative*):

- “Students are more independent during centres.”
- “Math talk routines are helping students explain their thinking.”
- “Small-group instruction feels more purposeful.”
- “I need more support selecting problem-solving tasks.”

Leadership Insights & Next Steps

Strength Emerging	Next Steps
Strong adoption of centres	Deepen problem-solving instruction
Increased use of tools & representations	Strengthen flexible groupings
More consistent learning goals	Increase math conversations
Growing confidence in small-group instruction	Continue Tier 2 coaching cycles

