



BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

2012 – 2015

BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD

Mission Statement:

As a Catholic Learning Community, we provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ.

The Board Improvement Plan for student achievement is developed within the context of the Board’s strategic commitments – Catholicity, Student Achievement, Leadership and Communication - and is aligned to the four pillars that support improvement in student learning and achievement from Kindergarten to Grade 12.

Catholic Faith Community and Culture	Literacy	Numeracy	Pathways
Build and create a safe and nurturing environment that supports student engagement and the development of the whole child: spiritually, intellectually, socially, and physically.	Increase the quality of reading comprehension and written communication to ensure that authentic and meaningful reading and writing are used across the curriculum.	Support the most effective teaching and learning of mathematics for all students by participating in co-learning, co-planning and co-teaching.	Enhance the opportunities for students to develop an awareness of all program pathways while assisting them in making appropriate program choices based on individual needs, interests and abilities.

The Board Improvement Plan for Student Achievement, K to 12 is also aligned with the Brant Haldimand Norfolk Catholic District School Board’s Strategic Plan, and the School Effectiveness Framework.



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“Priorities for Improving Student Achievement”

2012-2015

BHNCDSD Needs Assessment Data	CATHOLIC FAITH COMMUNITY and CULTURE				MONITORING STRATEGIES		
	<i>Theme 2012-2013: Rediscover the Joy of our Faith: Live It</i> The overall goal of the Catholic Faith Community and Culture pillar is to create a safe and nurturing environment that is conducive to student learning and supports student engagement and the development of the whole child: spiritually, intellectually, socially, and physically.						
	SMART Goals • Aligned with identified needs	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions • Planned improvements that will change practice	Resources • Human • Learning	Monitoring of the achievement of the SMART goals • Explicit data to be collected	Responsibility • Designated individual	Evaluation/Results Progress
	The 2011-12 Board theme: Rediscover the Joy of our Faith: Live It	Religious Education is given the highest priority within the school. Integration of faith and culture is evident across the curriculum and in the everyday experiences within the school and community. Assessment for, as and of learning 1.1 Students and teachers share a common understanding of the learning goals related to success criteria. 1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria	Specific actions are identified and implemented by staff and students related to the yearly theme and incorporated in the School Improvement Plan. Implement the Virtues Document K-12 with a staff development plan. (Spring) Distribute and create a training plan to implement the Foundations Document. (Spring) Distribute the revised K-8 Religion and Family Life Curriculum. (Fall 2012) Religion and Family Life Team to create a multi-year training plan based on a needs assessment through marker schools. (Spring) Create and publish tough issues monographs to serve as the basis for training for principals and teachers. (Fall) Create a training plan and begin implementing the training plan for principals and teachers. (Winter/Spring). A summary document of activities will be collected, shared and communicated. Create and publish an assessment and evaluation guideline for Religion and Family Life Program. (Winter)	Religion and Family Life Consultant 3 Secondary School Chaplancy Leaders Religion Department Heads School Faith Ambassadors Youth Ambassadors Faith Advisory & Catholicity Committee Catholic School Parent Councils Catholic Virtues Foundational Document BHNCDSD Growing in Virtue Document Ontario Catholic Graduate Expectations	Assess the level of awareness and implementation of the Virtues Document.. (Fall/Winter) Implementation Review (Fall 2013) Assess the system need with respect to the roll-out of the Foundation Document (Fall/Winter). Implement Review of the training plan. (Fall 2013) Assess awareness of the new curriculum after distribution. (Winter) Conduct needs assessment of Religion and Family Life Training. (Winter) Assess awareness and understanding of basic principles associated with the training materials (e.g. Dignity of the Human Person – created in the image and likeness of God (Fall 2013) Assess level of implementation and understanding of the guidelines (Fall 2013).	Director of Education Superintendents of Education Elementary & Secondary Principals <i>Religion & Family Life Consultant</i>	Teacher feedback Student feedback Parent feedback Principal feedback Anecdotal observations collected by Superintendents, Principals, consultant and support teachers All principals receive Safe Schools Certification



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	SMART Goals <ul style="list-style-type: none"> • Aligned with identified needs 	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions <ul style="list-style-type: none"> • Planned improvements that will change practice 	Resources <ul style="list-style-type: none"> • Human • Learning 	Monitoring of the achievement of the SMART goals <ul style="list-style-type: none"> • Explicit data to be collected 	Responsibility <ul style="list-style-type: none"> • Designated individual 	Evaluation/Results Progress
			Provide training for Principals regarding the assessment guide for Religion and Family Life Program. (Spring) Provide opportunities for staff and students to participate in Safe Schools & Equity & Inclusive Education activities through in service and leadership opportunities. <ul style="list-style-type: none"> • Elementary/Secondary “Have a Go” • Sacramental Retreats – Eucharist, Reconciliation and Confirmation Implementation of: <ul style="list-style-type: none"> • A Student Safety Plan Template • A Student Seizure Plan Template • Student Success Leadership Initiative – mental health strategies Provide Safe Schools Certification training for all principals				



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BHNCD SB Needs Assessment/Data	LITERACY: The overall goals are to build teacher and administrative capacity in the area of Assessment For, As and Of Learning and to increase the quality of reading comprehension and written communication to ensure that authentic and meaningful reading and writing are used across the curriculum.				MONITORING STRATEGIES		
	SMART Goals • Aligned with identified needs	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions • Planned improvements that will change practice	Resources • Human • Learning	Monitoring of the achievement of the SMART goals • Explicit data to be collected	Responsibility • Designated individual	Evaluation/Results Progress
<p>EQAO Results 2011-2012</p> <p>Primary Reading 69% of students met the provincial target</p> <p>Primary Writing 78% of students met the provincial target</p> <p>Grade One DRA As of June 2012, 74% of grade one students met the standard of level 16.</p> <p>As of September 2012, 65% of grade one students are at the Kindergarten standard of level 3.</p> <p>Grade Two DRA As of June 2012, 85% of grade two students met the standard of level 24.</p>	<p>For 2013-2014 Grade 3 EQAO Reading 75% will achieve Level 3 or higher.</p> <p>For 2012-2013 78% of Grade 2 students will achieve DRA benchmarks.</p> <p>For 2012-2013 75% of Grade 1 students will achieve DRA benchmarks.</p>	<p>Assessment for, as and of learning</p> <p>1.1 Students and teachers share a common understanding of the learning goals related to success criteria.</p> <p>1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.</p>	<p>ELKP student-inquiry focus (networked collaboration, co-planning, co-teaching and assessment moderation). Technology Focus: assessment for ,as and of learning</p> <p>EPCI/CIL-LP</p> <ul style="list-style-type: none"> Grade 1 Collaborative Inquiry Learning Literacy-Primary (CIL-LP) networked collaboration, co-planning, co-teaching and assessment moderation). Technology focus (Destination Reading).; technology intervention (Reading Upgrade); <p>Grade 2 CIL-LP</p> <ul style="list-style-type: none"> Collaborative inquiry (networked collaboration, establish common understanding of balanced literacy, co-planning, co-teaching and assessment moderation. Technology focus (Destination Reading). <p>Principal CIL (CIL-P) Family of Schools, principal-led professional development (half-day literacy and half-day mathematics)</p> <ul style="list-style-type: none"> Netbooks (Destination Reading) literacy best practices, assessment moderation, demonstration videos, LNS assessment framework, Assessing Achievement in Alternate Areas (A4) CIL professional learning cycle 	<p>School Principals</p> <p>System Literacy Teachers</p> <p>System Special Education Resource Teachers</p> <p>Student Achievement Lead Teachers</p> <p>Student Achievement Consultants</p>	<ul style="list-style-type: none"> Grade one DRA data collected Oct. 2012, June 2013. Progress of CIL initiatives will be monitored in designated schools. CIL Student Work, Artifacts shared in Networked Moderation Sessions CIL Teacher feedback forms CIL continuum electronic survey to be completed by teachers pre and post participation in collaborative initiatives(pre-survey to be completed on Nov. 16) <p>Marker School CIL</p> <p>Marker Schools</p> <ul style="list-style-type: none"> Notre Dame (B) Notre Dame (C) St. Joseph Our Lady of Providence St. Gabriel Jean Vanier <ul style="list-style-type: none"> Tier 1 – 2 visits Fall or Winter/ Spring Tier 2 – 1 visit Winter or Spring Evidence shared by Marker School Principal at DSAT Meetings October-June 	<p>District Student Achievement Team (DSAT)</p> <p>School Superintendents School Visits</p> <p>The Director of Education</p> <p>Principal</p> <p>Family of Schools Superintendent</p> <p>DSAT Team</p> <p>S.O. Visits</p>	<ul style="list-style-type: none"> Grade 1 DRA results meet target Grade 2 DRA results meet target School Based Smart Goals results are achieved Student work shows growth in targeted areas. Movement of teachers on CIL continuum survey. Teacher feedback reflects change in practice



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	SMART Goals • Aligned with identified needs	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions • Planned improvements that will change practice	Resources • Human • Learning	Monitoring of the achievement of the SMART goals • Explicit data to be collected	Responsibility • Designated individual	Evaluation/Results Progress
OSSLT Result 2012 83% of students were successful	For 2013-2014 OSSLT – 90% of secondary students will pass the OSSLT.		SECONDARY (CIL-S) Student Achievement Teams will participate in collaborative inquiry to support literacy learning needs of students in Grade 9 and 10 Applied Level courses. <ul style="list-style-type: none"> The assessment framework Collaborative Inquiry Assessment moderation Common Assessments (OCA) Teaching/learning best practice Special Education Student Self-Advocacy 	Student Achievement Team Members Special Education Resource Teachers School Principals	<ul style="list-style-type: none"> Grade 9 and 10 OCA results Moderation of Student Work samples 	Teachers Literacy Consultants 9 – 12 Student Achievement Teacher 7 – 12 Literacy Principals/V/P's	OCA results reflect improvement
	For 2012-2013 78% of Grade 6 students will achieve the provincial standard		Networked collaborative inquiry and school based related to the assessment cycle in the context of clustering literacy expectations for Grades 3 – 6 and 7/8. <ul style="list-style-type: none"> Clustered expectations across different content areas and strands. Assessment framework The assessment framework (Learning goals, co- constructed success criteria, student self-assessment and descriptive feedback) Inquiry-based learning Rich tasks (clustering expectations, authentic talk, rubrics)(CIL-LI) CIL-L Pilot initiative Gr. 7/8 teachers. 	System Literacy Teachers System Student Achievement Teacher (7/8) Student Achievement Consultant (7-12)			
	SIP goals based on school data. SIP to include goals for EQAO. Mandatory goals for EQAO Grades 3 & 6 as well as primary DRA.		School Improvement Planning School based literacy goals by division based on student learning needs. Schools may attend to some or all of the following: <ul style="list-style-type: none"> Reading for Meaning 1.4 		School principals submit present SIPs to senior team in September 2012. Results, June 2013	Principals Literacy Teachers	



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			<ul style="list-style-type: none"> - 1.9 The assessment framework (Learning goals, co-constructed success criteria, student self-assessment and descriptive feedback) Writing (authentic writing tasks) Inquiry-based learning Learning skills development (e.g. Self-regulation) Rich tasks (clustering expectations, authentic talk, rubrics) Effective questioning LD Advocacy – secondary students		School Principals <ul style="list-style-type: none"> Monitor implantation of SIP Marker schools tracked at monthly DSAT meetings Student work samples moderated at PLC's DRA results, where submitted. 		
	Innovation and Research Projects		Effective Schools Innovative Project(s) (ESIP) <ul style="list-style-type: none"> Research-based teaching/learning emphasis Collaborative Inquiry focus for staff development School developed Data component – monitored and documented Report back to DSAT 		<ul style="list-style-type: none"> ESIP projects vetted through DSAT ESIP project school's principal and school teams monitor project implementation based on monitoring strategy submitted in plan. 	Principal DSAT team	
			Student Work Study Initiative Student Work Study Teacher will observe and collaborate with 8 classroom teachers from Sept. – Jan. and 8 additional classroom teachers from Feb. – June 2013 5 classes have a literacy focus. 3 classes have a numeracy focus.	SWST Teacher Student Achievement team Superintendent of Education	<ul style="list-style-type: none"> SWST teacher and classroom teacher will track and monitor 2 marked students' performance at level 2 achievement Qualitative notes and artifacts will be shared bi-monthly with S.A Lead & S.O. Student Achievement Lead Teacher 		



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	SMART Goals • Aligned with identified needs	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions • Planned improvements that will change practice	Resources • Human • Learning	Monitoring of the achievement of the SMART goals • Explicit data to be collected	Responsibility • Designated individual	Evaluation/Results Progress
<p>EQAO Results 2011-2012</p> <p>Primary Math 72% of students met the provincial standard</p> <p>Junior Math 53% of students met the provincial standard</p> <p>Grade 9 Applied Math 58% of students met the provincial standard</p> <p>Grade 9 Academic Math 89% of students met the provincial standard</p>	<p>SMART GOAL:</p> <p>CILM Pilot Schools For 2013-2014 75% of students will achieve Level 3 or higher on Grade 6 EQAO Mathematics.</p> <p>CILM Phase Two Schools For 2014-2015 75% of students will achieve Level 3 or higher on Grade 6 EQAO Mathematics.</p> <p>For 2012-2013 60% of students studying at the Applied Level will achieve Level 3 or higher on the Grade 9 EQAO Mathematics Test.</p> <p>For 2013-2014 60% of students studying at the Applied Level will achieve Level 3 or higher on the Grade 9 EQAO Mathematics Test.</p>	<p>Assessment for, as and of learning</p> <p>1.1 Students and teachers share a common understanding of the learning goals related to success criteria.</p> <p>1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.</p>	<p>Grade 4-6 collaborative inquiry project (CILM) integrated with network organization. Grade 4-8 netbook deployment with an emphasis on 3-part lessons in Mathematics.</p> <p>Family of Schools (Principal Collaborative Inquiry) principal-led professional development (half-day Literacy and half-day Mathematics)</p> <p>Grade 7-8 collaborative inquiry project (CILM) integrated with network organization.</p> <p>4 elementary schools will be involved in CIL-M pilot.</p> <p>Grade 9 Mathematics Coaching project.</p>	<p>System Mathematics Teachers</p> <p>Special Education Teachers</p> <p>Lead Math Principal</p>	<ul style="list-style-type: none"> • Student 21st Century Learning pre/post survey • Student work samples shared at CIL sessions • Report Card Data • CIL continuum survey to be completed by teachers pre and post participation in system collaboration initiatives. • EQAO results 	<ul style="list-style-type: none"> • System Math Teacher(s) • IT Consultant • Principal • S.O. 	<p>21st Century Teacher Survey results</p> <p>CIL continuum survey results</p> <p>Report Card data</p> <p>EQAO results 2013-14</p> <p>Anecdotal feedback/observations</p>
	<p>School-based goals based on school data. Mandatory goals for EQAO Grades 3 & 6.</p>		<p>School Improvement Planning Schools set Mathematics achievement goals by division based on student learning needs. Schools may attend to some or all of the following:</p> <ul style="list-style-type: none"> • Three-part lesson design • The assessment framework (Learning goals, co-constructed success criteria, student self-assessment and 				



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	SMART Goals • Aligned with identified needs	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions • Planned improvements that will change practice	Resources • Human • Learning	Monitoring of the achievement of the SMART goals • Explicit data to be collected	Responsibility • Designated individual	Evaluation/Results Progress
			descriptive feedback) • Inquiry-based learning • Learning skills development (e.g. Self-regulation) • Rich tasks (clustering expectations, authentic talk, rubrics) • Effective questioning (open and parallel) • Use of manipulatives • Math-talk learning communities • Process expectations				



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	The overall goals are to build teacher and administrative capacity in the area of Assessment For, As and Of Learning and to enhance the opportunities for students to develop an awareness of all program pathways while assisting them in making appropriate program choices based on individual needs, interests and abilities.						
	SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation/Results Progress
	<ul style="list-style-type: none"> • Aligned with identified needs 		<ul style="list-style-type: none"> • Planned improvements that will change practice 	<ul style="list-style-type: none"> • Human • Learning 	<ul style="list-style-type: none"> • Explicit data to be collected 	<ul style="list-style-type: none"> • individual 	
<p>Bench mark 4216 tech credits attempted in 2011 12. (exclusive of CO-OP, OAP or dual credits).</p>	<p>SMART GOAL: For 2013-2014 30% of Grade 9 students will enroll in Technology Courses.</p>	<p>Assessment for, as and of learning</p> <p>1.1 Students and teachers share a common understanding of the learning goals related to success criteria.</p> <p>1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.</p>	<p>VEX Robotics training project 7-9.</p> <ul style="list-style-type: none"> - Contextual learning utilizing math, science, and literacy skills in applied medium of robotics <p>Technology visits for Grade 6-8 students.</p> <ul style="list-style-type: none"> - Students participate and apply learning in shop settings. Exposure to application of learning in technology settings in the secondary school labs and shops. - Access to equipment and facilities not available in elementary classrooms. - Exposure to future pathway opportunities and contexts for intermediate students and staff. 	<p>Pathways Consultant</p> <p>Itinerant tech teacher</p>	<p>Monitor enrolment trends in grade 9 tech courses and trends in all grade levels.</p>	<p>Superintendent of Education</p> <p>Pathways Consultant</p> <p>Itinerant tech teacher</p>	
	<p>SMART GOAL: By the end June 2014, students will apply their knowledge and understanding of their needs, interest and abilities to make appropriate program choices as measured by increases in the:</p> <ul style="list-style-type: none"> • percentage of students in grade 1-12 receiving “G” or “E” in the Learning Skills and Work Habits on <i>Initiative and Self-Regulation</i> on the report card (baseline to be determined in 2010-11) • participation rate in experiential learning 	<p>Program and Pathways</p> <p>5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.</p> <p>5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available</p>	<p>Activities that make explicit connections to the Learning Skills and Work Habits” focusing on:</p> <ul style="list-style-type: none"> • Identifying one’s gifts in the context of developing a sense of vocation • Personal interest and learning style inventories • Goal setting <p>Identify current practices (K-6) that provide authentic learning experiences for students in primary, junior and intermediate divisions to determine baseline data for action planning.</p>	<p>Pathways Program Consultant</p> <p>School Student Success Teams</p> <p>Information Technology staff</p> <p>School Based Pathways Committees</p> <p>Consultant will coordinate and support school teams</p> <p>Catholic Curriculum Corporation</p> <p>IT Consultant</p> <p>Student Success teachers; Guidance</p>	<p>Leadership Training and network learning focused on</p> <ul style="list-style-type: none"> • Pathways and career Planning implementation (CIA document) • learning skills , class and learner profiles • effective use of data <p>Networking learning focusing on best practices to ensure authentic learning experiences and opportunities are provided for all students k-6</p> <p>Strategic training of School Success Teams</p> <p>Work with Subject Councils to identify opportunities for career awareness and</p>	<p>Annual Review August/September January/February May/June</p> <p>School visits</p> <p>Types of data to be collected and analyzed:</p> <ul style="list-style-type: none"> • EQAO & OSSLT results and student survey data • Report card data • Student success Indicator data • Teacher/student feedback on experiential 	<p>Superintendents of Education: Curriculum, Special Education</p> <p>Principals of Program, Elementary, Secondary and Special Education</p> <p>Program Team</p> <p>Special Education System Team</p> <p>School leadership: Principals, program heads</p> <p>Pathways consultant</p> <p>Coop/OYAP Coordinators</p>



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	opportunities: (Skills Canada, Cooperative Education) • percentage of student earning eight or more credits by the end of grade 9 from 90 % to 94% • 5 year graduation rate for students in the 2007-08 and 2008-09 grade 9 cohorts (baseline to be determined in 2010-11)		Continue to provide and increase authentic learning experiences and opportunities in grades 7-12: • Career Cruising • Guidance/ SST visits • Career Exploration Fairs • Course Selection Information evenings • Skills Canada School, Board, regional events and competitions • Reach Ahead Activities: promoting Skilled Trades • Job shadowing • Guest Speakers Continue to provide and expand individualized programming: • Coop • OYAP • SHSM • SWAC • Alternative Education for 15-17 year olds • Supervised Alternative Learning for Excused Pupils Implementation of an e-Credit Recovery Program model to provide greater programming choices for students Review current marketing tools strategies and deliverables to ensure information re program and pathways opportunities are visible and accessible to all.	Teachers; Pathways consultant Choices into Action Policy, 1999 Fully Alive Religion program BHNCD Choices into Action Grade 7&8 Infusion Guide	pathways exploration throughout the curriculum linked to learning skills and the Ontario Skills Passport. Training by knowledgeable facilitator is provided to teachers to ensure a variety of flexible program supports are available to all students (Credit Recovery Models, e-Learning, Learning Management System and use of the Ontario Educational Resource Bank) Training/support provided by Pathways consultant to prepare teachers and students for school/board skills activities	learning opportunities • Participation rates in Skills events • Student data on attendance, lates and learning skills Ongoing feedback from: • Program Consultants • Subject Councils • Leadership Team meetings • Divisional teams • Network Communities	