

December 4, 2012



Huron-Perth Catholic District School Board Improvement Plan 2012-2013 “Faith and Learning: Celebrating the Journey”

BOARD MISSION STATEMENT

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- *Nurture a Christ-centred environment;*
- *Provide student-focused learning opportunities;*
- *Support the growth of the whole person.*

CORE STRATEGY

Our Core Literacy Strategy, including Mathematical Literacy, demonstrates in text and visual form, how all of our work has a singular focus on increasing all students' achievement.

As a Catholic School board, we believe that all of our students can and will use their God-given gifts and talents to reach their full potential.

<p>If we support elementary teachers as they address the reading, writing, oral communication and or numeracy learning needs of students with learning disabilities, then we will see an increase in achievement for these students. By June 2013, of students with an IEP in elementary, 75% will achieve Level 3 or 4 in Reading, 70% will achieve Level 3 or 4 in writing and 75% will achieve Level 3 or 4 in Number Sense and Numeration measured by June 2013 Report Card data and EQAO data (for the 2012-13 school year our improvement focus will be on students with an identified learning disability).</p> <p>If secondary teachers through the professional learning cycle implement inquiries to address the needs of students with learning disabilities, then we will see an increase in achievement for these students. By June 2013, of students with an IEP in secondary, 70% will achieve Level 3 or 4 in their Math and English courses as measured by the semester end report card and 62% on EQAO numeracy scores (for the 2012-13 school year our improvement focus will be on students with an identified learning disability).</p>				
Strategies/Actions	Professional Learning	Monitoring Implementation	Monitoring Impact	Evaluation
<p>Board and School Resource Team will continue to assist teachers in elementary classrooms with deeper implementation of the talking word processor to support writing in classrooms especially for students who have a learning disability. (Sept 2012 – May 2013) Board and School Resource Team will continue to focus on precision in the development of the IEP Performance tasks.</p> <p>School and Board Resource Team will assist secondary departments with the professional learning cycle.</p> <p>School supported interventions coordinated by elementary school SERTs will support students on IEPs who have an identified learning disability and produce gains in their math achievement in grade 3 – 8. (Oct 2012 – May 2013)</p> <p>SERTs will review the psycho-educational assessments of students with a learning disability to ensure students strengths and needs are addressed and supported in their curriculum programming.</p>	<p>Regular Board and School Resource Team meetings will provide information and strategies for supporting students with learning disabilities.</p> <p>Secondary SERTs will be invited to participate in professional learning at departmental meetings.</p> <p>In November, elementary and secondary SERTs will participate in further learning activities to assist their use of Leaps and Bounds Math Intervention program with students on IEPs at their schools.</p> <p>Principals will participate in 2 network sessions in November to learn about tracking early reading and strategies for instruction for students who struggle in Math.</p> <p>In January, 2013, SERTs will participate in an in-service regarding how to accurately pull strengths and needs from the psycho-ed assessment.</p>	<p>Board and School Resource Team will be provided with a list of students who have an identified learning disability in order to ensure that all of these students are regularly using the talking word processor for classroom assessment of their writing. (Nov 2012)</p> <p>Elementary and secondary principals will be provided with a list of students at their school who have an identified learning disability. (Nov 2012) to use at job embedded learning sessions and team meetings to track the impact of targeted work by teachers for these students</p> <p>SERTs will be present at departmental meetings to collaborate on the professional learning cycle.</p> <p>A survey will be conducted in March 2013 to determine the degree of use of Leaps and Bounds.</p> <p>Students with a learning disability will have their IEP and report card marks monitored by the principal to ensure achievement is being monitored for improvement.</p>	<p>Students' with an IEP ongoing achievement in writing and math will be tracked by the principal through regular discussions with teachers. Principals will provide achievement information (based on teachers' classroom assessments) for these students to the superintendent at regular superintendent visits.</p> <p>Secondary Special Education Department Heads will report to the school team at regular intervals on ongoing achievement for these students.</p> <p>Results of the survey will indicate the impact on students with an IEP in Math learning and achievement.</p> <p>Principals and SERTs will meet with classroom teachers to ensure strategies and resources are implemented to support students with a learning disability and their ongoing achievement.</p>	<p>In elementary Term 1 Report Card marks will be used to evaluate the achievement for students who are identified with a learning disability. EQAO accommodations for these students will be reviewed in January.</p> <p>Updates will be done in July using Term 2 report card marks.</p> <p>In secondary, mid-term and final report card marks will provide information about achievement for the secondary students targeted in this goal</p> <p>EQAO data will be used in August 2013 to analyze improved achievement for these students in both elementary and secondary.</p>

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If we support primary teachers' collaborative inquiries focused on how the <i>Four Roles of the Reader</i> of the literate learner develop congruently and serve to reinforce each other, then by June 2013, 85% in each of SK, Gr.1 and Gr. 2 students; will be at the appropriate Reading benchmark as measured by the appropriate diagnostic assessments. These targets are a 3% - 14% incremental increase in the current achievement of the Reading benchmark by these student groups.				
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<p>Principals, literacy coordinator, Superintendents and teachers will analyze primary students' diagnostic assessments in reading to determine the need for interventions and/or classroom guided reading groups including a focus of instruction for these students.</p> <p>School SERTs in collaboration with classroom teachers will support primary reading development within the learning environment.</p> <p>A modified Early Reading Intervention for students in Grade 1 and 2 will be supported by the board in two schools where need has been demonstrated.</p> <p>Teacher learning about effective instruction in literacy and early learning will be supported in numerous schools.</p> <p>Host teachers of the Student Work Study will collaborate with the SWST, using documentation of observations of 6 primary students working at a level 2 in reading, writing or mathematics.</p>	<p>Two networks of elementary principals will meet in November for a half day learning opportunity about the analysis of diagnostic assessment in reading and to discuss methods of tracking interventions for students who struggle in reading in early primary grades.</p> <p>Elementary SERTs may request support for their own learning about primary reading development. Collaborative discussion between primary teachers and the SERT will focus on student work in reading and will be ongoing through the year.</p> <p>Literacy coordinator will provide Early Primary Collaborative Inquiry PLC's for eleven teachers, their SWST and two Principals to support student reading achievement in K-2 in three schools. A collaborative learning community will be provided for these teachers to share their learning. Phase 3 FDKP teams in three schools will participate in 7 PLC's to deepen their understanding of emergent curriculum and student play-based inquiry learning to develop this program within their classrooms. French immersion teachers, Literacy Coordinator and FSL Special Assignment teacher will use the Collaborative Inquiry process to bring effective planning into the balanced literacy instruction within the French and English literacy block in French Immersion primary classrooms.</p> <p>SWST will support 3 primary classroom teachers to develop suppositions that lead to effective and differentiated use of rich instructional tasks, assessment for learning, accountable talk and guided practice.</p>	<p>Principal feedback from exit slips at the network meetings will indicate areas for further learning for principals in the area of instructional leadership in reading for primary teachers. These will be collated and shared with superintendents and learning coordinators.</p> <p>Special Education and Literacy Learning Coordinators will track the number of requests for professional learning by SERTs and follow up with them.</p> <p>Principals will be provided with a list of students at or below benchmark in reading in Grade K – 3 (November 2012) by the superintendent of their school. Learning Coordinator responsible for updating board progress toward goals will provide the spreadsheet to the superintendents.</p> <p>Host teachers will meet together, share the variety of documentation used to show student thinking and complete a survey about the SWS collaborative student support initiative.</p>	<p>Primary co-teaching partners within and between schools will share evidence of increased knowledge, change in practice and impact on student learning at job embedded learning sessions and at the Learning Fair in May. Principals will invite lead learners to share at the Learning Fair. Principals will use their SIP to monitor growth.</p> <p>Qualitative evidence gathered by principals in the MISA network will indicate positive impact on student and teacher learning in relation to the goals of their SIPs, where they relate to this goal. The principal group involved in this inquiry will monitor evidence in relation to their goals.</p> <p>Superintendent visits and conversations with principals will track ongoing progress for students who are at or below benchmark in reading.</p> <p>Artifacts will be brought to professional learning sessions and co-teaching networks (as well as to the Learning Fair in May) that demonstrate change in practice to more closely match the emergent curriculum pedagogy. Learning coordinator will invite teachers to bring artifacts.</p> <p>Collaborative inquiry by teachers in primary in one of two FI schools, will demonstrate changed practice in FI English reading instruction this year. Principals will invite FI teachers to share evidence of learning in PLCs.</p>	<p>Reading benchmark data will be used to update existing spreadsheets at both the board and school level. The data will be analyzed in January 2013, March 2013 and June 2013.</p>

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If we support junior and intermediate teachers' (Grade 5 – 10) professional learning and inquiry in Mathematics (content knowledge and three part lesson), then by June 2013, we will see an increase of 10% of students at level 3 or 4 in the applied Math courses at our secondary schools and a 10% increase of Grade 7 & 8 students at level 3 or 4 in the Number Sense and Numeration strand on the report card. Currently the overall Board performance rate for students taking the Grade 9 Applied EQAO Mathematics Assessment (achieving Level 3 or 4) is 62%. Our targeted achievement for 2013 will be 62%; for 2014 will be 65%.				
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<p>Instructional strategies such as small group work like BANSHO will be used by Junior and Intermediate teachers to develop confidence in problem-solving for students in these grades.</p> <p>Secondary school math departmental goals will focus on students in applied courses, particularly in grade 9 to increase the percentage of students achieving at level 3 or 4.</p> <p>Collaborative inquiry questions of teachers in Grade 5 - 8 will reflect the focus of LNS resources and will be based on strategies and actions such as accountable talk, engagement strategies to build confidence, problem solving and the three part lesson.</p>	<p>The priority list of content areas in Math developed by a cross panel group in 2012, led by secondary math coaches, will be the focus of further cross panel work between secondary math teachers and Gr 5 - 8 teachers which will include 3 half day content building sessions, 1 full day of lesson planning and co-teaching opportunities.</p> <p>Secondary numeracy coaches will co-plan and co-teach lessons using various strategies with Grade 9 Applied mathematics teachers in preparation for the EQAO Math assessment.</p> <p>Two networks of elementary principals will meet in November for a half day learning opportunity focused on new LNS resources in Mathematics. The goal of this session is to support learning needs of principals, in order to support learning needs of teachers, in order to support learning needs of students who struggle in Math.</p> <p>Teachers involved in collaborative inquires will have opportunities for co-planning and co-teaching in order to support their reflection and analysis of the impact of their strategies and actions on students' ability to independently solve difficult math problems.</p> <p>Principals and teachers from both elementary and secondary schools will participate in a full day of learning with Marion Small on Feb 19, 2013. The focus of the session will be helping students who struggle in numeracy. Feedback slips will be gathered and collated to determine follow up for teachers.</p>	<p>Grade 5 – 8 teachers in the CILM network and other junior /intermediate teachers who are inquiring in the area of Math will be invited to participate in the cross panel math inquiry professional learning sessions to build their content knowledge by the Secondary Learning Coordinator and the Numeracy Learning Coordinator</p> <p>Secondary numeracy coaches will identify numbers of co-planning and co-teaching sessions delivered with Grade 9 applied Math teachers.</p> <p>Principal feedback from exit slips at the network meetings will indicate areas for further learning for principals in the area of instructional leadership in math. Feedback will be analyzed by Numeracy Learning Coordinator and follow up will be discussed with superintendents.</p> <p>Teachers' inquiry questions will reflect the targeted strategies. Principals will monitor the progress of the inquiries through school based job embedded learning sessions. In secondary schools superintendent and Secondary Learning Coordinator will analyze the secondary math departmental inquiry questions.</p>	<p>A pre and post survey taken at the cross panel sessions for elementary teachers to identify areas that students struggle with in math, will indicate increased confidence for students in learning and for teachers in instruction in these areas. Learning coordinators will conduct and analyze the surveys.</p> <p>EQAO Grade 9 Numeracy results for Applied Math will hit the target identified in this goal (62%). Grade 9 applied math report card marks will be analyzed at math departmental PLCs to determine next steps to achieve our goal. Parents will be contacted by phone to inform them of the "Homework Help" website and to encourage them to have their child use it.</p> <p>Qualitative evidence gathered by principals in the MISA network will indicate positive impact on student and teacher learning in relation to the goals of their SIPs, where they relate to this goal. Exit slips and qualitative evidence will be analyzed to determine additional professional learning.</p> <p>Co-teaching feedback gathered at network meetings and at the Learning Fair in May 2013, from teachers in CILM will demonstrate change in practice with respect to teacher confidence in leading students through problem solving in Math</p>	<p>In elementary, Report Card marks for Term 1 will provide information about achievement for the elementary students targeted in this goal. In secondary, mid-term and final report card marks will provide information about achievement for the secondary students targeted in this goal.</p> <p>EQAO data will be used in August 2013 to analyze improved achievement for these students in both elementary and secondary.</p>

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<p>If we support collaborative inquiry learning for teachers about junior students' ability to a. build a repertoire of problem-solving strategies in math and/or b. to make their thinking visible in writing, then by June 2013, there will be a 10% increase in junior students' achievement at Level 3 or 4 in Writing and Math scores as measured by June Report Card data. Currently, 76% of Junior boys are achieving at Level 3 or 4 in Writing. Currently junior students' achievement on the Junior Division EQAO Math assessment is 55%. If we support the Professional Learning Cycle in secondary schools, then by June 2013, 84% of Grade 9 boys will achieve level 3 or 4 in Grade 9 English. This plan targets equity of outcomes through an increase in both boys' and girls' achievement.</p>				
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<p>Junior teachers within networks will participate in collaborative inquires, including co-planning and co-teaching opportunities, focused on strategies such as accountable talk structures, co-creating success criteria and the use of effective descriptive feedback for students to improve student learning and achievement in mathematical literacy and/or written literacy and to deepen professional learning and knowledge.</p> <p>Host teachers of the Student Work Study will collaborate with the SWST, using documentation(e.g. video, written) of observations of 10 junior students working at a level 2 in reading, writing or mathematics.</p>	<p>Elementary principals will facilitate job-embedded learning sessions that support, encourage and develop the process of CI in order to support deeper learning and inquiry into student learning in math and writing. (Principals may invite teachers, including those involved in the Journey to Leadership program, to co-facilitate job-embedded learning sessions.</p> <p>Through the LLCI process, junior teachers from two schools, their SWST and the Literacy Coordinator will examine and utilize the strategies that develop students' ability to think independently and critically in reading, writing and mathematical literacy.</p> <p>SWST will support 3 junior classroom teachers to develop suppositions that lead to effective and differentiated use of rich instructional tasks, assessment for learning, accountable talk and guided practice.</p>	<p>Teachers will participate through the process of CI in 4 half day job-embedded learning sessions to support their inquiries. Principals will submit dates of these sessions to the Learning Coordinator for tracking purposes.</p> <p>Teachers' inquiry theories of action and questions will demonstrate their intent to investigate and inquire about student learning in one or more of the defined areas but not limited to: rich tasks, accountable talk, guided practice and gradual release of responsibility.</p> <p>Marker students in each of the two schools will be chosen and the SWST will record observations and provide continuous documentation of student learning and achievement of curriculum expectation. The SWST will share her suppositions at end of January and mid-May and at each SAD visit. Host teachers will meet together in January, share a variety of documentation used to show student thinking and complete a survey about the SWS collaborative student support initiative.</p>	<p>Accountable talk strategies, success criteria and the use by students of effective descriptive feedback will be evident in the student work brought by teachers to their job embedded learning sessions around making thinking visible and to the Learning Fair in May. Principals will gather artifacts and anecdotes from these meetings to share at regular SO visits. Superintendents will share these findings at regular LCT meetings in January and March.</p> <p>Examination of suppositions, reporting on changes to theories and impact on student achievement will be demonstrated through sharing a variety of assessment evidence at job-embedded sessions. Principals will gather artifacts and anecdotes from these meetings to share at regular SO visits. Superintendents will share these findings at regular LCT meetings in January and March</p> <p>A pre and post self-assessment for EPCI and LLCI participants, using the Collaborative Inquiry Continuum, will demonstrate growth towards sustaining the professional learning cycle.</p>	<p>In elementary, Report Card marks for Term 1 will provide information about achievement for the elementary students targeted in this goal. In secondary, mid-term and final report card marks will provide information about achievement for the secondary students targeted in this goal.</p> <p>EQAO data will be used in August 2013 to analyze improved achievement for these students in both elementary and secondary.</p>