



Hamilton-Wentworth Catholic Schools
Believing, Achieving, Serving

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

IMPROVEMENT PLAN (JK – GRADE 12) 2012- 2013

Last Date Modified:

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Hamilton-Wentworth Catholic Schools

Believing, Achieving, Serving

MISSION

The mission of Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which Our Lord Jesus Christ is the model.

The Catholic Community of Hamilton-Wentworth believes the learner will realize this fullness of humanity if the learning process

- begins at home and is part of family life
- is nurtured in the Parish
- is anchored in the Catholic Faith
- takes place within the context of worship, sacraments, and the life of the Church is enhanced by the school community
- is embraced by the learner as a personal responsibility for life.

If learning takes place in an appropriate and challenging environment

- in which members of the school community exemplify the teachings of Jesus Christ
- which reflects Gospel values and responsible use of human, financial and natural resources
- which promotes academic excellence and clear indicators of achievement.

VISION

Learners from Hamilton-Wentworth Catholic Schools will demonstrate

- knowledge and practice of their Catholic Faith
- the capability of nurturing a strong family unit
- esteem, respect and responsibility for self and others
- academic competence
- the ability to listen accurately and express knowledge clearly
- independence, critical thinking and effective problem solving
- proficiency with technology in order to adapt to a challenging world
- the values, attitudes and skills for effective partnerships
- the ability to transform our society

To enable learners to achieve this vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect

- the centrality of Jesus Christ in our lives
- the teachings of the Catholic Church
- exemplary role models
- social justice, respect and fairness for all
- a dedicated staff
- a curriculum that is dynamic, practical and relevant
- high standards
- an environment conducive to learning
- effective partnerships
- accountability at all levels

(Approved by the Board of Trustees
November 3, 1992)

EACH BELONGS

*The philosophy of the Hamilton-Wentworth Catholic District School Board is to meet the needs of **all children** and to develop the fullness of humanity in a Catholic Community. **All students**, regardless of special talents or challenging needs can grow and they can grow best by attending their **neighbourhood schools**, along with their brothers and sisters.*

Every child with challenging needs requires a sense of belonging; every child needs reasonable and realistic success and every child requires concern for his or her dignity as a person. The child is not served by sympathy or sentimentality. Exceptional pupils share with their fellow pupils the responsibility to demonstrate acceptable behaviour and to strive for total growth and development.

*It is the responsibility of each individual who instructs children **to foster growth**. No handicap, however severe, no learning deficit, however persistent, should discourage our efforts. No special gift is to be neglected. All human and material resources must be used to meet the needs of the pupil.*

Provision of programs and services in the schools of the Hamilton-Wentworth Catholic District School Board is governed by principles of:

- **Inclusion:** *In which all children, able or disabled, attend their neighbourhood school, with their peers and siblings;*
- **Normalization:** *In which all individuals with disabilities experience patterns of life, and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society;*
- **Personalization:** *In which the learner is put at the centre of education, and they are provided with assessment and instruction that are tailored to the individuals' particular learning and motivational needs (Learning for All, K-12, p. 7).*

HCDCSB Goals 2012-2013

The Hamilton-Wentworth Catholic District School Board Improvement Plan (JK-Grade 12) for the 2012-2013 school year has at its very core the Mission and Vision of the Board. The Board's Mission/ Vision truly captures the vision of the 21st century learner who is rooted in faith and who exemplifies the Ontario Catholic Graduate Expectations (see Appendix A). In addition, the philosophy of Each Belongs, permeates all aspects of teaching and learning in the schools of the Board and is fundamental in the improvement planning efforts of the Board and its schools.

LEARNING WITH FAITH: OUR CATHOLIC SCHOOL IDENTITY SYSTEM GOAL

The staff of the HCDCSB will work with students, parents and the local parish to integrate knowledge and Catholic doctrine in order to promote students' growth in faith and virtue and to deepen commitment to Christ and the Church.

LITERACY SYSTEM GOAL

The staff of the HCDCSB will work to foster the acquisition, understanding, and independent application of literacy competencies in all students across all curriculum areas.

NUMERACY SYSTEM GOAL

The staff of the HCDCSB will work to improve students' ability to communicate and apply mathematical thinking and reasoning using oral language and written representations in order to deepen their understanding of mathematical concepts.

PATHWAYS SYSTEM GOAL

The staff of the HCDCSB will work to implement equitable, innovative and supportive programming that reflects the learning needs and interests of all students in their development as independent, life-long learners.

CATHOLIC COMMUNITY, CULTURE & SERVICE SYSTEM GOAL

The Staff of the HCDCSB will work to establish and foster equitable, inclusive and engaging school and classroom environments to increase student achievement.

Supporting and Monitoring the Board Improvement Plan

Board of Trustees

Parent/Guardian Involvement

- i) Provide leadership, service and a provincial voice in promoting and protecting Catholic education locally and provincially;
- ii) Embody and promote the values and traditions of the Catholic faith in all Board activities;
- iii) Promote public understanding of and support for Catholic education in Hamilton-Wentworth.

- i) Recognize that education in the Catholic faith begins at home and is part of family life. Parents and guardians are the first and most important teachers of their children;
- ii) Be actively involved, with their children, in the sacramental life of the parish and school;
- iii) Model for their children the importance of faith in life.
- iv) Be an advocate for the importance of Catholic Education

- i) Receive regular update reports (minimum three times per year) on the progress of the implementation of the strategies outlined in the Board Improvement Plan;
- ii) Through effective stewardship of available resources provide support for the implementation of the strategies outlined in the Literacy goal;
- iii) Emphasize and support accountability at all levels in pursuit of continuous improvement in literacy teaching and learning.

- i) Be a role model for their children. Read and write often with their children;
- ii) Work to create a literacy rich environment at home;
- iii) Supervise and explore 21st century technologies with their children. Actively model the appropriate and ethical use of the Internet and the World Wide Web;
- iv) Maintain close contact with their child's teacher.

- i) Receive regular update reports (minimum three times per year) on the progress of the implementation of the strategies outlined in the Board Improvement Plan;
- ii) Through effective stewardship of available resources provide support for the implementation of the strategies outlined in the Numeracy goal;
- iii) Emphasize and support accountability at all levels in pursuit of continuous improvement in numeracy teaching and learning.

- i) Let their child know that everyone can learn math and that they believe math is important and fun;
- ii) Be positive about their own math abilities and encourage their child to be persistent if a problem seems difficult;
- iii) Praise their child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time;
- iv) Maintain close contact with their child's teacher.

- i) Support effective partnerships with community members and organizations that can support multiple pathway opportunities for students;
- ii) Support opportunities for students in four pathways (apprenticeship and skilled trades, colleges of applied arts and technology, university and the world of work).

- i) Encourage their child to engage in the process of exploring career and education and training opportunities;
- ii) Maintain contact with their child's teachers and guidance counsellor;
- iii) Attend parent information sessions;
- iv) Talk to their child about the work they and other family members do.

- i) Provide leadership in maintaining a focus by all trustees, parents/guardians, staff and students on the Mission and Vision of the HWCDSB;
- ii) Work with board staff in creating equitable and inclusive environments in all schools in the HWCDSB that are conducive to learning and exemplify a strong faith community;
- iii) Support schools and Board staff in promoting academic excellence through the responsible use of human, financial and natural resources.

- i) Support Board staff to ensure, wherever and whenever possible, the Catholic faith is modeled and infused in the curriculum and learning environments of all schools;
- ii) Support (either as an active member or through regular dialogue) the Catholic School Council, Special Education Advisory Committee in the work of creating, welcoming and inclusive school communities;
- iii) Be regularly and actively involved in their child's education knowing that parental involvement directly benefits student achievement.

LEARNING WITH FAITH: OUR CATHOLIC SCHOOL IDENTITY SYSTEM GOAL

The staff of the HWCDSB will work with students, parents and the local parish to integrate knowledge and Catholic doctrine in order to promote students' growth in faith and virtue and to deepen commitment to Christ and the Church.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS (JK-12)

- 1.1 Give prominence to Religious and Family Life education and activities within the regular curriculum;
- 1.2 Deepen the integration of faith and culture through continual development of Catholicity across the curriculum;
- 1.3 Actively support the Culture of Life through the teaching that human life must be respected and protected from conception to natural death.
- 1.4 Strengthen the consistency and quality of prayer in schools;
- 1.5 Proclaim the Catholic tradition by displaying visible signs of Catholicity throughout the school and explicitly integrating gospel values into all aspects of school life;
- 1.6 Provide clear witness to the corporal and spiritual works of mercy in the school and wider community;
- 1.7 Witness the prophetic role of the school by bringing the faith critique to bear on all social justice issues of significance both within and outside the school;
- 1.8 Actively support the Stewardship of Creation through ecological literacy and environmental initiatives within the school, especially through participation and certification in the Ontario Eco-Schools program.
- 1.9 Ensure the Catholic dimension of school leadership through participation by Student Council Leaders in the Student Council Leadership Retreat.

CSEF Focus Indicator(s):

- F1.1:** Religious Education and activities are consistently given highest priority;
- F3.2:** The routine of school life is enriched by a structure of meaningful worship;
- F3.4:** A vibrant sacramental life is evident;
- F4.1:** Witness to Christian principles is evident through observable action.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING CATHOLIC STUDENT LEADERSHIP (JK-12)

- 1.10 Strengthen the inclusive atmosphere of the school through the active participation of Grade 7 students and Secondary Diversity Club members in Diversity-based activities so that the Diversity Teams will help strengthen the school community by celebrating diversity and promoting inclusion of all of its members.
- 1.11 Continue to support the Culture of Life student groups and initiatives within the Secondary Schools.

CSEF Focus Indicator(s):

- F3.2:** The school reflects a welcoming and friendly Christian environment;
- F5.2:** School activities and projects reflect Catholic values.

MONITORING STRATEGY

Senior Administration	Central Support	Principal/Vice-Principal	Division CPLC	Teacher
<p>i) Oversee courses for teachers in: Faith Formation, OECTA Religious Ed. AQ, ongoing Religious Renewal and NTIP, prayer workshops;</p> <p>ii) Conduct Catholic School Student Achievement Visits (CSSAV);</p> <p>iii) Lead FOS meetings and support Principal PD sessions;</p> <p>iv) Support the Social and Ecological Responsibility in Education (SERE) Committee in implementation of Board Environmental Policy.</p>	<p>i) Consultant and Program Leader participate in Catholic School Student Achievement Visits;</p> <p>ii) Religion and Family Life Consultant visits each school annually and provides support for all teachers;</p> <p>iii) Consultant meets monthly with designated Religion Reps from each school;</p> <p>iv) Program Leader for Religion and Family Life meets monthly with Religious Studies Department Heads, Chaplaincy Leaders, and Christian Service Animators;</p> <p>v) Program Leader chairs SERE Committee and meets bi-monthly with Elementary and Secondary Enviro-Reps to foster Stewardship of Creation.</p>	<p>i) Ensure that the Board approved Religion and Family Life programs are taught according to the scheduled timeline for the daily allotted period of time;</p> <p>ii) Ensure that prayer and worship are central in the life of the school;</p> <p>iii) Support Chaplaincy Leadership in ensuring that the chapel is well-kept and a focal point for the school;</p> <p>iv) Provide support for Grade 12 Retreats;</p> <p>v) Provide facilitation, support and supervision of all school liturgies;</p> <p>vi) Ensure that school assemblies, activities and dances (Secondary) reflect, support and promote Catholic values;</p> <p>vii) Collaboratively develop school practices to provide for students who are in need.</p>	<p>i) Share program information and prayer liturgies across the grades within the Division;</p> <p>ii) Ensure that prayer is modelled in all meetings and school activities;</p> <p>iii) Monthly meetings of Religious Studies Department;</p> <p>iv) Chaplaincy Leader provides resources and support for daily morning prayer and celebration of Liturgical Seasons;</p> <p>v) Christian Service Animators actively promote and set high expectations for voluntary Christian Service;</p> <p>vi) Plan environmental awareness days and events.</p>	<p>i) Ensure that the classroom prayer centre is prominent, dynamic and interactive;</p> <p>ii) Teach and pray a variety of traditional prayers;</p> <p>iii) Teach and encourage students to pray spontaneously;</p> <p>iv) Encourage participation of students in annual Faith Fair when held in schools;</p> <p>v) Establish a routine of beginning each class with prayer;</p> <p>vi) Religious Education teachers assist with Grade 12 Retreats;</p> <p>vii) Teachers instruct students on forms of prayer, skills in shared prayer, and provide opportunities for students to practice these in class;</p> <p>viii) Monitor school recycling (waste streaming) and energy conservation practices within each classroom.</p>

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Organizes and provides support for various Diversity-based activities;</p> <p>ii) Organizes and provides support for annual Student Council Leadership Retreat;</p> <p>iii) Organizes and provides support for Culture of Life initiatives in Secondary schools.</p>	<p>i) Meet with organizers and attend Diversity based activities to monitor content;</p> <p>ii) Program Leader /Consultant assist organizers and attend the Student Council Leadership Retreat;</p> <p>iii) Program Leader meets with Culture of Life Representatives and facilitates Board-wide initiatives.</p>	<p>i) Provide support for Diversity training for all Grade 7 teachers;</p> <p>ii) Provide support for Student Council Leaders to attend Annual Leadership Retreat;</p> <p>iii) Provide support for members of the Culture of Life Committee and student groups within the schools.</p>	<p>i) Student Council Moderators support Catholic values implicit in Student Council activities;</p> <p>ii) Chaplaincy Leaders assist in planning Student Council Leadership Conference.</p>	<p>i) Grade Seven and select Secondary teachers support students in Diversity activities;</p> <p>ii) Teachers reinforce the Culture of Life message whenever opportunities arise.</p>

LITERACY SYSTEM GOAL

The staff of the HWCDSB will work to foster the acquisition, understanding, and independent application of literacy competencies in all students across all curriculum areas.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS (JK-12)

- 2.1 Implement the Assessment Continuum, as outlined in *Growing Success* in all grades across all subject areas. (Appendix E);
- 2.2 In the context of the TLCP/Professional Learning Cycle, explicitly integrate literacy skill instruction in all subject areas as outlined in The Ontario Curriculum, K-12;
- i) Emphasize Assessment FOR Learning and Assessment AS Learning to make student thinking and learning visible by:
- developing and implementing learning goals, success criteria and descriptive feedback;
 - triangulating assessment data by examining conversations, observations and student work.
- 2.3 Promote student independence through the implementation of research and evidence-based instructional strategies (e.g. gradual release of responsibility, rich/robust reading responses practiced in the Readers' workshop, and authentic writing in a variety of text forms in the Writers' Workshop, visual and graphic organizers, accountable talk, and differentiated instruction, etc.) to explicitly teach students (see Appendix F);
- 2.4 Use effective questioning and prompts to foster the development of higher order thinking skills and to ensure tasks are cognitively demanding.
- 2.5 Implement a variety of instructional strategies that promote oral language development and support second language acquisition and that scaffold learning for French Language Learners and students of International Languages (CEFR) Common European Framework.
- 2.6 Develop the Learning Commons in each school to promote and teach inquiry-based learning through cross-curricular connections, multiple literacies, digital learning and collaboration (connected to the Ontario Catholic School Graduate Expectations) (Appendix A).

CSEF Focus Indicator(s):

- 1.4:** Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of the student learning analyzed to ensure consistency with success criteria;
- 1.5:** A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
- 4.4:** Learning is deepened through authentic, relevant and meaningful student inquiry.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

- 2.7 Ensure learning for all by:
- Grounding instruction for all distinct student groups in the Ontario Curriculum expectations;
 - Planning, scaffolding and providing preventative interventions for students in risk situations;
 - Ensuring the collaborative development, implementation and regular review of the IEP to support students with special education needs in the acquisition, understanding, and independent application of literacy skills;
 - Using technological supports within Universal Design for Learning, and Differentiated Instruction Tiered Approaches where applicable;
 - Incorporating the suggested practices and procedures outlined in the Ministry of Education support document *Learning for All (2009)*.
- 2.8 Implement strategies aimed at reducing the gender gap in literacy achievement as outlined in *Me Read, No Way (2004)*: (e.g., differentiated instruction, use of technology; appealing to boys' need for social interaction and movement; making reading and writing relevant to boys and their interests etc.);
- 2.9 Implement a variety of instructional strategies that support English language acquisition for English Language Learners (ELL) as outlined in *Many Roots, Many Voices (2005)*, *Supporting English Language Learners (2007)* (e.g. pre-teaching vocabulary, using visual aids and graphic organizers, building basic and academic language through social interaction and direct instruction of English language, etc.);
- 2.10 Incorporate the use of culturally sensitive learning resources (e.g., Aboriginal levelled reading texts etc.) during instruction;

CSEF Focus Indicator(s):

- 4.7:** Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

MONITORING STRATEGY

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Once per term: visit schools/classrooms and review components of the SIP;</p> <p>ii) Conduct three Catholic School Student Achievement Visits (CSSAV);</p> <p>iii) Lead FOS meetings and support Principal PD sessions;</p> <p>iv) Review the TLCPs/PLCs related to the Literacy goal with the Principal.</p>	<p>i) Provide professional learning opportunities on a monthly basis aligned with the targeted actions of the BIP;</p> <p>ii) Provide targeted support to schools identified through Ministry Funding Initiatives (e.g., OFIP etc.) as scheduled;</p> <p>iii) Participate in 7-8 elementary and 2-3 secondary CSSAVs;</p> <p>iv) Direct and deliver teacher PD;</p> <p>v) Provide direction for purchase of literacy resources.</p>	<p>i) Facilitate and lead monthly CPLC meetings;</p> <p>ii) Ensure implementation of BIP/SIP strategies throughout the school;</p> <p>iii) Conduct weekly classroom visits to support implementation of BIP/SIP strategies;</p> <p>iv) Review school/classroom data regularly (monthly/by term);</p> <p>v) Ensure interventions for students in at-risk situations provided.</p>	<p>In monthly meetings:</p> <p>i) Develop and monitor the TLCP/PLC with respect to the achievement of the SIP Literacy Goal;</p> <p>ii) Collaborate to examine student work and data to improve instruction;</p> <p>iii) Ensure that instruction and assessment is aligned with targeted actions of the SIP/BIP.</p>	<p>i) Plan and facilitate instruction aligned with Language Curriculum Expectations which supports Bloom's Taxonomy;</p> <p>ii) Use assessment to inform instruction and gather daily ongoing data about student progress;</p> <p>iii) Develop and implement learning goals and success criteria;</p> <p>iv) Collaborate with colleagues in CPLCs.</p> <p>v) Plan and collaborate to ensure that Catholic values and traditions, Ontario Catholic School Graduate Expectations, and evidence based strategies are embedded in instruction.</p>

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Once per term: visit schools/ classrooms and review SIP with a focus on distinct student groups;</p> <p>ii) Monitor the achievement of distinct groups within the FOS;</p> <p>iii) Support the purchase, implementation and training of technologies or resources beneficial for supporting boys' literacy, ELLs, and students with special needs.</p>	<p>i) Provide professional learning and suggest resources to schools;</p> <p>ii) Lead and participate in action research projects;</p> <p>iii) Identify and deliver PD to teachers for the use of assistive technology, universal design for learning and DI.</p>	<p>i) Collect student work and data to discern the needs of specific groups (minimum 3x per year);</p> <p>ii) Facilitate/lead monthly CPLCs and direct a focus on the learning needs of specific groups (e.g., students with learning disabilities);</p> <p>iii) Weekly classroom visits to ensure instructional approaches meet the needs of all learners, particularly boys' literacy, ELLs, and students with special needs.</p>	<p>i) Develop and monitor the TLCP/Professional Learning Cycle – (monthly);</p> <p>ii) Moderate/examine student work (monthly);</p> <p>iii) Regular examination and analysis of student data;</p> <p>iv) Implement explicit instructional strategies to address the learning needs of specific groups (e.g., students with learning disabilities).</p>	<p>i) Identify the learning needs of specific groups through ongoing assessment and implement evidence-based strategies.</p> <p>ii) Plan daily learning opportunities that reflect the principles of DI, the use of technology and high yield instructional approaches that meet the needs of all students, particularly boys, ELLs, and students with special needs.</p>

NUMERACY SYSTEM GOAL

The staff of the HWCDSB will work to improve students' ability to communicate and apply mathematical thinking and reasoning using oral language and written representations in order to deepen their understanding of mathematical concepts.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

- 3.1 In the context of the Professional Learning Cycle, explicitly integrate mathematical literacy in subject areas as outlined in The Ontario Curriculum, K-12.;
- 3.2 Connect instruction to the expectations in *The Ontario Mathematics Curriculum* K-12 using appropriate resources (e.g. HWCDSB Scope and Sequence, TIPS, CLIPs, etc.) to address the BIG Ideas of Mathematics;
- 3.3 Fully incorporate student-centred inquiry using the Three -Part Lesson Model/MATCH template;
- 3.4 Ensure student work is the foundation of the development, planning and delivery of mathematics instruction;
- 3.5 Use effective questioning to deepen student understanding of mathematical concepts, foster accountable math talk, and promote the development of math talk learning communities in the mathematics classroom;
- 3.6 Explore opportunities to authentically engage parents in supporting their son/daughter in the development of mathematical understanding.

CSEF Focus Indicator(s):

- 1.7:** Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.
- 2.1:** Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2:** Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.
- 4.2:** A clear emphasis on high levels of achievement in numeracy is evident throughout the school.
- 4.4:** Learning is deepened through authentic, relevant and meaningful student inquiry.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

- 3.7 Ensure the implementation of the principles of differentiated instruction to support students with special education needs by:
 - using the PRIME resource to determine the learning gaps;
 - using open response questions and parallel tasks to include all learners;
 - providing math problems relevant to the students' environment;
 - providing manipulatives and technology;
 - using Ministry materials such as *Gap Closing*.
- 3.8 Ensure the collaborative development, implementation and regular review of the IEP to support students with special education needs to improve their ability to communicate and apply mathematical thinking and reasoning using oral language and written representations;
- 3.9 Use a variety of instructional strategies, mathematical tools, dynamic computer programs, groupings, and technological accommodations to support appropriate programming for students with special education needs, English Language Learners and boys;
- 3.10 Regularly incorporate the use of open questions and parallel tasks into instruction to further allow students with special needs the opportunity to be active and contributing members of the classroom math talk learning community.

CSEF Focus Indicator(s):

- 1.5:** A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
- 4.7:** Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

MONITORING STRATEGY

Senior Administration	Central Support	Principal/Vice-Principal	Division CPLC	Teacher
<p>i) Once per term: visit schools/classrooms and review components of the SIP;</p> <p>ii) Conduct Catholic School Student Achievement visits;</p> <p>iii) Lead FOS meetings and support principal PD sessions;</p> <p>iv) Review Numeracy Professional Learning Cycles with the Principal.</p>	<p>i) Support Principals in deepening instructional leadership and facilitation of job-embedded PD aligned with targeted actions of the SIP/BIP;</p> <p>ii) Through the use of the Professional Learning Cycle, provide targeted job-embedded PD to schools identified through Ministry funding initiatives and Catholic School Student Achievement Visits;</p> <p>iii) Provide opportunities for cross-panel networking;</p> <p>iv) Provide online support for instruction in mathematics (e.g. blog).</p>	<p>i) Support networking within the school/Math Department to ensure co-planning, co-teaching and monthly moderation of student work;</p> <p>ii) Conduct regular visits to observe student centred inquiry using the three-part lesson model/MATCH and effective questioning.</p> <p>iii) Examine and analyse school/student data related to achievement in mathematics, and develop a plan to close gaps.</p>	<p>i) Ensure that instruction and assessment is aligned with the targeted actions of the SIP/BIP;</p> <p>ii) Engage regularly, in Professional Learning Cycles that incorporate the moderation of student work and co-planning and co-teaching of lessons.</p> <p>iii) Examine and analyse school/student data related to achievement in mathematics and develop a plan to close gaps.</p>	<p>i) Daily lesson planning designed to address The Ontario Mathematics Curriculum K-12 (Elementary HWCDSB Scope and Sequence) with a focus on student centred inquiry using the three-part lesson model/MATCH template;</p> <p>ii) Provide daily feedback to students with regards to the mathematical processes and mathematical thinking;</p> <p>iii) Ensure intervention strategies are in place for students struggling in mathematics;</p> <p>iv) Regular use of manipulatives and/or technology to address differentiated needs.</p>

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Ensure the SIP includes <u>all</u> learners in the planning of instruction mathematics;</p> <p>ii) Monitor the achievement of distinct groups in mathematics within the FOS;</p> <p>iii) Support the purchase and implementation and training of any technologies or resources beneficial for supporting students with special needs.</p>	<p>i) Provide training for teachers in the use of diagnostic tools in planning for all learners;</p> <p>ii) Support all Special Education Teachers in understanding the Ontario Mathematics curriculum; and the use of dynamic software, manipulatives, evidence based strategies, and assistive technology to reach all students;</p> <p>iii) Provide PD to teachers to support the use of differentiated instruction in mathematics.</p>	<p>i) Support networking, co-planning and co-teaching within the school to support teachers in program development for all;</p> <p>ii) Conduct weekly classroom visits to observe all students participating in the three-part lesson, student-centred learning, and accountable math talk;</p> <p>iii) Examine and analyse school/student data related to achievement in mathematics, and develop a plan to close gaps.</p> <p>iv) Review Numeracy Professional Learning Cycles with Mathematics Department Head each semester.</p>	<p>i) Use diagnostic assessment tools to assist in unit and daily lesson planning to support learning for all;</p> <p>ii) Examine and analyse school/student data related to achievement in mathematics and develop a plan to close gaps.</p> <p>iii) Explore the use of open and parallel tasks to support all learners in the classroom ;</p> <p>iv) Engage in teacher moderation to brainstorm effective strategies to support all learners (monthly).</p>	<p>i) Daily lesson plans are designed to promote student-centred learning that involves all students (i.e., use of manipulatives, visual aids, open and parallel tasks, etc.)</p> <p>ii) Ensure all learners are engaged in accountable math talk daily;</p> <p>iii) Foster a safe learning environment to support MTLC.</p> <p>iv) Ensure intervention strategies are in place for students struggling in mathematics.</p>

PATHWAYS SYSTEM GOAL

The staff of the HWCDSB will work to implement innovative, supportive and equitable programming that reflects the learning needs and interests of all students in their development as independent, life-long learners.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

4.1 Explicitly connect instruction and programming to the areas of learning competencies outlined in *Choices into Action*, 1999 and the learning skills and work habits outlined in *Growing Success 2010* and the Ontario Report Card:

- Student Development: e.g., self-regulation, independence, organization and initiative
- Interpersonal Development: e.g., collaboration, responsibility
- Career Development: e.g., responsible decision making, self-assessment, awareness of opportunities

4.2 Engage and support students and parents through community building events to assist with the transition from home to school, between grades, between schools, from grade 8 to grade 9 and from Grade 12 to post-secondary/career/community living.

4.3 Establish a transition plan for all students progressing at key intervals (e.g., cross-panel transition meetings, Welcome to Kindergarten, Grade 12 to post-secondary/career, etc.);

4.4 Provide additional supports for Equal Opportunities schools through the best practices outlined in the Equal Opportunities initiative, tutor programs, out-of-school learning experiences, etc.

4.5 Provide education and career pathway planning supports for all students.

- Grade Guidance Counsellors and Grade 7/8 classroom teachers will review students' Individual Pathway Plan Grade 7-12 (e.g., MyBluePrint) on a bi-yearly basis;
- Schools will offer a range of career exploration activities to support students in their career development.

4.6 Align pathways programming with student destinations by ensuring sufficient course selections and access to appropriate technologies for students in all pathways;

4.7 Provide opportunities for secondary students to maximize credit accumulation through varied programming and program delivery, including credit recovery, credit rescue, PASS/SOAR, SAL, Alternative Education, St. Charles Day Credit Program (18 years old +) etc.;

CSEF Focus Indicator(s):

- 5.1** Programs, pathways and career planning meet the learning needs and interests of all students.
- 5.2** Authentic learning experiences and experiential learning are built into all subject areas and programs.
- 5.3** Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

4.8 Provide a transition plan for all students progressing at key intervals: home to school, grade to grade, Grade 8 to 9, and Grade 12 to post secondary with particular emphasis on students in risk situations, ELL, students with IEPs and Aboriginal students through:

- Transition meetings to share knowledge and preventative and intervention strategies for students transitioning from home to school, grade 8 to 9, school to school, etc.
- Use Class Profile data and Individual Student Profile data to inform instruction;
- Personalized timetables reflecting student's areas of strengths and interests and pathways goals

4.9 Ensure the collaborative development, implementation and regular review of the IEP to effectively address student pathway opportunities;

4.10 Ensure the school Catholic Professional Learning Communities, through the continued use of school resource teams, will set goals and develop intervention plans for students with special education needs.

CSEF Focus Indicator(s):

- 5.2** Authentic learning experiences and experiential learning are built into all subject areas and programs.
- 5.3** Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.
- 5.4** Students have opportunities to build on in-school and out-of-school learning and faith experiences that further explore personal interests, strengths and career options.

MONITORING STRATEGY

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Visit schools/ classrooms once per term;</p> <p>ii) Discuss with Principal how the <i>Choices Into Action</i> instructional and programming resources are used;</p> <p>iii) Ensure school's transition planning is taking place and communicated to parents.</p> <p>iv) Monitor and track school, department, and classroom Program Pathways data, student profiles and plans at Student Success annual school visits;</p> <p>v) Ensure principal signed deliverables are forwarded to Superintendent, Student Success Leader, and to the Ministry of Education.</p>	<p>i) Provide professional learning on the <i>Choices into Action</i> document;</p> <p>ii) Provide resources for schools;</p> <p>iii) Network Principals and teachers to share transition plans.</p> <p>iv) Support parents through presentations at Secondary Parent Nights;</p> <p>v) Promote increased use of online planning tools</p> <p>www.pathtosuccess.ca</p> <p>www.myBlueprint.ca</p> <p>www.oyaphwcdsb.com</p>	<p>i) Monitor in-school and cross-panel transition plans to ensure they are differentiated to meet individual student needs;</p> <p>ii) Lead monthly CPLC meetings to ensure the learning needs of all students are connected to the areas of learning outlined in <i>Choices into Action</i>;</p> <p>iii) Ensure transition plans for home-to-school, grade-to-grade, grade 8-to-9; Grade 12 to post-secondary</p> <p>iv) Support the role of the Equal Opportunities Project by participating in or contributing to its mandate.</p> <p>v) Visit classrooms weekly to scan for visible indicators that connection to the learning skills outlined in <i>Choices into Action 1999</i> and <i>Growing Success</i> is evident.</p>	<p>i) Engage in professional dialogue to ensure that instruction clearly reflects the learning needs and interests of all students and connects to the learning skills outlined in <i>Choices Into Action</i>;</p> <p>ii) Monthly CPLC meetings will focus on collaboration and dialogue among teachers;</p> <p>iii) Facilitate and ensure opportunities for exploring career pathways.</p> <p>iv) Facilitate monthly sharing of best practices for creating contextualized lessons and experiential learning strategies that are used to ensure students develop the learning skills outlined in <i>Choices into Action</i> and support the career development for all 4 pathways.</p>	<p>i) Provide daily learning opportunities that integrate student and interpersonal development within the learning skills and work habits described in <i>Growing Success</i>;</p> <p>ii) Provide opportunities to support career development</p> <ul style="list-style-type: none"> ▪ through critical student reflection of their strengths, needs and interests; ▪ goal setting and; ▪ identification of learning opportunities and strategies to achieve their goals. <p>iii) As part of the cross-panel transition team, meet yearly to identify struggling students transitioning to grade 9, and develop preventative strategies for students in-risk situations, ELL, Aboriginal and IEP students.</p> <p>iv) Design lessons that provide opportunities for career development through the use of online career and post-secondary planning tools</p> <p>www.pathtosuccess.ca</p> <p>www.myBlueprint.ca</p> <p>www.oyaphwcdsb.com on a daily basis;</p> <p>v) Provide education and career pathway planning supports for all students.</p>

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Classroom Teacher
<p>i) Monitor school implementation of <i>Choices into Action</i>;</p> <p>ii) Review school, department, and classroom Program Pathways data, student profiles and plans at Student Success annual school visits. Evidence signed by school Principal is forwarded to Superintendent, Student Success Leader, and to the Ministry of Education.</p> <p>iii) Review school experiential learning data to ensure that equitable access is available for distinct student groups.</p>	<p>i) Provide system and school based PD to school personnel in implementing and monitoring of collaborative IEPs;</p> <p>ii) Provide support for appropriate experiential learning opportunities for students from distinct student groups;</p> <p>iii) Review Pathways action plan targets that consider: equitable access, pathways data, student course selections and sector needs;</p> <p>iv) Identify pathway program enrolment, parent participation data, post-secondary transition.</p>	<p>i) Monitor the implementation of <i>Choices into Action</i>;</p> <p>ii) Visit classrooms and program areas monthly to ensure students receive information regarding the relevance of all pathways;</p> <p>iii) Review pathways data to determine evidence of an increase in the percentage of students in 4 destinations participating in OYAP, Co-op, SHSM, Dual Credit, Technology etc.</p> <p>iv) Ensure that there is a process to correlate students' Individual Pathway Plan (IPPs) with their IEPs. including transition plans that distinctive groups have equitable access to career exploration opportunities.</p>	<p>i) Explore and make recommendations for a variety of experiential learning opportunities K-12, to meet student's strengths, needs, and interests, leading to further education, work, and/or community living opportunities;</p> <p>ii) Review Pathways reports and implement data driven decisions to identify programming options for students, in particular for targeted groups including students with IEPs, ELL, boys, applied and locally developed and aboriginal students in March and October (ONSIS Reporting).</p>	<p>i) Provide modifications to orientation and exit programs that reflect students' IEPs and ELL teacher advice; a variety of coordinated experiential learning activities to meet each exceptional and ELL student's strengths, needs, and interests, leading to further education, work, and/or community living opportunities. Teachers will take into consideration the students' IEP when assisting in the development of the IPP;</p> <p>ii) Promote to students in risk situations the availability and value of secondary Pathway programs in OYAP, SHSM, CLIP, Experiential Learning & Co-op (including virtual, continuous intake and paid co-op), Dual Credit, Technology pathways, and Christian Service;</p> <p>iii) Contextualize courses for SHSM students in their classes on a daily basis.</p>

CATHOLIC COMMUNITY, CULTURE & SERVICE SYSTEM GOAL

The Staff of the HWCDSB will work to establish and foster equitable, inclusive and engaging school and classroom environments to increase student achievement.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS (JK-12)

- 5.1 Create equitable and inclusive school and classroom communities and culture that respect and celebrate student voice and diversity, wherein students see themselves in their curriculum, their surroundings and the broader environment;
- 5.2 Increase opportunities for student “voice” by developing and conducting student surveys, and by collecting and analyzing perceptual data, by facilitating “student forum” sessions, and by participating in student led projects (see Appendix B);
- 5.3 Support the “whole” child and ensure the spiritual, academic and social well-being of **each** child;
- 5.4 Align curriculum expectations with authentic experiences, and experiential learning, where students see themselves in their learning, where they feel a connection and purpose to the learning, and where they see the learning as relevant beyond the classroom;
- 5.5 Through the expansion of the Equal Opportunities initiative, support programs to ensure equitable access and maximum student engagement regardless of socio-economic or cultural background.
- 5.6 Implement the protective factors below, which identify school, department, and classroom strategies and practices in four areas to support student achievement and engagement:
 - i) Procedures: e.g., proactive measures for late or missed assignments, parental contact, etc.;
 - ii) Social: e.g., classroom atmosphere of fearless speaking and listening, bullying prevention strategies, etc;
 - iii) Academic: e.g., tutoring opportunities, application of gender based instruction, application of tenets of D.I.;
 - iv) Faith in Action: e.g., the actions are reflective of the Board’s Mission and Vision, philosophy of Each Belongs and Equity and Inclusive Education policy.
- 5.7 Establish mentorship programs for advocating, supporting, and monitoring students in risk situations: adult mentor in school setting, school peer mentors, community mentoring partnerships, mentorship opportunities for ELLs, non-feeder school students, etc.;
- 5.8 Collaborate with the child care sector and other service provider agencies to support children and families.

CSEF Focus Indicator(s):

- 2.3:** Organizational structures are coherent, flexible and respond to the needs of students.
- 2.5:** Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.
- 3.2:** Students see themselves in the faith life, curriculum, program, and culture of their school.
- 6.3:** The school, parish, and community build partnerships to enhance learning and faith opportunities for students.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

- 5.9 Ensure instruction and learning resources reflect the Catholic faith and the cultural diversity of the school community, with consideration to Aboriginal students and culture, and English Language Learners, and other struggling students, in order to reduce the literacy and numeracy achievement gaps;
- 5.10 Use student data to develop and implement school, department, and classroom strategies and practices to provide personalized specific and timely interventions to improve achievement (EQAO, formative assessments, report card data, credit accumulation, attendance, suspension, graduation, early leaver, etc.);
- 5.11 Continue to meet the learning and achievement needs of all students with special education needs in a fully inclusive setting;
- 5.12 Engage students, parents and classroom teachers in developing meaningful and appropriate IEPs which honour and respect individual student abilities.

CSEF Focus Indicator(s): 6.4: Learning opportunities, resources and supports are provided to facilitate productive parent-teacher-student conversations that support student learning.

MONITORING STRATEGY

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Visit schools/classrooms once per term;</p> <p>ii) Dialogue with the Principal on school data related to student achievement, targeted interventions, attendance, suspensions, etc. as it relates to SIP goal;</p> <p>iii) Dialogue with Principal on how student voice is promoted;</p> <p>iv) Conduct Student Success School visits a minimum of once a year to examine and analyze data.</p>	<p>i) Provide system and school-based professional learning opportunities;</p> <p>ii) Provide networking opportunities for Principals to share successful practices;</p> <p>iii) Implement innovative programs for disadvantaged students and their families;</p> <p>iv) Recommend purchases of resources, with focus on engaging students (e.g. anti-bullying materials, etc.);</p> <p>v) Provide schools with approved student surveys to include student perspectives.</p>	<p>i) Lead monthly CPLC's to monitor implementation of CCCS pillar of SIP;</p> <p>ii) Ensure Catholic Student Council and student participation in school procedures and events, e.g. announcements, assemblies, surveys, etc.;</p> <p>iii) Ensure the CSEF indicators for Learning With Faith are implemented;</p> <p>iv) Monitor social skills programs, e.g. anti-bullying, etc.</p> <p>v) Use CPLCs to develop and implement strategies for struggling students;</p> <p>vi) Support identification of caring adult mentors for students in risk situations;</p> <p>vii) Establish school learning opportunities for students in risk situations.</p>	<p>i) Track and monitor progress of struggling students and plan interventions;</p> <p>ii) Discussions in CPLCs include the sharing of successes and struggles with regards to the integration of Aboriginal resources and perspectives;</p> <p>iii) Department Heads facilitate monthly sharing of evidence-based practices for creating engaging lessons for all learners.</p>	<p>i) Ensures the teaching and learning environment is inclusive and reflects individual student's strengths, needs and learning style preferences and incorporates cultural sensitive resources;</p> <p>ii) Monitor progress of all students, but with increased monitoring of students identified as struggling, including gender-based achievement, Aboriginal students , ELLs, students with I.E.P.s;</p> <p>iii) Implement strategies to support findings from analysis of student data;</p> <p>iv) Ensure strong/regular parental communication especially for students in risk situations;</p> <p>v) Implement experiential opportunities linking curriculum expectations with real world experiences.</p>

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Conduct school visits once per term to ensure school practices support Learning for All;</p> <p>ii) Ensure school focus remains on improving and closing achievement gaps for distinct student groups.</p>	<p>i) Provide system and school based data to support implementation and monitoring of high yield strategies;</p> <p>ii) Provide community support information to parents to support struggling students.</p>	<p>i) Lead monthly CPLC's to monitor progress of students and implementation of supports.</p>	<p>i) Track and monitor progress of struggling students and plan interventions;</p> <p>ii) Discussions in CPLCs include the sharing of successes and struggles with regards to the integration of Aboriginal resources and perspectives;</p> <p>iii) Department Heads facilitate monthly sharing of evidence-based practices for creating engaging lessons for all learners.</p>	<p>i) Use student data to develop student profiles for purpose of identifying struggling students with special consideration for students of Aboriginal status, students with an I.E.P., boys, etc.;</p> <p>ii) Use student perceptual data to create equitable and inclusive classrooms of fearless listening and speaking where student demonstrate acceptance and respect for teacher, self, and others.</p>

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

A DISCERNING BELIEVER FORMED IN THE CATHOLIC FAITH COMMUNITY

- Illustrates a basic understanding of the saving story of our Christian faith;
- Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;
- Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- Speaks the language of life...”recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith);
- Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;
- Respects the faith traditions, world religions and the life-journeys of all people of good will;
- Integrates faith with life;
- Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith).

AN EFFECTIVE COMMUNICATOR

- Listens actively and critically to understand and learn in light of gospel values;
- Reads, understands and uses written materials effectively;
- Presents information and ideas clearly and honestly and with sensitivity to others;
- Writes and speaks fluently one or both of Canada’s official languages;
- Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A REFLECTIVE AND CREATIVE THINKER

- Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- Creates, adapts, evaluates new ideas in light of the common good;
- Thinks reflectively and creatively to evaluate situations and solve problems;
- Makes decisions in light of gospel values with an informed moral conscience;
- Adopts a holistic approach to life by integrating learning from various subject areas and experience;
- Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A SELF-DIRECTED, RESPONSIBLE, LIFE-LONG LEARNER

- Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- Demonstrates flexibility and adaptability;
- Takes initiative and demonstrates Christian leadership;
- Responds to, manages and constructively influences change in a discerning manner;
- Sets appropriate goals and priorities in school, work and personal life;
- Applies effective communication, decision-making, problem-solving, time and resource management skills;
- Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities;
- Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A COLLABORATIVE CONTRIBUTOR

- Works effectively as an interdependent team member;
- Thinks critically about the meaning and purpose of work;
- Develops one's God-given potential and makes a meaningful contribution to society;
- Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- Respects the rights, responsibilities and contributions of self and others;
- Exercises Christian leadership in the achievement of individual and group goals;
- Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A CARING FAMILY MEMBER

- Relates to family members in a loving, compassionate and respectful manner;
- Recognizes human intimacy and sexuality as God-given gifts, to be used as the creator intended;
- Values and honours the important role of the family in society;
- Values and nurtures opportunities for family prayer;
- Ministers to the family, school, parish and wider community through service.

A RESPONSIBLE CITIZEN

- Acts morally and legally as a person formed in Catholic traditions;
- Accepts accountability for one's own actions;
- Seeks and grants forgiveness;
- Promotes the sacredness of life;
- Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- Respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- Exercises the rights and responsibilities of Canadian citizenship;
- Respects the environment and uses resources wisely;
- Contributes to the common good.

The Hamilton-Wentworth Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within its Catholic community.

EQUITY: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

INCLUSIVE EDUCATION: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

DIVERSITY: The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

STEWARDSHIP: An ongoing process of integration whereby we relate our whole person to the whole action of God. Responsible stewardship involves caring for and understanding the interdependence of the world's peoples, their talents, spiritual gifts and cultures and the entire created order.

SUGGESTED STRATEGIES

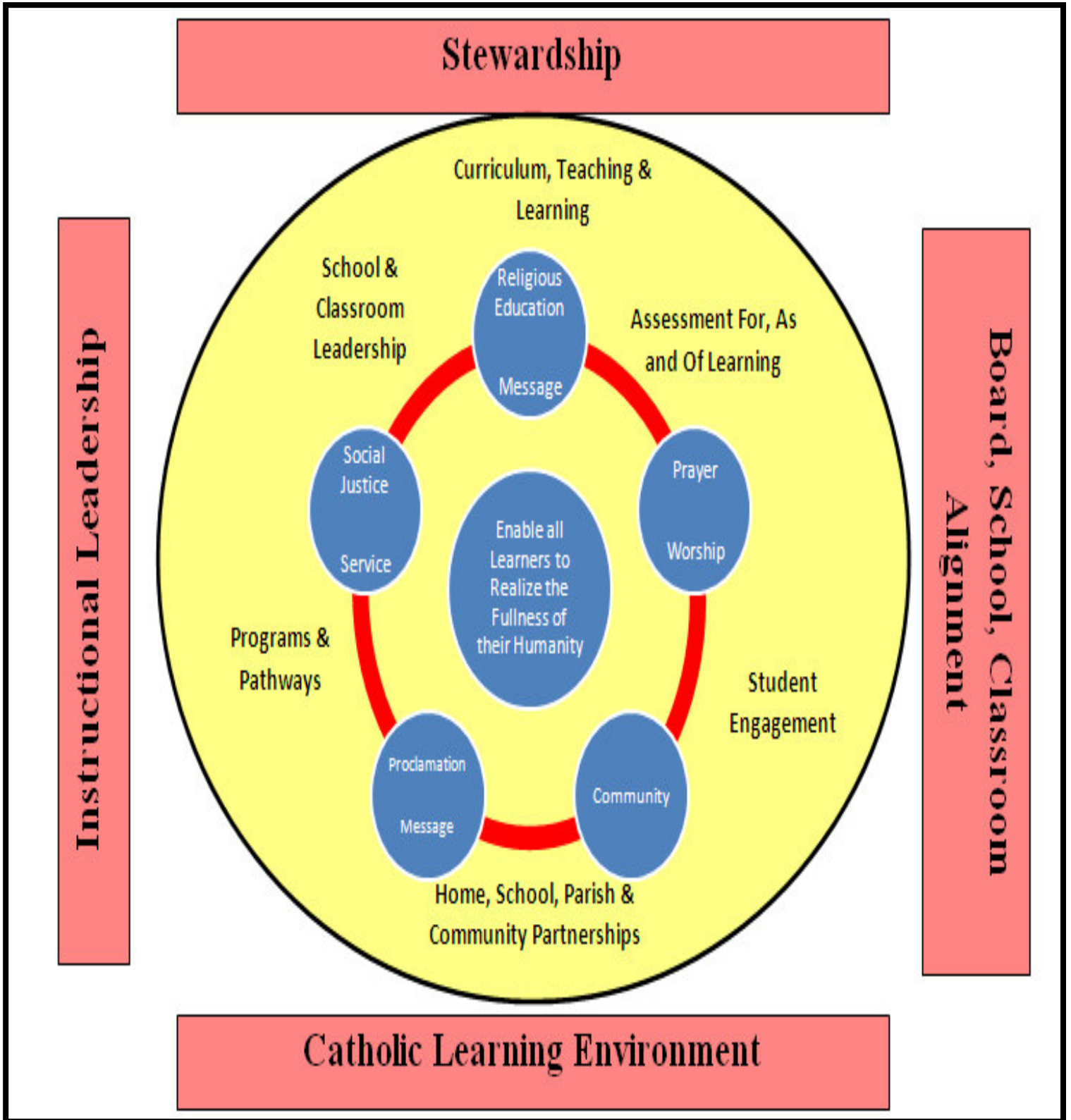
- Discuss key elements of equity and inclusive education at school assemblies, Staff and Catholic School Council meetings;
- Identify school-specific issues, addressing these according to board/ministry directives on equity and inclusive education and *Human Rights Code*;
- Create a welcoming and equitable school environment supportive of engaged students, parents and community members (e.g. Diversity Action Plan Activities);
- Strengthen school-community relationships and cultures through careful planning and programming (e.g. meeting individual needs of ESL/ESD/ELL students; multilingual books);
- Provide resources that reflect student identity, diverse experiences, situations and events;
- Ensure translation is provided to regularly communicate student achievement;
- Become familiar with the needs and rights of diverse religious/faith communities and of those persons not affiliated with religious/faith communities (See the *Multifaith Information Manual*);
- Create a respectful school climate, incorporating the equity policy in relevant documentation (e.g. school agenda, school improvement plan, school code of behaviour, school newsletters);
- Devise strategies/practices to address discrimination and harassment issues (e.g. respectful communication, use of inclusive literature, restorative practice, human rights/anti-oppression training, anti-bullying training, progressive discipline);
- Review/revise instructional and classroom strategies/practices to ensure compliance with principles of equity and inclusive education;
- Invite parents/community members/community partners to share expertise/talents;
- Increase awareness of, and implement, ways in which effective collaboration can be instrumental in school improvement;

- Initiate challenging and thoughtful discussions on topics of discrimination (e.g. age, ability, class, faith, gender, race, sexual orientation) with all school partners;
- Ensure that school policies, programs and practices reflect responsible stewardship;
- Monitor the school community's commitment to Equity and Inclusive Education.

SOME SIGNIFICANT DATES FOR CONSIDERATION:

November (Fourth Friday):	Holodomor Remembrance
December 6:	National Day of Remembrance and Action on Violence Against Women in Canada
January 17:	Martin Luther King Day
January 27:	International Holocaust Remembrance Day
February:	Black History Month
March 8:	International Women's Day
March 21:	International Day for the Elimination of Racial Discrimination

**THE CATHOLIC SCHOOL EFFECTIVENESS FRAMEWORK
(JK – GRADE 12)**



GLOSSARY OF TERMS

3-Part Lesson: The 3 Parts of the Numeracy Lesson include: **Before** (Getting Started) – Activate students’ prior knowledge, **During** (Working On It) – Students working in small groups to solve the problem, **After** (Consolidation) – Sharing of student solutions.

Accountable Talk: Accountable talk happens daily and encourages students to talk with each other to move their learning and thinking forward to new ideas, perspectives, and knowledge. Accountable talk engages the students’ minds as they develop their language and thinking to increase understanding and create meaning from texts and learning experiences in all areas of the curriculum.

Alternative Education: Individualized programming for students that may involve timetable and location considerations (e.g., Wilma’s Place).

A.Q.: Additional Qualification – courses taken by educators to extend their qualifications.

A.T.: Assistive Technology – software and hardware used by students as part of their Individual Education Plan that supports their learning.

BIG Ideas (Numeracy): A statement of an idea that is central to the learning of mathematics, one that links numerous mathematical understandings into a coherent whole. Using BIG Ideas as a focus helps teachers to see that the concepts represented in the curriculum expectations should not be taught as isolated bits of information but rather a connected network of interrelated concepts.

BIP: Board Improvement Plan – outlines the goals and targeted actions that will guide board and school personnel throughout the school year.

Bloom’s Taxonomy: Refers to a classification of the different learning objectives that educators set for students. These learning objectives are divided into three domains – Cognitive, Effective and Psychomotor. The six levels in the cognitive domain, moving through the lowest order processes to the highest are: Knowledge; Comprehension; Application; Analysis; Synthesis and Evaluation.

CCSAV: Catholic School Student Achievement Visit- A process in which Curriculum and Religion and Family Life staff, under the leadership of a Superintendent of Education, observe the teaching and learning within a school and offer feedback and ongoing professional development to support school improvement efforts.

CCCS: Catholic Culture, Community & Service – one of the pillars of the Board and School improvement plan.

CEFR: Common European Framework of Reference for Languages-defines and describes proficiency levels of language acquisition , the competencies necessary for communication, the related knowledge and skills and the situations and domains of communication. This framework is used to foster assessment for and assessment as learning.

Choices into Action: Ministry of Education curriculum document supporting career and pathways choices for students.

Christian Service Animators: A corps of primarily retired teachers who spend one day per week in the secondary schools coordinating and supporting the Christian Service of students engaged in fulfilling their forty hour community service graduation requirement.

CIL-M: Collaborative Inquiry and Learning in Mathematics. A numeracy job-embedded learning group working collaboratively to co-plan and co-teach math lessons in order to further discuss and implement best practices in the teaching of mathematics.

CLIP: Catholic Leadership Interdisciplinary Program.

CLIPS: Critical Learning Instructional Paths Supports: web-based interactive numeracy supports for students. www.mathclips.ca

CPLC: Catholic Professional Learning Community – meetings of educators focused on collaboratively improving the teaching and learning in the school.

CSEF: Catholic School Effectiveness Framework – a tool used to conduct school self-analysis of effectiveness. It also serves as the framework for the District Review process.

D.I.: Differentiated Instruction – an instructional strategy in which teaching is designed to meet the unique needs of each student.

Dual Credit: College delivered credit courses which are recognized as both secondary and college courses on the student transcript.

ESL: English as a Second Language - These students are usually proficient users of their own languages but require assistance to learn English.

ELD: English Literacy Development – Students who have not developed literacy skills in their first language because of limited access to schooling.

ELL: English Language Learners – students whose first language is one other than English.

Enviro-Rep/Religion Rep: Schools identify representatives to come to regular meetings to gather and share information regarding environmental and religious education issues.

Equal Opportunities Schools: Schools identified by the HWCDSB receiving differentiated support based on economic disadvantage.

FOS: Family of Schools monthly meetings of school principal with the appropriate Superintendent of Education.

Growing Success: Ministry of Education document outlining assessment and evaluation policies, procedures and practices - JK-Grade 12;

IEP: Individual Education Plan – a plan developed by the teacher in consultation with the parent and the Special Education Resource Teacher that outlines the personalized learning plan for a student.

IPP: Individual Pathway Plan - A plan completed by students each year outlining personal learning goals. [Beginning September 2012, the IPP will replace the Annual Learning Plan (ALP) for Grade 7-12 students].

MATCH Template: Three part lesson planning template from Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM) which includes **M**inds On, **A**ction, **T**iming, **C**onsolidate/Debrief, and **H**ome Activity/Further Classroom Consolidation.

Mathematical Processes: can be seen as the processes which students acquire and apply knowledge and skills. There are seven mathematical processes: problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating.

MTLC: Math Talk Learning Community.

NTIP: New Teacher Induction Program

OCSGE: Ontario Catholic School Graduate Expectations.

OECTA: Ontario English Catholic Teachers Association. The teacher federation at both the elementary and secondary level.

OYAP: Ontario Youth Apprenticeship Program – is a school-to-work transition program for students in Grades 11 and 12 which allow them to earn cooperative education credits through work placements in skilled trades.

PASS/SOAR: Program to Assist Suspended Students/Student Opportunity to Achieve Re-entry (for suspended and expelled students).

PD: Professional Development – ongoing learning opportunities for educators.

Professional Learning Cycle: A form of job-embedded learning which focuses educators on student's learning needs and is informed by data/evidence of student learning and engagement. During the Professional Learning cycles, the group moderates student work, refers to a variety of professional learning resources for further understanding, co-plans and co-teaches lessons, and reflects on the strategies implemented and discusses next steps (see also Teaching-Learning Critical Pathway).

PRIME: (Professional Resource & Instruction for Mathematics Educators): A diagnostic tool used to assess student's conceptual understanding of mathematic concepts).

Religious Renewal: As part of their ongoing professional development and faith formation, teachers with a permanent contract are required to fulfil thirty hours of approved religious renewal every five years. This requirement is mandatory for consideration of promotion to positions of responsibility within the school board.

SAD: Student Achievement Division. The division of the Ministry of Education with primary responsibility for teaching and learning JK-Grade 12.

SAL: Supervised Alternative Learning. A specialized alternative education program for students with excessive absenteeism or for those not attending school for a variety of reasons.

Scope and Sequence: A math resource, developed for Grade 1-8 teachers, that clusters the BIG Ideas and curriculum expectations for the two term reporting period. Each section lists lessons found in the core resource, lessons found in the Guides to Effective Instruction/TIPS4RM, activities in other resources, manipulatives, technology, and literacy links to support each concept in the unit.

SEAC: Special Education Advisory Committee- is a committee of each school board in Ontario and responsible for supporting the education of students identified with special learning needs. It is composed of parents and community members.

SERE: Social and Ecological Responsibility in Education Committee is the board's advisory group which coordinates environmental stewardship in school communities and board buildings.

SHSM: Specialist High Skills Major – a specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma.

SIP: School Improvement Plan - outlines the goals and targeted actions that will directly guide the teaching and learning in the school. The SIP is based on the Board Improvement Plan but is more finely tuned to the unique needs of the school.

St. Charles Day Credit: Adult high school for students 18 years of age and older.

Teaching-Learning Critical Pathway (TLCP): The TLCP is a process which actualizes the school literacy goal at the elementary school level. It allows educators to identify a “big idea”, focused on curriculum expectations and based on student needs, to engage student thinking through a variety of learning opportunities related to elementary literacy. This whole school focus encourages reflection on teaching and learning to inform further pathways and school-wide changes (see also Professional Learning Cycle).

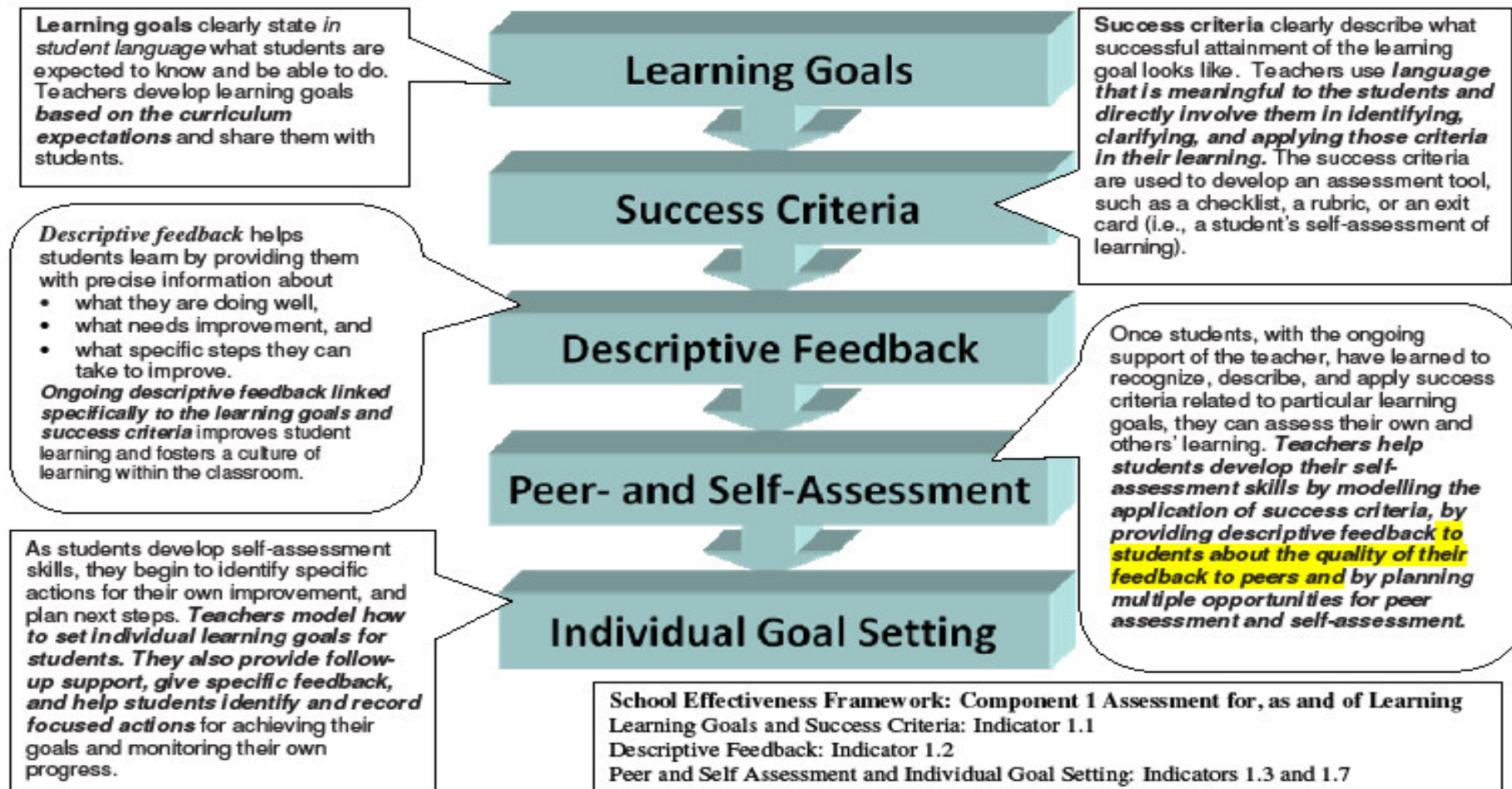
Text Forms: are types of text that have certain defining characteristics and perform a particular function.

- **Informational text forms** (explanations, reports, persuasive essays, articles, and instructions) are written to communicate information about a certain topic, event, subject, or process and are designed to explain, argue, or describe.
- **Graphic text forms** (graphs, schedules, maps, charts, tables, timelines, advertisements, brochures, pamphlets, and diagrams) are written to communicate information in a concise format and illustrate how one piece of information is connected to another.
- **Literacy text forms** (stories, narratives, biographies, dialogues, novels, poems, scripts) are written to entertain, provide insights or to communicate a writer's ideas and viewpoints.

TIPs: Targeted Implementation and Planning Supports- mathematics lesson plans and related supports for Grades 7-12.

Growing Success Assessment Continuum

pages 31-36



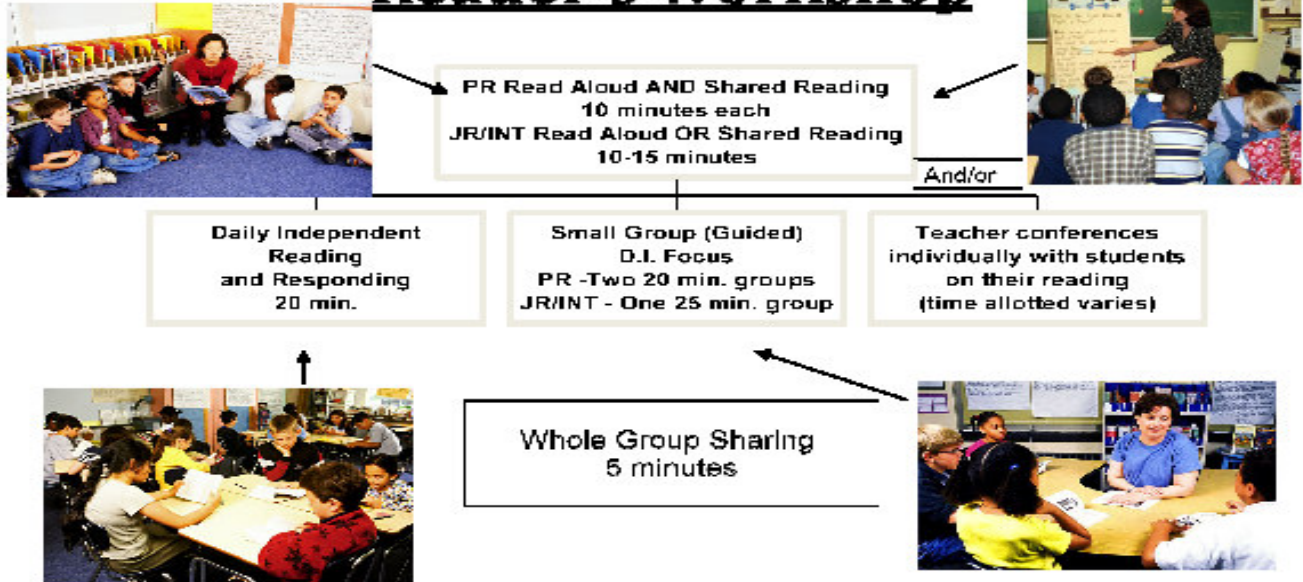
For video clips and other support documents please visit the Edugains website:

<http://www.edugains.ca/newsite/aer2/index.html>



Hamilton-Wentworth Catholic District School Board
Believing, Achieving, Serving

Reader's Workshop



Writer's Workshop

