

# 2012-13 Board Improvement Plan for Student Achievement

**♦**Our Catholic Community

◆Improving Student Learning & Achievement

> Building Capacity To Lead & Learn

## **BIPSA Steering Committee Meeting**

- Larry Clifford, Director of Education
- Rick Boisvert, Associate Director of Education
- Maria Ivankovic, Superintendent of Learning
- David DeSantis, Superintendent of Learning
- Derek Haime, Superintendent of Learning
- Patrick Eby, Information Technology/Century 21 Consultant
  - Colette Moffat, Literacy Consultant K-8
  - Carol DeVrieze, Literacy Consultant 9-12
  - Petra Le Duc, Numeracy Consultant K-8
  - Nancy Snyder, Numeracy Consultant 7-12
  - Jonathan Wright, Religion/Family Life Consultant
  - Laura Shoemaker, Principal (Our Lady of Lourdes CES)
    - John Dietrich, Principal (St. David CSS)

Our Mission: "As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world."

Our Vision: "Our Catholic Schools: heart of the community -- success for each, a place for all."

#### 2012-2013 COMPREHENSIVE LARGE SCALE NEEDS ASSESSMENT

#### INTRODUCTION

The Waterloo Catholic District School Board is located in a largely urban area in the heart of southwestern Ontario. The Regional Municipality of Waterloo (population 507,000) consists of the tri-cities of Kitchener, Waterloo and Cambridge and the surrounding townships of Woolwich, Wellesley, Wilmot and North Dumfries. Approximately 30,000 elementary, secondary and adult students receive a "quality, inclusive and faith-based education" in the board's 47 elementary, five secondary and five Continuing Education (adult) sites.

The Board's first schools, St. Agatha Catholic Elementary School (St. Agatha, Ont.) and St. Boniface Catholic Elementary School (Maryhill, Ont.) opened in 1836, predating the Catholic Diocese of Hamilton by some 20 years.

The Waterloo Catholic District School board employs approximately 3,000 full and part-time staff and has an annual budget of more than \$214 million dollars. The Board of Trustees is comprised of nine municipally-elected trustees and two high school student trustees elected by their peers.

The Waterloo Catholic District School Board has a longstanding history of engaging in community partnerships with various community and Catholic community organizations, social service agencies, charities and other educational institutions. Given the current economic challenges facing our Region, we rely more than ever on our community partners to ensure the fundamental needs of children and their families are being met. We know that Waterloo Region's unemployment rate has risen to one of the highest in the province, which potentially further increases the need for food and supports for families in our Region. Research suggests that the stress of poverty can have a negative effect on a child's development. Waterloo Catholic District School Board continues to nurture many partnerships that provide the Board with the opportunity to enrich curriculum, improve student achievement and assist with the social/emotional and spiritual growth of all our students. We continue to be thankful for the many partnerships that make our schools great places to learn. Some examples of these community partnerships include:

- **Empower / PHAST** is a reading intervention program in 46/46 elementary and 5/5 secondary schools
- \* Nutrition for Learning which provides breakfast, snack and lunch programs for students in 21 of the elementary schools in WCDSB.
- Send'em off Smiling is a joint community based program which provides backpacks for school-aged children prior to the start of the school year, containing school supplies and clothing for students in Waterloo Region whose families are unable to afford these items.
- **Strong Start** is an early reading intervention program with trained community volunteers which is offered in 95 % of our elementary schools.
- **Skills Builder** is a literacy focused after school program for students in grades 3 and 6. Students in grade 8 "Skills Builder" receive additional support in literacy and numeracy skills programs to enhance their successful transition to secondary school.
- ❖ In Waterloo Region we are very fortunate to have 3 renowned post-secondary institutions that partner with WCDSB to provide a number of unique programs and opportunities for students. The University of Waterloo, Wilfrid Laurier University and Conestoga College offer various co-op placements and apprenticeship programs to our students during their secondary schooling. WCDSB is the only board in the province to offer UCEP-a partnership between the University of Waterloo and WCSB for over 20 years. Students completing UCEP are more likely to pursue graduate work at a University level than any other high school advanced placement program. The WCDSB also employs co-op students from these academic institutions and provides placements for students from the Wilfrid Laurier Faculty of Education.

### **Student Achievement Data Highlights**

Establishing a system-wide improvement plan necessitates analyzing data from a variety of sources, interpreting data to determine local priorities, and using the data as a foundation for further discussion and evidence-informed decision making. The strategies contained in this years' Board Improvement Plan for Improving Student Achievement are based on student achievement data, perceptual data, recommendations for next steps from the School Effectiveness Final Report in the Trends & Patterns of Practice, identified in the 2012-2013 District Reviews.

WCDSB relies on large scale assessment to ensure appropriate programs, interventions and pathways are being addressed, delivered and monitored in order to provide students with optimal learning experiences to increase student achievement. The following summary of large scale assessments are examined for the purpose of goal setting, curriculum delivery and accountability for the 2012-2013 school year:

#### **Preliminary Results:**

- 1. Early Development Inventory (2010)
- 2. Canadian Achievement Test (fourth edition) for students in grades 2, 5 and 7
- 3. EQAO (grades 3, 6, 9 and OSSLT)
- 4. Report Cards (grades 1-8)
- 5. Board Indicator Data Reports (grades 7-12)
- 6. Data School Profiles (June PD Day)

#### **Summary of Key 2010 EDI Results**

There is great variability in school readiness vulnerability between schools within the WCDSB. Some schools have few senior kindergarten students score below the 10<sup>th</sup> percentile on one or more EDI domains, while other schools have very high percentages of students scoring below the 10<sup>th</sup> percentile on one or more domains. In the Physical Health and Well-being domain, 29 schools scored greater or equal to the mean, and 17 schools scored below the mean. In the Social Competence domain and the Communication and General Knowledge domain, 25 schools scored greater or equal to the mean, and 21 schools scored below the mean. In the Emotional Maturity domain, 24 schools scored greater or equal to the mean, while 22 schools scored lower than the mean. In the Language and Cognitive Development domain, 21 schools scored greater than or equal to the mean, and 25 schools scored below the mean.

#### **Canadian Achievement Test (CAT-4)**

The CAT-4 measures numeracy and literacy skills of students in grades 2, 5 and 7.

The results of the CAT-4, Grade 2 testing indicate that the area of concern with respect to literacy skills lies within reading, media text and conventions as wells as writing conventions, in particular, capitalization and punctuation. In the area of Mathematics, Grade 2 students struggle with computation and estimation, particularly adding and subtracting whole numbers and estimation and number operations.

In the CAT-4, Grade 5 testing, students struggle with reading particularly with media text, conventions and stated/visual information. In writing conventions students have difficulty with capitalization and punctuation and sentence structure. 50% of Grade 5 students didn't meet end of grade expectations in the area of number sense and have difficulty with whole number and decimal operations.

In the CAT-4, Grade 7 testing, students struggle in Reading with media text and conventions and in writing conventions struggle with capitalization and punctuation. In the area of Math, 67% of students did not meet end of grade level expectations for whole number operations, 39% did not meet end of grade level expectations and 38% for estimation and number operations.

#### CCAT

The CCAT is a grade 4 cognitive gifted screener which also measures a student's learning styles. The CCAT results demonstrate that students across WCDSB are of average intelligence (Stanine 5) with a relative strength in the verbal and non-verbal domains. This reflects the cognitive ability of the general population.

#### **EQAO**

Research demonstrates that students who meet the provincial standard early in their schooling are most likely to maintain that high achievement in secondary school. Of the students who had met the provincial standard in both grade 3 & 6, 91% met it again in grade 9 in the academic mathematics course and 75% met it again in the applied mathematics course.

Students who do not meet the provincial standard early in their schooling are most likely to struggle in later grades. Of the students who had met the provincial standard in neither grade 3 nor grade 6, only 51% met the standard in grade 9 in the academic mathematics course and only 29% in the applied mathematics course.

Identifying struggling students early and providing support makes a difference. Students who had not met the standard in grade 3 but had improved to meet it in grade 6 were considerably more likely to carry that success into grade 9 than students who had not met the standard in grade 6. Of the students who had not met the provincial standard in grade 3 but had met it in grade 6, 79% met it in grade 9 in the academic mathematics course and 59% met the standard in the applied mathematics course.

#### Report Cards (Grades 1-8)

The reporting pattern for Reading, Writing and Math achievement demonstrates a decrease in students reaching provincial achievement between grades 1 and 8 in the areas of language and mathematics, particularly reading.

#### **Board Indicator Data Reports (Grades 7-12)**

The Ministry of Education, through the Student Success Initiative, annually reports on Indicator Data which includes the provincial and WCDSB data pertaining to key indicators of student success in secondary schools including trend data regarding pass, credit accumulation and graduation rates.

The gap between Academic and Applied pass rates in grade 9 & 10 continues to be of concern. The number of students who are on IEP's and do not pass the OSSLT also continues to be an area of need. It is instrumental that each secondary school examine the trends in the Indicator Data Report to determine their individual schools profile.

#### Professional Learning Data (Knowing Our Students, Knowing Our Staff)

All school sites participated in a collaborative inquiry process of knowing our students, staff and what matters to focus problems of practice and theories of action for the 2012-2013 BIPSA and SIPSAs.

#### **IMPLEMENTATION OF PRIORITIES**

The Board Improvement Plan for 2012-2013 will continue to build and sustain capacity and improved student learning through job-embedded professional learning, target setting, and consolidation of instructional and assessment practices. The School Effectiveness Framework will serve as a support for school improvement and student success. As a result of the needs assessment, WCDSB will focus on the following areas to assist schools with increasing student achievement.

- 1. Closing the gap for all students in literacy and numeracy achievement.
- 2. Retention Rates
- 3. Specialist High Skills Major
- 4. Differentiated support with the focus on instructional and assessment practices through facilitated network sessions.
- 5. Cross Panel Networks

# BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

"As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world."

# **Problems of Practice**

## Catholic Community Culture and Care

How can we create meaningful opportunities for student voice to influence school culture, where educational practice will be responsive to the needs of learners prompting an increase in social, academic, and intellectual engagement?

### Literacy & Numeracy

How can engaging in collaborative inquiry using intentional, responsive instruction and assessment lead to improved student learning?

# <u>Pathways</u>

How can we build collaborative relationships between cross panel teachers in an effort to make connections, identify common needs, plan instruction, share and implement useful teaching strategies and use common assessment tools?

		PILLARS: Catholic Commu	nity, Culture and Caring			
SYSTEM GOAL:		ee an increase in the social engagemen		ation with students, parents, staff and the broader community to benefit		
	areas of belonging, safety, healthy living, and faith formation by focussing on transformational leadership <sup>1</sup> .					
SEF	2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.					
	· · · · · · · · · · · · · · · · · · ·	nment is inclusive and reflects individua		•		
	_	dents' stated priorities and reflect the o	7000000000	= :		
	4.1 A culture of high expectations su	pports the belief that all students can le	earn, progress and achieve.			
	6.2 Students, parents and communit	y members are engaged and welcomed	l as respected, valued partners.			
THEORY OF ACTION STATEMENT:	If we foster a common understandin	g of the scope of Catholic Education as	described by transformational leade	rship, then decision making and effective	practice will be aligned with the	
	WCDSB vision, mission, and profession	onal standard of ethics to encourage a h	holistic view of student learning.			
	If we cultivate an approach to discipl	line and social engagement that limits $\epsilon$	exclusionary interventions, then stud	ents will have greater exposure to instruc	ction and achievement/credit	
	accumulation will increase.					
	If we engage parents readily and me	aningfully in the process of student lear	rning <b>then</b> we there will be a greater	degree of support and alignment for resp	consive instruction which promotes	
	student achievement.					
Targeted, Evidence-Based	Resources	Professional Learning	Monitoring of the achievement of	f Responsibility	Evaluation	
Strategies/Actions			the SMART Goals			
Educate and nurture hope in all learners	Chaplaincy Framework	Chaplaincy Meetings	Chaplaincy meetings	SO Faith Formation	SEF Visits	
to realize their full potential to				Pastoral Council		
transform God's world, through the	Parish Teams	Pastoral Team System-wide	Pastoral Council review		WSA Survey Results	
following:		Sessions		Senior Team		
	Itinerant Health and DPA Teachers		Standing review items on		Safe Schools Data (form 1, etc.);	
Ensure a consistent baseline of ministry		Foundations for a Healthy School in	committee agendas	Consultant HAL		
described by the Chaplaincy Framework	Foundations for a Healthy School	servicing;			SSSM Audit	
	Inventory		Standing review items on	SO - Faith Formation		
Continued implementation of		Pastoral Team System-wide	committee agendas		TTFM Results	
Foundations for a Healthy School	Active Healthy Kids Canada Report	Sessions		SO – Safe Schools		
inventory	2012	-	System-wide Ingathering		BLDS Impact Assessment Tool and	
		Encounter Group		Consultant – Equity	Report	
Continue participation in Social Justice	We Schools Packages	Family of ask as Is Wiles In Cale at	Anecdotal meetings with	Cofe and Newtonian Cabania Tools	Formitain hamman and another l	
initiatives (Encounter, Me to We, etc.)	Facility Command Comm	Family of schools Whole School	Supporting Students of a Sexual	Safe and Nurturing Schools Task	Employee harassment protocol	
Continued implementation of and	Equity Support Group	Approach networking/ lead team	Minority groups	Team (and delegated committees);	data	
Continued implementation of, and	Framework for Understanding	release sessions;	Tall There From Ma Danage	Consultant Faults	Attandance of naments and student	
learning for WSA Lead Teams according	Poverty	Supporting Students of a Sexual	Tell Them From Me Reports	Consultant – Equity	Attendance of parents and student	
to the central trajectory for restorative	EIE Stratogy/ Bosposting	Minority lead contact support	Poord Loadorship Douglanment	Safe and Nurturing Schools Task	participating in board level and school based activities focused on	
practice	EIE Strategy/ Respecting	sessions.	Board Leadership Development	Safe and Nurturing Schools Task		
	Difference/ Bill 13	Student Success Team Sessions	Strategy review	Team (and delegated committees);	student learning and achievement	
	Safe Schools Action Plan	Student Success Team Sessions		SO – Student Success		
	Sale Schools Action Plan			20 – Student Success		

<sup>&</sup>lt;sup>1</sup> Transformational leadership is defined as placing learning in service of God and the community.

**BLDS Programming** Monitor the use of the board Develop supports and system architecture to ensure that activities Restorative Practice: Circles for a SO – Leadership website to access information School SMART goals are congruent with Catholic School Council SMART and organisations supporting students **Positive School Climate Administrator Meetings** regarding student learning and of a sexual minority are widely available support achievement Consultant - Faith Formation goals and parent voice is visible Cognitive coaching sessions Tell Them From Me survey data Schools will engage in at least one Monitor the nature of problems, Faith Formation Steering "Speak Up" Project to support student **CELF Admin Retreats** their solutions and reported Supporting Students of a Sexual Committee voice strategies Minority Task and Advocacy Team satisfaction with results and Taking Mental Health to School in processes Superintendents Board website provides accurate and Waterloo Breakfast Symposium Speak Up project user friendly links to community Report back to the council of **Principals** resources available to support student **Diocesan Catholic Education** Include member of council on SIT Catholic council meetings Employee group representatives learning and achievement **Steering Committee** Building Mental Health Literacy in Collaborate with community agencies "Auditing the Catholic School" School council chairs Educators In-service and groups that provide support for students and parents (i.e. EIEI, Student Catholic school and system parent Support Leadership Initiative, KidsLink, councils Lutherwood etc.) Representation from various Continue to implement the Mental employee groups (i.e. CAW, PASS, Health and Addictions Strategy "open OECTA, CUPE, Administrators, etc) Minds, Healthy Minds" Representation from community Catholic schools council goals are linked agencies (KidsLink, Lutherwood, to school goals for effective cohesive etc.) parent engagement School Administrators Guide to Parental Engagement: Parent Engagement: Strengthening •Implementing effective strategies for partnership with K-12 school continuous, meaningful, detailed and communities supportive communication with parents/guardians and Ontario's Mental Health Strategy "Making a Difference: A Guide to the community Child and Youth Mental Health Problem"

		PILLARS: Literacy					
SMART GOAL:	The 2013 Primary EQAO Assessment results		,	time In the 2013 OSSLT	Assessment, first time		
	for students achieving Provincial benchmark	students achieving Provincial benchmarks	will eligible students achieving Provincial	eligible fully partion	cipating Applied English		
	will increase by:	increase by:	benchmarks will increase by:	Course students a	Course students achieving Provincial		
	•Reading:	●Reading	•85% to 87% (2%)	benchmarks will in	ncrease by:		
	67% to 69% (2%)	75% to 77% (2%)	Previously eligible fully participating	students •57% to 59% (2%)			
	•Writing:	•Writing	achieving Provincial benchmarks will	increase			
	78% to 80% (2%)	71% to 74% (3%)	by:				
			•43% to 46% (3%)				
SEF		understanding of the learning goals and related					
		g, descriptive feedback based on the success of	·				
	The state of the s	t data is used by students and teachers to cont	-	ction and assessment and to d	letermine next steps.		
		dignity of the human person, literacy/numeracy					
		lent instruction and assessment are differentia					
	4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs to develop each student's God-given potential.						
THEORY OF ACTION STATEMENT	400000000000000000000000000000000000000	for students to analyze and evaluate a variety	of text, then students will show evidence of	f improved literacy skills requi	ired to read, write, listen,		
THEORY OF ACTION STATEMENT	speak, discuss and think critically.						
THEORY OF ACTION STATEMENT	speak, discuss and think critically.  If literacy leaders provide professional learn	for students to analyze and evaluate a variety ing opportunities and support for teachers, <b>the</b>					
	speak, discuss and think critically.  If literacy leaders provide professional learn skills.	ing opportunities and support for teachers, the	en we will see changes in instruction resulti	ng in higher levels of achievem	nent in students' literacy		
Targeted, Evidence-Based Str	speak, discuss and think critically.  If literacy leaders provide professional learn skills.	ing opportunities and support for teachers, the		ng in higher levels of achievem			
	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  Resource	ing opportunities and support for teachers, the	Monitoring of the achievement of the SMART Goals	ng in higher levels of achievem	nent in students' literacy		
Targeted, Evidence-Based Str	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions Resources to realize their full Human:	ing opportunities and support for teachers, the  Professional Learning	Monitoring of the achievement of the SMART Goals  All SIP's submitted to school SO's	ng in higher levels of achieven  Responsibility	nent in students' literacy  Evaluation		
Targeted, Evidence-Based Str Educate and nurture hope in all learne	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  Resource  rs to realize their full ough the following:  • Superintendents  • Curriculum Consults	Professional Learning  Cross-curricular strategies for enhancing student learning and engagement.	Monitoring of the achievement of the SMART Goals  All SIP's submitted to school SO's	Responsibility Superintendents expect	Evaluation  All students are		
Targeted, Evidence-Based Str Educate and nurture hope in all learne potential to transform God's world, the	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  Resource  rs to realize their full eough the following:  ding for explicit and  Superintendents  • Curriculum Consultations	Professional Learning  Cross-curricular strategies fo enhancing student learning a engagement	Monitoring of the achievement of the SMART Goals  All SIP's submitted to school SO's by Nov. 16, 2012 and moderated (use quadrant for feedback) by	Responsibility  Superintendents expect the development, implementation &	Evaluation  All students are intellectually engaged in tasks which require		
Targeted, Evidence-Based Str  Educate and nurture hope in all learne potential to transform God's world, the  A) High-yield strategies to support rea	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  rs to realize their full cough the following:  ding for explicit and s:  estioning and prompts  speak, discuss and think critically.  Resource  Superintendents  • Curriculum Consultation Resource  • Special Education Resource	Professional Learning  Cross-curricular strategies fo enhancing student learning a engagement	Monitoring of the achievement of the SMART Goals  All SIP's submitted to school SO's by Nov. 16, 2012 and moderated (use quadrant for feedback) by	Responsibility  Superintendents expect the development, implementation & monitoring of a SIP that	Evaluation  All students are intellectually engaged in tasks which require higher-order thinking		
Targeted, Evidence-Based Str  Educate and nurture hope in all learne potential to transform God's world, the A) High-yield strategies to support rea implicit meaning, in all curriculum area	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  rs to realize their full rough the following:  ding for explicit and s:  estioning and prompts  reschers  - Iterachers	Professional Learning  Cross-curricular strategies fo enhancing student learning a engagement	Monitoring of the achievement of the SMART Goals  r All SIP's submitted to school SO's by Nov. 16, 2012 and moderated (use quadrant for feedback) by school superintendent.	Responsibility  Superintendents expect the development, implementation & monitoring of a SIP that reflects school data &	Evaluation  All students are intellectually engaged in tasks which require higher-order thinking skills throughout the		
Targeted, Evidence-Based Str  Educate and nurture hope in all learne potential to transform God's world, the A) High-yield strategies to support rea implicit meaning, in all curriculum area Scaffolded learning through teacher questions.	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  rs to realize their full rough the following:  ding for explicit and s:  estioning and prompts  reschers  - Iterachers	Professional Learning  Cross-curricular strategies for enhancing student learning a engagement  Teaching Learning cycles	Monitoring of the achievement of the SMART Goals  All SIP's submitted to school SO's by Nov. 16, 2012 and moderated (use quadrant for feedback) by school superintendent.  SO & School Principal monitors implementation progress every 6-	Responsibility  Superintendents expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board	Evaluation  All students are intellectually engaged in tasks which require higher-order thinking skills throughout the		
Targeted, Evidence-Based Str  Educate and nurture hope in all learne potential to transform God's world, the A) High-yield strategies to support rea implicit meaning, in all curriculum area Scaffolded learning through teacher que (modelled, shared, and guided instructions).	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  rs to realize their full rough the following:  ding for explicit and s: lestioning and prompts ion prior to independent  speak, discuss and think critically.  Human:  Superintendents  Curriculum Consultation R  Teachers  ESL Teachers	Professional Learning  Cross-curricular strategies fo enhancing student learning a engagement  Teaching Learning cycles  Building capacity for using Collaborative Inquiry to refin	Monitoring of the achievement of the SMART Goals  All SIP's submitted to school SO's by Nov. 16, 2012 and moderated (use quadrant for feedback) by school superintendent.  SO & School Principal monitors implementation progress every 6-	Responsibility  Superintendents expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board	Evaluation  All students are intellectually engaged in tasks which require higher-order thinking skills throughout the curriculum.		
Targeted, Evidence-Based Str  Educate and nurture hope in all learne potential to transform God's world, the A) High-yield strategies to support rea implicit meaning, in all curriculum area Scaffolded learning through teacher que (modelled, shared, and guided instruct applications)	speak, discuss and think critically.  If literacy leaders provide professional learn skills.  ategies/Actions  Resource  rs to realize their full cough the following:  ding for explicit and s:  lestioning and prompts ion prior to independent  • Superintendents  • Curriculum Consultation R  Teachers  • ESL Teachers	Professional Learning  Cross-curricular strategies fo enhancing student learning a engagement  Teaching Learning cycles  Building capacity for using Collaborative Inquiry to refin	Monitoring of the achievement of the SMART Goals  All SIP's submitted to school SO's by Nov. 16, 2012 and moderated (use quadrant for feedback) by school superintendent.  SO & School Principal monitors implementation progress every 6-	Responsibility  Superintendents expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals.	Evaluation  All students are intellectually engaged in tasks which require higher-order thinking skills throughout the curriculum.  Improvements in		

opinions/ideas	•21st Century Consultant		throughout the school year.	$\downarrow$	(i.e., reading records,
• use resources that reflect diversity and multiple perspectives	Ministry Education Officers	Job-embedded and inquiry-based		↓	CASI, OCA).
Accountable student talk & active listening:	Villistry Education Officers	professional learning	Principals will monitor credit	↓	
<ul> <li>planned opportunities across the curriculum for students to</li> </ul>		opportunities provided for	accumulation each semester.	↓	Improved student
express ideas, opinions and knowledge and to make decisions,		schools identified for additional		↓	achievement of teaching
choices and actions that advocate for their learning		support	Superintendent and school	↓	learning cycles will be
•explicit teaching of how to listen to and respond to other in a			principal monitors the	↓	demonstrated in student
meaningful and respectful manner		Curriculum.org Webcasts	achievement of students on the	↓	work samples.
Explicit teaching of various text forms such as graphic,			IEP in an effort to close the gap.	↓	
informational and literacy across the curriculum		Leadership training (including	J.	↓	
		Program Heads) and network	L.	↓	
B) Four Roles of Literate Learner		learning focused on:		↓	
<ul><li>explicitly teaching, making meaning from text, breaking the</li></ul>			l 🗼	↓	
code of texts, using texts functionally and analyzing and			l <del>*</del>	↓	
criticizing texts		•"Four Roles of the Literate	l <del>*</del>	↓	All student groups
•teaching students to integrate all four simultaneously when	Material, Print or Electronic	Learner" (meaning maker, code	<b>\\</b>	↓	indicate growth in
they read, write, listen and speak	Resources:	user, text analyzer, text user)	1	↓	achievement on the
	•The Ontario Curriculum policy		, L	↓	Primary and Junior
C) Assessment for/as/of Learning:	documents and supports (Ministry	Teaching Learning cycles	J.	↓	Division Assessment of
<ul> <li>Includes use of Learning Goals, Success Criteria,</li> </ul>	documents and supports (wiinistry		, L	↓	Reading.
Descriptive/Timely Feedback, Peer and Self-Assessment	Guides to Effective Literacy	Co-learning/co-planning	J.	↓	
<ul> <li>Self-reflection and assessment (i.e., metacognition)</li> </ul>	Instruction; Learning For All; Many		T.	↓	EQAO data targets will
<ul> <li>Co-construction of rubrics and success criteria</li> </ul>	mistraction, Learning For All, Ividity	Use of coaching/mentoring to		↓	be met as set out in the
<ul> <li>Multiple and varied ways to demonstrate learning</li> </ul>	Roots, Many Voices)	support teacher professional	, i	↓	SMART goals.
	Board Curriculum Documents	growth with student work as the	J.	↓	
<b>D) Differentiated instruction</b> to meet individual learning needs		focus	J.	↓	SEF Support Visit
(i.e., boys, girls, English Language learners, and students with	Curriculum Maps		J.	↓	reports.
IEP goals and expectations) and enhance student engagement	Core Literacy Resources	Literacy GAINS		↓	
by:			J.	↓	Overall improved
<ul> <li>Adapting curriculum for English Language Learners and</li> </ul>	•SEF Documents	EduGAINS AER		↓	student learning as
students with special education needs	•EduGAINS AER		, L	↓	evidenced through:
<ul> <li>Using technology including assistive and interactive</li> </ul>		Differentiated instructional	J.	↓	
technology and resources, to provide access to text	Literacy GAINS	strategies	J.	↓	School process data,
•Implementing the Empower Reading program and the Hanen	•ELL GAINS		, L	↓	benchmark data and
program.		Literacy GAINS	J.	↓	EQAO data.
	Supports through Continuing		, L	↓	
	Education	EduGAINS AER	, L	↓	Student engagement in
	After school Skill Builders Program	New Teacher Induction Program	J.	↓	tasks which require
	•Supports through Continuing		1 L	$\downarrow$	Higher Order Thinking
	Education	Continued Leadership training	Į į	↓	Skills (H.O.T.S.).
		and networked learning based on	Į į	↓	
	•After school Skill Builders Program	identified need	Ĭ.	↓	Credit Accumulation gr.
	•After school homework clubs		Į į	↓	9-12.
			*	↓	

•After school Literacy Test Preps	↓	↓	
for secondary	$\downarrow$	↓	
	$\downarrow$	$\downarrow$	
	$\downarrow$		

	PILLAF	S: Numeracy				
SMART GOAL:	The 2013 <u>Primary</u> EQAO Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in math (from 70% to 74%) a 4% increase.	demonstrate an increase in the per	students achi -Academic: 78% to 82% ( -Applied:	of students achieving Provincial benchmarks will increase by: -Academic: 78% to 82% (4% increase)		
SEF	<ul> <li>1.1 Students and teachers share a common understanding of the learning goals and related success criteria</li> <li>1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers</li> <li>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.</li> <li>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</li> <li>4.5 In recognition of the dignity of each student instruction and assessment are differentiated in response to student strengths, needs and prior learning</li> <li>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs to develop each student's God-given potential.</li> </ul>					
THEORY OF ACTION STATEMENT	If teachers use curriculum content and the body of improved mathematical thinking, applicating teachers use <i>purposeful</i> questioning technimproved mathematical thinking, application of the provide direct support to Numeracy Teachers	tion and knowledge. iques (e.g. open & parallel questions, to and knowledge.	calk moves), <b>then</b> student le	arning (oral and written) will s		
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART Goals	Responsibility	Evaluation	
Educate and nurture hope in all learners to realize their full potential to transform God's world, through the following:  A) High-yield strategies to evoke and expose mathematical thinking and to promote learning:  • Using three-part learning:  Before (Minds-On) → During (Action) → After (Consolidation) to promote learning	Superintendents     Numeracy, Special Education & 21 <sup>st</sup> Century consultants     Numeracy/Literacy Support Teachers (5)     Student Ashievement Officers	•System professional learning opportunities will be provided to build capacity with the Targeted Strategies and Actions of effective mathematics instruction through use of the Collaborative Inquiry Process (TLC/PLC):  A) CIL-M (8 schools)	Principals will:	Superintendents expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals	Improvements in student learning as evidenced by multiple assessment for/as/of learning opportunities	

- <u>Using mathematics curriculum expectations and the big ideas</u> for planning, instruction and assessment (i.e., backwards design model)
- Open- Problems / Contextual Questions that focus on big ideas and build consolidation of core concepts through the interrelated aspects of the mathematical process expectations
- •Use of <u>manipulatives</u>, <u>concrete materials and technologies</u> for investigating mathematical concepts and solving problems
- <u>Using group problem solving</u> approaches when learning mathematical concepts and applying skills and knowledge related to real-world numeracy applications across the curriculum
- <u>Mathematical Discourse</u> through accountable talk strategies (i.e., Productive Talk Moves) coordinating students' thinking to make explicit mathematical ideas, strategies, and solutions

#### B) Assessment for/as/of Learning:

- •Includes use of Learning Goals, Success Criteria, Descriptive/Timely Feedback, Peer and Self-Assessment ("Feedback Loop")
- Self-reflection and assessment (i.e., metacognition)
- •Co-construction of success criteria
- •Multiple and varied ways to demonstrate learning
- **C) Differentiated Instruction** to meet individual learning needs (i.e., boys, girls, English Language Learners, and students with IEP goals and expectations) and enhance student engagement by:
- Adapting curriculum for English Language Learners and students with special education needs
- •Using technology including assistive and interactive technology and resources, to provide access to contextualized math problem solving
- •Implementing timely intervention to support closing gaps in conceptual knowledge

#### D) Cross-Panel Networks, grades 7 to 10

Through Collaborative Inquiry, networks will use student data to improve student success in areas of identified need

- •LNS (CIL-M)
- SWST teacher
- SERTs
- •Teachers involved in numeracy leadership

Material. Print or Electronic Resources:

- •The Ontario Curriculum Mathematics
- •The Full Day Early Learning Kindergarten Program
- •The Kindergarten Program
- Curriculum Maps (CCC)
- SEF Documents
- •Growing Success Document
- EduGAINS/MathGains / AER
- Continuum of Learning Document
- Mathematical Process Continuum
- •Resource Support Document, K-12
- Guide to Effective Instruction in Mathematics,
- K-6
- •K-3
- •4-6
- Supports through Continuing Education
- After school Skill Builders Program
- After school homework clubs

- •LNS strategy for targeted schools
- B) SWST Network (5 schools)
- Content-based/Curriculum-focused
   PD for mathematics instruction
   (previous SWST schools)
   C) Mathworks
   System strategy
- D) Junior Action Research Team (Gr.3-6)
- E) Gr.4-6 Teacher Network (14 schools)
- •Content-based/Curriculum focused PD for mathematics instruction in the junior classroom
- F) Leading Math Success Team (Secondary)
- Leadership and capacity building through collaborative inquiry
- G) PLTs to improve student success in identified courses (e.g., 9P, 9D, 10P, 11C)
- H) Bright Links training
- I) New Teacher Induction Program
- J) System professional learning opportunities will be provided to build capacity in using assessment as a guide to instructional decisionmaking and as feedback for student learning
- I) Family of Schools Numeracy Project gr.7-10

tasks within a 3 part learning model which require higher-order thinking skills across the curriculum.

- Monitor credit accumulation each semester.
- •Support professional learning opportunities available to teachers, through awareness, discussion, & participation, if appropriate.

Superintendent and school principal monitors the achievement of students on the IEP in an effort to close the gap.

Principals support implementation of strategies & actions

Teachers involved in

Collaborative Inquiry use ongoing student process and content data (observations, conversations & products) to monitor their understanding and application of the Teaching-Learning Cycle to improve instruction and student success.

Numeracy Consultants support professional learning opportunities. Meet our EQAO data targets as set out in the SMART goals

SEF Support Visit reports

Credit Accumulation gr. 9-12 ↓

 $\downarrow$ 

		PILLARS: Pa	athways			
SMART GOAL:	seal on their diploma res			mber 2012, 100 percent of elementary principals will disaggregate their 2012 CCAT vith classroom teachers providing learning strengths and profiles for all students as d by Superintendent term 1 school visits.		
SEF	5.1 Programs, pathways, and career planning meet the learning needs and interests of all students 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 experiences and activities to further explore personal interests, strengths and career options					
THEORY OF ACTION	If coop opportunities related to SHSM are provided and promoted to all participating students, then the red seal achievement rates will increase.  If staff affirms the intentions of our Grade 12 SHSM students to complete their program requirements before they graduate, then the red seal achievement rates will increase.  If students are engaged in understanding their learning profile by differentiated learning opportunities then individualized goal setting and appropriate pathways will lead to greater stengagement.					
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achiever the SMART Goals	ment of Responsibility	Evaluation	
Meet with trillium secretaries to review data entry procedures to reduce errors, omissions  Decrease grade 12 participation in SHSM programs in the best interests of student success  Increase the number of Coop opportunities for SHSM students:  Coop program head will work with SHSM school teams and central office to resolve SHSM related issues  Targeted recruitment to increase	Student Agenda  Grade 10 Career Studies Course  Career Cruising Planner and Portfolio  Curriculum / Information nights at schools  CCAT  SMARTS Resource  Community Partners	SHSM Advisory Council and SHSM Lead meetings will provide opportunities to discuss informed practices to facilitate the improvement of red seal rates  Ministry of Education to provide support with respect to the improvement of red seal rates  Increase the frequency of student success presentations to ensure a larger spread of capacity	Establish check-in protocols trillium secretaries to elimin errors and omissions in data Guidance Program Heads Student Success Team Superintendents Principals-monitor the learn skills and work habits of stu grades 1-8 in the areas of in and self-regulation to ensur growth between the 2012-2	ate lentry  Student Success  Technology & SHSM Coordinator  Experiential Learning Officer  Superintendents  Principals  dents in itiative e	OnSIS Data  Trillium Data	
coop placements in SHSM major sector areas  Explore creative options for coop	Community Partners School council	Increase the grade 11 participation rate by:  • Gr 11 classroom presentations	reporting periods  Superintendent and principal monitor achievement of lea		→ → → →	

program delivery, i.e. after school	Parish	Promotion through grade 11	skills and work habits, class and	$\downarrow$	$\downarrow$
and weekend coop		teachers	learner profiles↓	$\downarrow$	$\downarrow$
<ul> <li>Schools will provide a number of</li> </ul>	Professional Learning	<ul> <li>SHSM presentation at staff</li> </ul>		$\downarrow$	↓
coop sections that reflects	i roressional Learning	meetings - all schools	$\downarrow$	$\downarrow$	↓
student requests	\( \psi \)	Computer login screens	$\downarrow$	$\downarrow$	
	•	Incorporation of SHSM	$\downarrow$	, i	
Educate and nurture hope in all learners	↓	module in Careers studies	$\downarrow$	<u></u>	
to realize their full potential to	<b>\\</b>	courses	$\downarrow$	, i	
transform God's world, through the	↓	Courses	$\downarrow$	1	
following:	<b>\\</b>	Utilize SHSM school leads, teams	$\downarrow$	, i	
Tenowing.	↓	and guidance to increase awareness	<b>\</b>	J.	l j
	↓			\.\.	
Self-reflection activities, knowing	↓	of requirements for SHSM and	<b>1</b>	, i.	<del> </del>   . .
_	↓	support students	J.	<b>*</b>	¥
self that make explicit the	↓	i coucha I I i	j.	T.	
connection to the learning skills	↓	Incorporation of SHSM module in	Ţ,	<b>*</b>   1	*
and work habits:	↓	Careers studies courses		<b>Y</b>	
<ul> <li>focus on a personal interest and</li> </ul>	↓ ↓		J,	) •	
learning style inventories	↓	Presentation to all guidance heads	J.	\[ \psi \]	
	↓	a	1	<b>Y</b>	
Goal setting	↓ ↓	Bi-monthly meetings with SHSM	l 💃	<u> </u>	\( \psi \)
Contactual languing according	↓	leads to set and review SHSM	, in the second	<u> </u>	\( \psi \)
Contextual learning experiences and	↓	related action items		<u> </u>	\( \psi \)
opportunities:	↓		4.	<u> </u>	\( \psi \)
	↓	School team teachers will follow up		<u> </u>	\( \psi \)
Career days	↓	with SHSM students re progress	T T	<u> </u>	\( \psi \)
<ul> <li>Career cruising</li> </ul>	↓	reports	<b>Y</b>	<u> </u>	\( \psi \)
Pathways Activities (Gr. 6-8)	$\downarrow$		<b>*</b>	<b>\undersigned</b>	•
<ul> <li>Course selcat5ion information</li> </ul>	↓	Guidance will work to ensure	<u> </u>	<u> </u>	•
	↓ ↓	proper course selections by SHSM	1	<b>\undersigned</b>	•
evenings	↓	students	1	<b>\psi</b>	•
Guidance visits to elementary	↓		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	↓	•
school	↓	Staff meetings	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	<b>\psi</b>	•
Career fairs			<u> </u>	<b>\\</b>	•
Guest speaking including Skills	↓	SHSM presentation at a staff	<u>*</u>	<del> </del>	•
	↓	meeting in each school explaining	\ \frac{\psi}{1}	<del> </del>	•
Canada	Į į	SHSM initiative and appealing for	\( \psi \)	↓	↓
Chille communication on 5 C. Leas Le	j	teacher support	<u> </u>	↓	↓
Skills completion ex. E.G. , Lego League,			<del> </del>	↓	↓
Skills Canada	l v	Careers classes - SHSM on line	<del> </del>	↓	↓
		module is available for Career	<u> </u>	↓	↓
Effective use of data to ensure precision	\( \psi \)	Studies teachers to use with their	<u> </u>	↓	↓
and planning for student and school	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	classes.	<u> </u>	↓	↓
improvement	l ↓		↓	$\downarrow$	↓
	<b>*</b>	Career interest inventory tests	↓	$\downarrow$	↓
	<u> </u>	<i>,</i>	<u> </u>	<u> </u>	<u>.                                    </u>

$\downarrow$	highlighting employment sectors	$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$	will be used in all grade 10 Career	$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$	Studies classes	$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$		$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$	Activities and resources to address	$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$	skills, abilities, strength, needs,	$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$	aptitude, learning styles and	$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$	interest of all students	$\downarrow$	$\downarrow$	$\downarrow$
$\downarrow$		$\downarrow$		

