NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

K-12 BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT
2011-2012

Revised November 2011
The Nipissing-Parry Sound Catholic District School Board has the responsibility, as do all boards of the Province of Ontario, to promote academic excellence by providing quality educational programs and services. The distinctiveness of this Board, like all Catholic school boards, is derived from its added responsibility to integrate and proclaim God’s love as committed witnesses and guides in the multi-faceted life of its schools. Central to Board improvement planning are our vision, mission and core principles and values. These provide the framework for all decision making and guide our actions on a daily basis.

OUR VISION STATEMENT – Rooted in Faith Alive in Spirit

OUR MISSION STATEMENT

As a faith community, we provide learning opportunities that inspire, nurture and celebrate each learner’s journey to:

- Reach their full potential.
- Be a contributing member of society.
- Live the richness of their faith.
- Embrace lifelong learning.
The Board Improvement Planning Team is comprised of Secondary and Elementary Teachers, Vice- Principals, Principals, Curriculum Leads, Pathways for Student Success Program Principal, Program Staff, Superintendents of Education, the Director of Education and the Board of Trustees. Together they contribute to the Board Improvement Plan to improve learning and achievement for all students. The process begins by reviewing and analyzing available data including EQAO, DRA, CASI, Report Card, CAT 3, student attitudinal surveys, credit accumulation, pass rates, attendance and suspension data to determine trends in achievement, identify areas of strength and need and to establish the Board priorities for improvement. With a focus on student learning for all, the team in consultation with school and board staff establishes SMART goals for improving student achievement in numeracy, literacy, pathways and catholic graduate formation (community, culture & caring). Together they establish the timelines, resources, responsibilities and most importantly, a process for monitoring Board progress in achieving the identified goals. Critical to the planning process has been the involvement of the various stakeholder groups in establishing the goals for the system-wide improvement plan. The Board Plan for Improvement identifies four focus areas which are critical to sustaining improved student learning: catholic graduate formation, literacy, numeracy and pathways.

In preparing the Board action plan for improving student learning and achievements, the Literacy and Numeracy Secretariat's K to 12 School Effectiveness Framework is utilized to identify the strengths and needs, select high yield strategies and plan effectively for the ongoing monitoring of the SMART Goals identified in the 2011-2012 Board Improvement Plan for Student Achievement.
A) In completing the plan the following data has been considered in our needs assessment:
- previous Board EQAO achievements;
- the 2010-2011 Board Plan for improvement;
- other student achievement data such as Report Cards, DRA, CASI, CAT3 scores, student attitudinal surveys, credit accumulation, pass rate, attendance and suspension data;
- feedback received from stakeholders;
- district review SEF trends;
- School Effectiveness Framework School Self Assessment Data;
- School target setting and improvement planning.

B) In completing the plan the following process has been undertaken (Figure 1):

C) The following outlines the steps taken:

Step 1
The Improvement Planning Team meets in January, May/June and September to accomplish the following:

- Review and identify the performance targets;
- Analyze multiple sources of data;
- Identify strengths and needs;
- Establish SMART goals;
- Revise the improvement plan.

Step 2
The Improvement Plan is shared in the fall with teachers, school support staff, parents and the community through the Principal and the Board website to ensure that it reflects the needs of our staff and of our students and that it informs the work at the school level.

Step 3
The Board Improvement Plan is used by each school in informing their School Improvement Planning process.

Step 4
The Board Improvement Plan is reviewed quarterly at the system curriculum team meetings and modified as appropriate. It is also reviewed at the January Leadership Team Professional Learning meeting.
2010-2011 BOARD IMPROVEMENT PLANNING TIMELINE

May-June
Review achievement data and revise BIP

September
Analyze 2011-2012 EQAO results and modify BIP

September to May
Monitor achievement of SMART Goals and make necessary changes and modifications

BOARD 2011-2012 BELIEF STATEMENTS ABOUT LEARNING
(revised September 2011)

1. We believe that all teaching and learning must be ‘Rooted in Faith’ and ‘Alive in Spirit’.
2. Given sufficient time and support, every child can reach their full potential to read, write and become mathematically literate.
3. All staff and students possess unique talents to make a difference.
4. Professional learning and collaboration are an ongoing and fundamental component of continuous improvement.
5. High expectations are essential for the whole school community.
6. Schools and classes must reflect the 21st century learner.
7. School and Board Improvement Plans must be specific, strategic and focused on improving student learning and achievement in all areas – spiritual, intellectual, emotional and physical.
8. A whole school and community approach is critical to improved student learning.
### BOARD EQAO ASSESSMENT DATA OVER TIME

#### BOARD EQAO ASSESSMENT RESULTS IN LITERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Province</th>
<th>Board</th>
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<th>Board</th>
<th>Successful Completion</th>
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<tbody>
<tr>
<td>2006-2007</td>
<td>62%</td>
<td>57%</td>
<td>64%</td>
<td>50%</td>
<td>64%</td>
<td>66%</td>
<td>61%</td>
<td>54%</td>
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<td>79%</td>
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<tr>
<td>2007-2008</td>
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<td>67%</td>
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<td>2008-2009</td>
<td>61%</td>
<td>67%</td>
<td>68%</td>
<td>79%</td>
<td>69%</td>
<td>63%</td>
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<tr>
<td>2009-2010</td>
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<td>66%</td>
<td>72%</td>
<td>65%</td>
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<tr>
<td>2010-2011</td>
<td>65%</td>
<td>57%</td>
<td>73%</td>
<td>69%</td>
<td>74%</td>
<td>66%</td>
<td>73%</td>
<td>66%</td>
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#### BOARD EQAO ASSESSMENT RESULTS IN NUMERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Province</th>
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<td>81%</td>
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<tr>
<td>2007-2008</td>
<td>68%</td>
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<td>53%</td>
<td>75%</td>
<td>79%</td>
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<tr>
<td>2008-2009</td>
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<td>78%</td>
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<tr>
<td>2009-2010</td>
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<td>40%</td>
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<tr>
<td>2010-2011</td>
<td>69%</td>
<td>68%</td>
<td>58%</td>
<td>48%</td>
<td>83%</td>
<td>74%</td>
<td>42%</td>
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#### BOARD GRADE 6 EQAO ASSESSMENT RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

<table>
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<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
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<th>Writing</th>
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<td>2006-2007</td>
<td>34%</td>
<td>15%</td>
<td>29%</td>
<td>24%</td>
<td>17%</td>
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<td>2007-2008</td>
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<td>37%</td>
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<td>2008-2009</td>
<td>37%</td>
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<td>24%</td>
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<tr>
<td>2009-2010</td>
<td>46%</td>
<td>48%</td>
<td>39%</td>
<td>34%</td>
<td>31%</td>
<td>23%</td>
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<tr>
<td>2010-2011</td>
<td>39%</td>
<td>43%</td>
<td>21%</td>
<td>36%</td>
<td>36%</td>
<td>20%</td>
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### BOARD GRADE 3 EQAO ASSESSMENT RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

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<thead>
<tr>
<th>Year</th>
<th>Board</th>
<th>Province</th>
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<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>2006-2007</td>
<td>42%</td>
<td>18%</td>
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<td>2007-2008</td>
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<td>57%</td>
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<tr>
<td>2008-2009</td>
<td>56%</td>
<td>76%</td>
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<tr>
<td>2009-2010</td>
<td>45%</td>
<td>62%</td>
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<tr>
<td>2010-2011</td>
<td>36%</td>
<td>61%</td>
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### GRADE 9 AND GRADE 10 RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

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<th>Year</th>
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<tr>
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<td>Mathematis</td>
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<td>Applied Mathematics</td>
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<td>2006-2007</td>
<td>43%</td>
<td>28%</td>
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<tr>
<td>2007-2008</td>
<td>90%</td>
<td>57%</td>
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<td>2008-2009</td>
<td>33%</td>
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<tr>
<td>2009-2010</td>
<td>33%</td>
<td>30%</td>
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<tr>
<td>2010-2011</td>
<td>50%</td>
<td>47%</td>
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### SECONDARY CREDIT ACCUMULATION DATA: 8 OR MORE CREDITS

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<th>Year</th>
<th>Board</th>
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<tr>
<td></td>
<td>Grade 9</td>
<td>Grade 9</td>
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<tr>
<td>2007-2008</td>
<td>67.9%</td>
<td>2008-2009</td>
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<td>2008-2009</td>
<td>85%</td>
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<td>2009-2010</td>
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<td>2010-2011</td>
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<tr>
<td>2010-2011</td>
<td>79.8%</td>
<td>2007-2008</td>
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<tr>
<td>2008-2009</td>
<td>81.8%</td>
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### SECONDARY CREDIT ACCUMULATION DATA: 16 OR MORE CREDITS

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<th>Year</th>
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<tr>
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<td>Grade 10</td>
<td>Grade 10</td>
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<tr>
<td>2007-2008</td>
<td>69.7%</td>
<td>2008-2009</td>
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<tr>
<td>2008-2009</td>
<td>76.9%</td>
<td>2009-2010</td>
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<tr>
<td>2009-2010</td>
<td>79%</td>
<td>2010-2011</td>
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<tr>
<td>2010-2011</td>
<td>71.2%</td>
<td>2007-2008</td>
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<td>2009-2010</td>
<td>72.6%</td>
<td>2008-2009</td>
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</table>
GOAL: Catholic Graduate Formation (Community, Culture, Caring)

By June 2012, 100% of students will work towards meeting the Catholic Graduate Expectation of becoming a discerning believer by participating in daily Catholic instruction, prayers, activities, and celebrations, daily lesson plans, student outreach and social justice activities as measured by report card data and school surveys as discussed in the Ontario Catholic Graduate Expectations.

Plan Design and Implementation Strategies

Research Based Strategies

- Instruction in Religious Education in Gr. 1-6 for 30 minutes 4x a week and in Family Life Education in Gr. 1-8 for 30 minutes 1 day a week
- The teaching and the integration of the virtues in daily classroom practice and school life
- Increase student engagement through student retreats and opportunities for community outreach
- Integration of character education and anti-bullying programs K-12
- School participation in student led 'Speak Up' projects.
- Board to support additional projects through SSL Tribes in various classrooms throughout the system
- Progressive discipline in place including Restorative Justice

Resources

- Born of the Spirit
- Catechetical series Gr. 1-6, We Are Strong Together
- Catechetical series Gr. 7-8 and Religion programs Gr. 9-12
- Fully Alive Family Life Program Gr. 1-8
- Faith Ambassadors
- Board Chaplain
- Catholic Graduate Expectations
- Faith and Spiritual Development committee
- NOCCC resources include virtues resource linked to literacy
- Character Education ministry document
- Virtues education resources (e.g., PVNC)
- Field trip opportunities
- Anti-bullying programs
- Web resources for Student Success Team
- Rainbows Program
- School climate surveys
- Student exit surveys Gr. 8 and 12
- Tribes training
- ROCCC retreats

Professional Learning

- Principal faith retreat once a year
- School-based Faith Day once a year
- When Faith Meets Pedagogy conference
- Religious Education AQ courses for teachers
- Faith Ambassadors representing each school gather to plan school and system adult faith activities
- Development of Curriculum units and TLC focused on Catholic Virtues as the 'Big Ideas'
- Equity/Inclusive Education Strategy Policy Development & Implementation Professional development opportunities for teachers and support staff in the area of character education and anti-bullying programs (Safe Schools, equity training)
- Cross-panel collaboration for supporting and monitoring student progress (student success team, Grade 7 to 9 transition teams)
- Aboriginal Awareness Education Retreat
- Student Success Team networking with other Boards and Ministry
- Aboriginal Education Projects: Keeping the Spirit Alive
- Aboriginal Student Mentorship & Leadership Development

Parental/Community Engagement

- Parents as Partners Learning Together series
- Invitation extended to parents to celebrate school masses/paraliturgical services and classroom/school celebrations
- Board newsletters include a focus on faith development
- Catholic School Advisory Committee assists in strengthening home-school-parish triad
- Promote our Catholic schools in the community
- School Newsletters and School Board Website are used to communicate and focus on faith development
- Representative of parish on CSAC
- Enhance parental communication about sacramental preparation celebration through newsletters, announcements in Board newsletter
- Board implementation of Ontario First Nation, Mi'kmaq and Inuit Policy Framework and Voluntary Self-Identification Policy
- Print material for home including outline of acceptable activities for 40 hour community service
- Aboriginal Student Mentorship & Leadership Development

Responsibility for Implementation

- Principals
- Catholic Curriculum Coordinators
- Teachers
- Board Chaplain
- Secondary Faith Animator
- CRTs
- Parish priests
- Faith Ambassadors
- Student Success Team
- Superintendents of Education
- Educational Assistants
- Religion Curriculum Leads
- AQ Course Director

Indicators of Success

- Student participation in retreats
- Daily prayer is observed in all schools
- Schools display visible signs of our Catholic faith including interactive prayer centres established in all elementary classrooms and in many secondary classrooms
- Day plans reflect cross-curricular integration of Religion and Family Life
- A reduction in violent incidents/expulsions and suspensions
- Charity work increased (Holy Childhood/Terry Fox Run)
- Student and staff participate in masses/celebrations/parish visits
- All SIPs contain a goal focused on community, culture and caring
- Students report feeling safe, respected and valued in our schools
- Schools meet with the parish community
- Focus on Catholic virtues is evident in the school
- Students engage in community outreach programs
- Secondary students obtain their Religious education credit for each year of secondary
- Report card data Gr. 1-8 reflects that at least 80% of students receive a rating of excellent, good or satisfactory for cooperation with others and teamwork, and 80% on teamwork for secondary students
- Board has developed the Ontario Equity and Inclusive Education Strategy policy and has begun implementation through policy review and in-service of all staff
- Safe School Team established in each school
- Climate survey sent out in Sept. 2011

Monitoring Strategy

- By October of each year, Principal/Senior Administration Team review classroom timetables to ensure that a 30 minute block is included for Religion 4 times a week and Family Life 1 day a week
- Principals conduct walkthroughs to ensure the grade appropriate themes of the Born of the Spirit Catechetical Series, We Are Strong Together and the Fully Alive Family Life Program
- Director and Senior Administration team will monitor the progress toward this particular SMART Goal by examining and reporting
- # suspensions
- # community outreach and charity activities
- # masses/celebrations/parish visits
- student retreats
- Superintendent of Education will meet with principals at the school visit in the Fall and Spring to monitor the achievement of the goals as defined in the School Improvement Plan
- Track social justice events held in schools
- Review results of school climate surveys
- Track bullying incidents using OnSiS
- Monitoring of the Director of Education by the Board of Trustees on the achievement of ENDS #1 Students develop their Catholic faith which serves as a strong foundation in making informed moral decisions at the April or May Board meeting
- Schools engage in focused discussion to further develop school culture based on CGE (gull day planned April 2012)
By the end of June 2012, to increase reading and writing competencies for all students as indicated on report card, secondary mark distribution and credit accumulation data, and improve student achievements at a level at or above the provincial targets in reading and writing as indicated on the Grade 3 and 6 EQAO assessment and OSSLT.

GOAL: LITERACY

**Reading:**
- To increase Reading for Grade 3 from 57% to 62%; in Grade 6 from 66% to 72% as measured by EQAO.
- To increase writing for Grade 3 from 69% to 75% and in Grade 6 increase writing for all students from 66% to 75% as measured by EQAO.

**OSSLT:**
- 2012 OSSLT success rate will improve from 84% to 87%.

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**Plan Design and Implementation Strategies**

<table>
<thead>
<tr>
<th>Research Based Strategies</th>
<th>Resources</th>
<th>Professional Learning</th>
<th>Parental/Community Engagement</th>
<th>Responsibility for Implementation</th>
<th>Monitoring Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using the Gradual Release of Responsibility Model</td>
<td>- Ontario curriculum</td>
<td>- School Leadership capacity building</td>
<td>- Board website resources</td>
<td>- Principals</td>
<td></td>
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<tr>
<td>- Modeling</td>
<td>- Variety of rich fiction and non-fiction texts that engage students</td>
<td>with a focus on balanced literacy, oral language, higher order thinking and on how to use assessment data to inform instruction</td>
<td>CSAC evenings and workshops</td>
<td>School academic staff</td>
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<tr>
<td>- shared practice</td>
<td>- Bloom’s Taxonomy</td>
<td>School based Improvement Plans and strategies shared with school CSACs, SEAC, PIC</td>
<td>Board/School Improvement Plans and strategies shared with school CSACs, SEAC, PIC</td>
<td>School support staff</td>
<td></td>
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<tr>
<td>- guided practice</td>
<td>- Tracking Board/Data Walls</td>
<td>Literacy Partners working in classrooms with teachers (job embedded) Focus – Balanced Literacy</td>
<td>Board Special Education</td>
<td>Special Education Team</td>
<td></td>
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<tr>
<td>- independent practice</td>
<td>- High quality read-alouds &amp; shared reading. CASI reflect cultural diversity inclusive of Aboriginal Perspectives</td>
<td>School based release for CPLC work focused on school SMART Goal implementation</td>
<td>Curriculum Team</td>
<td>Board Curriculum Team</td>
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<tr>
<td>- Ongoing assessment and specific, timely focused student feedback and student self-assessment</td>
<td>- The Guides to Effective Instruction</td>
<td>Continue to implement TLCP in all elementary schools</td>
<td>Student Success Team</td>
<td>Special Assignment Teacher – Library</td>
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<tr>
<td>- Higher level task design evident in classrooms</td>
<td>- Learning for All K to 12 document</td>
<td>Monthly Literacy Partner Capacity</td>
<td>Secondary Curriculum Leads</td>
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<tr>
<td>- Teacher moderation</td>
<td>- Differentiated Instruction Ministry Resources</td>
<td>Building sessions</td>
<td>Student Success Team</td>
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<tr>
<td>- Differentiated Instruction</td>
<td>- Board assessment and reporting cycle K-8 (Planning for Successful Instruction)</td>
<td>Regular and focused professional development opportunities for new teachers through the NTIP focused NTIP plans and action research projects</td>
<td>Literacy Partners</td>
<td></td>
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<tr>
<td>- Integration of assistive technology (i.e., AlphaSmart, Kurzweil, mobile labs, SMART Boards)</td>
<td>- Staff Portal</td>
<td>Leading Student Achievement: Our Principal Purpose: Principal Learning Team Phase VII</td>
<td>NTIP Special Assignment Teacher</td>
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<tr>
<td>- Strategies to engage all learners (technology, non-fiction, hands-on learning)</td>
<td>- Growing Success document</td>
<td>Support secondary Curriculum Leads in determining writing activities that align with subject specific curriculum and CEFR (FSL)</td>
<td>SWS Teacher</td>
<td></td>
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<tr>
<td>- Administer OSSLT pre-test to identify gaps in student learning</td>
<td>- CASI/DIRA as monthly monitoring tool</td>
<td>Teacher moderation opportunities</td>
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<tr>
<td>- Critical thinking strategies are explicitly modeled</td>
<td>- LNS website</td>
<td>Schools in the Middle network PLCs with a focus on the Instructional Core Deepen understanding of CEFR (Core, Extended, EFI)</td>
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<tr>
<td>- Implementation of measurable/observable IEP goals based on assessment data</td>
<td>- SMART Board Technology</td>
<td>CRT PD sessions</td>
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<tr>
<td>- Red flagging of at-risk students and setting learning targets for them</td>
<td>- LNS DVDs and webcasts</td>
<td>BMST Training PNC</td>
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**Monitoring Strategy**

- Balanced literacy framework evident in daily and long range plans and observable through class visits.
- Accommodations and modification in the IEP are student specific.
- Explicit teacher feedback inclusive of strengths and next steps is evident in student work (success criteria).
- Students use higher order thinking to complete meaningful open-ended tasks as evidenced in student work.
- Formative assessment informs next steps for instruction as evidenced in teacher daily plans and in student work.
- Teachers use EQAO questions in their instruction with a focus on a higher level thinking and the application of Bloom’s Taxonomy
- Improved student achievement as demonstrated through the collection, disaggregation and interpretation of data throughout the year
- Anchor charts reflecting the comprehensive strategies are co-created by teachers and students
- Evidence of student work are displayed prominently in the classroom and the school
- Use of mentor texts is evident in all elementary classrooms.
- The implementation of the gradual release of responsibility model is evident in all classrooms
- Classroom and school libraries, book rooms include a wide variety of texts
- Credit accumulation and mark distribution data improves over time
- The needs of Gr. 9 students are addressed to ensure success as indicated by attendance and grade distribution
- Students have knowledge and skills appropriate to their age and learning ability, to reach their full potential at the February 2011 Board meeting
- Secondary leadership team monitors results at key intervals (mid term and end of term for each year)
- Monthly secondary curriculum lead meetings to act as check
<table>
<thead>
<tr>
<th>Research Based Strategies</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>monitoring tool</td>
<td>newsletters</td>
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<td>EFI student retention</td>
<td>points</td>
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<td></td>
<td>Reading/writing frameworks</td>
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<td></td>
<td>Improvement on performance levels on writing and reading activities in all subjects</td>
<td>Secondary student success team meets weekly to monitor progress of students at-risk</td>
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<td></td>
<td>Aboriginal Perspectives Teacher’s Toolkit and resource bin in every school</td>
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<td>Mid-year progress review (January) with school leadership teams</td>
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<td>Literacy kits</td>
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<td>Mid-year progress review facilitated by the Secretariat (January 2011)</td>
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<td></td>
<td>EQAO support resources</td>
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<td>Focus on oral language (accountable task)</td>
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<td>Phonological awareness kits</td>
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<td>Fontas &amp; Pinnel Assessment</td>
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</table>
**GOAL: NUMERACY**

By June 2012, to improve numeracy knowledge and understanding (KU), application (AP) and thinking (PS) competencies with a particular focus on number sense and numeration for all students and improve student achievement as measured by EQAO, report card data, credit accumulation and secondary pass rates to a level at or above the provincial targets in numeracy.

**Target – Numeracy**

73% of Grade 3 students achieving level 3 and 4 from 68% in 2010-2011 and 60% of Grade 6 students achieving level 3 and 4 from 48% in 2010-2011 on the EQAO assessment.

EQAO results for Grade 9 students in Applied Mathematics will increase to 60% from 54% in 2010-2011.

EQAO results for Grade 9 students in Academic Mathematics will increase to 85% from 74% in 2010-2011.

Pass rate data for Mathematics will improve by 5% in all Grade 9 and 10 classes. Data for 10/11 indicates that 92% of Grade 9 students and 86% of Grade 10 students obtained their Applied Mathematics credit, 97% of Grade 9 students and 92% of Grade 10 students obtained their Academic Mathematics credit.

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### Plan Design and Implementation Strategies

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<thead>
<tr>
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<tbody>
<tr>
<td>Balanced Program</td>
<td>Nelson/Chenelière/Duval Mathematics program</td>
<td>PLCs focus on numeracy instruction (using guides as core resources)</td>
<td>Nelson website for parents and students</td>
<td>Principals</td>
<td>Improved student achievement demonstrated through the collection, disaggregation and interpretation of data throughout the year.</td>
</tr>
<tr>
<td>Modeling</td>
<td>Expert Panel Reports</td>
<td>Teacher moderation and collaboration over student mathematics work samples</td>
<td>Teachers</td>
<td>EQAO</td>
<td>CAT3</td>
</tr>
<tr>
<td>shared practice</td>
<td>Guide to Effective instruction in Math K-6</td>
<td>EQAO in-service for Primary &amp; Junior Division teachers and leadership teams</td>
<td>Numeracy Team</td>
<td>Report card data</td>
<td>LDAO</td>
</tr>
<tr>
<td>guided practice</td>
<td>Revised ‘Learning for All K-12’</td>
<td>Target professional development for Junior teachers on effective Math instruction including Differentiated Instruction and the use of manipulatives</td>
<td>CRT</td>
<td>EQAO sample questions</td>
<td>Credit accumulation</td>
</tr>
<tr>
<td>independent practice</td>
<td>Math Manipulatives</td>
<td>Provisions for Gr. 7 to 12 teacher collaboration on a regular basis – moderated by members of Numeracy Committee</td>
<td>Math teachers and Math Curriculum Lead</td>
<td>Anchor charts reflecting the problem solving process are co-created by teachers and students.</td>
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<tr>
<td>Ongoing assessment</td>
<td>Technology (Staff portal numeracy)</td>
<td>Job-embedded PD with numeracy coaches Gr. 3 to 10</td>
<td>Student Success Team</td>
<td>Evidence of student work displayed prominently in the classroom and the school.</td>
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<tr>
<td>and specific, timely feedback</td>
<td>NERS (e-Learning)</td>
<td>CAT3</td>
<td>Numeracy Partners (Grades 3 to 6 and 7 to 10)</td>
<td>Evidence of the implementation of the gradual release of responsibility model, three-part lesson, DI, use of manipulatives and integration of technology.</td>
<td></td>
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<tr>
<td>The integration of three-part problem solving based activities which include strategies such as BANSCHO</td>
<td>LNS webcasts and resources, Mathematics instruction</td>
<td>Continuum of Expectations resource</td>
<td>Math help coordinator</td>
<td>Accommodations and modifications in the IEP are student specific.</td>
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<tr>
<td>Utilize &amp; integrate manipulatives &amp; technology where appropriate</td>
<td>Anchor charts</td>
<td>CAT3</td>
<td></td>
<td>Explicit teacher feedback inclusive of next steps is evident in student work.</td>
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<tr>
<td>Teacher moderation</td>
<td>Board developed EQAO binder &amp; resources</td>
<td>Board developed Gr. 7 to 9</td>
<td>Principals</td>
<td>Students' use of higher order thinking is reflected in student Mathematics responses</td>
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<tr>
<td>Teaching for conceptual understanding (in-depth learning, attention to developmental continua) through questioning and rich culminating assessments using manipulatives</td>
<td>Board developed Gr. 7 to 9</td>
<td>CAT3</td>
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<tr>
<td>Establishing classroom math-talk learning communities and planning</td>
<td>Continuum of Expectations resource</td>
<td>Mathematical Continuum (Gr. 3-6 and 7 to 10)</td>
<td>Math help coordinator</td>
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<tr>
<td>Application of scaffolded and differentiated instruction for gains in Mathematics learning for all students (universal design) Implementation of TIPS framework (7 to 10)</td>
<td>Dr. Small book: Big Ideas by Dr. Small</td>
<td>Utilizing the lesson study/co-teaching method new schools will collaborate in networks three times throughout the year (Nov-June)</td>
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### Monitoring Strategy

**Indicators of Success**

- Improved student achievement demonstrated through the collection, disaggregation and interpretation of data throughout the year.
- EQAO
- CAT3
- Report card data
- LDAO
- EQAO sample questions
- Credit accumulation
- Anchor charts reflecting the problem solving process are co-created by teachers and students.
- Evidence of student work displayed prominently in the classroom and the school.
- Evidence of the implementation of the gradual release of responsibility model, three-part lesson, DI, use of manipulatives and integration of technology.
- Accommodations and modifications in the IEP are student specific.
- Explicit teacher feedback inclusive of next steps is evident in student work.
- Students' use of higher order thinking is reflected in student Mathematics responses.

**Monitoring**

- Principals and curriculum team monitor school level data and engage in analysis of data to determine patterns, trends and next steps (Sept/Jan/May).
- Elementary Principals visit each classroom a minimum of once per month.
- Superintendent of Education school visits twice yearly (Fall and Spring) to review SIP implementation and monitor programs.
- Curriculum Team analysis of system data quarterly November/January/April and June.
- Student mathematics performance task samples are reviewed and discussed at January principals' meeting to celebrate success and plan for next steps.
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<td>· Develop Math questioning strategies</td>
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<td>· Student self-assessment and self-monitoring</td>
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</table>

have knowledge... at the Board meeting.
The percentage of secondary students who obtain their compulsory Career Studies credit in Grade 10 continues to meet or exceed the target rate of 85%. Career Studies teaches students how to develop and achieve goals in education and work and contribute to their communities. Results for 2010-2011 indicate that 98% of students in 2010-2011 obtained their GOAL: PATHWAYS credit. The percentage of Grade 11 and 12 secondary students who enroll in Co-Operative Education and OYAP increases by 3% by June 2011. Of these students, the percentage of students who obtain their credits continues to meet or exceed 85%.

Plan Design and Implementation Strategies

### Research Based Strategies
- Students, parents and teachers know the full range of pathways, program options and supports that are available
- Students and teachers access the various program options and supports available to them
- Student have opportunities to build on in-school and out of school experiences, activities and personal interests to learn more about their full potential, their learning styles and interests and to set appropriate goals
- Teachers provide opportunities for students to set goals through the Coaching Youth for Success model where available and through teacher/ student conference opportunities
- Students are exposed to a variety of hands-on learning opportunities
- Teachers model for students and provide opportunities for self-reflection and analysis of work

### Resources
- Community agencies, partners, businesses
- Community colleges and universities
- Board pamphlets and flyers
- Websites
- Choices Into Action
- Resources, community agencies/partners
- Career cruising software
- Special Education departments
- OYAP/COOP programs
- High Skills Major program offerings
- Career Curriculum
- Dual credit opportunities
- Credit monitoring template
- Tracking board
- Credit recovery sections (8)
- Assignment recovery centre
- Taking Stock Report (EDU)
- Coaching Youth for Success
- Growing Success document
- Clickforsuccess.ca

### Professional Learning
- Provide teachers and principals with in-service opportunities focused on identifying student learning styles, interests, abilities, needs and goals in all grades
- Develop teacher awareness of the various career pathways, programs and support available for students K to 12
- Hold CPLC meetings with Gr. 8 and 9 teachers to strengthen transition Aboriginal student mentorship and leadership project to engage teachers in developing an awareness of possible career options
- Subject-specific professional learning for instructional continuity from grade to grade (Gr. 7-10)
- Training in the Coaching Youth for Success program

### Parental/Community Engagement
- Ongoing communication with parents through parent-teacher interviews, reporting to parents sessions, website, home communication (report card, mid-year progress report) and Board developed flyers
- Parent symposium
- Career fairs and college and university information sessions
- Regular CSAC meetings
- YES Employment Centre
- Parent information night
- Clickforsuccess.ca

### Responsibility for Implementation
- Teachers
- Principal
- OYAP and COOP Coordinators
- Student Success Leader
- Curriculum Team
- Student Success Team
- Special Education Departments
- Curriculum Leads
- Guidance Counsellors
- ACE staff
- Curriculum Lead (Student Success)
- Elementary and secondary administrators
- Superintendent of Education
- Coaching Youth for Success training
- Student Support Leadership Committee

### Indicators of Success
- Students are engaged in a variety of authentic classroom activities that address the various learning styles (DI implementation in all classrooms)
- Student learning style and interest surveys are used to plan opportunities for students
- The number of students enrolled in OYAP, COOP and High Skills Major programs increases by 3% in 2011-2012
- Career fairs/activities are available in schools
- An increase in the return rate of the third page of the elementary report card
- The percentage of students successfully completing the Gr. 10 career studies course continues to meet the 85% target
- Decrease number of students who leave secondary school before graduation
- Increased credit accumulation
- Choices Into Action implemented in schools
- Student skills in goal setting improves over time in each school site as demonstrated by report card data
- Enhanced ability to monitor and track students and provide a team approach to student advocacy and support
- 7 to 12 Students’ action plans reflect a breadth of interventions and enablers to graduation

### Monitoring Strategy
- Secondary credit accumulation data will be monitored by Principal, student success team and curriculum team 4x per year (September/October/ January/April)
- Completion and implementation of the IEP will be monitored by the Principal
- Principals will review long range plans in October to ensure they include authentic experiences and experiential learning opportunities
- Student Success Leader will monitor:
  - the progress of weekly Student Success Team meetings
  - deliverables in place for students, especially those at-risk
  - coordination of shared responsibility for students
  - effectiveness of Student Success Team in improving student achievement
- Goal setting data will be monitored 2x per year
- Coaching Youth for Success will be monitored through SSL Committee

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[13]