



BOARD IMPROVEMENT PLAN 2008-2009

January 12, 2009

Mission Statement

“To serve the Catholic student in a community that nurtures a living faith and provides a quality Catholic education that enables the individual to become a contributing member of the Church and Society.”

Board Improvement Planning Steering Committee

Name

Role

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Director of Education

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Superintendent of Education

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PART 1

**BOARD PLAN FOR IMPLEMENTING STRATEGIC PRIORITIES
2008-2009**

STRATEGIC PRIORITY – LEARNING

The London District Catholic School Board will ensure high levels of learning and success for every student within inclusive Catholic learning communities

STRATEGY: To promote the concept of school as inclusive Catholic learning communities under the leadership of the school principal

AREA OF FOCUS: Safe and Healthy Schools

SMART GOAL By June 2009, baseline data has been gathered on the degree to which a safe, caring, inclusive Christ-centred learning environment is evident in all schools.

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Provide each school with indicators of a Christ-centred learning environment Determine baseline data on the degree to which individual schools represent a Christ-centred learning environment based on the document, ‘Learning With Faith: Our Roman Catholic School Identity’ Provide integrated PD opportunities for Learning for All and related Core Beliefs to nurture and support inclusion and achievement for a diverse student population Implement a comprehensive professional development and training plan	“Learning With Faith: Our Roman Catholic School Identity” Catholic School Effectiveness Framework Learning for All Ministry Resources Assessment for Learning & Achievement ESL – Many Roots, Many Voices Presentations by Expert Presenters Program PD Coaching to Inclusion	All schools have discerned their status for the indicators contained in the document, ‘Learning With Faith: Our Roman Catholic School Identity’ Religious Education is identified, integrated and alive in all classroom timetables and pedagogy. Participants have further developed their skills, attitudes & strategies to support a diverse student population IEPS include diverse strategies, measurable goals and align with the Ministry standard The plan has been implemented, monitored and evaluated Participants attended conferences, apply new learning to the classroom	January 2009 June 2009 May 2009 June 2009	Program Department Principals Program Department and Principals Program Department	Analyze trends based on status of indicators in schools Conduct surveys and consultations with parents through Catholic District School Council Surveys IEP Audit District Review of Schools Data Analysis of Provincial and Board Achievement.

<p>Create a written Progressive Discipline Resource for all schools.</p> <p>Develop a Training Strategy.</p> <p>Develop and implement a Communication Strategy for parents</p>	<p>Conference</p> <p>Abilities First Conference</p> <p>ERGO Conference</p> <p>Annual Accessibility Plan</p> <p>Student Support Leadership Initiative</p> <p>Safe Schools Funding</p>	<p>Committees reviewed stages of student transitions</p> <p>Secondary schools hosted Pathway Fairs during the school year.</p> <p>Transition Data program developed and shared with partnership groups, including demographic student data on anticipated graduation year, student support level and pathway selection</p> <p>Partnership established with Community agencies, college and universities</p> <p>There are clearly defined transition protocols for grade to grade, school to school and post secondary pathways</p> <p>Publication of Progressive Discipline Resource</p> <p>Reduced number of overall suspensions. Reduced number of long term suspensions.</p> <p>Principals, teachers, EAs have developed their knowledge and understanding and skill in implementing a Progressive Discipline approach.</p> <p>Through school newsletters, inserts, Spotlight articles Parents have been made aware of the essential components of Progressive Discipline and will be partners in the process.</p>	<p>March 2009</p>	<p>SO responsible for Safe Schools</p> <p>Program Department</p> <p>Program Department All school Staff</p>	<p>Stakeholder Focus groups</p> <p>Data analysis to extend into 2009-2010 in order to quantify results.</p>
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STRATEGIC PRIORITY – LEARNING

The London District Catholic School Board will ensure high levels of learning and success for every student within inclusive Catholic learning communities

STRATEGY: Use evidence-based decision-making to determine priorities, monitor and guide progress to sustain continuous improvement toward achieving identified targets to both the system and school level

AREA OF FOCUS: Evidence Informed Practice

SMART GOAL By June 2009, 100% of elementary and secondary schools are engaged in detailed analysis of student achievement data in order to inform instruction

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Inform Principals and their staffs of the required components of a School Improvement Plan	School Improvement Plan template	All school Improvement Plans contain the required elements	November 2008	Superintendents	School visits Review of School Improvement Plans
Implement Teaching-Learning Critical Pathways	<u>Breakthrough</u> by Fullan, Hill and Crevola Literacy Numeracy Secretariat Program staff	Through PLC’s classroom practice is organized in a practical, precise and personalized manner for each student	February 2009 June 2009	Principals	School visits
Incorporate the principles of the <u>School Effectiveness Framework</u> in all school Professional Learning Teams	Literacy Numeracy Secretariat <u>LDCSB School Effectiveness Framework</u> Vince MacDonald Literacy Numeracy Secretariat	Schools conduct a self-assessment process to gather data to develop/revise the SIP	June 2009	Principals and staff	
		School staffs are tracking student achievement data using the Data Integration tool.	June 2009	Principals and staff	Review of school summary reports District reviews School visits
Sustain Principal Learning Teams throughout the system		School staffs are engaging in dialogue about student achievement data toward evidence-informed practice.	June 2009	Principals	
		Through self-evaluation and review participating principals enhance their leadership practice to increase achievement in student literacy and numeracy	April 2009	Principals	Survey of principals Review of student achievement data with a renewed Data Integration tool

STRATEGIC PRIORITY – LEARNING

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STRATEGY: Ensure that schools develop, implement and evaluate annual school improvement plans which address Catholic faith development and literacy and numeracy outcomes

AREA OF FOCUS: School Improvement Plans

SMART GOAL: By June 2009, 100% of elementary and secondary School Improvement Plans include a literacy goal, a numeracy goal, a Catholicity/Faith-based goal.

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Develop a template for Supervisory Officer School Visits that reflects the board’s strategic priorities and areas of focus	School Visit Template	Superintendents have completed a minimum of three school visits per school in their Affiliate schools recording information using the template provided.	Three times prior to the end of the year	Superintendents	Shared completion of the template.
Support all school staff in articulating a distinctly Catholic vision and focus guided by the Ontario Catholic Graduate Expectations		All schools have completed their School Improvement Plans incorporating the above components.	June 2009	Principals	Review of SIPs School visits
Support Principals in building a collaborative Catholic Learning Culture within the school and in actively engaging with parishes and community partners to	Resources for shared communication Eg. Catholic Graduate Expectations, Catholic	Monthly Principal’s meetings focused on a selected Catholic Graduate Expectation and sharing of effective practices.	Monthly	Superintendents Program Staff	Review of meeting agendas
		School Administrators provide copies of their school newsletter to their affiliated parishes.	Monthly	Principals	Document evidence of shared communication.

build effective learning communities. Provide regular adult faith formation opportunities for Administrators and teachers to support the faith formation of students and families.	Education Week.		Lecture Series featured on Spotlight.			
	King's College Lecture Series. Called to Serve, Called to Lead and Faith Leadership Staff Development opportunities		Participation and attendance by LDCSB staff increased. Participants have further developed their faith literacy and expanded their repertoire of strategies to support the student and adult faith formation in the communities they serve.	May 2009 May 2009	Program Superintendents and Communications Officer Superintendent and Committee Chairs	Collect data on number of LDCSB staff participating at each lecture. Program Evaluations to determine increased confidence and new learning.

STRATEGIC PRIORITY – ACCOUNTABILITY

The London District Catholic School Board will be responsible and accountable and protect and preserve all that has made Catholic education the precious gift that it is.

STRATEGY: Use information technology effectively toward enhancing human resources management

AREA OF FOCUS: Electronic document management

SMART GOAL: By June 2009, to create internal efficiencies and comply with legal/audit requirements, an electronic document system will have been purchased by the Board and training requirement for implementation completed within the Human Resources Department.

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Create committee (with representation from) to guide the purchase and training process	HR, Finance, Purchasing, ICT, RM	Compliance with Board's retention schedule	Committee established by December 15	HR Dept	Ensure retention characteristics are applied to each electronic record.
Conduct a needs analysis to determine required software functionality	Auditors Privacy Officer	Creation of internal efficiencies such as reduction in use of paper, elimination of duplication and redundancy of information as well as savings in time and space	Needs analysis by January 31	Committee members	Compare printer usage from one year to the next.
Consult with auditors and Privacy officer	Other Boards				Survey staff on ease of searching

<p>and conduct a Privacy Impact Assessment</p> <p>Develop RFP in cooperation with other depts and input from site visits with other Boards.</p> <p>Purchase product Complete access matrix (PIM Toolkit) Develop implementation plan</p> <p>Review roles and responsibilities within HR and ensure any training requirements are met Setup appropriate backup and retrieval of data and determine staff access levels to all data folders.</p> <p>Provide training for all staff on the electronic folder structure, including search capabilities.</p>	<p>Potential vendors</p>	<p>Improved privacy and security</p> <p>Data stored in an appropriate location</p> <p>Compliance with legal/audit requirements</p>	<p>RFP closed by end February.</p> <p>June 2009</p>		<p>for and storing records.</p> <p>Measure file storage areas</p> <p>Evaluate and report regularly on system audit tracking.</p>
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STRATEGIC PRIORITY – ACCOUNTABILITY

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STRATEGY: Use information technology effectively toward enhancing human resources management

AREA OF FOCUS: Electronic Workflow of Staff Information Processes

SMART GOAL: By June 2009, to improve communication between Human Resource Services and employees, an electronic workflow model has been introduced that improves HR efficiency and informs staff, other departments and schools about relevant new employee information and staff changes.

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Create HR internal committee to guide development and introduction of electronic	Other Boards	Improved timeline when staff learn what they need to know to do their	Committee established by December 15	HR Dept	Survey staff and take samples of record flow to ensure timelines

<p>workflow model with input from other departments and other Boards.</p> <p>Conduct a needs analysis to identify current business processes that require efficiency using workflow of staff information.</p> <p>Design business processes identified in needs analysis into electronic workflow model</p> <p>Add workflow needs to Electronic Document Management RFP</p> <p>Develop implementation plan</p> <p>Review roles and responsibilities within HRS and ensure any training requirements are met</p>	<p>Auditors</p> <p>Vendors</p> <p>HR and staff from other departments</p> <p>Data Integration experts</p>	<p>job</p> <p>Improved internal efficiencies including eliminating duplication of activities and the saving of time</p> <p>Audit requirements have been met</p> <p>Improved School - HR communication</p>	<p>Needs analysis by January 31</p> <p>RFP closed by end February.</p>	<p>Committee members</p>	<p>are met</p> <p>Monitor changes in the number of LTO contract under/over payments</p> <p>Survey staff on the flow of records, which were previously multi-copied.</p> <p>Determine success in developing a detailed and thorough workflow design for each type of employee notification.</p> <p>Sample workflow audit trail including completed tasks and timelines</p> <p>Determine if schools are communicating all staff changes.</p>
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STRATEGIC PRIORITY – ACCOUNTABILITY

The London District Catholic School Board will be responsible and accountable and protect and preserve all that has made Catholic education the precious gift that it is.

STRATEGY: Develop long-term and preventative maintenance strategies to extend the life of Board buildings

AREA OF FOCUS: Preventative maintenance and training

SMART GOAL 1. By August 2009, in order to enhance the life cycle of Board assets, 90% of all core mechanical equipment is on a routine preventative maintenance cycle and 95% of all applicable custodial staff and maintenance technicians have had full training .

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Implement a Comprehensive Preventative Maintenance program for all major mechanical equipment.	RECAPP	90% of all core mechanical equipment is on a routine preventative maintenance cycle	February 2009 April 2009 June 2009	Maintenance and Custodial Departments	Monitor degree of implementation bimonthly. Constantly review asset tracking Life Cycles.

<p>Complete training of Custodians and Maintenance Technicians on execution of Preventative Maintenance Strategy</p> <p>Include Preventative Maintenance Strategy as part of work order system for an efficient approach to preventative maintenance.</p>			95% of all applicable custodial staff and maintenance technicians have had full training.	August 2009	Maintenance and Custodial Departments	(RECAPP)
			Preventative maintenance strategy is part of the work order system	August 2009	Maintenance and Custodial Departments	Review training records of all participants bimonthly
				August 2009		Monitor ongoing equipment maintenance.

AREA OF FOCUS: Utilization of facilities

SMART GOAL 2: By September 2009, the facility utilization in target schools is between 90-115% with 10 fewer portable classroom in use for instructional purposes.

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
<p>Implement better use of existing facilities in target schools</p> <p>Reduce the number of portable classrooms being used for instructional purposes</p> <p>Maximize utilization of permanent facilities through boundary changes</p>	<p>Superintendents</p> <p>Principals</p>	<p>Improvements in facility use have been made</p> <p>10 portable classrooms are no longer in use for instructional purposes.</p> <p>Facility utilization in target schools is balanced between 90-115%.</p>	<p>March 2009</p> <p>June 2009</p> <p>June 2009</p> <p>September 2009</p>	<p>Principals</p> <p>Planning, Building Services and Capital Projects</p> <p>Planning</p>	<p>Evaluate improvements in facility utilization made in target schools</p> <p>Compare quantity of portables in use in June 2008 and June 2009.</p> <p>Compare baseline utilization of instructional space in June 2008 and September 2009</p>

STRATEGIC PRIORITY – COMMUNITY

The London District Catholic School Board will foster cooperative community initiatives and partnerships that support, nurture and celebrate the unique gifts of all students.

STRATEGY: Enhance communication with and services to students, staff, parents, volunteers, parishes and Catholic school councils

AREA OF FOCUS: Access of Board electronic communication tools

SMART GOAL By June 2009, 50% of responding households in 20 elementary and 4 secondary schools, representing a cross section of our schools, have accessed at least one of the Board’s electronic communication tools (Board website, SPOTLIGHT) since January 2008. As well, 70% of users have indicated that they were satisfied or very satisfied with the format and quality of information provided.

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Develop survey that will determine degree of access and user satisfaction in online and hard copy versions	Software tool for developing surveys.	Survey is available in both formats	December 2008	Director, Communication Officer Research Officer	Feedback on survey is received from participating principals prior to distribution
Select schools based on urban/rural, small/medium/large enrolment, counties, elementary/secondary, etc.	Online and hard copy surveys	20-30% of surveys are returned.	February 2009	Director Communication Officer	Ensure schools selected provide a representative sample. Document return rate overall and by school
Summarize survey results and publish to stakeholders.	Software tool for tabulation	50% of responding households have accessed communication tools 70% of users are satisfied with format and quality of each tool	March/April 2009	Director Communication Officer Research Officer	Document access rates by respondents and degree of satisfaction
Establish a committee to review results and make recommendations for action to senior administration	Cross section of system personnel	Action plan is recommended to senior administration for implementation.	May/June 2009	Director Communication Officer ICT Communication Committee	Monitor implementation of action plan during 2009-2010 school year

STRATEGIC PRIORITY – COMMUNITY

The London District Catholic School Board will foster cooperative community initiatives and partnerships that support, nurture and celebrate the unique gifts of all students.

STRATEGY: Improve system communication and information management throughout the district

AREA OF FOCUS: E-mail

SMART GOAL By June 2009, all Catholic Education Centre staff and school administrators (principals and vice principals) use a priority identifier when sending emails.

IMPLEMENTATION		MONITORING			EVALUATION
Selected Actions	Resources	Success Indicators	Timelines	Responsibility	Strategies
Research types of email priority identifiers and select appropriate ones	Literature search Web Search Known research	Comprehensive list of possible priorities identifiers has been developed.	December 2008	Director Communication Officer Research Officer	Feedback is received from cross section of identified users to determine final identifiers.
Organize communication strategy, action plan and evaluation method for roll out.		Action plan is published including priority identifiers and approved by administrative council.	Jan/Feb 2009	Director Communication Officer Stakeholders ICT	Feedback is received from selected stakeholders and senior administration
Implement communication strategy and action plan to initiate use of identifiers		Identified user groups use priority identifiers	Mar/April 2009	Director User Groups ICT	
Conduct a use and satisfaction survey with identified user groups	Software tool for developing surveys	Data on use and satisfaction have been gathered	May/June 2009	Director Communication Officer Research Officer	Use and satisfaction data is summarized
Use results of survey to make enhancements to action plan	Software tool for tabulation	Changes are made to original action plan	May/June 2009	Stakeholder Committee Director User Groups ICT	Implementation of enhanced plan is monitored in 2009

PART 2

Board Plan for Improving Student Learning and Achievement 2008-2009

BOARD IMPROVEMENT PLANNING

Comprehensive Needs Assessment – Catholic School Effectiveness Framework (Board Self Assessment and School Data)

AREAS OF STRENGTH

- A culture of high expectations for students from all backgrounds and experiences
- A clear emphasis on literacy and mathematics learning in the schools
- The Ontario curriculum documents form the basis of instruction
- The IEP is being used as a planning, communication and accountability tool
- Instructional time is protected
- Schools follow the policy and/or procedures of the board's assessment and evaluation policy
- Principals and teachers work together to align curriculum and classroom practice with goals of the school improvement plan
- Character development is integrated and permeates school and classroom activities
- Assessment is used to inform classroom instruction

WHAT DOES OUR DATA TELL US?

- On the 2007 – 2008 EQAO Writing assessment, 55% of Grade 6 boys and 77% of Grade 6 girls achieved at Level 3 or above. In Grade 3 Writing the results were 54% for boys and 72% for girls
- From 2003-2004 to 2007-2008 the percentage of Grade 3 students achieving at level 3 or above in the EQAO Reading assessment has varied between 60% and 66%.
- From 2003-2004 to 2007-2008 the percentage of Grade 6 students achieving at level 3 or above in Mathematics has varied from 71% to 67% to 61% to 64%. For those with special needs the scores have decreased from 31% to 20% since 2004-2005.
- In 2006-2007, nine percent of primary students in the LDCSB had special needs compared to 13% for the province. Forty-four percent of LDCSB students were exempted from the 2006-2007 EQAO Reading and Writing assessment compared to 25% across the province in Reading and 24% in Writing
- In 2007-2008, 18% of LDCSB Grade 3 students with special needs achieved at Level 3 or 4 in the EQAO Reading assessment compared to 25% for those across the province. In Writing the results were 27% and 37% respectively
- On the 2007 – 2008 EQAO Grade 9 Applied Mathematics assessment, the percentage of students achieving at Level 3 or above fell from 47% to 43%

AREAS FOR GROWTH

- Ongoing collection and analysis of data by schools, including student achievement data
- Teacher moderation of student work
- Student involvement in assessing, tracking and setting goals for their own learning
- The use of assessment to inform instruction
- Implementation of learning blocks – Balanced Literacy
- Differentiated instruction
- Early interventions for struggling students
- Integration of technology across the curriculum
- Job embedded professional development

SELECTED AREAS OF FOCUS FOR BOARD IMPROVEMENT PLAN

1. Achievement in Writing by boys in Grades 3 and 6
2. Achievement in Grade 6 Mathematics
3. EQAO participation and achievement of Grade 3 and Grade 6 students with special needs
4. Achievement in Grade 9 Mathematics
5. Secondary Literacy

Literacy

SMART GOAL 1:

60% of primary boys and 62% of junior boys will achieve Level 3 or 4 in Writing in developing a main idea and organizing information on the EQAO Provincial Assessment in June, 2009. Currently, 54 % of primary boys (Girls = 72%) and 56% of junior boys (Girls = 77%) achieved Level 3 or 4 in the EQAO Provincial Assessment of Writing.

CURRICULUM EXPECTATIONS ADDRESSED BY SMART GOAL 1

Overall Expectation – Reading

- o 1.0 – Read and demonstrate an understanding of a variety of literary graphic and informational texts, using a range of strategies to construct reading (The Ontario Curriculum – SE 1.5 – 1.9)

Overall Expectations - Writing

- o 1.0 - Generate, gather and organize ideas and information to write for an intended purpose and audience;
- o 2.0 – Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.
- 4.0 – Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

COMPONENTS OF SCHOOL EFFECTIVENESS FRAMEWORK ADDRESSED

Student Learning and Achievement

Instructional Leadership

Assessment and Evaluation

Curriculum and Instructional Strategies

BOARD STRATEGIC PRIORITIES ADDRESSED

Learning

IMPLEMENTATION				MONITORING			EVALUATION
Research Based Strategies	Resources Required	Professional Learning Strategies	Parental/Community Engagement Strategies	Success Indicators	Timelines	Responsibility	Strategies
Schools will timetable at least 80 minutes of literacy instruction/learning each day for grades K-8	Me Read No Way OWA Common Assessment Tool	Promote the system focus on Differentiated Instruction with particular focus on reducing gaps in achievement in boys' literacy.	Communicate to parents that we embrace a culture of high expectations for students from all backgrounds and experiences.	Classroom timetables across the district indicate at least 80 minutes of literacy instruction/learning daily.	June 2009	Teachers Curriculum Support Teachers	Determine the increase in the number and use of resources in aschools to engage boys in literacy activities.
Ensure the use of mentor texts that use non-fiction, graphic text and media literacy to engage boys in both reading and these forms of writing	A Guide for Effective Instruction in Reading, Kindergarten to Grade 3	Principals will ensure that job-embedded PLCs focus on high yield teaching strategies, SMART goals and teacher moderation.	Highlight and reinforce parental and community involvement.	The number and use of resources used to engage boys in literacy has increased.	June 2009	Curriculum Coordinators	Determine from teachers the number of male students whose engagement in literacy activities has increased.
Ensure that key instructional approaches are used with gradual release of responsibility (Modelled,	A Guide for Effective Instruction in	Use Curriculum Support Teachers, Coordinators and FSLT teams to provide strategies for engaging boys in literacy activities.	Hold a Family Literacy Conference.	The engagement of boys in literacy activities has increased.	June 2009	School Effectiveness Lead	Identify changes in the gender gap in the results of the EQAO assessment in 2009.
			Communicate achievement	The gender gap evident on	Sept 2009	Superintendent	Determine the use, in classrooms,

Shared, Interactive, Guided, Collaborative and Independent)	Writing, Kindergarten to Grade 3	Increase teacher proficiency in using Assistive Technology (AT) in the classroom to support student learning.	results to the community to build public confidence. Engage parents in literacy of boys.	the EQAO assessments has been reduced.		Principals	of gradual release of responsibility instructional practices.
Implement critical literacy practices (i.e., underlying meaning texts, author's motives, viewpoints, power of persuasion, clarifying personal values).	A Guide to Effective Literacy Instruction Grades 4 to 6, Volumes 1, 2 and 6	Ensure a clear understanding of boys' learning styles.					
Collect and analyze student achievement data to document progress (i.e. teacher moderation, performance tasks, OWA, Report Cards)	Variety of rich texts (fiction and nonfiction), high interest, low vocabulary texts, variety of genres						
Build a school-wide focus on literacy for boys	MOET Webcasts, Monographs and Capacity Building Series						

SMART GOAL2: 85% of First-Time Eligible males will be successful in completing the OSSLT on the EQAO Provincial Assessment in April, 2009. Currently, 81% of First-Time Eligible males have been successful in completing the OSSLT.

SKILLS ADDRESSED THROUGH THE OSSLT:

Reading Skill 1: understand explicitly stated information and ideas
 Reading Skill 2: understand implicitly stated information and ideas
 Reading Skill 3: make connections between information and ideas in a reading selection and personal knowledge and experience

Writing Skill 1: develop a main idea with sufficient supporting details
 Writing Skill 2: organize information and ideas in a coherent manner
 Writing Skill 3: use conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

COMPONENTS OF SCHOOL EFFECTIVENESS FRAMEWORK ADDRESSED

Student Learning and Achievement
 Instructional Leadership
 Assessment and Evaluation
 Curriculum and Instructional Strategies

BOARD STRATEGIC PRIORITIES ADDRESSED

Learning

IMPLEMENTATION STRATEGIES				MONITORING STRATEGIES			EVALUATION
Research Based Strategies	Resources Required	Professional Learning Strategies	Parental/Community Engagement Strategies	Success Indicators	Timelines	Responsibility	Strategies
<p>Ensure the use of mentor texts that use non-fiction, graphic text and media literacy to engage boys in both reading and these forms of writing</p> <p>Use a wide range of instructional strategies to facilitate intended learning (e.g., analysing text features, previewing text, visualizing, making notes, drawing conclusions, making inferences, webbing, rapid writing, supporting the main idea).</p> <p>Implement critical literacy practices (i.e., underlying meaning in texts, author’s motives, viewpoints, power of persuasion)</p> <p>Collect and analyze student achievement data to document progress (i.e. teacher moderation, performance tasks, Report Cards)</p> <p>Employ the gradual release of responsibility teaching/learning model.</p> <p>Build a school-wide focus on literacy for boys across all grades</p>	<p>Me Read No Way</p> <p>Think Literacy Subject-Specific Documents</p> <p>Differentiated Instruction Educator’s Package (Secondary)</p> <p>Variety of rich texts (fiction and nonfiction), high interest, low vocabulary texts, variety of genres</p> <p>MOET Webcasts, Monographs and Capacity Building Series</p>	<p>Promote the system focus on Differentiated Instruction with particular focus on reducing gaps in achievement in boys’ literacy.</p> <p>Principals and Department Heads will ensure that job-embedded PLCs focus on high yield teaching strategies, SMART goals and teacher moderation.</p> <p>Use Coordinators and FSLT teams to provide strategies for engaging boys in literacy activities.</p> <p>Increase teacher proficiency in using Assistive Technology (AT) in the classroom to support student learning.</p> <p>Ensure a clear understanding of boys’ learning styles.</p>	<p>Communicate to parents that we embrace a culture of high expectations for students from all backgrounds and experiences.</p> <p>Highlight and reinforce parental and community involvement.</p> <p>Communicate achievement results to the community to build public confidence.</p> <p>Engage parents in literacy of boys.</p>	<p>Differentiated instruction occurs, through the implementation of the gradual release of responsibility model, on a daily basis.</p> <p>The number and use of resources used to engage boys in literacy has increased.</p> <p>The engagement of boys in literacy activities has increased.</p> <p>The gender gap evident on the OSSLT results has been reduced.</p>	<p>June 2009</p> <p>June 2009</p> <p>June 2009</p> <p>Sept 2009</p>	<p>Teachers</p> <p>Curriculum Coordinators</p> <p>School Effectiveness Lead</p> <p>Superintendent</p> <p>Principals</p>	<p>Determine the increase in the number and use of resources in aschools to engage boys in literacy activities.</p> <p>Determine from teachers the number of male students whose engagement in literacy activities has increased.</p> <p>Identify changes in the gender gap in the results of the OSSLT in 2009.</p> <p>Determine the use, in classrooms, of gradual release of responsibility instructional practices.</p>

NUMERACY

SMART GOAL 1:

70% of Grade 6 students will achieve Level 3 or 4 in the Math component of the EQAO Assessment for Junior students in June, 2009. Currently, 63% of students in the Junior Assessment of Mathematics achieved Level 3 or 4.

COMPONENTS OF SCHOOL EFFECTIVENESS FRAMEWORK ADDRESSED

Student Learning and Achievement
Curriculum and Instructional Strategies

BOARD STRATEGIC PRIORITIES ADDRESSED

Learning

IMPLEMENTATION STRATEGIES				MONITORING STRATEGIES			EVALUATION
Research Based Strategies	Resources Required	Professional Learning Strategies	Parental/Community Engagement Strategies	Success Indicators	Timelines	Responsibility	Strategies
Schools will timetable at least 60 minutes of mathematics instruction each day for grades 1-8.	Expert Panel Report on Mathematics Instruction, Grades 4 to 6	Model the format of an effective numeracy-based learning block. (three-part lesson structure, problem solving and communication focus, manipulatives)	Use "Mathematics Today" suggestions for classroom and/or school newsletters.	Classroom timetables across the district indicate at least 60 minutes of mathematics instruction on a daily basis.	June 2009	Principals	. School visits by superintendent
Use a wide range of instructional strategies to facilitate intended learning (e.g., differentiated instruction, use of manipulatives, teaching through problem solving).	A Guide for Effective Instruction in Mathematics, Grades 4 to 6	Principals to share strategies for implementing uninterrupted learning blocks of time.	Develop board-based pamphlet to present ideas for improving children's numeracy skills through games and activities that families can do together based on the junior math curriculum	School visits and Improvement Plans demonstrate that numeracy is a priority.	June 2009	Principals	Review of School Plans
Provide integrated PD opportunities for Differentiated Instruction to nurture and support inclusion and achievement for a diverse student population	LNS Monograph – Learning Blocks in Literacy and Numeracy	Guide teachers in the use of manipulatives when solving rich problem-based questions.		PLC time is allocated for the discussion of numeracy goals within the School Improvement Plan	June 2009	Principals	School visits
Collect and analyze student achievement data to document progress (i.e. teacher moderation, student moderation, PRIME, Report Cards).	LNS Monograph – Differentiating Instruction in Mathematics Differentiating Math Instruction (Bender, 2005)	Guide teachers in the use of a wide variety of problem solving strategies.		Achievement goal has been achieved on EQAO assessment	Sept 2009	Principals Teachers	Review of EQAO results
		Model and share a wide variety of problem solving strategies in whole class, small group, and individual instruction.		Intervention and remedial programs are in place in all schools	June 2009	Principals	Survey of principals
		Conduct a discussion among staff					

<p>Implement intervention and/or remediation programs for students lacking necessary prerequisite skills.</p> <p>Instruct students in the use of manipulatives.</p> <p>Model daily the use of mathematics vocabulary and terminology both in oral and written contexts.</p> <p>Model daily inclusion of math fact skills within a numeracy-based learning block.</p> <p>Use “Knowing Mathematics” program with students targeted for intervention.</p>	<p>PRIME strand kits</p> <p>Knowing Mathematics</p>	<p>following the collection of PRIME diagnostic data to identify students with gaps in knowledge and skills.</p> <p>Explore and identify strategies and resources to best fill these gaps.</p> <p>Increased use of teacher moderation especially focused on problems with multi-step solutions.</p>					
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SMART GOAL 2:

By June, 2009, the achievement gap between students achieving level 3 or 4 as their final course grade in Grade 9 Applied and in Academic Math will be reduced by 10%. In 2007-2008, 35.6% of Applied students achieved levels 3 and 4 in grade 9 Applied math compared to 63.6% of students achieved levels 3 and 4 in Academic math.

COMPONENTS OF SCHOOL EFFECTIVENESS FRAMEWORK ADDRESSED

Student Learning and Achievement
Curriculum and Instructional Strategies

BOARD STRATEGIC PRIORITIES ADDRESSED

Learning

IMPLEMENTATION STRATEGIES				MONITORING STRATEGIES			EVALUATION
Research Based Strategies	Resources Required	Professional Learning Strategies	Parental/Community Engagement Strategies	Success Indicators	Timelines	Responsibility	Strategies
Use a wide range of instructional strategies to	TIPS4RM	Provide inservice on “Say See Do” teaching as based on Fred		Differentiated instruction occurs in large groups, small	June 2009	MST Coord, Math Dept	Survey of teachers and Department Heads

<p>facilitate intended learning (e.g., differentiated instruction, use of manipulatives, teaching through problem solving).</p> <p>Instruct students in the use of manipulatives</p> <p>Conduct ongoing assessment that clarifies student needs.</p> <p>Use effective diagnostic tools to identify gaps in student knowledge and skills. (PRIME)</p> <p>Provide opportunities for more time for independent thinking and shared discussion, using cooperative learning strategies such as Think-Pair-Share, Round Table, Numbered Heads. (students are not providing enough justification in their answers to demonstrate ‘considerable’ or ‘thorough’ understanding)</p> <p>Ensure teachers of Grade 9 Applied Mathematics have Math as one of their teachable subjects.</p>		<p>Jones “ Tools for Teaching”.</p> <p>Model the use of manipulatives when solving rich problem-based questions.</p> <p>Guide teachers in the use of a wide variety of problem solving strategies.</p> <p>Model and share a wide variety of problem solving strategies in whole class, small group, and individual instruction.</p> <p>Provide teacher collaboration time on a regular basis, moderated by department heads or subject Coordinator.</p> <p>Engage teachers in moderation activities to identify student progress.</p> <p>Secondary Council and Math Subject Council will identify methods for staffing and scheduling of qualified math teachers.</p>		<p>groups, and with individuals on a daily basis.</p> <p>Manipulatives, graphing calculators, and math software are used on a regular basis.</p> <p>Continuous improvement in student achievement is evident through report card and other data</p> <p>Grade 9 Applied Mathematics courses in all eight secondary schools are taught by qualified math teachers</p>	<p>June 2009</p> <p>June 2009 Sept 2009</p> <p>Sept 2009</p>	<p>Heads Teachers</p> <p>MST Coord, Math Dept Heads Teachers</p> <p>Math Dept Heads Teachers</p> <p>Human Resources Superintendents of Education and Principals</p>	<p>Survey of teachers</p> <p>Review of report card data and data from EQAO assessments</p> <p>Comparison of teacher qualifications in successive years</p>
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