



Board Plan for Improving Student Learning and Achievement - 2009-2010

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Board Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Catholic Faith, Community and Culture

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>Baseline data has been gathered from School Improvement Plans on the degree to which a safe, caring, inclusive Christ-centred learning environment is evident in all schools.</p> <p>39% of elementary and secondary school teaching staff who responded to the on-line survey indicated that adult faith formation (personal) represented a professional learning area of focus for them. On this same survey 38% of respondents indicated that facilitating the engagement of parents, parishes and the community also represented a professional learning interest.</p> <p>Families of Schools Action Plans have informed our goal setting for Catholic faith formation.</p>	<p>Goal #1</p> <p>Students, teachers, support staff and families will participate in meaningful and ongoing Catholic faith formation to nurture their covenant with Jesus Christ.</p>	<p>Highlight the goals of our schools for a Christ-centred learning environment based on school improvement plans.</p> <p>Review best practices and ensure that Christ’s message is proclaimed throughout our curricula, instruction and faith formation.</p> <p>Articulate a distinctly Catholic vision and philosophy of education as guided by the Catholic Graduate Expectations.</p> <p>Nurture adult faith formation in our leadership development programs.</p> <p>Identify, highlight and celebrate social justice initiatives in all elementary and secondary schools.</p> <p>Continue to liaise with individual parishes and with Diocesan staff</p> <p>Implement Catholic Character Education by implementing Our Language – Our Story – EOCCC</p> <p>Identify and publish a report on Mission and Service Projects within our school system</p>	<p>Catholic School Effectiveness Framework</p> <p>Professional Development Days</p> <p>London Diocese – Focus on The Word of God</p> <p>Ontario Catholic Graduate Expectations</p> <p>Catholic Leadership Framework</p> <p>Religion AQ Courses</p> <p>Called to Lead / Called to Serve</p> <p>Faith Leadership Course</p> <p>New Teacher Induction Program</p> <p>‘Ongoing Adult Faith Formation’ – ICE</p> <p>Annual Learning Plan Surveys – September, 2009</p> <p>Our Language – Our Story – EOCCC</p> <p>Religion Courses – Evaluation Data</p> <p>OCCB Family Life Program</p>	<p>Provide opportunities to develop a deeper understanding of Christology for all staff in order to support students in their understanding of God’s love.</p> <p>Provide inservices regarding the implementation of ‘Our Language – Our Story’ (EOCCC) to nurture Catholic character education.</p>	<p>Analyze frequency and participation within faith formation programs.</p> <p>Analyze trends based on status of indicators in schools</p> <p>District Review of Schools</p> <p>BIP Update – September 28, 2009</p> <p>TLCP Pathways and Hubs</p>	<p>Director of Education</p> <p>Trustees</p> <p>Superintendents of Special Education</p> <p>Principals/Vice-Principals</p> <p>Curriculum Co-ordinators</p> <p>Family of Schools Core Teams</p> <p>Classroom Teachers</p> <p>Educational Assistants</p>	<p>December, 2010</p>

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<p>Participation rates of students identified as exceptional with special needs:</p> <p><u>2009 EQAO Primary Assessment</u></p> <p>Reading = 56% (Board) vs. 80% (Province) Writing = 61% (Board) vs. Province (82%) Math = 65% (Board) vs. 82% (Province)</p> <p><u>2009 EQAO Junior Assessment</u></p> <p>Reading = 84% (Board) vs. 86% (Province) Writing = 85% (Board) vs. 87% (Province) Math = 79% (Board) vs. 85% (Province)</p> <p>In 2008, the Minister of Education called for the creation of an equity and inclusive education strategy for Ontario Schools that will continue to advance the three priorities of improving student achievement, reducing achievement gaps, and increasing public</p>	<p>Goal #2</p> <p>Increase the participation rate of ELL students and students identified as exceptional on the 2010 EQAO Provincial Assessments in Reading, Writing and Mathematics.</p> <p>Participation target = 80% on all subtests.</p>	<p>Review existing community partnerships to support the principles of equity and inclusive education and to reflect the diversity of the broader community</p> <p>Implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents and the community so that diverse groups and the broader community have better board-level representation and greater access to board initiatives</p> <p>Have religious accommodation guidelines in place and communicate these guidelines to the school community</p> <p>Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way student's work is assessed and evaluated (i.e. Growing Success and K-1 Early Intervention Assessments).</p> <p>Put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable boards to respond in a timely manner.</p> <p>On-going communication to keep all stakeholders informed of the board's goals and progress through board</p>	<p>Ontario Catholic Graduate Expectations</p> <p>Policy Program Memorandum (PPM) 119</p> <p>Ontario's Equity and Inclusive Education Strategy, 2009</p> <p>Education Act</p> <p>Constitution Act. 1982</p> <p>Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms</p> <p>London District Catholic School Board Policies and Procedures</p>	<p>Review best practices from within the system and other school boards regarding equity, inclusive education and diversity.</p> <p>On-going professional learning.</p> <p>Provide opportunities for teachers, support staff, administrators and trustees to participate in training on topics such as antiracism, antidiscrimination, gender based violence and will provide information for students and parents to increase their knowledge of equity and inclusive education.</p> <p>Renew our focus on assessment and evaluation as indicated in 'Growing Success'.</p> <p>Renew our focus on cooperative learning and collaborative instruction.</p>	<p>Analyze trends based on status of indicators in schools</p> <p>District Review of Schools</p> <p>BIP Update – September 28, 2009</p> <p>Frequency of distribution of I Care Cards in Secondary Schools.</p>	<p>Director of Education –</p> <p>Annual Report will inform Ministry about the board's progress in implementing equity and inclusive education policy</p> <p>Superintendents of Education</p> <p>Executive Officer, Human Resources</p> <p>Chief Information Officer</p> <p>Program Department Staff</p> <p>Principals</p> <p>Teachers</p> <p>Support Staff</p> <p>Social Workers</p> <p>Psychological Education Staff</p> <p>Affiliate Liaison Teachers</p>	<p>December, 2010</p>

<p>confidence in our education system. The resulting equity and inclusive education strategy calls for each school board to develop and implement an equity and inclusive education policy and guidelines for the board and its schools and, each school to create and support a positive school climate that fosters and promotes equity, inclusive education and diversity.</p>		<p>meeting reports, Spotlight, District Council and SEAC. Post policies on website.</p> <p>School Improvement Plans will be aligned with board's equity and inclusive education policies and guidelines.</p> <p>Develop and revise policies on equity, inclusion and diversity education for implementation by September 2010 as part of a 4 year plan.</p> <p>Implement the use of classroom profiles and student profiles to increase a sense of belonging and inclusion.</p> <p>Build teacher and board capacity to implement effective evidence-informed strategies for students in JK-Grade 1</p>					
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<p>Based on a select sample of 20 students (Grade 11) identified as ‘at risk’ for each secondary school in 2009, the average rate of credit accumulation was approximately 3 credits.</p>	<p><u>Goal #3</u></p> <p>Decrease the gap in credit accumulation between students identified as ‘at risk’ vs. students not identified as at risk.</p> <p>N.B. ‘At Risk’ is defined as Achievement = Level One or below; poor attendance and disengaged.</p>	<p>Renew our commitment to assessment and evaluation practices.</p> <p>Support students in the appropriate selection of courses and placements.</p> <p>Differentiated instruction to close the gap in achievement.</p> <p>Reduce referrals for EQAO assessments.</p> <p>Professional learning communities and Teaching-Learning Critical Pathways for students ‘at risk’.</p> <p>Employ universal design strategies such as Applied Behaviour Analysis into programming.</p> <p><u>Information & Awareness of Current Services</u></p> <p>Continue to create a user-friendly internet-linked information site so that educators and service providers are better informed of services in schools and in the community. (e.g. listing, community calendars)</p> <ul style="list-style-type: none"> • Work with healthline.ca • Send a letter of support for work of Connex Ontario • Ensure all children’s mental health agencies and the school 	<p>Growing Success</p> <p>Student Success Board Action Plan</p> <p>District Reviews</p> <p>CARFLEO’s resource “A Place of Honour, Reaching Out to Students at Risk in Ontario Catholic Schools”</p> <p>healthline.ca</p>	<p>Professional learning communities in differentiated instruction.</p> <p>PD Day – November 13, 2009 – Closing the Gap in Achievement</p> <p>Catholic School Effectiveness Framework – Secondary Schools</p> <p>Effective use of manipulatives and technology.</p> <p>Application of scaffolded instruction.</p> <p>Consistency in practice with credit recovery.</p>	<p>Analyze trends based on credit accumulation at mid-term and end of semester.</p> <p>Rollup reports with Student Success Teachers.</p> <p>District Review of Schools</p> <p>Children’s Mental Health specific mini-website on the healthline with community calendars for CMH services in the cluster</p> <p>Educators and community service providers are better</p>	<p>Program Superintendent – Special Education and SSLI Leadership Team</p> <p>Program Department Support Staff</p> <p>Consultant – Student Success</p> <p>Social Workers</p> <p>Psychological Education Staff</p> <p>Affiliate Liaison Teachers</p>	<p>Nov., 2009</p> <p>Feb. 2010</p> <p>April 2010</p> <p>June 2010</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Winter 2010 Spring 2010</p> <p>Fall 2009</p>

<p>together to form the Student Support Leadership Initiative (SSLI) partnership to support school boards and community agencies to meet the non-academic needs of students in a timely and effective manner. School boards have been encouraged to form partnerships with community agencies to provide non-academic support to students that promote positive student behaviour. These partnerships must respect collective agreements. This initiative supports and is aligned with:</p> <ul style="list-style-type: none"> • The Ontario's Safe Schools Strategy – recommendations of the Working Table on Special Education • Ontario's Policy Framework for Child and Youth Mental Health. • Amendments and related Policy/Program Memoranda • School Board Programs for Students on Long-Term Suspension • School Board Programs for Expelled Students • Bullying Prevention and Intervention • Progressive Discipline • Code of Conduct • Students at Risk – Data for Grade 11 Students 	<p>complex mental health needs, and their families, aligned with the provincial goals to: improve understanding of each members' services, improve joint decision-making processes and improve access to existing services and supports for students and families. Desired outcomes include:</p> <ul style="list-style-type: none"> • Maximize local resources • Share expertise • Improve decision-making through effective planning mechanisms • Establish or enhance referral mechanisms • Increase access to appropriate services and supports for students and families • Improve a student's and family's ability to understand, navigate and use the services and supports available to them • Improve service outcomes for students using mental health supports 	<p>boards have up-to-date information on healthline.ca</p> <ul style="list-style-type: none"> • Develop a community site for children's mental health • Develop calendars for each region (Oxford, Elgin, London) and populate sites with key group and individuals programs which are available to the community • Develop a presentation for all service providers and principals • Present tools to service providers and principals • Continue to link with the CYN subcommittee on the larger strategy for all child and youth services <p>Development of Protocols Working from the existing protocols of both school boards, develop protocols that all partners agree to when engaging with one another</p> <ul style="list-style-type: none"> • Working conference with all Children's Mental Health (CMH) and Schools decision-makers (to develop philosophy, values (focus on making the systems more user-friendly and accessible to children/youth and their families) (e.g. Brief Child-Family Phone Interview (BCFPI) and Resiliency Framework), Community Crisis Response, Risk/Threat Assessment • Signed commitment to use agreed upon protocols • Development of Partnership Agreement template to be used in all school and community agencies based on protocols • Present draft to Partners Table 	<p>Ministry Guidelines Partnership Protocols</p>	<p>Protocols Conference: From Ideas to Action</p>	<p>informed of services and can better support children/youth and their families</p> <p>Partnership Agreements for services between schools and community agencies based on provincial guidelines</p> <p>Development and agreement on common philosophy and values</p> <p>Development of streamline referral process</p> <p>Development and use of common assessment/element tools</p> <p>Front line workers are using the same framework when</p>	<p>Program Superintendent – Special Education</p> <p>Supervisor of Support Staff</p>	<p>Spring 2010</p> <p>Fall 2009</p> <p>Spring 2010</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Winter / Spring 2010</p>
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	<ul style="list-style-type: none"> Partners Table take back to governing bodies for approval All sign as commitment to use protocols <p><u>Joint Professional Development & Northeast Demonstration Project</u> Build on the Resiliency Model, provide on-going opportunities to build trust, develop common language, framework, knowledge and skills</p> <ul style="list-style-type: none"> Northeast Project is linked (school and community partnership) and supported Provide on-going training and support with Dr. Wayne Hammond – at least one training in the fall so that others can attend Other agencies if interested (e.g. Craigwood, West Elgin Community Health Centre (WECHC) can be trained as well <p>“School/Community as Hub” in Elgin County Demonstration Project Create a model for school/ community as hub in Elgin County with partners from this area.</p> <ul style="list-style-type: none"> Link with committee already established in Elgin County (representatives from Partners Table already present: Oxford Elgin Child & Youth Centre, Family & Children Services, TVDSB, WECHC) Updates from this committee <p>Support for Collaborative Initiatives to build Community Capacity Provide support to strengthen on-going or smaller</p>	<p>Resiliency Canada</p> <p>Impact Society, HEROES universal prevention program</p>	<p>Dr. Wayne Hammond -Resiliency Framework</p>	<p>working with a child/youth</p> <p>Front line workers trust one another and understand each others’ role Communities of Practice share lessons learned</p> <p>Heroes implemented and evaluated in select schools</p> <p>Better service to children/youth and families in the community</p> <p>Collaboration at the local level occurs</p> <p>System structure in place to continue work of SSL Leverage research, provincial initiative, support to make our system more effective</p>	<p>Program Superintendent- Special Education and SSLI Leadership Team</p> <p>Senior Administrator</p> <p>Principal</p> <p>Social Workers</p> <p>Supervisor of Support Staff</p> <p>Classroom Teachers</p> <p>Student Success Team</p> <p>Program Superintendent – Special Education and SSLI Leadership Team</p> <p>Supervisor of Support Staff</p> <p>Affiliate Liaison Teachers</p> <p>Social Worker</p> <p>Principal</p> <p>Program Superintendent –</p>	<p>Ongoing</p> <p>As requested</p> <p>On-going</p> <p>Spring 2010</p>
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Board Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Literacy

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>On the 2008 - 2009 EQAO Writing Assessment, 58% of grade 6 boys and 77% of grade 6 girls achieved at Level 3 or above. In grade 3 Writing, the results were 53% for boys and 71% for girls.</p>	<p><u>Literacy Goal # 1</u></p> <p>56% of primary boys and 61% 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 May, 2010. Currently, 53% of primary boys (girls = 71%) and 58% of junior boys (girls = 77%) achieved Level 3 or 4 on the EQAO Provincial Assessment of Writing.</p>	<p>Schools will timetable at least 100 minutes of continuous literacy instruction/learning each day for grades K-8</p> <p>During the literacy instruction block there will be evidence of the following:</p> <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>Me Read No Way</p> <p>OWA Common Assessment Tool</p> <p>A Guide for Effective Instruction in Reading, Kindergarten to Grade 3</p> <p>A Guide for Effective Instruction in Writing, Kindergarten to Grade 3</p> <p>A Guide to Effective Literacy Instruction Grades 4 to 6, Volumes 1, 2 and 6</p>	<p>Promote the system focus on Differentiated Instruction with particular focus on reducing gaps in achievement in boys' literacy, English Language Learners and students identified as exceptional.</p> <p>Principals will ensure that job-embedded PLCs focus on high yield teaching strategies, SMART goals and teacher moderation.</p> <p>Use Curriculum Support Teachers, Coordinators and Family of Schools Core Teams to provide strategies for engaging boys in literacy activities.</p>	<p>District Reviews</p> <p>BIP Update – September 28, 2009</p> <p>TLCP Pathways</p> <p>TLCP Hubs</p>	<p>Teachers</p> <p>Curriculum Support Teachers</p> <p>Curriculum Coordinators</p> <p>School Effectiveness Lead</p> <p>Superintendent</p> <p>Principals</p> <p>Speech and Language Pathologists</p> <p>Family of Schools Core Teams</p>	<p>Interpret and redefine goals based on EQAO results in August, 2010</p>
<p>On the 2008 - 2009 EQAO Reading Assessment, 69% of grade 6 boys and 77% of grade 6 girls achieved at Level 3 or above. In grade 3 Reading, the results were 53% for boys and 62% for girls.</p>	<p><u>Literacy Goal # 2</u></p> <p>56% of primary boys and 71% of junior boys will achieve Level 3 or 4 in Reading in reading with fluency, making inferences, and making connections on the EQAO Provincial Assessment in May, 2010. Currently, 53% of primary boys (girls = 62%) and 69% of junior boys (girls = 77%) achieved Level 3 or 4 on the EQAO Provincial Assessment of Reading</p>	<p>Ensure that key instructional approaches are used with gradual release of responsibility (Modelled, Shared, Interactive, Guided, Collaborative and Independent)</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 texts, author's motives, viewpoints, power of persuasion, clarifying personal values).</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>Learning for All</p> <p>District Reviews</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>Provide professional learning to staff who work with students identified as exceptional by speech pathologists, Affiliate Liaison Teachers, SPST teachers and Psychological Services staff.</p> <p>Renew our focus on cooperative learning and collaborative instruction.</p>			

		<p>Collect and analyze student achievement data to document progress (i.e. teacher moderation, performance tasks, OWA, Report Cards)</p> <p>Build a school-wide focus on literacy for boys</p> <p>Assess targets based on individual schools rather than board average.</p> <p>Ensure that teachers are implement and are trained in an evidence-based reading and intervention assessment tool.</p>					
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<p>On the 2009 EQAO OSSLT Assessment, First Time Eligible, Fully Participating Applied English students' level of success was 64%.</p> <p>From March, 2006 to March, 2009, the level of success of these students has dropped from 92% (to 67% to 64%) to 64%.</p>	<p>Literacy Goal # 3</p> <p>The level of success of First Time Eligible, Fully Participating Applied English students' will be 67%.</p>	<p>Ensure the use of mentor texts that use non-fiction, graphic text and media literacy to engage these students 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, School Effectiveness Framework)</p> <p>Employ the gradual release of responsibility teaching/learning model.</p> <p>Build a school-wide focus on literacy across all grades.</p> <p>Assess targets based on individual schools rather than board average.</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>District Reviews</p>	<p>Promote the system focus on Differentiated Instruction with particular focus on reducing gaps in achievement in boys' literacy, English Language Learners and students identified as exceptional.</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 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 through professional learning and secondary subject councils.</p> <p>Renew our focus on cooperative learning and collaborative instruction.</p>	<p>District Reviews</p> <p>BIP Update – September 28, 2009</p> <p>TLCP Pathways</p> <p>TLCP Hubs</p>	<p>Teachers</p> <p>Curriculum Support Teachers</p> <p>Curriculum Coordinators</p> <p>School Effectiveness Lead</p> <p>Superintendent</p> <p>Principals</p> <p>Speech and Language Pathologists</p> <p>Affiliate Liaison Teachers</p>	<p>Interpret and redefine goals based on EQAO results in August, 2010</p>



Board Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Numeracy

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>From 2004-2005 to 2008-2009 the percentage of Grade 3 students achieving at level 3 or above on the EQAO Primary Assessment of Mathematics has varied from a high of 72% to a low of 68%.</p> <p>From 2004-2005 to 2008-2009 the percentage of Grade 6 students achieving at level 3 or above on the EQAO Junior Assessment of Mathematics has varied from a high of 67% to a low of 61%.</p>	<p>Numeracy Goal # 1</p> <p>70% of Grade 3 students and 68% of Grade 6 students will achieve Level 3 or 4 in the Math component of the EQAO Assessment in June, 2010. Currently, 68% of students achieved Level 3 or 4 in the Primary Assessment of Mathematics and 65% of students in the Junior Assessment of Mathematics.</p>	<p>Schools will timetable at least 60 minutes of mathematics instruction each day for grades 1-8.</p> <p>Use a wide range of instructional strategies to facilitate intended learning (e.g., differentiated instruction, use of manipulatives, teaching through problem solving).</p> <p>Provide integrated PD opportunities for Differentiated Instruction to nurture and support inclusion and achievement for a diverse student population</p> <p>Collect and analyze student achievement data to document progress (i.e. teacher moderation, student moderation, PRIME, Report Cards).</p> <p>Implement intervention and/or remediation programs for students lacking necessary prerequisite skills.</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</p>	<p>Expert Panel Report on Mathematics Instruction, Grades 4 to 6</p> <p>A Guide for Effective Instruction in Mathematics, Grades 4 to 6</p> <p>LNS Monograph – Learning Blocks in Literacy and Numeracy</p> <p>LNS Monograph – Differentiating Instruction in Mathematics</p> <p>Differentiating Math Instruction (Bender, 2005)</p> <p>PRIME strand kits</p> <p>Knowing Mathematics</p> <p>District Reviews</p>	<p>Provide principals with collaboration opportunities re: mathematics instruction, and mathematics assessment, data management and analysis.</p> <p>Model the format of an effective numeracy-based learning block. (three-part lesson structure, problem solving and communication focus, manipulatives)</p> <p>Principals to share strategies for implementing uninterrupted learning blocks of time.</p> <p>Guide teachers in 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>Conduct a discussion among staff 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>District Reviews</p> <p>BIP Update – September 28, 2009</p> <p>TLCP Pathways</p> <p>TLCP Hubs</p>	<p>Principals</p> <p>Principals</p> <p>Principals Teachers</p> <p>Principals</p>	<p>Interpret and redefine goals based on EQAO results in August, 2009</p>

		<p>learning block.</p> <p>In partnership with our co-terminus Board, implement a Collaborative Inquiry for Learning project involving three of our elementary schools.</p>		<p>Increased use of teacher moderation especially focused on problems with multi-step solutions.</p> <p>Renew our focus on cooperative learning and collaborative instruction.</p>			
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Area of Focus: Numeracy

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>From 2004-2005 to 2008-2009 the percentage of students enrolled in Grade 9 Applied Mathematics achieving at level 3 or above on the EQAO Grade 9 Assessment of Mathematics has varied from a high of 53% to a low of 39%.</p> <p>From 2004-2005 to 2008-2009 the percentage of students enrolled in Grade 9 Academic Mathematics achieving at level 3 or above on the EQAO Grade 9 Assessment of Mathematics has varied from a high of 79% to a low of 75%.</p>	<p><u>Numeracy Goal #2</u></p> <p>48% of Grade 9 Applied Mathematics students and 79% of Grade 9 Academic Mathematics students will achieve Level 3 or 4 on the EQAO Grade 9 Assessment of Mathematics in June 2010. Currently, 45% of students achieved Level 3 or 4 on the EQAO Grade 9 Assessment of Applied Mathematics and 76% of students achieved Level 3 or 4 on the EQAO Grade 9 Assessment of Academic Mathematics.</p>	<p>Use a wide range of instructional strategies to facilitate intended learning (e.g., differentiated instruction, use of manipulatives, teaching through problem solving).</p> <p>Ensure teachers of all secondary math courses have Mathematics as one of their teachable subjects.</p> <p>Provide integrated PD opportunities for Differentiated Instruction to nurture and support inclusion and achievement for a diverse student population.</p> <p>Collect and analyze student achievement data to document progress (i.e. teacher moderation, student moderation, PRIME, Report Cards).</p> <p>Instruct students in the use of manipulatives and encourage ongoing use.</p> <p>Provide students with opportunities for more 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’</p>	<p>Numeracy Coach in targeted schools.</p> <p>TIPS4RM</p> <p>LNS Monograph – Differentiating Instruction in Mathematics</p>	<p>Provide principals with collaboration opportunities re: mathematics instruction, and mathematics assessment, data management and analysis.</p> <p>Provide inservice on instructional strategies related to Differentiated Instruction and Cooperative Learning in mathematics. (year 2)</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 within families of schools and among teachers of same courses.</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 qualified math teachers.</p> <p>Renew our focus on cooperative learning and collaborative instruction.</p>	<p>District Reviews</p> <p>BIP Update – September 28, 2009</p> <p>TLCP Pathways</p> <p>TLCP Hubs</p>	<p>MST Coord, Math Dept 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>Interpret and redefine goals based on EQAO results in August, 2009</p>

		understanding) Implement Teaching-Learning Critical Pathways that are focused on the integration of numeracy.					
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Board Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Student Pathways

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>A combined technology review between Program and Building Services is needed in order to:</p> <p>Create a detailed understanding of the present programs, resources and facilities</p> <p>Develop a practical, evidenced-based vision of priorities for Technological Education within the LDCSB, inclusive of the new Secondary School and the \$5 M addition to St. Joseph's Catholic Secondary School</p> <p>Develop an action plan</p>	<p><u>Pathways Goal #1</u></p> <p>By March 2010, complete a comprehensive review of LDCSB Technological Education to provide recommendations that enhance opportunities and provide students with access to innovative programs, resources, and facilities.</p>	<p>Increase student access to innovative, engaging experiences to expand horizons, customize programs and support hands on learning (i.e. SHSM, specialized programs e.g. Construction Work Experience, OYAP)</p> <p>Complete a comprehensive review of LDCSB Technological Education, a joint partnership of Building Services and Program, in 100% of our Secondary Schools and provide recommendations for programs, resources, and facilities.</p> <p>Ensure consistency in program delivery across the board</p> <p>Develop a long-term plan for technological education</p> <p>Ensure better utilization of resources, existing and potential, including preparedness with a plan of action when funding becomes available</p> <p>Address health and safety issues and environmental concerns in technological education programs and facilities</p> <p>Complete inventory of facilities and equipment including</p>	<p>Technological Education Curriculum Revisions</p> <p>SHSM Program Ministry Resources</p> <p>Health and Safety Guidelines</p>	<p>Health and Safety Training, Lock and Tag, Safe Guarding</p>	<p>Status update to Senior Administration January 2010 and March 2010</p> <p>Final report to the Board of Trustees April 2010</p> <p>March, 2010</p>	<p>Program Superintendents of Education – Student Success and Curriculum</p> <p>Coordinator, Math, Science and Technology</p> <p>Ontario Youth Apprenticeship Coordinator</p> <p>Supervisor Building Services</p> <p>Architectural Consultant</p>	<p>March, 2010</p>

		replacement and additional capital equipment Establish fiscally responsible capital and improvement projects aligned with short and long term goals for Technological Studies						
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Board Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Student Pathways

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>The February 2009 Special Education Policy and Programs Branch survey on assessment methods used for students not accessing the Ontario Curriculum found provincial variations in the assessment and reporting methods being used by staff.</p> <p>There is a need for a review within the LDCSB regarding :</p> <p>(1) the transitioning of students not accessing the Ontario Curriculum from elementary to secondary and from secondary to post-secondary education and</p> <p>(2) to create an environment that supports the concept of universal design and differentiated instruction for students not</p>	<p><u>Pathways Goal #2</u></p> <p>By June 2010, develop a plan that creates in 100% of elementary and secondary schools consistent approaches to both transitioning and curriculum implementation for those students in Grades JK to 12 who do not access the Ontario Curriculum.</p>	<p>Create a transition planner for all alternative curriculum students in Grades 7 to 12.</p> <p>Support students and parents with transition planning.</p> <p>Continue the alternative curriculum writing team that was introduced in January 2009. . Focus is on K (non-credit) courses in Literacy, Numeracy, Social Skills, and Learning Skills.</p> <p>Compile rich performance tasks for a variety of K Courses into Course Profiles by using the Ontario Curriculum Unit Planner.</p> <p>Review and restructure the School to Community Pathways Program to develop greater consistency in alternative curriculum delivery</p> <p>Review how programming outside of the Ontario Curriculum can be supportive of the system secondary Section 23 school.</p> <p>Provide assistive technology supports that enhance learning and the transition to secondary and post-secondary</p> <p>Ensure that all students have the</p>	<p>Ontario Curriculum Unit Planner</p> <p>Learning for All, K-12</p> <p>Differentiated Instruction Teaching Learning Examples</p> <p>Curriculum Resources and documents</p> <p>Special Education Resources and documents</p>	<p>Review best practices from within the system and other school boards regarding transitioning and curriculum implementation outside of the Ontario Curriculum.</p> <p>Following a gap analysis, explore and identify strategies and resources that are designed to fill identified gaps in transitioning students in programs outside of the Ontario Curriculum.</p> <p>Model a team approach that gives teachers and educational assistants the opportunity to see and share best practices, particularly in Universal Design for Learning and Differentiated Instruction.</p> <p>Guide teachers on the use of manipulatives, assessment strategies, reporting and other instructional techniques designed to support student learning outside of the Ontario Curriculum.</p> <p>Create consistent, evidence-based practices that can be replicated in classrooms across the system.</p> <p>Development of Professional Learning Communities focussed on effective inclusion research, resources, and inspiration.</p>	<p>Status update to Senior Administration by April 2010</p>	<p>Superintendent of Special Education and School Support Staff</p> <p>Principals</p> <p>Curriculum Co-ordinators</p> <p>Curriculum Support Teachers</p> <p>Resource Teachers</p> <p>Classroom Teachers</p> <p>Educational Assistants</p>	<p>December, 2010</p>

accessing the Ontario Curriculum.		opportunity to enrol in an appropriate pathway.		Provide opportunities for secondary SPSTs to visit School to Community Pathways Learning Classrooms, with pre and post observation activities			
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