

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

Student Achievement & Learning Action Plan

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ – centred individuals enabled to transform society



2010 - 2013

November 4th, 2011

INTRODUCTION

In June, 2010, the Halton Catholic District School Board adopted a collaboratively developed multi-year strategic plan, “Fulfilling the Promise: Strategic Directions 2010- 2015”. The strategic commitments reflect the key areas of focus for our Board. “Achieving, Believing, Belonging” captures the underlying intent of all Board initiatives. Our vision and strategic directions provide guidance for the meticulous planning processes to develop annual system priorities, operational plans, our Board Improvement Plan and School improvement Plans. The Halton Catholic District School Board’s Improvement Plan for Student Achievement guides our collective efforts to attain systemic improvement for all students, as we focus on Achieving. This plan articulates four key priorities, and identifies some of the evidence based strategies that will enable us to:

1) Promote Continuous Improvement in Student Achievement 2) Reduce the Achievement Gap 3) Improve Student Engagement 4) Improve Parental Engagement

COMPREHENSIVE NEEDS ASSESSMENT

Establishing a system-wide improvement plan necessitates analyzing data from a variety of sources, interpreting the data to determine local priorities, and using the data as a foundation for further discussion and evidence-informed decision-making. The strategies and action steps outlined in this year’s Board Improvement Plan for Improving Student Achievement are based on student achievement data, perceptual data, recommendations for next steps from the School Effectiveness Staff Report on the trends and patterns of practice identified in the 2010-2011 School Effectiveness Reviews, suggestions received through the Strategic Planning activities and ideas provided by the HCDSB Board Improvement Planning Team. **NOTE:** The data highlights which follow will be updated in the fall of 2011 to reflect the most recent student achievement on the most recent Provincial assessments.

STUDENT ACHIEVEMENT DATA HIGHLIGHTS

Board Common Assessments (DRA)

- In the 2010-2011 school year, between 32 and 38% of students were below benchmark across grades 1,2 and 3. The percentage of students below benchmark increases with each grade.
- There is between an 8 to 10% gender gap between boys and girls who are at benchmark. The gender gap increases with each grade in favour of girls.

Report Card Marks

- In Language, Primary and Junior students are most challenged in Writing as measured by the June report card. Intermediate students are most challenged by Reading and Writing.
- In Math, primary students are most challenged in Number Sense and Numeration, junior are most challenged in Measurement, and intermediate students in both Measurement Patterning.

EQAO Highlights – Grade 3, 6, 9, OSSLT

- Over the past five years, the percentage of junior students achieving at or above the provincial standard has increased by 12 percent in reading, 15 percent in writing and 8 percent in math.
- Over the past five years, the percentage of students in grade 9 Academic math achieving at or above the provincial standard has increased by 17 percent (from 71% to 88%).
- Over the past five years, the percentage of students in grade 9 Applied Math achieving at or above the provincial standard has increased by 18 percent (from 39% to 57%).
- Increase in students passing the OSSLT is also evident – 3 percent increase (89% to 91%) – FTE
- During the 2010-2011 assessment year, the HCDSB had 340 first-time eligible OSSLT students who were taking Applied Level English. In March 2011, 67% of the fully participating first-time eligible students who were registered in Applied English successfully completed the OSSLT – This represents a one percent increase from April 2010, and a three percent increase from March 2007.

Student Success Indicators – Credit Accumulation, Graduation Rate

- 91% of grade nine students achieved the required eight credits by the end of their first year of secondary school in 2010-2011.
- 83 % of grade 10 students were at or above the target of 16 credits in 2010-2011. It is noted that a higher percentage of students are behind credits in grades 10 and 11 than in grade 9.
- 91% of students graduated within 5 years

Pathways – University applications

- While there has been an increase in the number of students applying to universities over the past five years, the proportion of students that confirm acceptance has decreased from 82% in 2006 to 80% in 2010.
- While the confirmation rate has declined, a large proportion of HCDSB students who apply, continue on to university.
- Of the 231 students in 2010 that did not confirm with a university, 16% confirmed their acceptance with an Ontario college.

College Applications

- After remaining relatively static during the 2006 and 2007 application cycles (approximately 55%), there was an increase in the proportion of students who applied and continued on to college in 2008 (75%) , 2009 (76%) and 2010 (73%).
- Of the 105 students that did not confirm their application, 33% confirmed with an Ontario University.

DEMOGRAPHIC DATA

EQAO by Gender

- There is a gender gap of 11 percent in primary reading and 12 percent in writing and a 2 percent gap in math.
- While the gap has narrowed this past year, it continues to favour girls.
- There is an 8 percent gap in grade 6 reading, 15 percent gap in grade 6 writing and a 3 percent gap in math – all favouring girls.

- The gap has narrowed significantly in reading, writing and in math.
- There is no real gap evident in grade 9 math – 2% in Applied Math and 4% in Academic math, both favouring males.
- There is a minimal gap in OSSLT in favour of girls (3%) - this has been relatively constant.

Exceptionality data

- There is a general improvement in achievement in the primary division for students with special needs.
- There has been a 19 percent increase over the last 5 years in reading (from 24% to 43%).
- There has been a 42 percent increase in writing (from 17% to 59%) and 20 percent in math (from 28% to 48%).
- Although gains are being made here too, improvements have not been as dramatic in the junior division.
- There has been a 19 percent increase in reading (from 25% to 44%), 18 percent in writing (from 18% to 36%) and two percent in math (from 23% to 25%).
- There has been a 21 percent decrease over five years in grade 9 Academic math (from 51% to 72%) and 10 percent increase in Applied math (from 27% to 37%).
- There has been a 10 percent increase over five years FTE OSSLT results (from 58% to 68%).

Students identified as Communication: Learning Disabilities

**Note: Primary, Junior and Grade 9 data on these students is not yet available for the 2010-2011 school year. The trends and results shown here are from the 2009-2010 school year. OSSLT results are for the most recent school year.*

Students with Learning Disabilities (LD) are our largest group of students with identified special needs.

- In general, we are seeing more students with learning disabilities achieving level 3 or above in Grade 6 Reading.
- LD Students are generally scoring level 2 on the Provincial Assessment.
- Significantly fewer students are being exempt from the assessment.
- A greater number of students with learning disabilities achieve level 2 in writing.
- Overall students score better in writing than reading. Very few students score below level 1 in writing.
- Students (LD) do less well in math; however, the gap between scoring level 2 or level 3 is less pronounced in math than reading or writing.
- In terms of grade 9 applied math – 42% achieved the provincial standard (2009-2010) and approximately 43 % scored level 2.
- These results have been variable over the last 5 years – indicating fluctuating achievement.
- With respect to the OSSLT over the past three years the success rate of FTE has been relatively static – Approximately 68 percent of students identified with a Learning Disability were successful in March 2011 and April 2010, and 69 percent of these students were successful April 2009.

PERCEPTUAL DATA

As part of our Board Improvement Plan, we include school community and student perceptual data to support the Board goals in the area of *Engagement*. The *Engagement goals* support the social development of our students, a Catholic community of learners, and student involvement in building and extending caring, positive school cultures.

Through the EQAO student questionnaires, Kindergarten Parent Survey (KPS), Halton Youth Survey (HYS) and the HCDSB Parent Survey (HCPS) – we are beginning to collect data on parent, student and community engagement and examining the relationship between high engagement and student achievement – preliminary results and research evidence suggests a strong link.

- The EQAO student questionnaire reports indicate that there is room for improvement in all three areas of the assessment. Overall, students believe themselves to be better at reading and mathematics than at writing.
- More grade 3 and grade 6 females than males indicate that they like reading and writing, and are good readers and writers. On the other hand, more grade 3 and 6 males indicate that they like mathematics and are good at mathematics.
- More grade 6 females than grade 3 females report that they read by themselves at home. There is a minimal difference in the reading pattern of grade 3 and 6 males.

The HYS was completed by Grade 7 and 10 students in October of 2006 and again in February 2010. The main purpose of the survey is to measure how well youth in Halton are doing on a variety of measures, and more specifically, whether or not our youth possess the assets needed for positive development.

- Students in grade 10 have fewer social assets than grade 7 students.
- In 2009-2010, 66 percent of grade 10 students report high school engagement in comparison to 83 percent of grade 7 students.
- For both grade 10 and grade 7 students this represents a 2 percent decrease from 2006-2007.
- In 2009-2010, 70 percent of grade 10 students report high peer engagement in comparison to 69 percent of grade 7 students.
- Between 2006-2007 and 2009-2010 we note a significant (10%) decrease in the percent of grade 7 students reporting high peer engagement. For grade 10 students, we note a 3 percent decrease between survey years.
- We also note, the more developmental assets a student holds, the more likely they are meeting the provincial standard for academic achievement. This association holds true for both grades 7 and grade 10 students.

The goals and strategies identified in the Board Improvement Plan jointly reflect the system goals and initiatives of the Halton Catholic District School Board, the Ontario Catholic Graduate Expectations, and the recommendations of the Ministry of Education: Literacy and Numeracy Secretariat, Student Success/Learning to 18 and Special Education division to develop action plans for meeting targets for achievement of the Ontario Curriculum standards. The SMART goals which follow reflect the analyzed data above, ensuring the identified goals are evidence-informed. The Halton Catholic District School Board Improvement Planning Committee is committed to meeting throughout the year to monitor the progress and make appropriate adjustments, as necessary, in order to achieve the goals as outlined.

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT : “Priorities For Improving Student Achievement”

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES

MONITORING STRATEGIES

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			Literacy					
<p>By 2013, there will be an increase in number of grade 7 (35% to 40%) and grade 10 students (22% to 27%) who report that high levels of spiritual engagement as measured by the Halton Youth Survey.</p> <p>By 2013 there will be a 5% increase in the number of grade 7 (from 83% to 88%) and grade 10 students (from 68% to 71%) who report a high level of school engagement as measured by the Halton Youth Survey.</p> <p>By 2013, there will be an increase in the percent of grade 7 (from 79% to 81%) and grade 10 students (from 40% to 45%) who report high levels of positive peer influence and an increase in the percent of grade 7 (from 37% to 42%) and grade 10 students (from 26% to 31%) who report high peer connectedness as measured by the Halton Youth survey.</p>	4.1 A culture of high expectations founded in an understanding of the dignity of the human person supports the belief that all students can learn, progress and achieve.	<ul style="list-style-type: none"> • K to Gr. 12 teachers deliver distinctively Catholic Curriculum by infusing the Focus on Faith theme (<i>Hear the Word of the Lord; Learn to do Good, Seek Justice</i>), as well as the grade level Catholic Social Justice Themes and Essential Questions across the curriculum. 	CCCC Literacy Numeracy Pathways	<p><u>Human:</u> System Chaplaincy Leader; Program Services Consultants; Literacy/ Numeracy Itinerants; Chaplaincy Leaders; Pastoral Animators</p> <p><u>Print or Electronic</u></p>	<p>K to 12 job-embedded professional learning opportunities with emphasis on:</p> <ul style="list-style-type: none"> • the Revised Ontario Catholic Graduate Expectations; • Focus on Faith; • Catholic Social Justice Teaching; • Catholic Curricular Connections • Equity and Inclusivity training • <i>Community Adult Faith Formation</i> (CAFF) occurs in the context of each school community and supports the faith formation of ALL staff e.g. retreats, guest speakers, book studies, TEL, Master of Theology program • In-service school CAFF Teams • Provide retreat facilitation training for Pastoral Animators 	<ul style="list-style-type: none"> • School SOs and Principals conduct learning walks to monitor infusion of Focus on Faith into curriculum. • Instructional Pathways use Catholic Themes as big ideas; and SCT are seen in student work. • SIP and Catholic School Council plans promote and support student leadership • Student data on attendance, lates, and learning skills indicate positive student engagement. • CLC agendas and professional dialogue reflect a focus on Catholic School Culture and faith development. • The Board Safe Schools Action Team meets monthly to review implementation of the Safe Schools initiative. • Ongoing review of data on the frequency and types of Staff Development and Adult Faith Formation opportunities being accessed by staff. 	<p>Superintendent of Staff Development and Faith Formation</p> <p>School Services and Curriculum Services SOs</p> <p>Principals/Vice Principals</p> <p>System Chaplaincy Leader</p> <p>Program Services Consultants</p> <p>Itinerants</p> <p>Teachers</p> <p>Support Staff</p> <p>Pastoral Animators</p> <p>Chaplaincy Leaders</p>	<ul style="list-style-type: none"> • Participants in the Board’s AFF program can articulate how the strategies and resources learned can be integrated into their vocation (AFF post-session survey) • Increasing numbers of staff access the optional staff development learning opportunities (Event Registration data). • Students’ spiritual, social, emotional and academic engagement in the learning process will show an increasing trend over baseline HYS data. • Positive student and staff feedback for faith formation/ leadership activities (Staff Development Survey). • Student work demonstrates the ability to articulate faith connections, relating to Catholic Social Justice teaching, across the curriculum • More students engage in peer leadership and social justice advocacy (Student Leadership satisfaction survey; increase in Me to We schools; Speak Up projects).
	3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork, advocacy, and witness to Catholic Social Teaching.	<ul style="list-style-type: none"> • Students participate in peer leadership that allow for faith connections and foster faith development (e.g. – Retreats, Youth Rallies, Culture of Life Groups, Social Justice Groups, Walk With Jesus, S.L.A.M., Me to We Take Action program, Vocations Month, Social Justice Initiatives, Project H.O.P.E.) 	CCCC Pathways	<p><u>Documents:</u> CAFF Needs Assessment Template; CAFF Planner; Catholic Curriculum Maps; Focus on Faith Support Materials; <i>Equity and Inclusive Education in Ontario Schools</i>; student resources that support the Catholic world view and Catholic social justice issues in school libraries and on Board website.</p> <p><u>Financial</u> Staff Development/ Adult Faith Formation Budget; Opportunity for Masters of Theology at University of St. Michael’s College Faculty of Theology Reimbursement.</p>				
	3.1 The teaching and learning environment is inclusive, reflects individual student strengths, needs and learning preferences, according to each person’s dignity.	<ul style="list-style-type: none"> • Implement Equity and Inclusive Education practices that align with board and Ministry policy. • Instruction is differentiated and learning resources provided to reflect student strengths and needs. • Curriculum materials, digital tools and resources reflect the needs, interests, and demographics of the student population. 	CCCC Literacy Numeracy Pathways					
	2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy faith-based learning environment.	<ul style="list-style-type: none"> • Religious and Family Life Education lessons are given high priority when setting the official time-table. • Safe School Teams develop strategies to improve the school climate. • School-wide programs promote positive relationship building using tools such as peer mediation, conflict resolution and restorative justice. • The Foundations for a Healthy School framework is used to develop a healthy school environment. 	CCCC					

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MONITORING STRATEGIES

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring Pathways Numeracy Literacy	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation	
<p>By May 2013 there will be an increase from:</p> <p>a) 11% to 14% of Gr.3 students and 14% to 17% of Gr. 6 students achieving at L 4 in reading for meaning expectations through an emphasis on extending understanding, analyzing/evaluating texts, and identifying a point of view.</p> <p>b) 8% to 11% Gr.3 students and 12% to 15% of Gr.6 students achieving level 4 in writing through a focus on topic development & organizing ideas using a variety of writing forms and styles.</p> <p>c) 19% to 22% of Gr. 3 students & from 20% to 23% of Gr.6 students who are able to solve and justify their solutions to open-ended tasks with precise supporting details at L 4 in Number Sense & Numeration, Patterning and Geometry as measured on the Reading, Writing & Math EQAO assessment.</p> <p>By May 2013, there will be an increase, from 48% to 54% in the number of Grade 9 Applied students who are able to solve & justify their solutions to open-ended tasks with precise supporting details at L3 and L4 in Proportional Reasoning, Geometry and Measurement.</p>	<p>4.2 Founded upon an understanding of the dignity of the human person, a clear emphasis on high levels of achievement in literacy and numeracy is evident throughout all HCDSB schools.</p>	<ul style="list-style-type: none"> Implement Full Day Early Years Program in selected schools 	CCCC Literacy Numeracy Pathways	<p><u>Human</u> Curriculum & Special Education Consultants Speech and Language Pathologists Literacy/Numeracy Itinerant Teachers IT personnel Ministry Education Officers</p> <p><u>Material, Print or Electronic Resources:</u> The Ontario Curriculum policy documents and supports. Board Curriculum Documents including Focus on Faith supports and Catholic Curriculum Maps Core literacy / numeracy resources TIP4RM resources LNS resources: webcasts / monographs Assistive Technology EduGains website <i>Secondary Connections</i> Sharepoint (HCDSB) Secondary Core Resources Gizmos and related Software</p> <p><u>Financial</u> Ministry Funding</p>	<p>Staff and CSC knowledge, skills and attitudes will be developed in alignment with Board priorities and the SEF and promote practices that are effective and bias free. Professional learning will focus on:</p> <ul style="list-style-type: none"> Instructional Coaching SEF and School Improvement Planning. ELP Instructional Pathways Professional Learning Cycles Differentiated instruction Math coaching in: three-part lesson model , problem solving, effective use of manipulatives and technology, math journals 	<ul style="list-style-type: none"> BIP Team monitors the implementation progress every 6 weeks and makes appropriate adjustments. All SIPs submitted to SEF Lead and SO by November 11th and moderated by the BIP Steering Committee. SO school visits focus on implementation of SIPs. SOs attend Student Success Meetings and monitor Student Success Team Data Principals conduct weekly learning walks, Monitor SIPs and the implementation of Expected HCDSB Practices. Observations are used to identify staff learning needs and subsequent CLC capacity building to support teachers. Board personnel and school leaders observe implementation of strategies learned during coaching and co-planning sessions. OCA results reviewed. Credit accumulation 	<p>Superintendents: Allocate LNS, Student Success, Staff Development budgets to support the learning agenda.</p> <p>Curriculum, Special Education, Staff Development , SEF, and Student Success Depts. plan and co-ordinate professional learning sessions to ensure system Alignment.</p> <p>Superintendents: Expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals.</p> <p>Principals monitor the Data collection & implementation of strategies.</p> <p>Teachers implement strategies.</p>	<ul style="list-style-type: none"> Board Report on SEF Trends will indicate implementation of identified indicators. On an annual basis, the following datasets will be used to study improved achievements in subgroups of students and track cohorts for improvements: * EQAO – reading, writing and math; * Report Card Data; * Benchmark Assessments (DRA / QCA/OCA/OWA) recorded on Students Achieve * Student Success Indicators Increasing numbers of Gr. 3 and 6 students achieve Mid-Year Benchmarks. Improved student achievement related to focus of instruction will be demonstrated in student work and class profile data. Elimination of decline in credit accumulation between Gr. 9 and 10. Increase in OSSLT success rates for. Students in the Applied program. 	
		<ul style="list-style-type: none"> Implement Kindergarten benchmarks, enter progress in data management system (Student Achieve) and identify student and class profiles. 							CCCC Literacy Numeracy Pathways
		<ul style="list-style-type: none"> All elementary schools implement Cozy Reading Program in Kindergarten classes to promote a positive, emotional response to reading. 							
		<ul style="list-style-type: none"> Consistently implement expected HCDSB non-negotiable evidence informed strategies in every classroom and every school (Focus on Faith, IEP’s, Use of Data, Gradual Release of Responsibility, Comprehensive Literacy, Differentiating Instruction, and Large Blocks of Time for Literacy and Numeracy instruction, Teacher Moderation). 	CCCC Literacy Numeracy Pathways						
		<ul style="list-style-type: none"> Consistent use of Grade 1 -8 Instructional Pathways in response to student learning needs. 	Literacy						
		<ul style="list-style-type: none"> K- Gr.12 teachers will use intellectually demanding mathematics tasks including multi-strand problems, critical thinking and mathematics process expectations. 	Numeracy						
		<ul style="list-style-type: none"> Use the three-part lesson model and teach through inquiry and problem solving. 	Numeracy						
		<ul style="list-style-type: none"> Use of manipulative, concrete materials and technologies for investigating mathematical concepts and solving problems. 	Numeracy						
		<ul style="list-style-type: none"> Expand use of assessment strategies to more consistently include the use of math journals and portfolios. 	Numeracy						
		<ul style="list-style-type: none"> Expand teaching learning networks in and across elementary and secondary schools. 	CCCC Literacy Numeracy Pathways						
<ul style="list-style-type: none"> Explore use of a Math diagnostic assessment tool to support assessment for learning in Mathematics. (i.e.Gap Closing; Leaps and bounds Math diagnostic assessment). 	CCCC Literacy Numeracy Pathways								
<p>By September 2011, there will be an increase from 88% to 92% of grade 9 students who will have earned 8+ credits by the end of the first year of secondary school.</p> <p>By April 2013, there will be an increase from 66% to 72% of grade 10 Applied students who will have met with success on the OSSLT through a cross curricular focus on the higher order thinking skills in reading & topic development & organizat'n in writing.</p>	<p>4.2 Founded upon an understanding of the dignity of the human person, a clear emphasis on high levels of achievement in literacy and numeracy is evident throughout all HCDSB schools.</p>	<ul style="list-style-type: none"> Secondary ELL teachers will meet twice a semester in a professional learning community format to examine the results of the ELL students on the OSSLT and to use this data to direct next steps of the Catholic Learning Community. 	Literacy CCCC						
		<ul style="list-style-type: none"> Gr. 9 & 10 Applied Teachers implement cross curricular approach to teaching the reading and writing skills of topic development and organizing information 	Literacy CCCC						
		<ul style="list-style-type: none"> Develop and implement cross curricular Grade 7 to 10 Professional Learning cycles with a DI knowledgeable facilitator to response to student learning needs. 	Literacy Literacy						

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			Numeracy					
			Literacy					
<p>By 2013, there will be a 5% increase in students participating in Board program pathways and career exploration activities that support students to choose a pathway of their choice.</p> <p>SHSM: from 207 students to 218 CO-OP: from 537 students to 564 School to Career: from 28 to 30 OYAP: from 101 students to 106 Dual Credit : from 30 students to 32 eLearning: from 193 students to 203</p>	5.4-Students have opportunities to build on in-school and out of school experiences and activities to further explore personal interests, strengths and career options.	<ul style="list-style-type: none"> All secondary schools will be required to complete the school program pathways review plan that demonstrates annual growth in the variety and student participation in program pathways, including pathways for students on alternative curriculum (A4). 	Pathways	SEF/SSL Coordinate and allocate resources to support a broad spectrum of programs and pathways with a K-12 focus. Program Pathways Planner Release Time	<ul style="list-style-type: none"> All Program Pathways In-service SERTs on development of IEP SMART goals for students on alternative curriculum. 	<ul style="list-style-type: none"> Pathway teams will update their school Pathways Program Review Plan annually School Program Pathways Planners submitted to SSL and School Superintendent by Nov.15. 	School Services Superintendents Student Success Lead (SSL) Secondary School Administrators	<ul style="list-style-type: none"> By June 2013, board data will be available to report on destination pathways for all students including students on an alternative curriculum.
	5.1 Programs, pathways and career planning meet the learning needs and interests of all students and honours the dignity of work.	<ul style="list-style-type: none"> Intermediate teachers will be supported to highlight the Annual Education Plan (AEP) for grade 8 students (2010-2011) and Grade 7 (2011-2012) to support their pathway planning. SERTs to support intermediate teachers in working with students who are identified. 	Pathways	Annual Education Plan Pathways consultants and itinerants Student Success Lead	<ul style="list-style-type: none"> Review of Annual Education Plan In-service SERTs and teachers new to grade 8 on Pathways 	<ul style="list-style-type: none"> Elementary principals will monitor the implementation of the annual learning plan for students. 	School SOs Elementary Principals	<ul style="list-style-type: none"> All grade 7 and 8 students will have an AEP which assist in guiding pathways planning. Web link established. Increasing number of viewers visit Pathways website.
		Establish working group with representatives from various areas in Program Services to create alignment in transition documents and pathways information.	Pathways					<ul style="list-style-type: none"> Increase in student enrolment in regional programs (co-op, SHSM, dual credit and apprenticeship) as tracked on the school program pathways planner.
	5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.	<ul style="list-style-type: none"> Develop and implement plan to establish a Pathways presence on the HCDSB public website that communicates the program offerings for HCDSB parents and students, including those pathways for students on alternative curriculum (A4). 	CCCC Pathways	IT Staff Pathways materials	<ul style="list-style-type: none"> Effective website construction and maintenance. 	<ul style="list-style-type: none"> SSL monitors website to ensure information is current. 	SSL Pathways Itinerants and Consultants	<ul style="list-style-type: none"> Increased student enrolment in FI, IB, AP and Alt. Ed. Programs Increased student awareness of career options as tracked on use of pathways program planner.
		<ul style="list-style-type: none"> Develop and implement marketing plan to increase awareness of regional programs (Co-operative Education, SHSM, dual credit, apprenticeship, IB, AP and other program pathways) among elementary school staff, parents and Intermediate students. 	CCCC Pathways	Marketing materials Pathways website Co-operative education toolkit Dual credit program delivery guidelines SHSM guidelines School to career website Electronic Pathways Planner		<ul style="list-style-type: none"> Principals will monitor program pathways planners for increase in program offerings and student participation 	Co-operative education, SHSM, Dual credit, apprenticeship consultants, itinerants and school pathway team members	
		<ul style="list-style-type: none"> Promote awareness of pathways programs at HCDSB Parent Conference; Co-operative education /dual credit, SHSM consultants will offer regional and local school parent information evenings. 	CCCC Pathways					
	5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.	Implement a multi- year plan to expand the breadth and variety of programs offerings (i.e. International Baccalaureate, Advanced Placement Programs, French Immersion and Alternative Education).	CCCC Pathways Literacy Numeracy	Principals School SOs Funding for specialized programs		<ul style="list-style-type: none"> School SOs & principals facilitate and monitor multi-year plan to expand the variety of programs offered. 	School SOs Principal	
		<ul style="list-style-type: none"> Secondary and elementary teachers will implement and integrate the career education component found in every subject guideline and highlight the dignity and vocation in work which respects the rights of all and contributes to the common good. 	CCCC Pathways	Ministry subject guidelines Electronic Course Program Planner	Subject Councils review resources to support implementation.	<ul style="list-style-type: none"> Principals monitor the Career education component in each Ministry subject. 	Principals, Pathway Consultants, Program leaders, SSL	

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			Numeracy Literacy					
<p>By 2013, there will be a 4% increase (from 27% to 31%) in the number of parents who report high levels of home –school connection as measured by a composite score of items on the Halton Catholic Parent Survey.</p> <p>By 2013, there will be a 5% increase in the percent of parents of students with special needs who report high levels of involvement in their child’s education (an increase from 74% to 79%)</p> <p>Rationale: This goal is based on the research which emphasizes the influence of the Family Path. Students whose parents are positively connected to their school and learning are also more likely to experience high levels of school engagement, improved achievement, reduced absenteeism and better behaviour.</p>	6.2 Students, parents, parish representatives, and community members are engaged and welcomed as respected, valued partners.	<ul style="list-style-type: none"> Special Education Department and SEAC to determine the best means of helping parents build a general knowledge base of the legislation regarding student identification and placement. 	CCCC Pathways	Human Special Education Consultants & Itinerants Teachers IT personnel ESL itinerant Teachers Halton Multi-Cultural Council Youth Settlement Workers SEAC CPIC CSC Administrators Teachers	Staff and CSC knowledge, skills and attitudes will be developed in alignment with Board priorities and the SEF. Use practices that are effective and bias free. Offer learning opportunities in: <ul style="list-style-type: none"> Faith formation Schoolconnects 	Special Education IEP Training session to be completed by November 2010. Review of school web sites – Fall 2010 Principals and school teams facilitate ongoing sharing and consultation with CSC according to SIP cycle. SIPs are explicit in their local strategy linking parent engagement and student achievement.	Superintendent of Special Education Special Education Consultants with school teams Superintendent of Equity and Diversity Superintendent of Parent Engagement School Services and Curriculum Services SOs Principals/Vice Principals Teachers Catholic Parent Involvement Council	<ul style="list-style-type: none"> Parents will express increased knowledge and involvement in child’s IEP. Parents express increased parental engagement and satisfaction as measured by feedback information from the Halton Parent Survey in 2013. Parents are able to easily access information on school and Board websites as evidenced through an increase in the number of visitors to school and board websites. Positive parent and staff feedback on CSC training feedback survey. School Council Annual Reports reveal a focus on School Improvement Planning. Increased attendance at Annual Parent Conference
		<ul style="list-style-type: none"> Special Education Department will assist schools to develop and implement a plan to improve communication strategies specifically to ensure parents are knowledgeable and are involved in the development and implementation of their child’s IEP. 	CCCC Pathways					
		<ul style="list-style-type: none"> Best practices will be shared amongst schools. 	CCCC					
		<ul style="list-style-type: none"> Provide training for school administration in the effective use of SchoolConnects and school web sites. Follow strategies suggested through Communication Audit. 	CCCC					
		<ul style="list-style-type: none"> Develop and implement strategies to welcome and support new families to HCDSB school communities 	CCCC					
	6.1 The Catholic School Council has a meaningful role in supporting learning and achievement for students.	<ul style="list-style-type: none"> Provide training for school administrators and Catholic School Councils (CSC) regarding the role of CSCs in school improvement planning. 	CCCC Pathways	Materials: <i>Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs</i> (2007) <i>The Individual Education Plan (IEP) : A Resource Guide</i> (2004) under review for updates 2010-11				
		<ul style="list-style-type: none"> All schools will consult and actively involve the Catholic School Councils in the development and monitoring of the School Improvement Plan. 	CCCC Literacy Numeracy Pathways					
		<ul style="list-style-type: none"> Catholic School Council goals are consistent with the Board’s Focus on Faith Framework and align and support School Improvement Plans 	CCCC Literacy Numeracy Pathways					
	6.4 Learning opportunities, resources and supports are provided to help parents support their child’s faith formation, student learning and have productive parent-teacher-student conversations.	<ul style="list-style-type: none"> Catholic Parent Involvement Council (CPIC) will include in the annual goals and action plan a focus on identifying strategies that will identify outreach activities and strategies to increase parent engagement (i.e. parent skills, school and Board website content to promote program support and school-parent-relationships.) CPIC will share strategies and outcome with schools, SEAC & parent partners. 	CCCC Pathways	Parent Conference workshops.				
		<ul style="list-style-type: none"> Include representation from CPIC on appropriate system level committees (i.e., Focus on Faith, BIP, Equity and Inclusion). CPIC to align annual goals to support BIP and Parent Engagement across the system. 	CCCC Literacy Numeracy Pathways					
		<ul style="list-style-type: none"> Establish Focus Group to identify strategies that will identify outreach activities and strategies for newcomer families to Halton. 	CCCC Pathways					

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT : “Priorities For Improving Student Achievement”

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES

MONITORING STRATEGIES

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
By 2014, all credit earning HCDSB Graduates will have one eLearning credit recorded on their transcript. Currently less than one percent of 2009-2010 graduates have an eLearning credit on their transcripts.	4.3 Teaching and learning uses a Catholic world view to incorporate 21 st century content, global perspectives, learning skills, resources and technologies.	<ul style="list-style-type: none"> Develop, communicate and implement the HCDSB 21st Century Skills Strategy that will inform school and K- 12 classroom planning for all programs. 	CCCC Literacy Numeracy Pathways	Human Consultant, Catholic Learning Communities, Manager, Library Services, Consultant, Information and Communication Technology Curriculum Services , Special Education, SEF , and Student Success Personnel	Focus professional learning on: <ul style="list-style-type: none"> Focus on Faith Themes and Questions , Critical Literacy, Enhancing use of technology, Boys literacy, Growing Success Assessment Policy, Assessment for, of and as learning to support each student. 	<ul style="list-style-type: none"> Teachers will use the StudentAchieve Assessment Data Tracker to monitor student achievement using the common benchmark assessments (Yopp Singer, DRA, OCA, QCA and OWA benchmark assessment) Superintendents receive and review Grade 1 – 8 Assessment Plans to ensure data is used to create school goals that focus on success for all students. Ongoing consultation and monitoring of SIP. Superintendent school visits focus on school improvement. SOs align school visits to regularly scheduled CLC learning sessions and participate in school CLCs and Student Success Meetings. Agenda of CLC meetings reflect an emphasis on strategies for supporting struggling learners. All school teams to be engaged in SEF School Self-Reflection Process. 	Superintendents: School , Curriculum, Special Education Staff Development and Faith Formation, School Effectiveness and Student Success Departments plan and co-ordinate professional learning sessions to ensure system coherence and alignment.	<ul style="list-style-type: none"> Implement 21st Century Teaching and Learning Strategy in 2011 -2012. 2013 EQAO results indicate increased achievement scores. EQAO results indicate a reduction in the achievement gap between Gr. 6 boys and girls in both Reading and Writing Each year. EQAO survey data reflects that increased use of manipulatives and technologies are evident in regular teaching practice. Report card data indicate fewer students achieve Level 1 and L2 Math in all grades. EQAO results indicate a decrease in the achievement gap between students in Academic and Applied math classes. Increase in the percent of parents who report their child’s school is responsive to the needs of all students as measured by the HCYS in 2013.
		<ul style="list-style-type: none"> Teachers will use Catholic Social Teaching to develop and present a global perspective in content areas where appropriate. 						
		<ul style="list-style-type: none"> Pilot Blended Learning, a combination of online and face-to-face instruction using the provincial Learning Management System (D2L) in 10 classes, representing 8 Family of Schools and a variety of teaching assignments. 						
		<ul style="list-style-type: none"> Use and integrate the Catholic faith tradition to emphasize critical thinking, problem solving, communication, and collaboration. 						
		<ul style="list-style-type: none"> Collaboration, lifelong learning, inquiry, reflection and technology use are modelled to develop students’ God-given potential. 						
By May 2013 there will be more boys and special education students with Learning Disabilities achieving the Provincial standard on the EQAO writing assessment through a cross-curricular emphasis on topic development, organization of ideas and metacognition: a)The gender achievement gap in writing will decrease from 13% to 7% in both grade 3 and grade 6 writing b)The special education achievement gap in writing will be reduced from 50% to 38%)for junior students	1.1 Students and teachers share a common understanding of the learning goals and success criteria.	<ul style="list-style-type: none"> Develop and submit to School Superintendents a Language 1-8 Assessment Plan with the SIP which includes administration schedule of diagnostic and formative assessments based on Curriculum Dept. Timelines. Co-construct success criteria. Success criteria, learning goals and exemplars are visible in schools and classrooms. 	Literacy	School Library Strategy and Information Assessing Achievement in Alternative Areas (A4) Pilot Assessment Tools Communication Technology Strategy documents LNS Resources Release Time Human Principals Teachers Curriculum & Special Education Itinerants & Consultants			<ul style="list-style-type: none"> School Administrators monitor the collection of data. Special Education Consultants and school teams. 	
	1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.	<ul style="list-style-type: none"> Anchor/criteria charts, or rubrics and/or exemplars are used consistently to scaffold student learning, provide descriptive feedback and set high expectations for students 	Literacy Numeracy					
	1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, to set their own learning goals within the context of the OCGE and/or I.E.P.	<ul style="list-style-type: none"> Self-assessment skills are taught and modeled. Teachers involve students in assessing, tracking and setting goals for their own learning. 	CCC Literacy Numeracy Pathways Literacy Numeracy Pathways					

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT : “Priorities For Improving Student Achievement”

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES

MONITORING STRATEGIES

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation				
By May 2013, there will be a reduction in the Grade 6 Special Education achievement gap from 47% to 38% through an emphasis on higher order thinking “Reading for Meaning” expectations and metacognition as measured on the EQAO Reading.	4.5 In recognition of the dignity of each student, instruction and assessment are differentiated.	<ul style="list-style-type: none"> Utilize data at the school level to focus attention on each student’s learning. Each school improvement plan will include a targeted area in literacy and/or numeracy addressing the data of addressing the data of students with special needs. Implement a service delivery model in special education that provides more timely support to SERT’s and classroom teachers in addressing instructional programs for students. 	Literacy Numeracy	Students Achieve	Focus professional learning on: <ul style="list-style-type: none"> Effective use of data 	Results of pilot schools engaged in the RTI process will be shared and pilot to be expanded.	Special Education SO	<ul style="list-style-type: none"> Progressive gradual narrowing of the special education gap on both the reading and writing assessments over the next 6 reporting periods and EQAO student achievement scores. 				
	4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning.	<ul style="list-style-type: none"> Identify gaps in achievement for specific clusters of students (i.e., boys, girls, First Nations Metis Inuit, English Language Learners, and students with Individual Education Plan (IEP) goals and expectations), set targets and use differentiated instruction to close achievement gaps. 	CCCC Literacy Numeracy Pathways						<u>Human</u> Principals Teachers Curriculum & Special Education Itinerants & Consultants	<ul style="list-style-type: none"> Differentiated instruction and Pyramid of Intervention Instructional coaching 	<ul style="list-style-type: none"> School Administrators monitor the collection of data. A4 data will indicate specific areas for targeted direct instruction for key transition time for students on alternative curriculum. 	<ul style="list-style-type: none"> School Administrators monitor the collection of data. Special Education Consultants and school teams.
		<ul style="list-style-type: none"> Collect baseline data in students with learning disabilities specifically addressing the incidence and learning profiles. Using school profiles, special education staff will expand the use of withdrawal assistance in the provision of programs and services. Conduct IEP reviews for 2011-2012 school year for students identified Communication-Learning Disability. 	CCCC Literacy Numeracy Pathways									
4.6 Resources for students are relevant, current, accessible and inclusive.	<ul style="list-style-type: none"> Resources are available to support all areas of learning in the Ontario curriculum and student needs as indicated on the I.E.P. (e.g., digital tools and resources, graphic novels, manipulatives). Applications for school based assistive technologies are available through the Special Education Allocations (SEA) process to support students with special needs to view, listen to and process texts in order to engage actively in classroom learning 	CCCC Literacy Numeracy Pathways	<u>Material /Financial</u> Differentiated Instruction resources High interest and low readability texts to support guided reading for students reading below benchmark. Graphic readers and graphic novels for students in primary and junior	<ul style="list-style-type: none"> SEA application process 	Special Education SO Principals monitor use of assistive technologies through the implementation of the student IEP	School Administrators						

BOARD IMPROVEMENT TEAM

NAME

POSITION

Greg Burns	Consultant	Curriculum Services
Lorraine Cipparrone	Special Education Advisory Council	Catholic Education Centre
Pat Daly	Principal	St. Thomas Aquinas Secondary School
Cesar DiDonato	Consultant	Curriculum Services
David DeSantis	Acting Assistant Superintendent	Student Success
Sonia Ellison	Consultant	Curriculum Services
Donna-Lynn Galloway	Consultant	Curriculum Services
Jacqueline Herman	Superintendent of Education	School Effectiveness
Lisa Koster	Catholic Parent Involvement Committee	Catholic Education Centre
Caroline Lutyk	Consultant	Curriculum Services
Nina March	Teacher	St. Joan of Arc Catholic Elementary School
Sandra Miller	Consultant	Special Education Services
Lorrie Naar	Superintendent of Education	Staff Development
Tim Overholt	Acting Assistant Superintendent	Human Resources
Susan Paradiso	Consultant	Curriculum Services
Suzanne Rossini	Superintendent of Education	Special Education Services
Jim Rowles	Superintendent of Education	School Services
Babe Santucci	Consultant	Curriculum Services
Katharine Stevenson	Consultant	Curriculum Services
Mary Tessari	Superintendent of Education	School Services
Erica van Roosmalen	Chief Research Officer	Research and Development Services
Margaret Warmels	Principal	Holy Cross Catholic Elementary School

Appreciation is extended to all those who gave of their time and talents to refine the Board's 2010-2013 Improvement Plan for Student Achievement