

SUCCESS FOR ALL THROUGH SCHOOL IMPROVEMENT PLANNING

Student Achievement & Learning Action Plan



2009-2010

May 28, 2009

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.

Board Improvement Team

Name	Position	
Vince Aresta	Vice Principal	Holy Trinity Catholic Secondary School
Andrea Bishop	Consultant	Curriculum Services
Tami Browne	Consultant	Special Education Services
Jeff Crowell	Teacher	Holy Trinity Catholic Secondary School
Pat Daly	Principal	St. Thomas Aquinas Catholic Secondary School
Rocco Dilanni	Vice Principal	ST. Ignatius of Loyola Catholic Secondary School
Sonia Ellison	Consultant	Curriculum Services
Donna-Lynn Galloway	Consultant	Curriculum Services
Michael Jenny	Consultant	Curriculum Services
Kim Kinney	Principal	Holy Rosary Catholic Elementary School (B)
Kathy Lowicki	Student Success Lead	Curriculum Services
Rick MacDonald	Superintendent of Education	Curriculum Services
Fiammetta Mazzetti	Superintendent of Education	School Services
Sandra Miller	Consultant	Special Education Services
Jim Rowles	Superintendent of Education	School Effectiveness
John Susi	Principal	St Mark Catholic Elementary School
Suzanne Rossini	Superintendent of Education	Special Education Services
Catherine Serafim	Consultant	Curriculum Services
Mary Tessari	Superintendent of Education	School Services
Erica van Roosmalen	Chief Research Officer	Research & Development Services
Vendy Volak	Teacher	St. John Catholic Elementary School (B)

Introduction

Board Improvement Planning is used to focus and direct the Halton Catholic District School Board's (HCDSB) Programming and School Services activities, resources and energies on supporting effective instructional practice and improved student learning. The goals and strategies identified in the Board Improvement Plan (2009/2010) jointly reflect the system goals and initiatives of the Halton Catholic District School Board, the Catholic Graduate Expectations and the recommendations of the Ministry of Education: Literacy and Numeracy Secretariat, The Strategic Planning and Elementary/Secondary Programs Division, Student Success/Learning to 18 and Special Education division to develop action plans for meeting targets for achievement of the *Ontario Curriculum* standards.

Establishing a system-wide improvement plan necessitates analysing 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 implementation of the HCDSB's Improvement Plan is a continuous improvement activity that is intended to provide opportunity to:

- Align curriculum and instruction to support school improvement;
- Integrate the Literacy and Numeracy Secretariat's School Effectiveness Framework and the Ontario Catholic Leadership Framework
- Integrate professional development and resources for continuous student achievement;
- Reflect on improvement goals that have a positive impact on student learning;
- Provide a basis for cooperative development of our schools' learning environment through the efforts of all stakeholders (e.g. school administrators, teachers, SERTs, itinerants, consultants, parents and students)
- Generate information for public accountability and quality education for all students

The HCDSB requires elementary and secondary school administration and teachers, working with parents, Catholic school councils and other representatives of the community, to prepare and release an action plan for overall school improvement based on the EQAO assessment results, "at risk" indicators, additional school data, and other relevant information the school has gathered. The strategies and action steps outlined in this year's **2009/2010** HCDSB Action Plan for Improving Student Learning are based on:

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| <input type="checkbox"/> the 2007/2008 primary, junior, secondary achievement results | <input type="checkbox"/> Developmental Reading Assessment (DRA) 2006-2007 and 2007-2008 |
| <input type="checkbox"/> the March 2008 OSSLT results | <input type="checkbox"/> Student Success data collected on 9 indicators |
| <input type="checkbox"/> the historical student achievement and contextual patterns and trends | <input type="checkbox"/> Early Development Instrument (EDI) |
| <input type="checkbox"/> the data collected from the student, teacher and principal questionnaires | <input type="checkbox"/> Our Kids Kindergarten Parent Survey (KPS) & Halton Youth Survey (HYS) |
| <input type="checkbox"/> Elementary November 2007 and 2008 Report Card data | <input type="checkbox"/> Suggestions provided by the HCDSB Board Improvement Planning Team |

Individual School Improvement Plans (SIP) are based on the Board's *Success for All Through School Improvement Planning Guide* and are communicated to the school community. The School Plans are submitted to the Superintendent of Education, School Effectiveness Services and shared with Superintendents of Education, Curriculum, Special Education and School Services and the Chief Officer, Research & Development Services. Implementation of the school action plans is ongoing and monitored at various times throughout the year by the Family of Schools Superintendents and the Superintendent of School Effectiveness Services.

The basis of the Board plan reflects the Ministry of Education and Board's focus on: Increased public confidence in publicly funded Catholic Education; Higher levels of student achievement and; Reducing gaps in student achievement.

MONITORING & EVALUATION PROCESS

The Halton Catholic District School Board Improvement Planning Team meets three times during the year (Sept/Oct, Jan/Feb, and March/April) to monitor the progress and make appropriate adjustments, as necessary, to the Board Action Plans in order to achieve the goals as outlined and to ensure the Board budget reflects the Board's goals for improving student achievement. Family of School Superintendents make the School Improvement Plan (SIP) a focus item on their regular school visits. They monitor and report on school plans in concert with the school principal, School Improvement Teams and ensure alignment with Board Action plans. School Principals submit a one-page progress/status report on the SIP to their Family of School Superintendent (Sept/Oct, Jan/Feb, and April/May). Family of School Superintendents meet three times a year with the Superintendents of School Effectiveness and Curriculum Services and report on the status of their family of schools.

A School Self-Assessment Rubric is provided to all schools to be used by school improvement teams (SIT) for self-evaluation. Using the rubric as a self-check can help school teams assesses how well they are doing and if they are on track with the Self-Assessment Process identified in the School Effectiveness Framework. The rubric can also assist in designing and carrying out the plan by helping to clarify the characteristics of successful school improvement processes. The ultimate success is determined, by the degree to which student learning and or performance improves as a result of implementing and monitoring the strategies in the Action Plan.

BOARD EFFECTIVENESS FRAMEWORK

We have aligned the HCDSB improvement plan based on the Literacy and Numeracy Secretariat's pilot *School Effectiveness Framework* (September 2007). The School Effectiveness Framework was developed to provide ways in which teachers, school and system administrators accept responsibility to hold themselves "horizontally accountable" for ensuring that research-based, effective strategies are consistently implemented across the province. Implementing the framework will require greater precision, alignment and a more strategic allocation of resources to ensure equity of outcomes for all students (Literacy & Numeracy Secretariat, 2007).

Key considerations in this year's Board Improvement Plan include:

- Actions that reflect Board defined non-negotiable high-yield strategies;
- Actions that will continue to promote school improvement in reading, writing and mathematics across all grade levels;
- Actions that reflect evidence based needs and practices;
- Actions that will improve student learning at all levels;
- Actions that recognise exemplary practices in the board and implement the sharing of best practices in teaching and learning;
- Actions that reflect the principles of a Catholic Learning Community;
- Actions that support the alignment of Ministry, Board, School and classroom initiatives;
- Actions that will serve as a model for individual schools as they work to develop their own school improvement plans.

Once completed, the Board Action Plan is communicated to all stakeholders (Trustees, Board Administration, School Administrators, and Catholic School Councils) and placed on the Board web site.

INCREASED PUBLIC CONFIDENCE IN PUBLICLY FUNDED CATHOLIC EDUCATION

CORE PRIORITY: Fostering greater two-way engagement with parents and our broader community to inform the implementation of the Ministry’s mandate and to foster public confidence in Catholic education. Strengthening the role of Catholic schools as the heart of communities. Recognizing the pivotal role of Catholic schools in developing Christ-centred individuals enabled to transform society.

GOAL: To provide support to our Catholic Learning Communities, ensuring an infusion of faith in every aspect of our content and processes including learning environment, curriculum development and implementation, instructional and assessment approaches, special education programs and safe, inclusive and equitable school practices.

FOCUS FOR IMPROVEMENT:

Through the improvement planning process, the Board Improvement Team has identified the use of Ontario Catholic Graduate Expectation, the Unifying Catholic Social Justice Themes identified for each grade K - 12, the Focus on Faith Curriculum Core Maps K-12 and Creating Instructional Pathways as key to fostering improved student learning and meeting our goals for student achievement and student faith formation in 2009-2010

ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Student Learning & Achievement					
Students will explore connections made between Catholic Social Justice themes throughout the curriculum as supported by the Board’s Focus on Faith initiative and the Catholic Curriculum Maps k-12	Training and support for teachers, pastoral animators, chaplaincy leaders, administrators	Curriculum Budget Character Education funding <i>We are Stronger Together Series</i>	School Services & Curriculum Services Superintendents Superintendent of Staff Development and Faith Formation Consultant – Catholic Learning Communities Curriculum Consultants	2009-2010 Academic Year	Principals’ walk throughs and School Services Superintendents will monitor whether Focus on Faith themes and the Catholic Curriculum Maps are being used in classroom instruction Development of Indicators of a Catholic Learning Community Participatory Action Research

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Curriculum & Instructional Strategies					
<p>Principals will support all school staff to articulate a distinctly Catholic vision and philosophy of education as guided by the Catholic Graduate Expectations and Focus on Faith.</p> <p>Staff will continue to infuse the Focus on Faith Theme: “Hear the Word of the Lord, Learn to do Good and Seek Justice” (Isaiah 1:17), the Unifying Catholic Social Justice themes throughout the curriculum.</p> <p>Staff will infuse the Focus on Faith Theme: “Hear the Word of the Lord, Learn to do Good and Seek Justice” (Isaiah 1:17), the Unifying Catholic Social Justice themes through all board, school and classroom activities.</p> <p>Staff will translate the Catholic Social Teachings to create safe, inclusive and culturally diverse learning communities</p>	<p>Development of Catholic unit and lesson plans based on Catholic curriculum maps</p> <p>Creation of a framework for Focus on Faith planning in special education self-contained classrooms Leadership Faith Development Program for Administrators based on the Focus on Faith theme 2009 -2011</p> <p>Use of the Catholic Leadership Framework in providing staff development opportunities for Administrators</p> <p>Faith Development for new teachers (NTIP program)</p> <p>Training and support for Chaplaincy Leaders and Pastoral Animators</p> <p>Provide opportunities for Religion Department Heads to attend annual CARFLEO conference</p> <p>Provide opportunities for two (2) staff members per school to attend When Faith Meets Pedagogy Conference</p>	<p>Character Education Funding</p> <p>Staff Development Budget</p> <p>Faith Formation Budget</p>	<p>Principals and Vice Principals</p> <p>Teachers</p> <p>Support Staff</p> <p>Pastoral Animators</p> <p>Chaplaincy Leaders</p> <p>System Chaplaincy Leaders</p> <p>Family of School Superintendents</p> <p>Superintendent of Staff Development and Faith Formation</p> <p>Consultant – Catholic Learning Communities</p> <p>Religion and Family Life Consultant</p> <p>Catholic School Councils</p> <p>Parish Priests and Parish Staff</p>	<p>Introduction of the Focus on Faith theme and goals for 2009 -2011:</p> <p>Administrators – September 1, 2009</p> <p>Pastoral Animators and Chaplaincy Leaders – Fall 2009</p> <p>Supports for implementation through staff development to take place throughout the 2009 -2010 school year</p>	<p>Participatory Action Research will provide indicators of success and next steps - Spring 2010</p> <p>R.A.F.T. (Role, Audience, Format, Topic) – Needs assessment</p> <p>Workshop participants will make commitments with school administrators to implement some of the strategies and resources, as introduced through workshops and other professional development opportunities.</p> <p>Staff Meetings and professional dialogue in learning teams will include a focus on Catholic School Culture and faith development</p>

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Students will participate in additional activities to support their faith development	Retreats Youth Rally Youth Forum (WFMP) (+ leadership camp Sept. /09); Culture of Life Group Presentations, Speakers Walk with Christ Pilgrimage Vocations Month Social Justice Projects Helping Hands for Haiti Project	Providing resources to all schools in support of faith development activities	Principals and Vice Principals Teachers Support Staff Pastoral Animators Chaplaincy Leaders System Chaplaincy Leaders Family of School Superintendents Superintendent of Staff Development and Faith Formation Consultant – Catholic Learning Communities Religion and Family Life Consultant Catholic School Councils Parish Priests and Parish Staff	Throughout school year November 2009 October 2009 September 2009 – June 2010	Staff and student evaluation of activities

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Assessment and Evaluation					
<p>Teachers will continue to report on students demonstrations of Religious knowledge/literacy on report cards: letter grades gr. 1-8, percentage grades 9-12.</p> <p>Develop an assessment framework incorporating the CCCB report to be released in November 2009</p>		<p>CCCB Catechetical Series: “Born of the Spirit” and “We Are Strong Together” and Fully Alive sample assessment resources</p>	<p>Classroom Teachers</p>	<p>Report Card dates</p>	
Instructional Leadership					
<p>The Halton Catholic District School Board will implement a Staff Development services department consisting of Superintendent of Staff Development and Faith Formation and Consultant of Catholic Learning Communities</p> <p>Senior Staff will ensure the Board’s leadership development model is based on a definition and a shared understanding of effective leadership that is consistent with evidence of best practice.</p>	<p>Provide staff development and learning opportunities for academic staff Assist in coordinating staff development for support staff Engage staff in the development of the Catholic Professional Learning Community within their schools and workplaces. Engage staff in the development of their own learning opportunities through a needs assessment approach.</p> <p>School Services will continue providing workshops to principals and teachers on building and sustaining Catholic Learning Communities</p>	<p><i>Putting the Ontario Catholic Leadership Framework into Action</i> will be used as a resource document for all schools (K-12) board wide</p> <p><i>Putting the Ontario Catholic Leadership Framework into Action</i> will be used as a resource document for all schools (K-12) board wide</p>	<p>Superintendent of Staff Development and Faith Formation Consultant of Catholic Learning Communities</p> <p>System Chaplaincy Leader/Adult Faith Animator</p>	<p>2009 -2010 Academic Year</p>	<p>Development of a needs assessment</p> <p>On-going evaluation of staff development opportunities</p> <p>Development of Indicators of a Catholic Learning Community</p> <p>The Board’s leadership plan is evaluated on an on-going basis</p>
<p>Promote and support the HCDSB Catholic Faith Community with a two-year spiritual theme that will provide a common faith focus from home, school and church activities. The 2009-2010 Theme is: Hear the Word of the Lord, Learn to do good, seek Justice.</p>	<p>Leadership Faith Development Focus; CPCO in-services; OECTA/OSSTA Religious Education Courses</p>		<p>Superintendent of Staff Development and Faith Formation</p> <p>Focus on Faith Steering Committee, principals</p>	<p>2009-2010 Academic Year</p>	<p>Improvement planning on Monthly Family of Schools meeting agenda</p>

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Family of School Superintendents will support school administrators to actively create an organizational structure reflecting Catholic values and enabling the management systems, structures and processes to work effectively in line with safe schools and Character Development legislation.	Focus on Faith component for Faith Day		System Chaplain, Pastoral Animators, School Chaplaincy Leaders,	The Board character Education Team meets bi-monthly to maintain alignment with the ministry's Character Education initiative and the Board's Focus on Faith initiative	The Board Safe Schools Action Team meets monthly to review implementation of the Safe Schools initiative
Home School Community Outreach and Partnerships					
<p>Family of School Superintendents will ensure staff and community awareness of board protocols for schools' liaisons with community agencies and services – (e.g.; Public Health Nurses, Our Kids, Youth Settlement Workers, SPLASH, Public Health Nurses, Cozy Reading)</p> <p>Service/Community Outreach to be consistent with our Catholic Social Justice themes while making appropriate theological connections.</p> <p>Support administrators as they build a collaborative Catholic Learning Culture within the school and actively engage with other schools, parishes and community partners to build effective learning communities (i.e., Home, School Parish Partnership Day and Diocesan Celebration of Religious Education</p>	<p>Volunteers and community agencies and service providers are briefed on the expectations of volunteering and providing service in a Catholic School.</p> <p>The Board provides support for enhancing communications and building relationships with local parishes</p>		<p>Curriculum Consultant Religion Family Life; System Chaplain; Catholicity Advisory Steering Committee, School Services Superintendents & School Administrators</p> <p>System Chaplaincy Leader/Adult Faith Animator, Focus on Faith Steering Committee</p> <p>HSP Partnership day committee</p>	<p>Letter goes out to all new community partners and agencies as required</p> <p>November 4, 2009</p> <p>October 15, 2009</p>	<p>(HESC) and Children's Integrated Planning Council (OKN)</p> <p>Monthly Family of Schools meetings and regularly scheduled SIT meetings</p> <p>Reviewed by Focus on Faith Steering Committee</p>

IMPROVING STUDENT ACHIEVEMENT & CLOSING THE GAP- ELEMENTARY

CORE PRIORITY:

Going deeper and wider on literacy/numeracy, including surpassing the targets of 75 per cent of students achieving at the provincial standard in Grade 6

Reducing the gap in achievement for those groups of students who, for whatever reason, need extra help.

GOALS:

The percentage of Grade 3 and Grade 6 students scoring at Level 3 and above in Reading will increase from 73% to 77% as measured by the EQAO Primary & Junior Assessment in May, 2010.

The percentage of Grade 3 and Grade 6 students scoring at Level 3 and above in Writing will increase from 75% to 78% as measured by the EQAO Primary & Junior Assessment in May, 2010.

The percentage of Grade 3 students achieving Level 3 and above in Math will increase from 80% to 83% and Grade 6 students achieving Level 3 and above in Math will increase from 73% to 76% as measured by the EQAO Primary/Junior Assessment in May 2010.

To reduce the gender gap in Grade 3 Reading and Writing from 11% to 6% and 16% to 8% respectively as measured by the EQAO May 2010 Primary assessment.

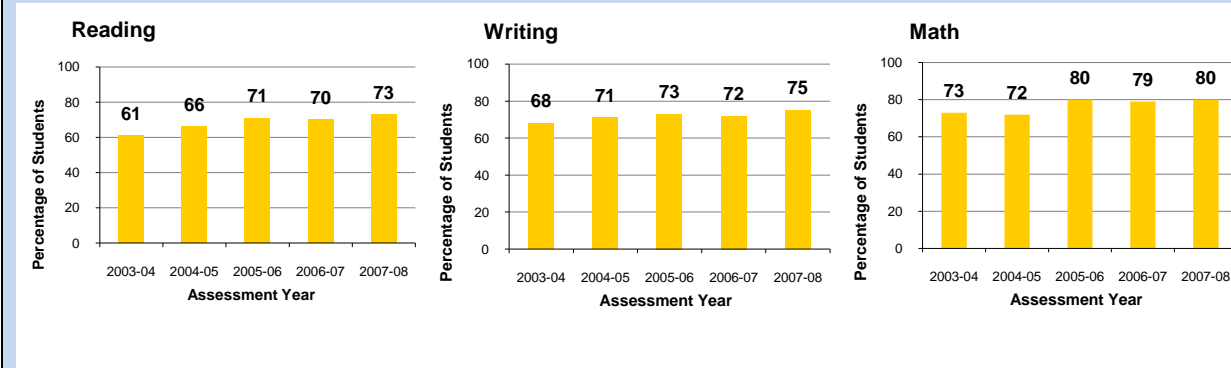
To reduce the gender gap in Grade 6 Reading and Writing from 13% to 7% and 18% to 12% respectively as measured by the EQAO May 2010 Junior Assessment.

FOCUS FOR IMPROVEMENT:

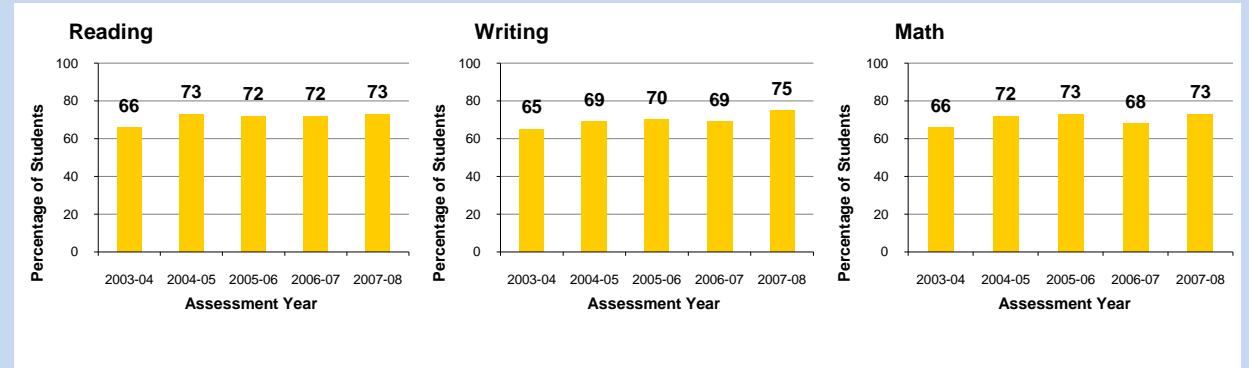
Through the improvement planning process, the Board Improvement Team has identified the use of Creating Instructional Pathways and Assessment Of/ For and As Learning as key to fostering improved student learning and meeting our goals for student achievement in 2009-2010.

INDICATOR: Percentage of students achieving Level 3 and Above on EQAO Assessments

PRIMARY

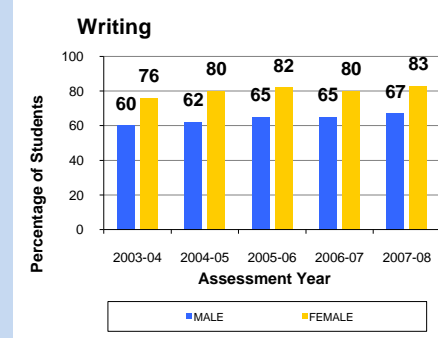
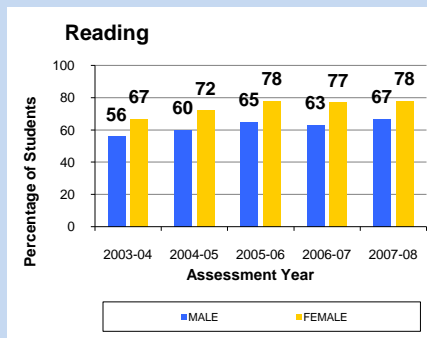


JUNIOR

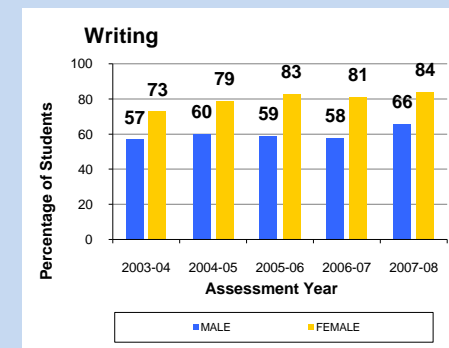
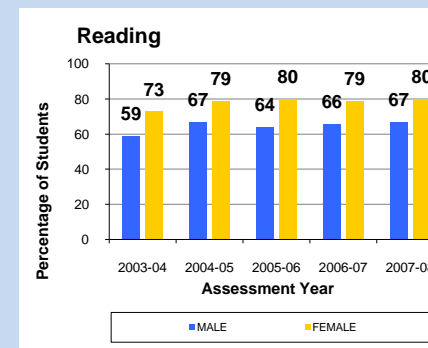


INDICATOR: Elementary Gender Gap

PRIMARY



JUNIOR



EVIDENCE /RESEARCH <i>Evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Student Learning & Achievement						
<p>Based on Term 1 elementary report cards – a greater percent of students in primary are “at risk” (scoring Level 1 or below) in reading and writing than students in the junior or intermediate division</p> <p>Gr. 3 and Gr. 6 students are most challenged by questions measuring Reading Skill 3 – making connections between ideas in the reading selection and their own knowledge and experience.</p> <p>Gr. 3 & Gr. 6 students perform better on multiple-choice questions than on open-response questions.</p> <p>Gr. 6 students perform best on the long narrative and the poem. They had the most difficulty with the graphic text; whereas Gr. 3 students performed best on questions related to the graphic text and had the most difficulty with the long narrative and the poem.</p> <p>29% of Gr. 3 students receiving special education support achieved Level 3 + and 25% of Gr. 6 students achieved Level 3+ in reading</p> <p>Students with special needs perform best on multiple-choice questions measuring Reading Skill 1 and had the most difficulty with questions measuring Reading Skill 3 – this is similar to the results for all grade 3 and 6 students. Gr. 3 & 6 students are most challenged by</p>	<p>Students will use higher-level thinking skills, including critical literacy skills in Reading, Writing and Oral Communication, to speak, write and listen honestly and sensitively, responding critically in light of gospel values.</p> <p>Students will use assessment as learning strategies to set goals for the next steps in their Language learning in Grades 1-8 (term planning, portfolios, AT passport, skill development) as they assume responsibility for their own learning</p> <p>60% of Senior Kindergarten students will reach Yopp Singer benchmark</p> <p>ELL students will reach their full potential</p>	<p>Program Services will</p> <ul style="list-style-type: none"> Develop a system implementation plan to build capacity with staff in using instructional and assessment approaches and strategies that support higher-level thinking skills and critical literacy skills in Language instruction in Grades 1-8 <p>Workshops for teachers</p> <p>Classroom teachers will be in-serviced by the Youth Settlement Workers Program to identify ways to support ELL students</p>	<p>Ministry and System Resources</p> <p>Language Grades 1-8, 2006</p> <p>Guides to Effective Literacy Instruction</p> <p>Differentiated Instruction Resources</p> <p>13 Parameters</p> <p>LNS Critical Literacy Module</p> <p>Sounds Skills Binder</p> <p>Multicultural Centre</p>	<p>Superintendents of Curriculum Services and Special Education Services Principals, Superintendents of Education (School Services)</p> <p>Curriculum Consultant, Early Years</p> <p>ELL Principal and Curriculum Consultant, Early Years</p>	<p>June 2009 – June 2010 Schools will be introduced to System Implementation plan September, 2009</p> <p>February 2010</p> <p>September 2009- June 2010</p>	<p>Family of Schools Superintendents will visit each school during the first two weeks of September to meet with staff and reiterate the instructional focus on higher-level thinking skills and critical literacy skills in Language Grades 1-8</p> <p>School Improvement Plans will reflect a focus on higher-level thinking skills and critical literacy skills</p> <p>Students Achieve Data Tracker</p> <p>Collaboration with Classroom teachers and Youth Settlement Workers to discuss successes and next steps</p>

EVIDENCE /RESEARCH <i>Evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
<p>questions measuring overall writing expectation 2 – using knowledge of form and style in writing.</p> <p>Gr. 3 students also have difficulty on questions measuring writing expectation 1 – developing and organizing content.</p> <p>Gr. 3 students had difficulty providing ideas and supporting details in their response to the short and long writing tasks.</p> <p>Gr. 6 students were better at describing than they were at drawing comparisons and tend to use a series of simple sentences when responding to writing prompts.</p>	<p>Students will be are engaged in appropriate intellectually demanding mathematics tasks including multi-strand problems and mathematics process expectations(problem solving, communicating, reasoning and proving, representing, selecting tools and strategies, reflecting, and connecting).</p>	<p>Classroom teachers will receive support from the literacy/numeracy itinerants in the effective use of the Math Makes Sense core resource and supplemental materials</p>	<p>Math Makes Sense, Scope & Sequence, Guide to Effective Instruction in Mathematics, TIP4RM resources Differentiated Instruction resources (ministry and system)</p>	<p>Curriculum Consultant, Itinerant Teachers</p>	<p>September 2009 – June 2010</p>	<p>Family of Schools Superintendents will visit each school during the first two weeks of September to meet with staff and reiterate he message that teaching mathematics through problem solving is critical to supporting student success in mathematics.</p> <p>Administrators will provide time for teachers to co-plan mathematics tasks and will see these tasks in classrooms during walk-through opportunities.</p>
Curriculum & Instructional Strategies						
<p>35% of Gr. 3 students receiving special education support achieved Level 3 + and 24% of Gr. 6 students achieved Level 3+ in writing</p> <p>We have a greater percent of students in the intermediate division “at risk” (scoring at level 1 or below) in math than in the junior or primary division. – Intermediate students most challenged in Number Sense, Measurement and Patterning (Term 1 Report Card).</p> <p>Gr. 6 students are most challenged by the areas of Geometry & Spatial Sense, Patterning & Algebra and Measurement.</p>	<p>Grade 1-8 classroom teachers will use <i>Creating Instructional Pathways</i> (i.e., precision teaching, essential understandings, assessment for as of learning, differentiated instruction strategies and structures) to guide planning, instruction and assessment for Reading and Writing</p> <p>Kindergarten to Grade 8 teachers will use strategies to differentiate instruction to promote higher order and critical thinking skills.</p>	<p>Program Services consultants and itinerant teachers to provide job embedded support for creating instructional pathways.</p> <p>Determine a system implementation plan to build capacity with program services staff in using creating instructional pathways process Grade 1-8 (Timelines, Needs Assessment, Resources, Staff Development Plan)</p>	<p>The Ontario Curriculum policy documents and support:</p> <ul style="list-style-type: none"> • <i>Growing Success</i> • <i>Learning for All K-12</i> • HCDSB Documents and Resources (Me Read – No Way) will be used as key reference • Differentiated Instruction • Supporting English Language 	<p>Superintendents of Education for Curriculum and Special Education Curriculum Consultant Language</p>	<p>Phase I May 2009 – June 2010 (writing focus – including writing in the content areas)</p>	<p>The evidence of using Creating Instructional Pathways to support assessment for learning will be brought to school scheduled CPLC’s</p>

EVIDENCE /RESEARCH <i>Evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
<p>Students do not perform well on questions requiring a multi-step solution and questions involving the standard order of operations.</p> <p>46% of Gr. 3 students receiving special education support achieved Level 3 + and 26% of Gr. 6 students achieved Level 3+ in math</p> <p>EDI scores indicate boys are more likely than girls to have been identified with two or more developmental vulnerabilities and may be at risk of experiencing developmental difficulties and future academic problems.</p> <p>A 7-10% gap between boys and girls who are below benchmark on the DRA</p> <p>Gr. 3 & 6 boys are less likely than girls to believe they are good readers or writers or to report that they like to read and write.</p> <p>Gr. 3 boys perform less well than girls on all multiple-choice questions, questions across all reading text types and all three writing tasks.</p> <p>Gr. 6 girls perform better than boys on most questions. The only area of weakness for female students is with</p>	<p>A Response to Intervention (RTI) plan will be developed to identify strategies and resources that support schools in closing the gap in student reading and writing achievement K-Grade 8</p> <p>Kindergarten to Grade 8 teachers will use the three-part lesson model and teaching through problem solving beginning with the teacher presenting the problem, students exploring and working on a solution to the problem, and then teacher and students consolidating and reflecting.</p> <p>Kindergarten to Grade 8 teachers will increase the use of manipulatives and technology to set the context for solving lesson problems, to make plans to solve problems and to carry out the solutions to problems and as a way to differentiate instruction.</p>	<p>Determine implementation plan for RTI and Differentiated Instruction (Timelines, Needs Assessment, Resources, Staff Development Plan)</p> <p>Create a system implementation plan to build and sustain capacity with program services staff</p> <p>Math consultant, itinerant teachers and classroom teachers will lead opportunities for small and large groups in the three-part lesson model and the use of problem solving.</p> <p>Math consultant, itinerant teachers and classroom teachers will lead opportunities for small and large groups in the use of manipulatives and technology.</p>	<p>Learners 1-8</p> <p>Curriculum Budget Math Makes Sense core resource, Scope & Sequence, Guide to Effective Instruction in Mathematics, TIPS4RM</p> <p>Curriculum Budget MMS, TIPS4RM, Super Source GSP, Gizmos and related Software</p>	<p>Superintendents of Education for Curriculum and Special Education</p> <p>Curriculum Consultant, Itinerant Teachers</p> <p>Curriculum Consultant, Itinerant Teachers</p>	<p>June 2009-June 2010</p> <p>2009-2010 Academic Year</p> <p>September 2009 – June 2010</p> <p>September 2009 – June 2010</p>	<p>Plan is developed</p> <p>Administrators will provide time for teachers to co-plan mathematics lessons and will see these problem-based lessons in classrooms during walk-through opportunities.</p> <p>Administrators will provide time for teachers to co-plan mathematics lessons involving manipulatives and technology and will see these materials used in classrooms during walk-through opportunities.</p>

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<p>respect to graphic text and non-narrative informational text.</p> <p>Resources least frequently used by literacy and numeracy teachers are: language and math related computer software, Report of the Expert Panel on Math Gr. 4-6, Ontario Curriculum unit planner</p> <p>53% of Gr.1, 59% of Gr. 2, 57% of Gr.3, classes offer 90+ minutes of uninterrupted Literacy blocks of time 4 times per week or more.</p> <p>50% of Gr.4, 50% of Gr.5 and 54% of Gr.6 classes offer 60+ minutes 4 times a week or more of uninterrupted literacy</p> <p>59% of Gr.1, 75% of Gr. 2, 71% of Gr.3, 64% of Gr.4, 70% of Gr.5 and 74% of Gr.6 offer 60+ minutes 4 times a week or more</p>	<p style="text-align: center;">Assessment and Evaluation</p> <p>Teachers will use different modes of assessments to track student achievement (e.g., provincial, board and school assessment tools and strategies)</p> <p>Senior Kindergarten teachers will use the Yopp Singer Assessment Tool with every SK student as part of the Kindergarten Benchmark Assessments</p> <p>Schools will identify a Language 1-8 assessment plan to support classroom teachers in creating instructional pathways for Reading and Writing</p>	<p>Program Services will determine a plan to support staff in developing assessment plans and using data to support student learning</p>	<p><i>Growing Success</i> will be used as a resource document for all schools (K-12) board wide</p>	<p>Superintendent of Curriculum and Special Education</p>	<p>May 2009 – June 2010</p>	

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<p>of uninterrupted numeracy.</p> <p>Assessment data is regularly collected, disaggregated and used to inform planning –ORR (Gr. 1-3) conducted every 6 weeks – DRA (Gr. 1-3) once a year – OWA (Gr. 1-8) conducted once each term – QCA (Gr. 4-6) conducted twice a year and OCA (Gr. 7-8) conducted twice a year, to inform instruction grades 1-8</p> <p>Approximately 58% of primary and junior teachers (within their division) meet at least once every two weeks to plan/discuss curriculum and/or assessment. Meetings generally last less than one hour.</p> <p>Over 75% of Gr.3 students state that they use a computer at school for reading, writing and learning math. Students in Gr. 6 are more likely to indicate they use a computer at school for writing activities but less likely to do so for reading and math activities.</p>	<p>Teachers will use the Boards <i>Student Achieve Assessment</i> Data Tracker to:</p> <ul style="list-style-type: none"> to complete progress report track student achievement using the common benchmark assessments (e.g. Yopp Singer, DRA, OCA, QCA and OWA benchmark assessment). create instructional pathways for reading and writing <p>Teachers will use assessment for Mathematics opportunities as outlined in core resources as common classroom assessments.</p>	<p>Principal/ Vice Principal and teacher training to review expectations, timelines and requirement of the Boards Common Benchmark Assessment Framework and the use of the Boards Assessment Tracker</p> <p>Staff will be provided with opportunities to discover and use the assessment planner in the Math Makes Sense core resource.</p>	<p>System benchmark assessment materials</p> <p>Curriculum Consultants</p> <p>Curriculum Consultant, Itinerant Teachers MMS, Scope & Sequence,</p>	<p>Principals, Vice Principals, Curriculum Consultants</p> <p>Administrators, Curriculum Consultant, Itinerant Teachers</p>	<p>September 2009 PA Day</p> <p>September 2009 – June 2010</p>	<p>Principals will ensure that time is provided for all teachers to participate in the entry of their formative assessment data Assessment data of all students will be a regular agenda item brought to school scheduled CPLC's</p> <p>Administrators will provide time for teachers to co-plan mathematics lessons to focus on common mathematics assessments in classrooms during walk-through opportunities.</p>
Instructional Leadership						
<p>Teachers in primary/junior division are most likely to use EQAO resources (scoring guides, sample assessments & achievement results, questionnaire data) to illustrate model solutions to students & to identify how well students are meeting expectations and least likely to use these resources to communicate with parents about the expectations in the curriculum.</p>	<p>The Halton Catholic District School Board will implement a Staff Development services department consisting of Superintendent of Staff Development and Faith Formation and Consultant of Catholic Learning Communities</p>	<p>Provide staff development and learning opportunities for academic staff Assist in coordinating staff development for support staff. Engage staff in the development of the Catholic Professional Learning Community within their schools and workplaces.</p>	<p><i>Putting the Ontario Catholic Leadership Framework into Action</i> will be used as a resource document for all schools (k-12) board wide</p> <ul style="list-style-type: none"> 13 Parameters School Catholic Learning 	<p>Superintendent of Staff Development and Faith Formation Consultant of Catholic Learning Communities</p>	<p>2009 -2010 Academic Year</p>	<p>Development of a needs assessment</p> <p>On-going evaluation of staff development opportunities</p> <p>Development of Indicators of a Catholic Learning Community</p>

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<p>62% of Gr. 3 and 70% of Gr.6 students state that they read by themselves at home.</p> <p>13% of Gr. 3 (3% of Gr. 6) students indicate that they read with someone older than themselves at home and 46% of Gr. 3 and 23% of Gr. 6 indicate that they do but only sometimes.</p> <p>57% of Gr. 3 and 48% of Gr.6 students state that they write by themselves at home.</p> <p>17% of Gr. 3 (8% of Gr. 6) students indicate that they someone older helps them with their writing at home and 43% of Gr. 3 and 37% of Gr. 6 indicate that they do but only sometimes.</p> <p>47% of Gr. 6 students report that they sometimes use math to solve problems outside of school and 14% state they never do.</p> <p>Approximately 20% of Gr. 6 students indicate that someone older than them helps them with their math at home.</p> <p>Gr. 3 & 6 boys are less likely to report that they read by themselves or with someone older at home.</p> <p>Gr. 3 & 6 boys are less likely to report that they write by themselves at home. There are no gender differences in the percent of boys and girls saying that someone older</p>	<p>Principals will ensure that teachers are provided with time and support to engage in Catholic Learning Community conversations related to teaching and learning</p> <p>Principals will use classroom walk throughs to collect data on the use of Differentiated Instruction practice in the school to inform school improvement planning</p> <p>School improvement teams will ensure school plans demonstrate a proficient and continuous school-wide focus on student achievement, using data to monitor progress and ensuring that learning is at the centre of planning and resource management.</p>	<p>Engage staff in the development of their own learning opportunities through a needs assessment approach.</p> <p>Family of Schools meetings will be structured to provide ongoing professional learning focussed on teaching and learning</p> <p>A staff development plan will be developed for elementary and secondary school administrators to support the process and tools required for classroom walk throughs.</p> <p>A series of PD sessions will be provided focusing on school improvement planning, School Effectiveness Framework and Data Literacy</p> <p>Program Services will plan</p>	<p>Communities Log</p> <p>Karen Hume: Differentiated Instruction : An Administrators Guide</p> <p>LNS Funding</p>	<p>All Superintendents of Education</p> <p>Staff Development Services</p> <p>Family of Schools Superintendents/ School Effectiveness Superintendent/ Chief Research Officer</p> <p>Program Services</p>	<p>September 2009-December 2009</p> <p>To occur at various Family of School meetings throughout the year and or at school request</p>	<p>School Catholic Learning Communities Log will be maintained and reviewed by Family of Schools Superintendents</p> <p>Staff Development plan to support classroom practice once walkthroughs are completed.</p> <p>Family of Schools Superintendents meet with school improvement team three (3) times per year.</p> <p>Principals and staff work together through School Improvement Team meetings to develop, implement and</p>

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<p>than them helps with their writing at home.</p>	<p>Continue sharing and providing in-service on the OKN data collected via the Early Development Instrument (EDI), Kindergarten Parent Survey (KPS), Halton Youth Survey (HYS) and the 0-6 Parent survey of Students with Special Needs – the data will help to inform our school community profiles and contribute to a more in depth understanding of the early learning needs, developmental assets and risk-taking behaviour of our students.</p> <p>Schools will continue to timetable 60 uninterrupted minutes/day for Grade 1 – 8 mathematics as recommended in the Expert Panel Report for Numeracy</p> <p>Teachers in grades 3 and 6 could include the use of EQAO resources within the context of an overview about curriculum expectations at Curriculum Night, Open Houses or other opportunities in the school year where parents are engaged in meeting with teachers around the classroom curriculum.</p>	<p>to implement Ministry Resource Learning for all K-12 by aligning most salient features with elements of BIP</p> <p>A series of PD sessions will be offered focusing on Developmental Assets and student achievement</p> <p>Through FOS meetings, principals will share their strategies for implementing these uninterrupted math blocks.</p> <p>PD for this strategy to be determined from survey results of the Alternative Dispute Resolution research</p>	<p>Learning for All K-12</p> <p>Our Kids Report Card MISA Funding</p>	<p>Superintendents of Education</p> <p>Chief Research Officer</p> <p>Curriculum Consultant, Early Years</p> <p>Classroom teachers, Principal</p> <p>Superintendent of Special Education</p> <p>Chief Officer, Research & Development Services</p>	<p>Halton Youth Survey (Oct 2009) Special Needs Student Parent Survey (Nov 2009)</p> <p>Uninterrupted numeracy blocks will occur daily</p> <p>September 2009 - June 2010</p>	<p>monitor SIP for continuous student achievement</p> <p>SIT members will reflect on and integrate a variety of data in order to analyse school strengths, needs and next steps to support the development of a positive and supportive Catholic school climate</p> <p>SIP and classroom timetables will include the Board mandated numeracy blocks of time. Principal classroom walk-through and Family of Schools S.O. visits will include a plan for responding to diverse numeracy needs through differentiated instruction.</p>

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Home School Community Outreach and Partnerships						
	<p>A parent involvement and engagement strategy to be developed for the 2009-2010 school year:</p> <ul style="list-style-type: none"> • In preparation and consolidation with special education annual plan • Parents and Guardians will develop an awareness of the importance of their role in the EQAO Assessment process • Inform parents of the Board's approach to Language and Mathematics instruction and assessment practices <p>Continuation of after-school homework and tutoring clubs to support Numeracy and Literacy in our elementary and secondary schools.</p>	<p>The Board will share the strategy with schools and Catholic School Councils and the Catholic Parent Involvement Committee (CPIC)</p>	<p>System and School Numeracy and Literacy Resources</p> <p>Contingent on LNS / Continuing Education funding</p>	<p>Superintendent of Special Education, Superintendents of Education</p> <p>SEAC</p> <p>CPIC</p> <p>Chief Officer, Research & Development Services</p> <p>Principals</p> <p>School Literacy Team, School Numeracy Team, Principals, Classroom teachers, Consultants, Itinerants</p> <p>Curriculum Services & School Administrator</p>	<p>2009 -2010 Academic year</p> <p>2009 – 10 Academic year</p>	<p>S.O.s Family of School Meetings</p> <p>S.O.s Family of School Visits</p> <p>Level of participation is identified in SIP</p>

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	<p>Schools will ensure that parents know that all students, regardless of where they live have access to a library card</p> <p>Increase from 20 to 40 schools that participate in the Cozy Reading program, to promote a positive, emotional response to reading, so children will view reading as a pleasant activity in which they feel motivated to read.</p>	<p>Manager Resource Services will ensure registration forms are available at each school to facilitate student registration for a library card</p>	<p>SPLASH</p> <p>Ontario Early Years Centres</p> <p>Oakville Parent Child Centre</p>	<p>Manager Resource Services</p> <p>Public Libraries</p> <p>Superintendent of Curriculum</p> <p>Early Years' Consultant, Cozy reading School Representatives, OEYC Parent</p>	<p>2009-2010 Academic Year</p> <p>2009-2010 Academic Year</p>	<p>School Administration will ensure registration forms are available</p>
	<p>Redistribute or provide links to Ministry Parent guides in reading and mathematics. Provide links to approved websites in supporting math. Increase awareness and provide parent workshops on the use of Premier Technology. Promote parent involvement and engagement monthly in school newsletters with suggestions provided by Curriculum and Special Education.</p>	<p>CPIC SEAC, school councils to sponsor parent education workshops on home conditions that support learning, learning difficulties, parent engagement and involvement</p>	<p>School websites will include a link to HCDSB's public website to SEAC agendas and minutes.</p>	<p>School Improvement Planning Consultants</p>	<p>2009-2010 Academic Year</p>	<p>Samples of student work are sent home regularly for review and parent comment.</p> <p>School improvement plans are explicit in their local strategy linking parent involvement, student achievement and define their indicators of success</p>

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	<p>Parents will be made aware of the directory of community agencies currently accessible to all parents</p> <p>A board newsletter will continue to be sent home each term that presents ideas for improving numeracy skills through games and activities that families can do together based on Ontario curriculum expectation</p>		<p>Http://search.hipinfo.info</p> <p>Halton Parent Directory</p> <p>Curriculum Budget</p>	<p>Halinet</p> <p>Our Kids Network</p> <p>Curriculum Consultant, Itinerant Teachers</p>	<p>2009-2010 Academic Year</p> <p>Once per term</p>	<p>Principals will ensure that parents are informed about the importance of numeracy via this newsletter.</p>
	<p>Schools and Board departments will have environmental committees and programs established</p>	<p>Support dedicated to school resources for environmental education or greening of practices/facilities and responsible management practices</p>	<p>System, School and department resources</p>	<p>Facility Services, Principals, Consultants, Teachers,</p>	<p>2009 – 10 Academic year</p>	<p>S.O.s – Academic & Business</p>
Pathways						
	<p>To compile a pathways summary of current JK to grade 6 activities that outlines in school and out of school pathways initiatives (e.g.; Kindergarten Orientation Program, Even Start, First Start,)</p> <p>Partnering with HDSB, Our Kids Network and</p>	<p>Background rationale for the pathways survey to be shared with the elementary principals to support schools completion of the survey</p> <p>Improve transition planning</p>	<p>SEF</p>	<p>SEF leader/ Research services</p>	<p>By 2010</p> <p>By 2010</p>	<p>The pathways survey for JK to grade 6 will be analyzed to inform planning for the next school year.</p>

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	<p>Parent Connections to provide the Even Start program to support the transition to kindergarten</p> <p>To increase intermediate student participation in the program pathways such as Destination College, Halton Engineering challenge, Elementary Lego Robotics Challenge, Halton Skills competitions and Careers Unlimited by forming an intermediate program pathways team with a teacher representative from each elementary school.</p> <p>To inform system stakeholders of existing Ministry documents related to transition planning for <u>all</u> students</p> <p>To develop a system Transition Continuum to inform system stakeholders of transition processes and program options available from entry to school to post secondary transition</p> <p>To gather information that will inform the Board's implementation of Full Day Learning for 4 and 5 year Olds pending Ministry announcement</p>	<p>for JK students</p> <p>The intermediate representatives from each school in a team meeting will create a calendar of all program pathway offerings.</p> <p>In-service stakeholders regarding Transition planning for all students</p>	<p>Student Success</p>	<p>Curriculum Consultant, Early Years</p> <p>Pathway and Tech consultant/Student Success leader</p> <p>Program Services Consultants (Special Education and Curriculum Consultants)</p> <p>Curriculum Consultant, Early Years</p>	<p>By 2010</p> <p>By March 2010</p> <p>Ministry timelines indicate September 2010 implementation</p>	<p>SEF leader</p> <p>Baseline attendance data will be submitted by elementary principals for intermediate pathways programs for 2009-10 which will be used for future planning.</p>

IMPROVING STUDENT ACHIEVEMENT AND CLOSING THE GAP - SECONDARY

CORE PRIORITY:

Going deeper and wider on literacy/numeracy, including continuing innovation in secondary schools in surpassing the targeted 85 per cent graduation rate

Reducing the gap in achievement for those groups of students who, for whatever reason, need extra help

GOALS:

The percentage of Applied students successfully completing the OSSLT will increase from 66% to 72% as measured by the EQAO OSSLT Assessment in March 2013.

The percentage of Applied students achieving Level 3 or above in Math will increase from 41% to 50% as measured by the EQAO Grade 9 Math Assessment in Jan/June 2013.

To increase the percent of students who graduate within 5 years from 88% to 90% by June 2013.

To increase the credit accumulation of grade 9 students (8+ credits) from 88% to 92% and grade 10 students (16+ credits) from 81% to 86%, by the end of the 2012-2 school year.

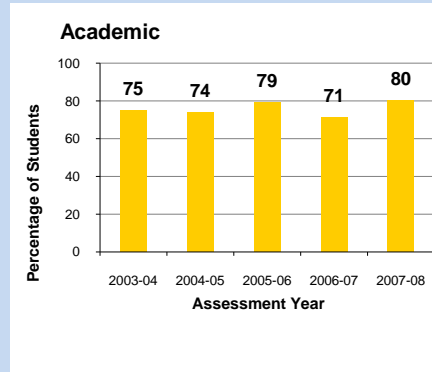
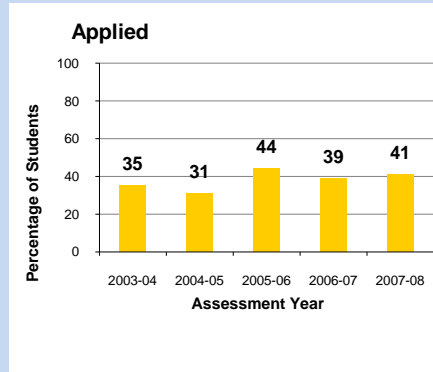
FOCUS FOR IMPROVEMENT:

Through the improvement planning process, the Board Improvement Team has identified the use of differentiated instruction and critical literacy as key to fostering improved student learning and meeting our goals for student achievement in 2009-2010.

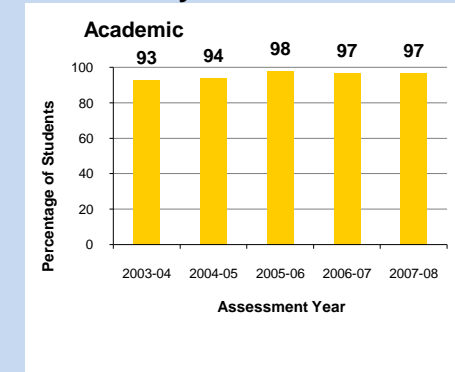
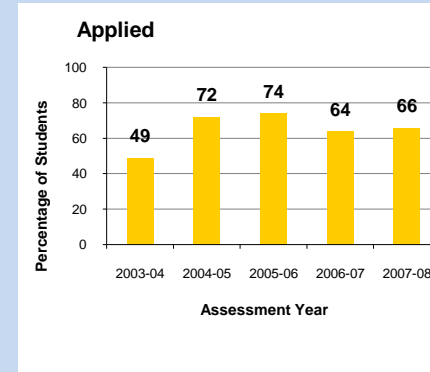
INDICATORS:

Percentage of students achieving Level 3 and Above on EQAO Grade 9 Assessment of Mathematics and successfully completing the OSSLT

Grade 9 Assessment of Mathematics

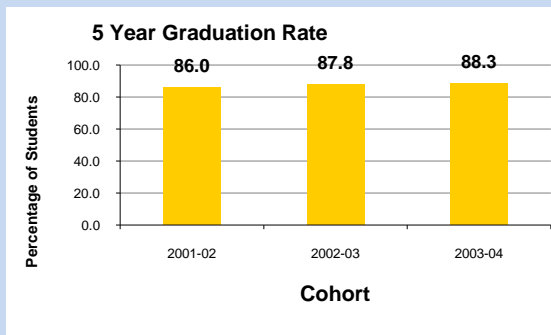


Ontario Secondary School Literacy Test



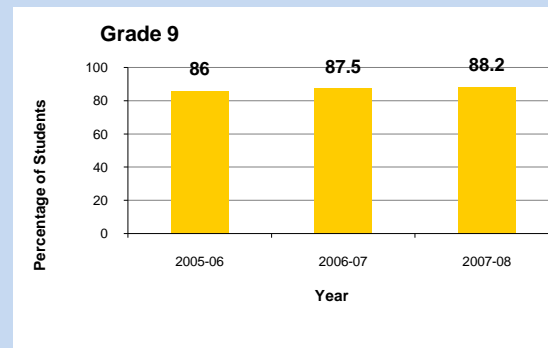
INDICATOR: Graduation Rate

5 Year Graduation Rate

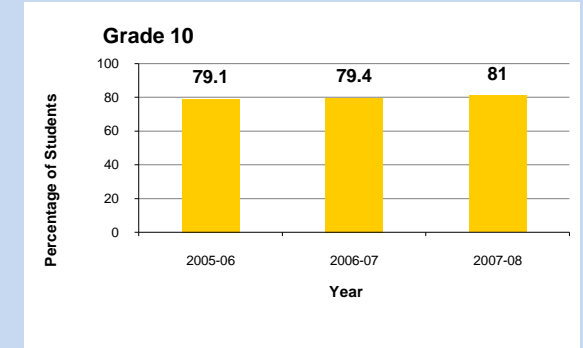


INDICATOR: Credit Accumulation

Percent Grade 9 Students with 8+ credits



Percent Grade 10 students with 16+ credits



EVIDENCE / RESEARCH <i>Evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Student Learning & Achievement						
<p>70% of our ELL students successfully completed the OSSLT (FTE)</p> <p>53% of Applied students receiving special education support successfully completed the OSSLT (FTE)</p> <p>47% of Applied students that were unsuccessful on the 2007 OSSLT have an IEP,</p> <p>72% of our IEP students are identified as LD</p> <p>33% of our First-time eligible LD students were unsuccessful 84% of previously eligible students with an IEP were successful</p> <p>53% of previously eligible students identified as LD were successful</p> <p>62% of FTE students who were taking applied level English were successful (this represents a 2% decrease from last year (2007) and a 12% decrease from 2006. Students are weakest in writing skill 1 (developing the main idea, organizing information and ideas and topic development), especially summaries and information paragraphs.</p> <p>Unsuccessful students showed greater success on short-writing than on long-writing tasks. They left more blank responses to the long-writing news report than to any other writing tasks. Students who were not successful on writing tasks produced responses that lacked focus and</p>	<p>Applied level students will be supported by their classroom teachers to develop their higher order and critical thinking skills</p> <p>Applied level students will be supported by their classroom teachers to use math journals peer assessment and student portfolios.</p>	<p>Consultants and Secondary Literacy Itinerant will continue to provide training and support in differentiated instruction to applied level teachers</p> <p>Math consultant and secondary itinerant will facilitate professional development on math journals, peer assessment and student portfolios</p>	<p>Curriculum/Student Success</p> <p>Ministry DI resources</p> <p>Curriculum</p>	<p>Student Success lead/curriculum consultants/secondary literacy itinerant teachers</p> <p>Curriculum Consultant, Itinerant Numeracy teacher</p>	<p>2009-2010 Academic Year</p> <p>September 2009 – June 2010</p>	<p>Principal classroom walkthroughs will provide opportunities to see critical thinking skills.</p> <p>Principal classroom walkthroughs will provide opportunities to see a variety of these assessment strategies in action.</p>
	Curriculum & Instructional Strategies					
	<p>Teachers of applied level and open level classes will use differentiated instruction to promote higher order and critical thinking skills.</p> <p>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 this professional learning community.</p>	<p>Consultants and Secondary Literacy Itinerant will continue to provide training and support in differentiated instruction</p> <p>ELL principal will facilitate this professional learning community with the support of the secondary literacy consultant and itinerant to share best practises.</p> <p>Secondary Literacy itinerant will follow up with professional learning and time for teachers to become familiar with Literacy strategies and to develop</p>	<p>Curriculum Services Budget Student Success Funding Ministry DI resources</p> <p>ELL budget</p> <p>ELL Itinerant</p> <p>Curriculum</p>	<p>Student Success Lead/ Curriculum Consultants/Secondary itinerant literacy teachers</p> <p>ELL principal, secondary ELL teachers</p> <p>Secondary Teachers of Grade 9 Applied and open Religion and Business -literacy team/student success teacher</p>	<p>2009-2010 Academic Year</p> <p>Dates will be set in Sept., October, Jan. Feb</p> <p>Following the fall implementation of the OCA to determine specific</p>	<p>Principal walk-throughs and Family of School SO visits will Provide opportunities to see differentiated instruction & a variety of assessment strategies being used in classrooms.</p> <p>Dates and outcomes of the two meetings per semester will be submitted. OSSLT Results</p> <p>Monitoring OCA results for improvement</p>

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<p>supporting details.</p> <p>63% of the unsuccessful OSSLT participants were registered in an applied program</p> <p>Students who lack literacy strategies and skills need activities that involve higher-level thinking, reasoning, and communication. (Think Literacy Success, 7-12, The Report of the Expert Panel on Students at Risk (2003).</p> <p>Gr. 9 applied level students are most challenged by questions related to Measurement & Geometry and Algebra. Based on IIR – Academic and Applied level students need to spend more time when developing their answers – students are not providing enough justification in their answers to demonstrate a “considerable” or “thorough” understanding of the mathematical problems, in open-response items.</p> <p>Approximately 30% of students report being absent 5 or more times from math class in a given term.</p> <p>25% of Applied students receiving special education support achieved Level 3 + in math</p> <p>Fewer than 50% of Gr. 9 math teachers report meeting (more than once a month) with other secondary school math teachers to plan or discuss curriculum and/or assessment.</p>	<p>Teachers of grade 9 applied level and open level religion and business courses will embed specific Literacy Strategies/skills and tasks in the curriculum using the OCA data to guide their work.</p> <p>Grade 9 and 10 applied teachers will implement a whole school cross curricular approach to teaching the writing skills of developing the main idea, organizing information and ideas and topic development.></p>	<p>tasks/assignments.</p> <p>Itinerant Literacy teacher in conjunction with the school literacy team will assist grade 9 and 10 applied classroom teachers with a common understanding of writing skills and how they apply to their subject area.</p>	<p>Curriculum Services Budget Student Success Funding</p>	<p>-itinerant s, consultant</p> <p>Curriculum Consultant Secondary Itinerant Literacy Teacher School Literacy Team Teachers of applied Classes</p>	<p>areas of improvement.</p> <p>September 2009 - Feb 2010</p>	<p>Applied level courses will be an ongoing item on the agenda of Secondary Curriculum Matters meetings, subject council meetings, Student Success team meetings, curriculum staff meetings and school department meetings, and Special Education SERT meetings</p>
<p>Approximately 30% of students report being absent 5 or more times from math class in a given term.</p> <p>25% of Applied students receiving special education support achieved Level 3 + in math</p> <p>Fewer than 50% of Gr. 9 math teachers report meeting (more than once a month) with other secondary school math teachers to plan or discuss curriculum and/or assessment.</p>	<p>Grade 9 and 10 applied teachers will implement a whole school cross curricular approach to teaching the explicit reading strategies specifically with inferencing and making connections between information and ideas.</p> <p>Secondary teachers will use different ways that students read and write to further develop student achievement.</p>	<p>Itinerant Literacy teacher in conjunction with the school literacy team will assist grade 9 and 10 applied classroom teachers with a common understanding of reading skills and how they apply to their subject area.</p> <p>Consultants/ secondary itinerant teachers will provide in-services for developing best practices using online environments, available technology and student preferences including wikispaces, weblogs, websites, informational texts and letter and journal writing.PLC’s will be formed to support technology initiatives and differentiated instruction among secondary teachers.</p>	<p>Curriculum Services Budget Student Success Funding</p> <p>ERC, IT, SMARTBoard</p> <p><i>Literacy GAINS Indicators and Conversation Starters for Literacies for Learning in the Classroom</i></p>	<p>Curriculum Consultant, Secondary Literacy Itinerant Teachers Classroom teachers, SERTs, Resource Centre Staff,</p>	<p>September 2009 - Feb 2010</p> <p>2009 – 10 Academic Year</p>	<p>Applied level courses will be an ongoing item on the agenda of Secondary Curriculum Matters meetings, subject council meetings, Student Success team meetings, curriculum staff meetings and school department meetings, and Special Education SERT meetings</p> <p>Principal walk-throughs and Family of School SO visits will observe differentiated instruction & a variety of instructional strategies in the classroom.</p>

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<p>Gr. 9 applied math teachers are most likely to use student and school achievement results and questionnaire data from the Grade 9 Math Assessment to identify areas of Gr. 9 math program strengths and areas for improvement, to identify how well students are meeting curriculum expectations, to guide school improvement initiatives for math and are least likely to use student and school achievement results and questionnaire data from the Grade 9 Math Assessment to inform their Gr. 9 math program planning and to communicate with parents about student achievement.</p> <p>Approximately 30% of Applied level students report spending 30+ minutes a day on homework, 47% spend less than 30 minutes and 21% report not usually being assigned homework.</p> <p>Of those who are assigned homework, 55% report that they usually complete their homework – 12% of students report never or seldom completing their homework.</p>	<p>Math teachers of grade 9 applied students will attend and use the professional development in Math coaching sessions on technology applications in the mathematics classroom, as well as exploring more ways to connect math to the real world for their students.</p> <p>Secondary math teachers will attend in service on manipulatives and use in their classrooms concrete materials to help students to investigate and understand new concepts.</p>	<p>Secondary math consultant and itinerant will facilitate Math coaching sessions on technology applications in mathematics.</p> <p>Secondary math consultant and itinerant will continue to facilitate Math coaching sessions on manipulatives in mathematics classroom.</p>	<p>The Ontario Curriculum will be used as a basis for teaching in all classrooms</p> <p>Curriculum/student success</p>	<p>Grade 9 Math applied teachers</p> <p>Secondary Math consultant/itinerant</p> <p>Administration and Guidance -scheduling</p> <p>Secondary math teachers, Secondary Math consultant/itinerant</p>	<p>2009 – 10 Academic Year</p> <p>Both semesters</p>	<p>Agendas of the Math Coaching sessions</p> <p>Principal walk-throughs and Family of School SO visits will monitor whether differentiated instruction & a variety of assessment strategies are being observed in classroom instruction.</p>
Assessment and Evaluation						
<p>Approximately 1/2 to 2/3rd of Gr.9 Applied math teachers report that they never/seldom have their students use computers in the classroom to simulate situations, demonstrate concepts or ideas or to make presentations; run dynamic geometry software; use graphing calculators to do basic mathematical operations, explore and investigate mathematical ideas and relationships and</p>	<p>Teachers of grade nine applied students will administer the Ontario Comprehension Assessment (OCA) to identify needs of students in reading comprehension and implement explicit instruction.</p>	<p>Grade 9 Applied English teachers and members of the literacy team from each secondary school will be part of moderated marking of the OCA.</p> <p>Ongoing professional development for teachers of grade 9 applied and open levels of Religion and Business courses in reading comprehension strategies, specifically making inferences and identifying main ideas and supporting details..</p>	<p>Curriculum Services Budget Student Success Budget</p>	<p>Curriculum Consultant Itinerant Literacy Teachers Grade 9 teachers of applied and open level Religion and Business courses Literacy Team Student Success Leader</p>	<p>September 2008- June 2009</p>	<p>Students write the OCA twice. Second administration results will be monitored for improvement.</p>

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<p>over 3/4s of teachers report that they do not run remedial software, collect data, using probes or explore the internet as a teaching resource.</p> <p>Approximately 2/3rd to 3/4 of teachers frequently have their applied math students discuss and use problem-solving strategies for finding answers, use concrete materials to investigate and understand new concepts and work collaboratively to solve problems and approximately 1/2 of teachers have their students conduct mathematical investigation (demonstrate the inquiry process).</p> <p>61% of applied math students report that they understand the math they are taught</p> <p>36% believe the math they are learning is very useful for everyday life and that they need to keep taking math for the kind of job they want after leaving school</p> <p>Data indicates that students have most difficulty reading and responding to narrative and graphic texts, specifically with inferencing and making connections between information and ideas.</p> <p>Gr.9 Applied teachers report spending</p>	<p>Literacy teams will review the 2008 OSSLT results of previously eligible students, identify strategies for unsuccessful students and review enrolment in the Ontario Secondary School Literacy Course (OLC4O).</p> <p>Schools will use school data and data from previous EQAO assessments to identify students who are at greatest risk of failing the OSSLT and encourage students to enrol in the after school literacy program.</p> <p>The secondary numeracy teams will review annually the EQAO results and use the results to inform next steps for supporting students with particular emphasis on the applied learners and any other groups of students who are struggling.</p> <p>Secondary teachers will expand their assessment strategies to include math journals peer assessment and student portfolios through attendance at math coaching sessions.</p>	<p>Secondary literacy school teams will meet to focus on the OSSLT results and the follow up to identify strategies for unsuccessful students.</p> <p>In-service and support in intervention strategies and resources for teachers of after school literacy program.</p> <p>Mathematics consultant and itinerant will lead all secondary school teams through the questions and the resources that will support the review of EQAO data for mathematics.</p> <p>Secondary math consultant and itinerant will facilitate professional development on math journals, peer assessment and student portfolios</p>	<p>Student Success</p> <p>Continuing Education</p> <p>Student success</p> <p>Curriculum</p> <p>Curriculum Services</p> <p>Budget</p> <p>Student Success</p> <p>Budget</p>	<p>Secondary Administrators, School Literacy Teams, Guidance Department head</p> <p>Secondary Administrators, School Literacy Teams, Guidance Department head</p> <p>Secondary numeracy teams/secondary consultant and itinerant.</p> <p>Secondary math teachers , Secondary Math consultant/itinerant</p>	<p>Secondary literacy teams meet in the Fall 2009</p> <p>Fall 2009</p> <p>October 2009</p> <p>Both semesters</p>	<p>Secondary school improvement plans will reflect strategies for the unsuccessful students on the OSSLT.</p> <p>Administrators, with the assistance of the literacy team, will submit a list of recommendations for supporting students who have been identified as being at greatest risk of failing the OSSLT.</p> <p>Agenda of the Numeracy Team meeting will reflect an emphasis on strategies for supporting struggling learners.</p> <p>Principal walk-throughs and Family of School SO visits will monitor whether differentiated instruction & a variety of assessment strategies are being observed in classroom instruction</p>

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<p>over 40% of their course time teaching linear relations followed by Number Sense and Algebra.</p> <p>Gr. 9 Applied math students find linear relations and measurement easiest and Geometry, Algebra and Number sense most challenging.</p>	<p>Applied math teachers in grade 9 and 10 will attend the GAINS math coaching sessions over the semester they are teaching an applied mathematics course to focus on questioning, assessment and differentiation strategies.</p>	<p>Secondary math consultant and itinerant will continue to facilitate Math coaching sessions on improving applied math student achievement with teachers coaching other teachers.</p>	<p>Curriculum/Student Success</p>	<p>Grade 9 and 10 Applied math teachers</p> <p>Secondary Math consultant/itinerant</p>	<p>Both semesters</p>	<p>Principals will provide opportunities for applied teachers to attend the math coaching sessions and through walk throughs will monitor the implementation of the various strategies presented at the math coaching sessions.</p>
Instructional Leadership						
<p>3/4 of Gr.9 Applied math teachers report that they have their students engaged in activities related to Knowledge & Understanding and Application often or very often and one half of teachers report they have their students engaged in Thinking and Communication activities often or very often.</p> <p>Gr. 9 Applied math teachers report most often using observations of students applying mathematical concepts to authentic real-life contexts and small diagnostic paper and pencil tests as tools and strategies for assessing students' progress in math. The use of math journals, results done on the computer, peer assessment and student portfolios are the least frequently used strategy for assessing student progress.</p> <p>Principals and vice-principals are critical to the development of excellent teaching, excellent schools and, ultimately, enhanced student achievement;</p> <p>Supervisory officers play an essential role by putting in place supportive system practices and procedures for school and system leaders, and provide critical</p>	<p>The Halton Catholic District School Board will implement a Staff Development services department consisting of Superintendent of Staff Development and Faith Formation and Consultant of Catholic Learning Communities</p> <p>Secondary Administrators/ School Guidance Departments will attempt to use more subject specialists as Credit Recovery(CR) teachers, and organize students into CR sections based on greatest needs;</p>	<p>Provide staff development and learning opportunities for academic staff Assist in coordinating staff development for support staff Engage staff in the development of the Catholic Professional Learning Community within their schools and workplaces. Engage staff in the development of their own learning opportunities through a needs assessment approach.</p> <p>Student Success leader and pathways itinerant will continue to facilitate meetings on credit recovery.</p>	<p>Student Success</p>	<p>Superintendent of Staff Development and Faith Formation Consultant of Catholic Learning Communities</p> <p>Secondary Principals</p>	<p>2009 -2010 Academic Year</p> <p>2009– 10 Academic year</p>	<p>Development of a needs assessment</p> <p>On-going evaluation of staff development opportunities</p> <p>Development of Indicators of a Catholic Learning Community</p>

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<p>system-wide leadership.</p> <p>Environmental education increases students' environmental literacy but also contributes to higher academic achievement for all students</p> <p>Grade 10 females indicate that they are most likely to spend time reading websites/ e-mail/ chat messages, magazines, novels/ fiction/ short stories and song lyrics/ poems. Males are most likely to spend time reading web sites/ e-mail/ chat messages, followed by magazines, newspapers, and novels/ fiction/ short stories.</p> <p>The majority of males and females indicate that they spend time writing e-mail and chat messages. 49% of females and 44% of males also indicate that they spend time in work-related writing outside of school most weeks. Female students also report spending time writing letters, journals and diaries.</p> <p>Male and female students develop as active, creative and critical users of spoken, visual and print texts in a</p>	<p>Principals will use classroom walk throughs to collect data on the use of Differentiated Instruction practice in the school to inform school improvement planning</p> <p>Schools and Board departments will establish/ support environmental committees and programs</p> <p>Secondary Administrators will ensure scheduling and staffing of grade 9 and 10 applied and Locally Developed classes is a priority.</p>	<p>A staff development plan will be developed for elementary and secondary school administrators to support the process and tools required for classroom walk throughs.</p> <p>Support dedicated to school resources for environmental education or greening of practices/facilities and responsible management practices</p> <p>Superintendents of Education and Secondary Principals will review staffing and scheduling of grade 9 and 10 applied and Locally Developed classes at secondary family of schools meetings.</p>	<p>Karen Hume: Differentiated Instruction : An Administrators Guide</p> <p>System, School and department resources</p> <p><i>Putting the Ontario Catholic Leadership Framework into Action</i> will be used as a resource document for all schools (k-12) board wide</p>	<p>Staff Development Services</p> <p>Facility Services, Principals, Consultants, Teachers,</p> <p>Secondary Principals</p> <p>Superintendents of Education</p>	<p>September 2009- December 2009</p> <p>2009– 10 Academic year</p> <p>2009-2010 Academic Year</p>	<p>Credit recovery data wall</p> <p>Staff Development plan to support classroom practice once walkthroughs are completed.</p> <p>S.O.s – Academic & Business</p> <p>Superintendents of Education and Secondary Principals will review staffing and scheduling of grade 9 and 10 applied and Locally Developed classes at secondary family of schools meetings</p>

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<p>multimedia world.</p> <p>25% of grade 10 students indicate that they spend less than one hour a week reading outside of school hours (not including homework). An additional 34% say they spend 1-3 hours per week reading.</p> <p>38% of grade 10 students spend less than one hour a week writing and 33% report spending anywhere between 1 and 3 hours writing per week.</p> <p>47% of females and 33% of males indicate that they spend more than three hours a week reading materials outside of school hours (not including homework).</p> <p>33% of females and 22% of males indicate that they spend more than three hours a week engaged in writing outside of school hours (not including homework).</p>	<p>Secondary administrators will use the document <i>Literacy GAINS Indicators and Conversation Starters for Literacies for Learning in the Classroom</i> as a guide for monitoring literacy instruction in applied level classes.</p> <p>Secondary administrators will use the document <i>Guide for Administrators and other Facilitators of Teachers' Learning for Mathematics Instruction</i> as a guide for monitoring numeracy instruction in applied level classes</p> <p>Administrators will review scheduling of computer labs to allow greater access to technology for applied level students.</p>	<p>Student Success leader, consultants, and itinerant teachers to provide training and support on the document <i>Literacy GAINS Indicators and Conversation Starters for Literacies for Learning in the Classroom</i></p> <p>Student Success leader, consultants, and itinerant teachers to provide training and support on the document <i>Guide for Administrators and other Facilitators of Teachers' Learning for Mathematics Instruction</i></p> <p>Administrators will share strategies for equitable use of computer labs at Secondary Curriculum Matters meetings.</p>	<p><i>Literacy GAINS Indicators and Conversation Starters for Literacies for Learning in the Classroom</i></p> <p><i>Guide for Administrators and other Facilitators of Teachers' Learning for Mathematics Instruction</i></p> <p>Curriculum/Student Success</p>	<p>Secondary Principals</p> <p>Secondary Principals</p> <p>Administrators</p>	<p>2009-2010 Academic Year</p> <p>2009-2010 Academic Year</p> <p>Fall 2009</p>	<p>Family of School SO visits will monitor the implementation of the use of <i>GAINS</i> indicators in the classroom.</p> <p>Family of School SO visits will monitor the implementation of the use of <i>GAINS</i> indicators in the classroom.</p> <p>Principals will monitor whether applied classes are making greater use of computer lab time.</p>
Home School Community Outreach and Partnership						
	<p>Secondary numeracy teams will review the questionnaire data to inform program planning, focusing on homework completion and communication to parents.</p> <p>Administrators/teachers will inform parents of the school's approach to literacy development and encourage them to continue the support at home.</p>	<p>Secondary numeracy itinerant and assigned curriculum consultant will attend the school team meetings to support the review of the questionnaire data and next steps.</p> <p>Administrators/teachers will share strategies with parents through Catholic School Council meetings, Curriculum Night, and Family Literacy Night.</p>	<p>Student Success</p> <p>School Funding, Literacy Resources</p>	<p>School secondary numeracy team members</p> <p>Administrator, Literacy Team, Classroom teachers</p>	<p>Over both semesters</p> <p>2009 – 2010 Academic year</p>	<p>Recommendations from each secondary school numeracy team will be sent to the superintendent of curriculum services.</p> <p>Family of School SO visits will monitor the implementation of the sharing of information with parents.</p>

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	<p>Schools will ensure parents are informed of the availability of resources such as Premier Assistive Technology for at home use to support student learning and achievement.</p>	<p>Provide parents with explanations of balanced literacy and the necessary resources to encourage to encourage boys' literacy</p>	<p>System and School Literacy Resources</p>	<p>School Literacy Team, Principals, Classroom teachers, Consultants, itinerants</p>	<p>2009 – 10 Academic year</p>	<p>Superintendents of Education</p>

<p>School Student Success Team (consisting of the principal, the SST and other members) will meet after each mark reporting period (early progress, mid-term, & final) to review mark distribution of grade 9, 10 and 11 students who are struggling to achieve their credits. School Student Success Team will generate and monitor interventions to increase successful completion of credits by grade 9, 10 and 11 students.</p>	<p>Student Success Leader will provide necessary professional development and support to determine the annual school credit accumulation profile, and will support the Student Success Team in using mark distribution and credit monitoring templates to increase successful completion of credits by grade 9, 10 and 11 students.</p>	<p>Student Success budget - supply coverage for teams to meet.</p>	<p>Secondary Principal/Student Success Team</p>	<p>Sept. 30-credit profile Dec1/May1-Mid term updates-credit monitoring templates Feb. 10/July 5-Final credit monitoring template Mid-term-Dec 1/May 1 Final rep- Feb.10/Jul 10</p>	<p>Secondary Principals will submit to their Superintendent the following: 1a) Credit accumulation profile for each grade using the Ontario reporting module by Sept. 30 1b) After each mark reporting period updates, interventions and outcomes on progress in credit accumulation using the credit monitoring tools for grade 9,10 and 11 The Student Success Team in each secondary school will</p>
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Pathways

<p>Secondary school pathways teams will meet twice a semester to:</p> <ul style="list-style-type: none"> • review the participation status of their school in pathways programs • recommend and implement growth in pathways programs/activities in the school improvement plan that prepares and meets the needs of all students for their chosen destination. 	<p>Secondary Pathway teams will meet for professional development on supporting pathways for secondary students with the student success leader and the pathways itinerant teacher.</p>	<p>Student success</p>	<p>Secondary Pathways team members</p>	<p>By 2010</p>	<p>Secondary teams will meet on the days determined and will contribute to the SIP and apply for a pathways proposal for their school.</p>
<p>Secondary schools will continue the HCDSB transition process in partnership with the associate schools.</p>	<p>Student success teachers are given staff development on the implementation of the transition from grade 8 to 9.</p>	<p>Student Success</p>	<p>Student Success teachers/grade 8 teachers</p>	<p>By June 2010</p>	<p>Students requiring further transition supports are identified.</p>

	<p>Secondary Schools will increase the number of programs and student enrolment across schools participating in running SHSM, Co-op, E-learning programs.</p>	<p>Secondary pathway team members and administrators are given staff development and support to run pathways for all student destinations.</p>	<p>Student Success</p>	<p>Secondary Administrators/Pathway team members</p>	<p>By June 2010</p>	<p>Pathways programs such as SHSM, co-op and e-learning will increase in offerings and student enrolment.</p>
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EVIDENCE/INDICATORS OF SUCCESS

How will we know that we are making progress in reaching our goal – that our improvement efforts (action steps) are having an effect? What are the measures?

The Board's leadership development program is faith based and encourages adult faith formation.

The Board actively supports the importance of professional learning communities and communities of practice as ways of supporting student learning and teacher professional practice.

Fewer students will achieve below Level 3 in Reading, Writing and Math as measured by the Primary and Junior provincial assessments, and report card data.

Success rate on the OSSLT of applied level students will increase and the percent of applied level students achieving at or above the provincial standard in Grade 9 math.

Increased number of students using Premiere Assistive Technology supports successfully completing the OSSLT

School Assessment plans will reflect Board and Ministry procedures and protocols.

School and Board Special Education Problem Solving Teams operate on a regular basis.

Data based on system, school and classroom assessments will support improved literacy and numeracy skills.

The gender gap evidence on the EQAO primary and junior assessments (Reading/Writing) will be reduced.

The Student Success Team in each secondary school will articulate and share with all staff that completion of credits by grade 9 and 10 students is a priority and can demonstrate how their school goals align with the Board Improvement Plan.

Elementary Annual Learning Plans will incorporate HCDSB document, *Instructional Strategies to Support Literacy Instruction Across the Curriculum* to improve literacy achievement, including gender

Strategies learned from divisional or central office in-services/workshops will be shared with all teachers in the school and / or department