



Mission Statement

The Niagara Catholic District School Board, through the charisms of faith, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.

Board Improvement Plan for Student Achievement (BIPSA) (2011 - 2013)

- Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education and
- Advance Student Achievement for All

Board Improvement Plan Committee

Lee Ann Forsyth-Sells
Superintendent of Education (Chair)

Yolanda Baldasaro
Superintendent of Education

Mark Lefebvre
Superintendent of Education

David Pihach
Administrator Student Success

Terry Antoniou
Elementary Principal

Elizabeth Davey
Elementary Principal

Ted Farrell
Secondary Principal

Joseph Zaroda
Secondary Principal

Anthony Corapi
Consultant
Research, Assessment and Evaluation

Debra McCaffery
Board Chaplaincy Leader

Terri Pauco
Consultant
Religion and Family Life

Jacqueline Watson
Consultant
Equity and Student Leadership



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD BOARD IMPROVEMENT PLAN

FOREWARD

Our Catholic schools develop in our youth a love of God and people, an appreciation of prayer and a moral foundation to help them as they journey through life. Catholic schools provide a complete academic program in an environment that integrates learning, religious instruction, gospel values, and spiritual formation into all aspects of the curriculum. The Catholic school is a faith community in which spirituality and practice of faith are lived out in the daily experiences of staff and students.

The Board Improvement Plan provides guidance to schools on the process of improving student learning outcomes and the refinement of School Improvement Plans with collaborative Catholic Learning Communities in the elementary and secondary schools of the Board. Schools build on successes and provide future direction and resource support within the context of the Board’s Strategic Directions: “Build Strong Catholic Identity And Community to Nurture the Distinctiveness of Catholic Education” and “Advance Student Achievement for All”. The four pillars: Catholic Faith Community, Culture and Caring; Literacy; Numeracy; and Pathways support the improvement of student achievement from Kindergarten to Grade 12 for all students, guided by the Catholic Virtues and the Ontario Catholic School Graduate Expectations (Second Edition 2011).

STRATEGIC DIRECTIONS

Build Strong Catholic Identity And Community To Nurture The Distinctiveness Of Catholic Education

- To enhance our distinctive Catholic educational system by designing and implementing a Niagara Catholic Faith Formation program, rooted in the Board’s Vision 2020 Strategic Plan, and integrating into programs and services for students, parents and the community served by the Board by June 2012.
- To conduct a Niagara Catholic elementary and secondary Student Conference 2012 focused on the theme of “Nurturing the Distinctiveness of Catholic Education” by March 2012.

Advance Student Achievement For All

- To continue to support all students who are six years of age in the development of literacy and numeracy skills, particularly in learning to read, by June 2012.
- To expand and enhance e-Learning initiatives in Niagara Catholic by June 2012.
- To continue with system implementation of the Ministry of Education Policy “Growing Success – Assessment, Evaluation and Reporting in Ontario Schools” and the Niagara Catholic Assessment, Evaluation and Reporting K-12 Policy and Guidelines for all schools in the Board by June 2012.
- To continue to advance student achievement through Ministry of Education, Board and School initiatives on Provincial EQAO Primary and Junior Assessments, EQAO Secondary Mathematics Assessment, and the Ontario Secondary School Literacy Test (OSSLT) by June 2012.
- To align and design initiatives to achieve the target of 85% graduation rate of 2011-2012 Grade 12 students by June 2012.

CATHOLIC FAITH COMMUNITY, CULTURE AND CARING
Staff and students demonstrate respect for human dignity and the environment within safe and inclusive Catholic learning communities that will foster discerning respectful and caring believers who are collaborative contributors and citizens.

LITERACY
Literacy skills and achievement of related curriculum expectations will empower all learners to be effective communicators, reflective and creative thinkers and self-directed, responsible life-long learners.

NUMERACY
Mathematical literacy skills and achievement of related curriculum expectations will empower all learners to be successful in the workplace and in daily life as effective communicators, reflective and creative thinkers and collaborative contributors.

PATHWAYS
To foster self-directed, responsible, life-long learners who demonstrate their God-given potential and who find meaning, dignity and vocation in work that respects the rights of all and contributors to the common good.



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD BOARD IMPROVEMENT PLAN

INTRODUCTION

The Niagara Catholic District School Board Improvement Plan for Student Achievement, Kindergarten to Grade 12: 2011- 2013 provides direction for the school improvement planning process in all Catholic elementary and secondary schools of the Board. The Board Improvement Plan aligns with the Ministry of Education School Effectiveness Framework, outlining the goals, strategies, and partnerships required to support the student success of all students from Kindergarten to Grade 12.

The Board Improvement Plan is a working document to:

- Guide the ongoing process of school improvement planning and action for all elementary and secondary schools;
- Describe the work of central teams in supporting school improvement with a focus on knowledge, skill capacity building, student learning and engagement;
- Highlight the critical role of the Family of Schools' Superintendent in supporting schools and school improvement planning with Principals, Vice-Principals and School Improvement Planning Teams.

COMPREHENSIVE NEEDS ASSESSMENT

The initiatives and strategies identified in this document are based on an historical and broad analysis of qualitative and quantitative data; including school assessment data, and report card data, student success indicator data, and the Board's performance on the assessments administered by the Education Quality and Accountability Office. The Board continues to maintain high levels of school and student performance on all provincial assessments, the indicators of Student Success and the Ontario Secondary School Literacy Test.

IMPLEMENTATION OF PRIORITIES

This plan will continue to build and sustain staff capacity and improve student outcomes through job-embedded professional learning, target setting, and focussed collaborative inquiry. The primary focus of this plan is one of consolidation and "going deeper" through:

- the instructional and assessment practices that support and enhance understanding, application and communication of learned skills and knowledge,
- what students, at all ability levels, need to know and do in order to demonstrate learning and achievement of the curriculum expectations and standards,
- leadership development opportunities for school administrators,
- network learning sessions for school administrators and teachers, and
- differentiated supports and facilitated network sessions for under-performing elementary and secondary schools (Schools in the Middle).



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD BOARD IMPROVEMENT PLAN

The Niagara Catholic District School Board K – 12 Continuous Improvement Plan 2011- 2013 enhances our distinctive Catholic educational system by designing and implementing a Niagara Catholic Faith Formation program to ensure that the Board’s Vision 2020 Strategic Plan is modelled and integrated into the programs and services by academic and support staff for all students, parents and the community served by the Board and to continue to build confidence in Catholic Education.

Strategies

- Develop and support Adult Faith Formation through activities designed to improve personal and professional knowledge as a community of believers that continues to learn about, grow in, and give witness to, its faith in Jesus Christ.
- Continue to promote the Niagara Catholic District School Board’s “Virtues Model” as a vehicle for staff and students to more effectively implement the expectations of Bill 157 and Catholic Character Education.
- Redesign the Grade 8 Retreat experience now called The Journey Retreat (formerly known as SCOEP).
- Renew focus on the six tasks of catechesis in elementary schools.
- Implement the final phase of the newly revised Fully Alive program for Intermediate students.

Activities

Faith Formation 3 Year Cycle

Year 1 – Individual School Faith Formation

Year 2 – Family of Schools’ Faith Formation

Year 3 – System Level Faith Formation

- Continue the Niagara Catholic District School Board’s “Virtues model” implementation.
- Continue Faith Formation Teams in Elementary and Secondary schools consisting of the Principal, a Teacher Representative(s) and Support Staff Representative(s).
- Support additional qualifications for staff in theology and other individual faith based professional development through the provision of centrally-based subsidies.
- Introduce the Faith Ambassadors’ program to foster Adult Faith Formation within each school.
- Strengthen support for secondary faith formation teams.
- Plan a February 2012 Student Symposium to focus on the Ontario Catholic School Graduate Expectations and their meaning to a Catholic student.



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
BOARD IMPROVEMENT PLAN**

EQAO Targets 2011 – 2013

	Primary			Junior			Grade 9 Math		OSSLT
	Reading	Writing	Math	Reading	Writing	Math	Applied	Academic	
2009 - 2010 Scores	71	81	81	73	76	67	35	82	88
2010 – 2011	70	77	73	78	76	64	36	82	85
2011-2013 Target Scores*	75	80	80	80	78	75	50	85	89

* based on Junior EQAO Assessment Results through Cohort Tracking

Niagara Catholic D.S.B. Student Success Indicators 2010-11
For Secondary Students (As defined by the Ontario Ministry of Education)

Credit Accumulation

Grade 9 2010-2011			Grade 10 2010-2011		
Credits Acquired	# of Students	%	Credits Acquired	# of Students	%
7.0-7.9	80	4.14%	14.0-15.9	284	13.56%
8.0-8.9	1716	88.73%	16.0-16.9	1417	67.70%
9.0 +	26	1.34%	17+	251	11.99%
Total	1822	94.20%	Total	1952	93.26%

Compulsory Credit Pass Rate

Grade 9 Compulsory Courses				Grade 10 Compulsory Courses			
Course Code	# of Marks Entered	# of Credits Earned	Pass Rate %	Course Code	# of Marks Entered	# of Credits Earned	Pass Rate %
ENG 1D	1419	1412	99.51%	ENG 2D	1556	1533	98.52%
ENG 1P	389	374	96.14%	ENG 2P	500	480	96.00%
ENG 1L	74	72	97.30%	ENG 2L	72	67	93.06%
MPM 1D	1329	1310	98.57%	MPM 2D	1258	1206	95.87%
MFM 1P	520	499	95.96%	MFM 2P	792	736	92.93%
MAT 1L	97	95	97.94%	MAT 2L	99	89	89.90%
SNC 1D	1383	1372	99.20%	SNC 2D	1425	1407	98.74%
SNC 1P	437	420	96.11%	SNC 2P	608	562	92.43%
SNC 1L	77	75	97.40%	CHC 2D	1446	1430	98.89%
CGC 1D	1382	1372	99.28%	CHC 2P	574	541	94.25%
CGC 1P	511	492	96.28%	CHC 2L	74	72	97.30%
FSF 1D	1157	1150	99.39%	GLC 20	1834	1774	96.73%
FSF 1P	640	628	98.13%	CHV 20	1810	1775	98.07%

Literacy Success Rate 2010-2011

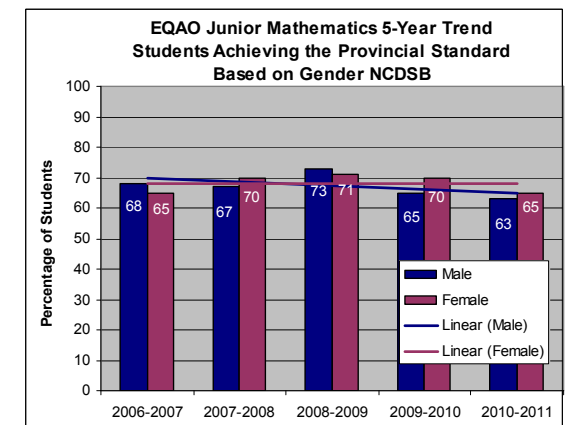
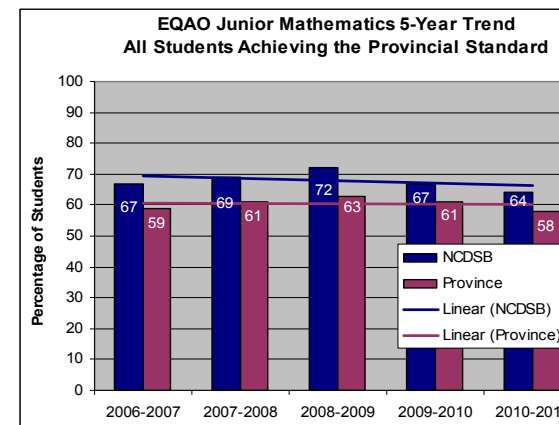
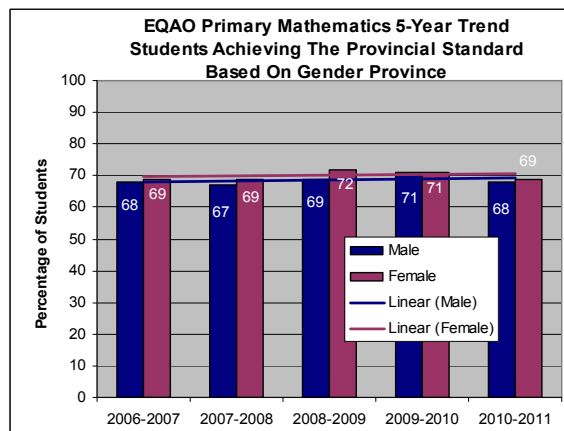
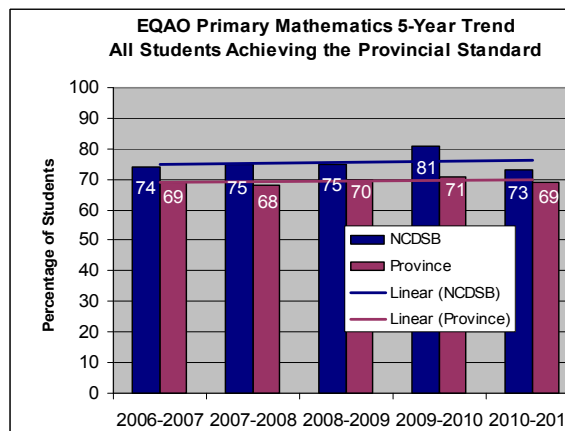
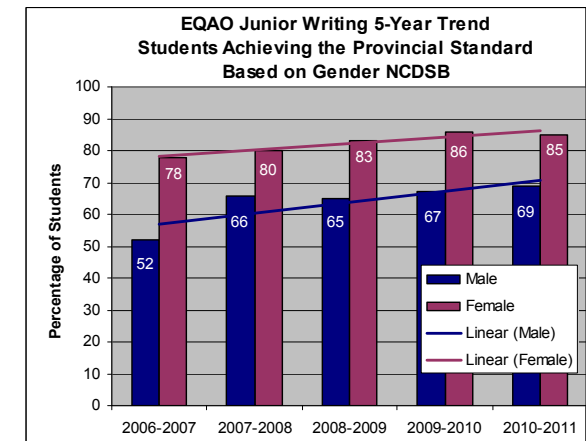
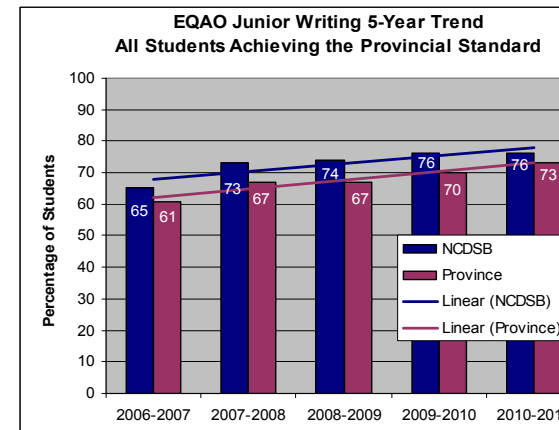
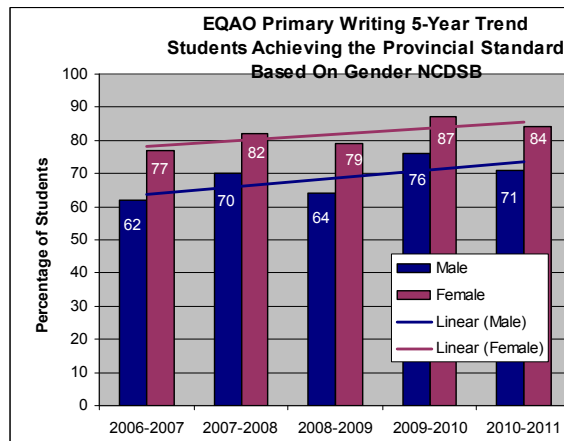
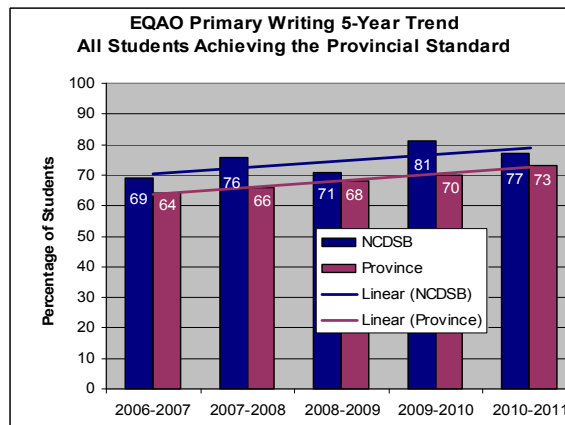
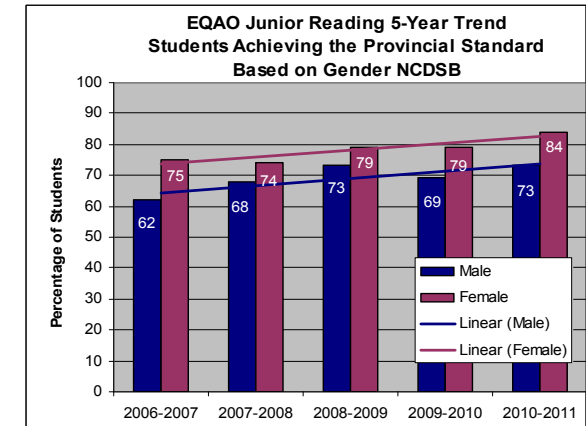
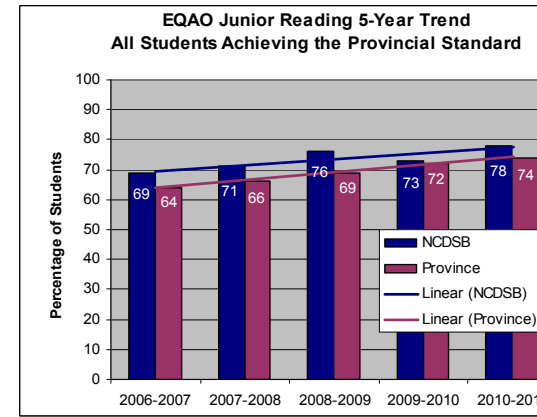
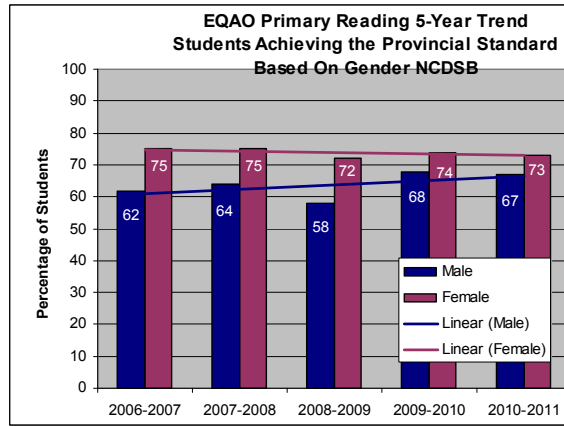
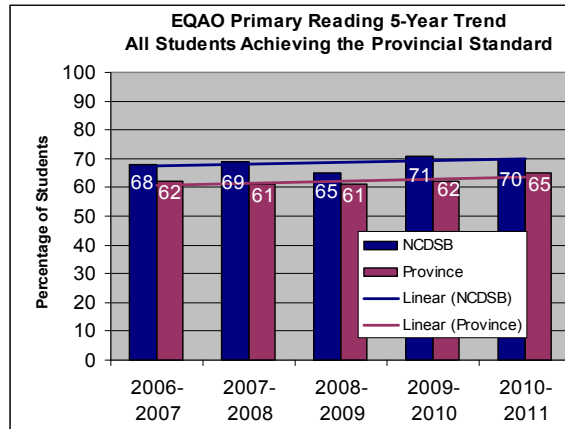
OSSLT Success Rate	OSSLC Success Rate	Completion of either the OSSLT or the OSSLC by the end of 4 th year of secondary school studies as a graduation requirement
85%	96.57%	97.81%

Annual School Leaver Rates for 2010-2011*

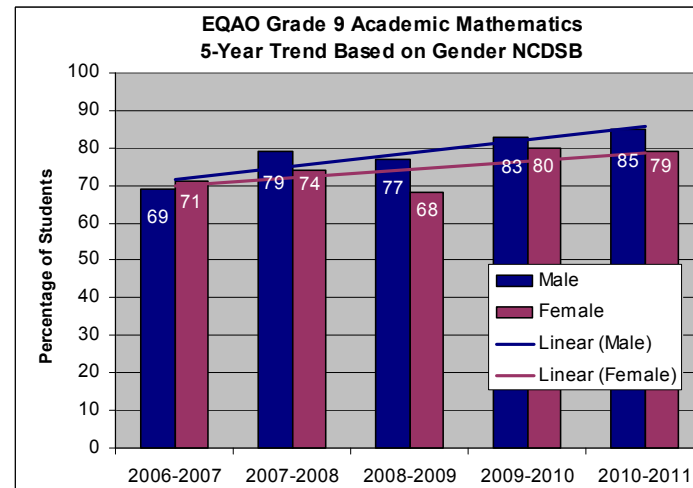
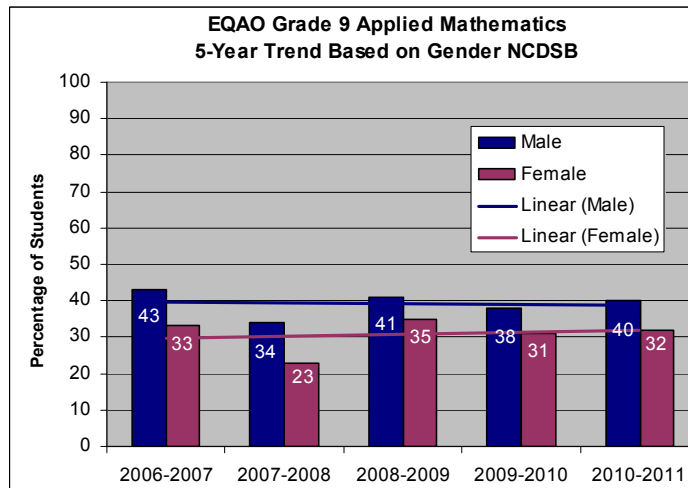
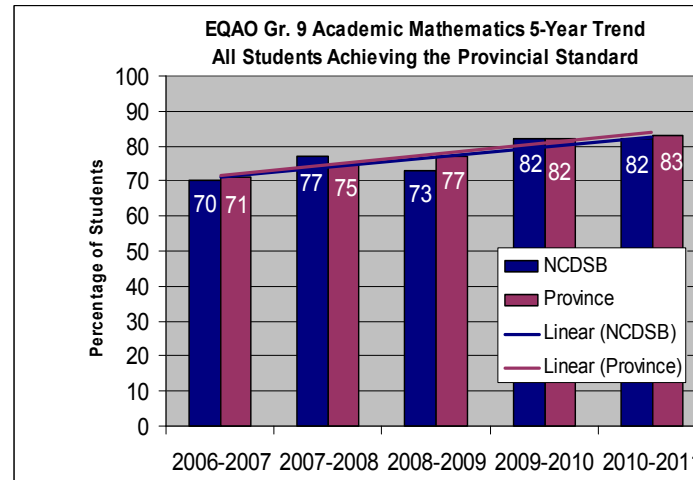
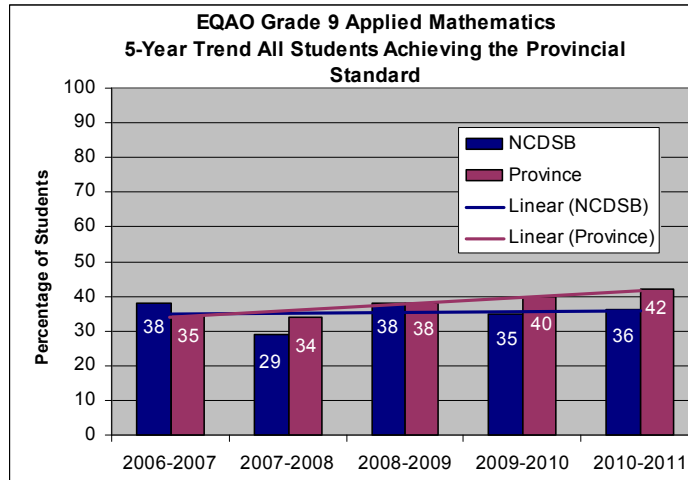
Total # of Day School Students Registered as of October 31 Annual School	8516
Total # of School Leavers	80
Leaver Rate	0.94%

*A school leaver may or may not have left the Niagara Catholic District School Board

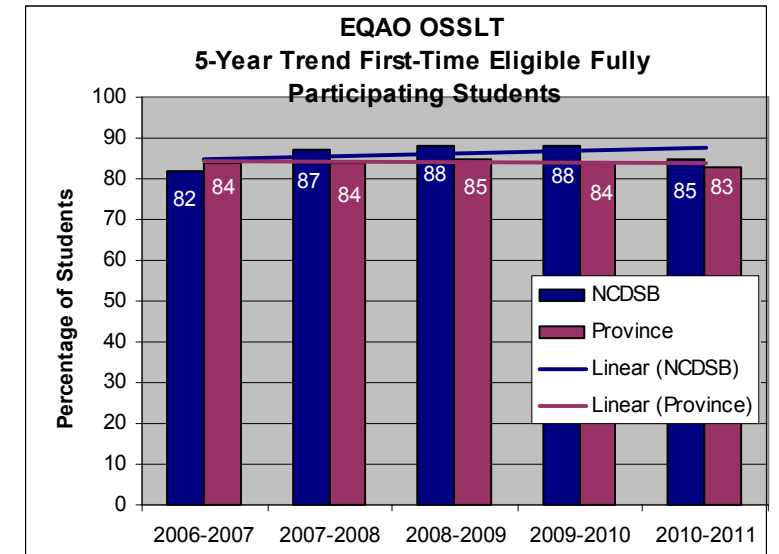
PRIMARY ASSESSMENTS



EQAO ASSESSMENT OF GRADE NINE MATHEMATICS



ONTARIO SECONDARY LITERACY TEST



Education Quality and Accountability Office (EQAO)

“EQAO assesses all students in Grade 3 and Grade 6 in reading, writing and mathematics. EQAO also administers two secondary school assessments. The Ontario Secondary School Literacy Test (OSSLT) is administered in March each year. The Grade 9 Assessment of Mathematics is administered in January to students enrolled in first-semester mathematics courses and in May/June to students enrolled in second-semester and full-year courses.” (EQAO Website, 2008)



CATHOLIC FAITH COMMUNITY, CULTURE AND CARING

PLAN, DESIGN IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
Needs Assessment	Goals	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
<ul style="list-style-type: none"> A need for authentic faith formation opportunities for staff, students and parents. A need for renewal and strengthened understanding and participation in the Eucharist. 	<p>To continue to enhance our distinctive Catholic educational system by designing and implementing a Niagara Catholic Faith Formation program, rooted in the Board's Vision 2020 Strategic Plan, and integrated into programs and services for students, parents and the community by June 30, 2013.</p>	<p>3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.</p> <p>6.2 Students, parents and community members are engaged and welcomed as respected, valued partners.</p> <p>6.3 The school and community build partnerships to enhance learning opportunities for students.</p> <p>6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.</p>	<ul style="list-style-type: none"> To redesign the Grade 8 Retreat experience, formerly known as SCOEP. To develop a theological theme to focus and direct faith formation opportunities. To implement the Faith Ambassadors' program to enhance the faith climate of staff. To develop monthly prayers and focus resources for student engagement with our theological theme, beginning Sept. 2012. To renew focus on the six tasks of catechesis in elementary schools, including liturgical education and the New Roman Missal. To participate at the "When Faith Meets Pedagogy" Conference Secondary Student Forum 2011. To coordinate a 2012 Niagara Catholic Student Symposium. To complete the Faith Formation Survey of all staff. 	<ul style="list-style-type: none"> Chaplaincy Department Resources shared from other Catholic boards (York, Dufferin-Peel, Halton) Ontario Bishops' Association General Directory for Catechesis 	<ul style="list-style-type: none"> Staff Meetings October Professional Activity Day Workshops Faith Ambassadors' Workshops Faith Formation Team Workshop When Faith Meets Pedagogy 2011 Intermediate teacher in-service for the newly revised Fully Alive program 	<ul style="list-style-type: none"> Present theological theme and faith formation program to Board and community Participation of staff in faith formation initiatives Workshop completion. Follow-up to all activities 	<ul style="list-style-type: none"> Chaplaincy Leaders Religion and Family Life Consultant School Administrators Senior Administrative Council 	<p>December 2011</p> <p>March 2012</p> <p>May 2012</p> <p>December 2012</p> <p>March 2013</p> <p>May 2013</p>

PLAN, DESIGN IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
Needs Assessment	Goals	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
<ul style="list-style-type: none"> Response to Safe Schools Initiatives in the area of mental health issues. Need to identify and implement resources to support the increase of mental health issues in schools. 	<p>To develop a comprehensive Niagara Catholic Mental Health Plan by June 2012 to implement in elementary and secondary schools.</p> <p>To implement the Safe Schools Survey to be administered to students in Grades 4-12, surveys will be made available to staff and parents for their input by 2012.</p>	<p>2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.</p> <p>3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.</p> <p>3.3 Students are partners in conversations about school improvement.</p> <p>3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.</p>	<ul style="list-style-type: none"> To form a Faith Focus Committee to develop a theological theme and to refine the Faith Formation program. To train key personnel in Mental Health First Aid Certification. To provide training to appropriate staff in HUGS Bereavement Training and Resource Kit. To provide information to parents about the inclusive model of special education. To support membership on the Anti-Stigma Committee. 	<ul style="list-style-type: none"> Pastoral Guidelines for Students of Same Sex Attraction Framework for School Social Climate Clubs from the Ontario Bishops' Committee 	<ul style="list-style-type: none"> Mental Health First Aid Certification Professional Learning Day October 2011 HUGS workshop 	<ul style="list-style-type: none"> Presentation of Mental Health Plan Completion of Safe Schools Survey 	<ul style="list-style-type: none"> Special Education Department staff Senior Administrative Council Superintendent of Education responsible for Safe Schools Administrators and school staff Child and Youth Workers Chaplaincy Leaders (elementary and secondary) Supervisor of Counselling Services Religion and Family Life Consultant 	<p>December 2011</p> <p>March 2012</p> <p>May 2012</p> <p>December 2012</p> <p>March 2013</p> <p>May 2013</p>
<ul style="list-style-type: none"> Need to ensure correct terminology is being used when providing information and curriculum about First Nation, Métis and Inuit cultures, histories and perspectives. 	<p>To increase the knowledge, awareness and acceptance of equity and diversity initiatives with all staff and students by June 30, 2013.</p>	<p>3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.</p>	<ul style="list-style-type: none"> To participate in the 2012 Catholic Student Symposium. To implement Teaching Learning Critical Pathways to reflect equity and diversity. To foster the Niagara Catholic Vow of Silence to increase awareness of the voiceless. 	<ul style="list-style-type: none"> Ontario Equity and Inclusive Education Strategy Equity and Inclusive Education in Ontario Schools – Guidelines for Policy Development and Implementation Ontario First Nation, Métis, Inuit Education Policy Framework 	<ul style="list-style-type: none"> Ongoing in-service on "Safe Schools/Equity and Inclusion" Workshops and follow-up support sessions Workshops facilitated by diverse community members assisting staff to increase awareness 	<ul style="list-style-type: none"> Participation in Vow of Silence Action plans from Student Symposium for further action in schools Completion of Teaching, Learning and Critical Pathways 	<ul style="list-style-type: none"> Equity and Inclusive Education Lead Senior Administrative Council Administrators and school staff Chaplaincy Leader 	<p>December 2011</p> <p>March 2012</p> <p>May 2012</p> <p>December 2012</p> <p>March 2013</p> <p>May 2013</p>

PLAN, DESIGN IMPLEMENTATION STRATEGIES					MONITORING STRATEGIES			
Needs Assessment	Goals	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
		2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.		<ul style="list-style-type: none"> Niagara Catholic Equity and Inclusive Education Policy and Guidelines Religious Education Accommodation Policy Niagara Catholic Voluntary and Confidential Self-Identification Policy for First Nations, Métis and Inuit students 				
<ul style="list-style-type: none"> To continue to implement the Safe Schools Act and the Board's Safe Schools Policy and Guidelines: Policy 302.6 in all elementary and secondary schools. To continue to apply progressive discipline appropriately in all schools. To continue to consider mitigating factors for students with special needs. To continue to reduce the number of suspensions in elementary and secondary schools. 		<p>3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.</p> <p>3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.</p> <p>3.3 Students are partners in conversation about school improvement.</p> <p>3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.</p>	<ul style="list-style-type: none"> To present the suspension indicator data to Principals. To continue with Bill 157 implementation. To ensure that mitigating factors as well as progressive discipline are considered, in particular for students with special needs. To foster the Niagara Student Success Leadership Initiative Committee membership. 	<ul style="list-style-type: none"> Indicator Data as per Student Success initiatives Bill 157 Safe Schools Document PPMS 144, 145 and 119 Stop Now and Plan (SNAP) program PPMS 144, 145 and 119 (AOCB) 	<ul style="list-style-type: none"> Family of Schools' Superintendent Secondary School Principals' Meetings Ongoing in-services on "Safe Schools/Equity and Inclusion" Director's Meetings Educational Resource Teacher Meetings Staff Meetings 	<ul style="list-style-type: none"> Suspension indicator data Suspension rate data Ministry of Education Catholic Education Centre staff 	<ul style="list-style-type: none"> Student Success Lead Student Success Teachers Secondary Schools' Principals and Vice-Principals Staff Development Department Family of Schools' Superintendent Administrator of Staff Development 	<p>December 2011</p> <p>March 2012</p> <p>May 2012</p> <p>December 2012</p> <p>March 2013</p> <p>May 2013</p>



LITERACY

PLAN, DESIGN IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
Needs Assessment	Smart Goals	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
<ul style="list-style-type: none"> Improve gender performance across all EQAO assessments. Build new administrator capacity. Decrease gaps between non-identified students and ELL students and/or students with special needs. Improve student literacy (reading). Develop and Implement Student/Class profiles. 	<p>Between 2011 and 2013 to increase the percentage of primary students performing at or above the provincial standard in reading by <u>5%</u> to <u>75%</u> by June 2013.</p> <p>Between 2011 and 2013 to increase the percentage of primary students performing at or above the provincial standard in writing by <u>3%</u> to <u>80%</u> by June 2013.</p> <p>Between 2011 and 2013 to increase the percentage of junior students performing at or above the provincial standard in reading by <u>2%</u> to <u>80%</u> by June 2013.</p> <p>Between 2011 and 2013 to increase the percentage of junior students performing at or above the provincial standard in writing by <u>2%</u> to <u>78%</u> by June 2013.</p>	<p>1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.</p> <p>1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.</p> <p>1.6 Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.</p>	<ul style="list-style-type: none"> Clustering of schools according to evidence based needs assessment. Expansion of the Teaching-Learning Critical Pathways strategy to include all elementary schools and secondary schools. Expand explicit reading strategy instruction to all 2011-12 Early Learning Program school sites. Expansion of Explicit Reading Instruction to 22 additional schools (JK-Grade 2). New Teacher Induction Program will reflect the Teaching-Learning Critical Pathways. Assignment of school based resources to acquire gender and equity specific literacy supports. 	<ul style="list-style-type: none"> School Effectiveness Framework K-12 Self-Assessment School Improvement Plan Template (SIP) Ontario Leadership Strategy (OLS) Expansion of Lead TLCP Principals' support as demonstration schools Deconstruct Teaching-Learning Critical Pathways Scripts Program Department Reading Strategies Coaches Reading Recovery Teachers Primary Consultant Program Resource Teachers Select Educational Resource Teachers Best Practices Sharing Literacy Professional Development session led by "Expert Teachers" Amended MOE/NTIP manuals 	<ul style="list-style-type: none"> Principal Learning Teams Family of Schools' Meetings Scheduled Ministry of Education workshop sessions Ontario Leadership Strategy Principals and Vice-Principals' PD Council TLCP Symposia Literacy Coach training Staff workshops Expand rollout of the reading strategies K-2 to all elementary ERTs Reading Interventions Strategies Workshop for all elementary ERTs Regular Professional Development sessions that reflect TLCP foci Joint OECA and NCDSB workshops for new teachers Mentor and Protégé sessions Ministry of Education web conferences Administrative best practice sharing (ie: HUBS) OLS session topic 5 Director's Meetings FOS Meetings Professional Development Sessions Program and Subject Council Meetings 	<ul style="list-style-type: none"> School Improvement Planning Administrative Logs District Reviews- tiered Pre and post testing SEF Self Assessment School Improvement Planning Tracking of Teaching-Learning Critical Pathways partnerships via the Program Department Pre and post testing Running records Running Records (pre and post) and Observation Surveys Evaluations New Teacher Induction Program (NTIP) Mentoring Program: (observations, evaluations, surveys, etc.) Ministry of Education survey via University of Ottawa NTIP Individual Strategy Sheet 	<ul style="list-style-type: none"> System Improvement Team Principal Learning Team Family of Schools' Superintendent School Improvement Teams Research, Assessment, and Evaluation Department Program Department Special Education Department Classroom Teacher Reading Recovery Teacher Primary Consultant Program Resource Teacher Educational Resource Teacher New Teacher Induction Program Steering Committee FOS Superintendent School Principals 	<p>December 2011</p> <p>March 2012</p> <p>May 2012</p> <p>December 2012</p> <p>March 2013</p> <p>May 2013</p>

PLAN, DESIGN IMPLEMENTATION STRATEGIES					MONITORING STRATEGIES			
Needs Assessment	Smart Goals	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
	Between 2011 and 2013 to increase the percentage of Grade 10 students performing at or above the provincial standard on the OSSLT by <u>4%</u> to <u>89%</u> by June 2013.	<p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>	<ul style="list-style-type: none"> Implementation of the "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" guidelines in all schools. OSSLT EQAO Practice Test. Implementation of OCA. 	<ul style="list-style-type: none"> School Effectiveness Framework (3.1) Ontario Software Acquisition Program Advisory Committee (OSAPAC) Web Resources Growing Success Policy document NCDSB Growing Success Executive Summary NCDSB Growing Success Power Point Presentation Growing Success Reporting Strand Guide Elementary and Secondary Reporting Templates Growing Success Videos EDUGAINS website NCDSB Growing Success Steering Committee Growing Success Implementation Feedback Surveys Niagara Catholic Policy on Assessment and Evaluation 	<ul style="list-style-type: none"> Principal Learning Teams Family of Schools' Meetings OSSLT Board Committee Secondary school Literacy Committees 	<ul style="list-style-type: none"> School Improvement Planning EQAO data analysis Research, Assessment and Evaluation Department 	<ul style="list-style-type: none"> Principal and School Improvement Planning Teams FOS Superintendent 	<p>December 2011</p> <p>March 2012</p> <p>May 2012</p> <p>December 2012</p> <p>March 2013</p> <p>May 2013</p>



NUMERACY

PLAN, DESIGN IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
Needs Assessment	Smart Goals	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
<ul style="list-style-type: none"> EQAO Mathematics assessments: Primary, Junior and Grade 9. Appropriate scheduling and teaching assignments for the Grade 9 Applied Mathematics course during the school day. 	<p>Between 2011 and 2013 to increase the percentage of primary students performing at or above the provincial standard in mathematics by <u>7%</u> to <u>80%</u> by June 2013.</p> <p>Between 2011 and 2013 to increase the percentage of junior students performing at or above the provincial standard in mathematics by <u>11%</u> to <u>75%</u> by June 2013.</p> <p>Between 2011 and 2013 to increase the percentage of Grade 9 students taking the Applied Mathematics course performing at or above the provincial standard in by <u>14%</u> to <u>50%</u> by June 2013.</p>	<p>1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.</p> <p>1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.</p> <p>1.6 Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.</p>	<ul style="list-style-type: none"> Collaborative Inquiry Learning for Mathematics expansion, K-8. Appropriate selection of CIL-M teacher leader by site Principal. Mathematics Consultant to work with Gr. 9 Applied Mathematics teachers on student engagement and instructional strategies. Diagnostic Completion of the Education Quality and Accountability Office Grade 9 Assessment of Mathematics (New Initiative). Aligning the Academic and Applied Mathematics courses to provide easier transition. Junior Math Intervention (JMI) Cross-panel network (Grade 8 and 9 teachers) 	<ul style="list-style-type: none"> Professional Learning Teams (site based) Junior Consultant Mathematics Coach Mathematics Consultant Mathematics Facilitators Ministry of Education Student Achievement Officers EQAO Practices Assessments provided to all Grade 9 students Social Worker provided to select Grade 9 Applied Level Mathematics classrooms for additional student support. Best Practices Sharing Numeracy Professional Development session led by "Expert Teachers" Amended MOE/NTIP manuals Ontario Leadership Strategy Curriculum documents 	<ul style="list-style-type: none"> Training for teachers in the Collaborative inquiry for Learning – Math (CIL-M) process sessions Imbedded PD sessions (site based) Math Subject Council meetings Secondary Principals Meetings Professional Development Sessions Joint OECA and NCDSB workshops for new teachers Mentor and Protégé sessions Ministry of Education web conferences Ontario Leadership Strategy Network Hub Sessions Director's Meetings FOS Meetings Professional Development Sessions Program and Subject Council Meetings Junior Math Intervention (JMI) Cross-panel network (Grade 8 and 9 teachers) 	<ul style="list-style-type: none"> Education Quality and Accountability Office Assessment Data School Improvement Team Administration Logs SEF School Support Visits SIP Visits Education Quality and Accountability Office Assessment Data Mathematics Subject Council Feedback Professional Development Surveys Secondary Mathematics teachers Evaluations New Teacher Induction Program Mentoring program Ministry of Education survey via University of Ottawa NTIP Individual Strategy Sheet Research, Assessment and Evaluation Department FOS Superintendent School Principals and SIP Teams 	<ul style="list-style-type: none"> Program Department District Review Teams School Improvement Teams FOS Superintendent Mathematics Subject Council Research, Assessment, and Evaluation Department Student Success Teachers Grade 9 Mathematic Teachers New Teacher Induction Program Steering Committee Network Leads FOS Superintendent School Principal and SIP Team 	<p>December 2011</p> <p>March 2012</p> <p>May 2012</p> <p>December 2012</p> <p>March 2013</p> <p>May 2013</p>

PLAN, DESIGN IMPLEMENTATION STRATEGIES					MONITORING STRATEGIES			
Needs Assessment	Smart Goals	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
		<p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>	<ul style="list-style-type: none"> The Learning Partnership-Change Your Future program (St. Francis CSS and Denis Morris CHS pilot). New Teacher Induction Program sessions in pedagogy will reflect the Teacher-Learning Critical Pathways Collaborative Inquiry foci. Curriculum mapping of mathematics expectations on a Grade 6-10 continuum. Implementation of the "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" guidelines in all schools. 	<ul style="list-style-type: none"> Growing Success Policy document NCDSB Growing Success Executive Summary NCDSB Growing Success Power Point Presentation Growing Success Reporting Strand Guide Elementary and Secondary Reporting Templates Growing Success Videos EDUGAINS website Niagara Catholic Policy and Guidelines on Assessment, Evaluation and Reporting 				



PATHWAYS

PLAN, DESIGN IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
Needs Assessment	Smart Goal	SEF Indicators	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring Goals	Responsibility	Evaluation
<ul style="list-style-type: none"> Re-culturing of students, parents and staff on the various pathway options available for all secondary schools. Continue to facilitate student and parent participation in transition programs. 	<p>Between 2011 and 2013 to ensure that all teachers implement pathways, options, and transition programs in order to align and design initiatives to achieve a graduation rate of 85% by June 30, 2013.</p> <p>Between 2011 and 2013 to increase the percentage of students receiving a "Red Seal" Specialist High Skills Major designation by 5% by June 30, 2013.</p> <p>Between 2011 and 2013 to retain 100% of Grade 8 students to Catholic secondary schools by June 30, 2013.</p>	<p>5.1 Programs, pathways, and career planning meet the learning needs and interests of all students.</p> <p>5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.</p> <p>5.3 Students, parents, and teachers understand the full range of pathways, options programs and supports that are available.</p> <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.</p> <p>6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.</p>	<ul style="list-style-type: none"> To identifying and track at the Senior Divisions students interested in SHSM. To tracking, monitoring and reporting of Grade 10 intention sheets. To hold Cross Panel Team Meetings <ul style="list-style-type: none"> School level Class level. To introduce Career Education with the Ministry's Annual Education Plan (AEP) Electronic format by utilizing the software program "Career Cruising" with Grade 7 students. To continue the implementation of AEP with students in Grades 8 to 10. 	<ul style="list-style-type: none"> Individual Support Plan SHSM booklet outlining sectors and expectations distributed to all secondary schools SHSM Website Grade 10 Tracking Tool School Indicator data Promotional SHSM video Information gathered from partner Boards in the London Region 	<ul style="list-style-type: none"> Student Success Lead acts as a resource to Secondary Schools' Student Success Teams Meetings with partners with Student Success Secondary School Student Success Team meetings Secondary Principals' meetings NTIP Program addressing Student Success strategies Site-based SHSM team meetings, one per semester 	<ul style="list-style-type: none"> Student Success Tracking Tools Implementation of Student Success programs Regular benchmarks and checkpoints Periodic reporting to Ministry of Education 	<ul style="list-style-type: none"> Student Success Team Student Success Lead Technology/ SHSM Consultant Student Success Teachers Administrators of Staff Development Elementary and Secondary Principals Family of Schools' Superintendent 	<p>November 2011</p> <p>April 2012</p> <p>November 2012</p> <p>April 2013</p>