

# Niagara Catholic

## Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2016-2017

### Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

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

#### Catholic Faith, Community and Culture



#### Literacy & Numeracy



#### Pathways



### Advance Student Achievement for All

Achieving Excellence • Equity • Well-Being • Public confidence in Catholic Education



# Catholic Faith, Community and Culture

## Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education



### Theory of Action:

*If we model the Ontario Catholic School Graduate Expectations, and teach the Religious Education and Family Life curriculum, and engage staff in Faith Formation, then the Niagara Catholic community of learners will embrace the 2016-2017 theological theme of “Love” Him, One Family in Christ to build strong Catholic identity and community.*

*If we promote, practice and implement equity, inclusion and well-being in our Catholic schools, then Catholic school life and learning will be a faith-based, positive, and engaging experience for all students, staff, families and community partners.*

**School Effectiveness Framework (SEF) Components: 2 - School and Classroom Leadership, 3 - Student Engagement and 6 - Home, School and Community Partnerships**

### Enabling Strategies (ES) and Actions: Provide Supports for Success

**ES1. Evangelize our schools as we continue to deliver Catholic programs, supports and services to build strong Catholic identity and community, to advance student achievement and to promote positive well-being and relationships**

- Continue to provide professional learning sessions on human identity and sexuality according to the teachings of the Catholic church
- Design and deliver student faith experiences, including the Journey Retreat program for grade 8 students, the Holy Door Cathedral of St. Catharines tour for grade 4 students, retreats for grade 5 French Immersion students and a secondary Vocations Fair
- Support system implementation of the *Equity and Inclusive Education* policy, including the development of a welcome package for new students
- Continue system and school implementation of the Board’s Mental Health and Addictions Strategy
- Provide supports, resources and training for Mental Health Champions and Safe and Accepting Schools Teams (SASTs) on a variety of topics, including Police Protocol, self-regulation and restorative practices

**ES4. Expand social justice opportunities, global citizenship and international education experiences**

- Provide courses and Independent Study Units to support student learning in preparation for the Vimy Ridge 2017 trip
- Continue to provide international education experiences to developing countries to enhance authentic and experiential learning opportunities

### Building Partnerships and Schools as Hubs

**ES1. Enrich the engagement of student voice and leadership**

- Use evidence from the 2016 Grade 8 Transition and Grade 12 Graduation Surveys to engage students and families, to inform supports for increased enrolment and effective transitions, and to promote Catholic Education in Niagara
- Co-host a student symposium with Brock University and community agencies on issues of poverty and student success to enhance student leadership

**ES2. Enhance the relationship and capacity between schools, parishes and homes in Niagara Catholic and the Diocese of St. Catharines**

- Coordinate system, school and parish activities in support of the Catholic Education Congress with students, staff, parents and members of the Catholic community

**ES3. Expand, develop and implement community hub programs, services and facilities partnerships within school communities**

- Continue to engage newcomer families through school and community outreach projects and workshops

### Enhance Technology for Optimal Learning

**ES2. Relocate the network infrastructure of Educational Technology Services**

### Strengthen Human Resource Practices and Develop Transformational Leadership

**ES1. Design and deliver a comprehensive multi-year Professional Development plan**

- Plan and implement the Catholic Leadership Certification program for all administrators that includes opportunities for intensive, sustained, high quality professional development focused on a variety of relevant topics including Mathematics curriculum, assessment, evidence-informed decision-making, safety, well-being and Human Resources training
- Design professional development to engage administrators and staff in Professional Catholic Learning Communities
- Implement resources and supports for Staff Wellness

**ES2. Promote effective communication, process and leadership in decision making to nurture the distinctiveness of Catholic education and advance student achievement for all**

**ES3. Develop a differentiated coaching and mentoring model for aspiring leaders**

- Utilize data from the Predictive Index to support the mentor selection process
- Provide mentors with resources, training and relevant professional development

### Create Equity and Accessibility of Resources

**ES1. Design evidence informed decision making with key performance indicators to align with Board and school improvement plans, system priorities and annual budgets**

### Ensure Responsible Fiscal and Operational Management

**ES1. Maintain financial stability through a balanced budget for 2016-2017**

**ES2. Select and implement a functional and user friendly Accounting Software Platform**

### Address Changing Demographics

**ES1. Implement the 2016-2018 phase of the Long Term Board Accommodation Plan**

**Monitoring and Evaluation** System Improvement Planning Cycle (SILC)  
System Priorities 2015-2016 Achievement Report and Mid-Year Progress Review 2016-2017

### Responsibility

Senior Administrative Council, BIPSAW Committee, Board Departments and School Administrators



# Literacy & Numeracy

## Advance Student Achievement for All



### Theory of Action:

*If teachers and administrators engage in the Professional Inquiry Cycle to develop content knowledge and pedagogical expertise in literacy and mathematics, and if teachers implement personalized instructional and assessment strategies, and precise, timely and tiered interventions, then student needs will be addressed within a culture of teaching and learning to improve student achievement.*

**School Effectiveness Framework (SEF) Components: 1 - Assessment for, as and of Learning, 2 - School and Classroom Leadership and 4 - Curriculum, Teaching and Learning**

### Enabling Strategies (ES) and Actions

#### Provide Supports for Success

#### ES2. Improve student achievement in mathematics and create pathways for success for all students

- Support teachers and administrators as “lead learners” by building capacity in content knowledge for teaching mathematics through AQ courses, after school workshops and webinars, self-directed learning modules, book studies and resource supports
- Provide direct coaching support for schools identified as requiring intensive and increased support in the Ministry of Education *Renewed Mathematics Strategy*
- Continue the Early Learning Mathematics Inquiry (ELMI) research collaboration with Brock University
- Support secondary Mathematics departments in using triangulation of data, including observations and conversations, to assess student learning
- Support teachers of Grade 9 Applied Mathematics courses in developing a comprehensive Mathematics program that adjusts instructional and assessment practices to more effectively communicate and assess students with learning disabilities
- Increase parent engagement in their children’s mathematics learning

### Literacy

- Provide learning opportunities for administrators through a guided study of the professional text, *Visible Learning for Literacy*
- Build teacher capacity to support the literacy needs of identified students in grades 7 to 10
- Partner with the Brock University Learning Lab to provide tutoring support for striving readers in grades 4 to 10
- Build the capacity of hub schools to support the needs of English Language Learners
- Continue system implementation of the Social Sciences and History and Geography Curricula
- Expand inquiry-based teaching practices from Kindergarten to Grade 12
- Provide professional learning to build capacity in writing effective IEPs and Universal Design for Learning (UDL) with teachers and administrators

### Research, Assessment, Evaluation and Reporting

- Implement, support and monitor the *Kindergarten Addendum to Growing Success* for reporting student progress and achievement in kindergarten
- Continue to provide training for administrators and select staff in using Maplewood RADAR reports to analyze student data and make evidence-informed decisions to support school improvement planning, monitoring and evaluation
- Support K to 12 teachers in the planning and process of collecting, documenting, analyzing and sharing observations, conversations and products using a variety of tools and strategies
- Promote recording and tracking of student assessment data using Maplewood to support Class Profiles and transitions.
- Continue to support assessment, evaluation, grading and reporting in secondary schools through the work of the Secondary AER Steering Committee
- Engage in collaborative action research projects in select English and Mathematics classrooms

#### ES3. Develop and implement a plan to embed global competencies and experiential learning in elementary and secondary programs

- Develop and implement a plan to support the teaching of global competencies, including 21st Century competencies of critical thinking, communication, collaboration and creativity and innovation, from Kindergarten to Graduation
- Establish and support an online Digital Disciple Community that connects staff and students to collaborate in learning as global citizens
- Facilitate experiential learning opportunities from Kindergarten to Graduation

### Enhance Technology for Optimal Learning

#### ES1. Implement the 2016-2017 phase of the Technology Blueprint 2016-2020

- Design and enhance existing digital technology resources that support digital literacy, numeracy, responsibility and discipleship, including privacy and information management for students and staff
- Implement Google Apps for Education (GAFE) for teachers and students to use in support the inquiry method, direct instruction and assessment/evaluation.

### Monitoring and Evaluation

System Improvement Planning Cycle (SILC)  
System Priorities 2015-2016 Achievement Report and Mid-Year Progress Review 2016-2017

### Responsibility

Senior Administrative Council, BIPSAW Committee, Board Departments and School Administrators



# Pathways

## Advance Student Achievement for All



### Theory of Action:

*If we provide a range of pathways, programs and supports from Kindergarten to Graduation responsive to the learning needs of all students, then students will have opportunities to be successful in their education, future careers and life planning.*

### School Effectiveness Framework (SEF) Components: 3 - Student Engagement and 5 - Pathways Planning and Programming

#### Enabling Strategies (ES) and Actions

##### Provide Supports for Success

#### ES2. Improve student achievement in mathematics and create pathways for success for all students

- Continue to support implementation of the *Creating Pathways to Success* policy, through the use of *All About Me* portfolios for K to Grade 6 students and *Career Cruising* tools and *Individual Pathways Plans* portfolios for Grade 7 to 12 students
- Facilitate integrated transition planning for students with developmental disabilities through collaboration with schools, families and community partners as students transition from school to the community
- Facilitate effective programming and transition planning for students with learning disabilities from Kindergarten to Graduation
- Continue to develop, implement and provide Specialist High Skills Major (SHSM) courses, Dual Credit/Connecting to College courses, Continuing Education courses and life-skills programs to improve student achievement
- Continue to support students through the Pope Francis Alternative Learning Centre, with Supervised Alternative Learning Plans (SALPs), Credit Recovery program, Pathways to Care program, and the Child and Youth in Care and Crown Ward programs

#### ES1. Enrich the engagement of student voice and leadership

- Host a student conference for students enrolled in the Grade 9 Locally Developed and Applied English courses to engage student voice to determine learning needs and pathways supports.

### Monitoring and Evaluation

System Improvement Planning Cycle (SILC)  
System Priorities 2015-2016 Achievement Report and Mid-Year Progress Review 2016-2017

### Responsibility

Senior Administrative Council, BIPSAW Committee, Board Departments and School Administrators