



NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

K-12 BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT
2011-2012

Revised November 2011

OUR MISSION AND VISION

The Nipissing-Parry Sound Catholic District School Board has the responsibility, as do all boards of the Province of Ontario, to promote academic excellence by providing quality educational programs and services. The distinctiveness of this Board, like all Catholic school boards, is derived from its added responsibility to integrate and proclaim God's love as committed witnesses and guides in the multi-faceted life of its schools. Central to Board improvement planning are our vision, mission and core principles and values. These provide the framework for all decision making and guide our actions on a daily basis.

OUR VISION STATEMENT – *Rooted in Faith Alive in Spirit*

OUR MISSION STATEMENT

As a faith community, we provide learning opportunities that inspire, nurture and celebrate each learner's journey to:

- Reach their full potential.
- Be a contributing member of society.
- Live the richness of their faith.
- Embrace lifelong learning.

PLANNING FOR STUDENT IMPROVEMENT

The Board Improvement Planning Team is comprised of Secondary and Elementary Teachers, Vice-Principals, Principals, Curriculum Leads, Pathways for Student Success Program Principal, Program Staff, Superintendents of Education, the Director of Education and the Board of Trustees. Together they contribute to the Board Improvement Plan to improve learning and achievement for all students. The process begins by reviewing and analyzing available data including EQAO, DRA, CASI, Report Card, CAT 3, student attitudinal surveys, credit accumulation, pass rates, attendance and suspension data to determine trends in achievement, identify areas of strength and need and to establish the Board priorities for improvement. With a focus on student learning for all, the team in consultation with school and board staff establishes SMART goals for improving student achievement in numeracy, literacy, pathways and catholic graduate formation (community, culture & caring). Together they establish the timelines, resources, responsibilities and most importantly, a process for monitoring Board progress in achieving the identified goals. Critical to the planning process has been the involvement of the various stakeholder groups in establishing the goals for the system-wide improvement plan. The Board Plan for Improvement identifies four focus areas which are critical to sustaining improved student learning: catholic graduate formation, literacy, numeracy and pathways.

In preparing the Board action plan for improving student learning and achievements, the Literacy and Numeracy Secretariat's K to 12 School Effectiveness Framework is utilized to identify the strengths and needs, select high yield strategies and plan effectively for the ongoing monitoring of the SMART Goals identified in the 2011-2012 Board Improvement Plan for Student Achievement.

A) In completing the plan the following data has been considered in our needs assessment:

- previous Board EQAO achievements;
- the 2010-2011 Board Plan for improvement;
- other student achievement data such as Report Cards, DRA, CASI, CAT3 scores, student attitudinal surveys, credit accumulation, pass rate, attendance and suspension data;
- feedback received from stakeholders;
- district review SEF trends;
- School Effectiveness Framework School Self Assessment Data;
- School target setting and improvement planning.

B) In completing the plan the following process has been undertaken (Figure 1):

C) The following outlines the steps taken:

Step 1

The Improvement Planning Team meets in January, May/June and September to accomplish the following:

- Review and identify the performance targets;
- Analyze multiple sources of data;
- Identify strengths and needs;
- Establish SMART goals;
- Revise the improvement plan.

Step 2

The Improvement Plan is shared in the fall with teachers, school support staff, parents and the community through the Principal and the Board website to ensure that it reflects the needs of our staff and of our students and that it informs the work at the school level.

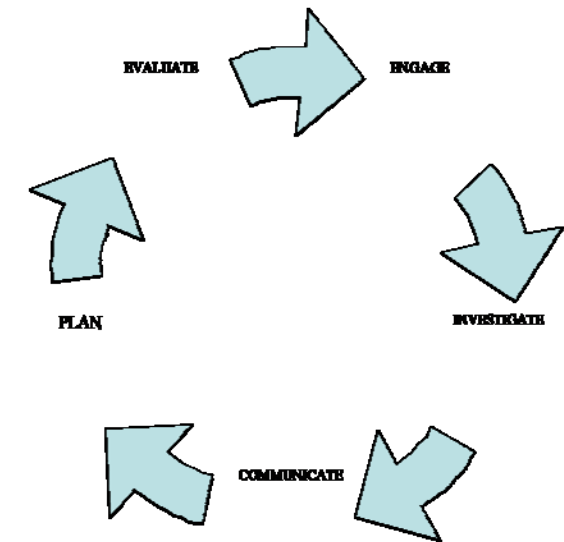
Step 3

The Board Improvement Plan is used by each school in informing their School Improvement Planning process.

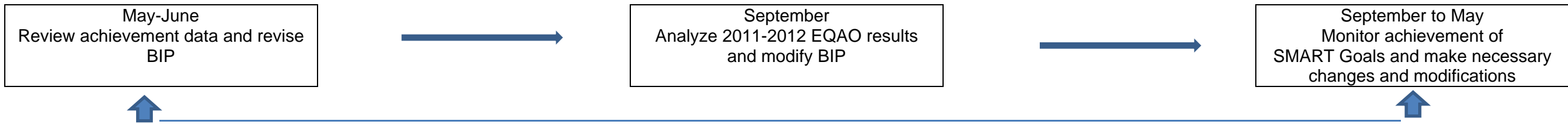
Step 4

The Board Improvement Plan is reviewed quarterly at the system curriculum team meetings and modified as appropriate. It is also reviewed at the January Leadership Team Professional Learning meeting.

Figure 1



2010-2011 BOARD IMPROVEMENT PLANNING TIMELINE



BOARD 2011-2012 BELIEF STATEMENTS ABOUT LEARNING (revised September 2011)

1. We believe that all teaching and learning must be 'Rooted in Faith' and 'Alive in Spirit'.
2. Given sufficient time and support, every child can reach their full potential to read, write and become mathematically literate.
3. All staff and students possess unique talents to make a difference.
4. Professional learning and collaboration are an ongoing and fundamental component of continuous improvement.
5. High expectations are essential for the whole school community.
6. Schools and classes must reflect the 21st century learner.
7. School and Board Improvement Plans must be specific, strategic and focused on improving student learning and achievement in all areas – spiritual, intellectual, emotional and physical.
8. A whole school and community approach is critical to improved student learning.

BOARD EQAO ASSESSMENT DATA OVER TIME

BOARD EQAO ASSESSMENT RESULTS IN LITERACY

Year	Grade 3 EQAO				Grade 6 EQAO				Grade 10 OSSLT Data	
	Reading		Writing		Reading		Writing		Successful Completion	
	Province	Board	Province	Board	Province	Board	Province	Board	Province	Board
2006-2007	62%	57%	64%	50%	64%	66%	61%	54%	84%	79%
2007-2008	61%	62%	66%	66%	66%	62%	67%	63%	84%	85%
2008-2009	61%	67%	68%	79%	69%	63%	67%	66%	85%	75%
2009-2010	62%	62%	70%	66%	72%	65%	70%	64%	84%	87%
2010-2011	65%	57%	73%	69%	74%	66%	73%	66%	83%	84%

BOARD EQAO ASSESSMENT RESULTS IN NUMERACY

Year	Grade 3 EQAO		Grade 6 EQAO		Grade 9 Academic Math		Grade 9 Applied Math	
	Province	Board	Province	Board	Province	Board	Province	Board
2006-2007	69%	71%	59%	57%	71%	81%	35%	64%
2007-2008	68%	68%	61%	53%	75%	79%	34%	45%
2008-2009	70%	74%	63%	54%	77%	78%	38%	41%
2009-2010	71%	66%	61%	60%	82%	82%	40%	49%
2010-2011	69%	68%	58%	48%	83%	74%	42%	54%

BOARD GRADE 6 EQAO ASSESSMENT RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

Year	Board			Province		
	Reading	Writing	Mathematics	Reading	Writing	Mathematics
2006-2007	34%	15%	29%	24%	17%	21%
2007-2008	51%	46%	37%	27%	28%	23%
2008-2009	37%	57%	30%	29%	28%	24%
2009-2010	46%	48%	39%	34%	31%	23%
2010-2011	39%	43%	21%	36%	36%	20%

BOARD GRADE 3 EQAO ASSESSMENT RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

Year	Board			Province		
	Reading	Writing	Mathematics	Reading	Writing	Mathematics
2006-2007	42%	18%	56%	22%	20%	35%
2007-2008	50%	57%	55%	25%	37%	35%
2008-2009	56%	76%	59%	27%	40%	36%
2009-2010	45%	62%	51%	27%	45%	37%
2010-2011	36%	61%	52%	30%	48%	34%

GRADE 9 AND GRADE 10 RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Board	Province	Board	Province	Board	Province	Board	Province	Board	Province
Applied Mathematics	43%	28%	24%	27%	33%	30%	34%	34%	60%	33%
Academic Mathematics	90%	57%	33%	63%	88%	65%	87%	72%	50%	73%
OSSLT (all students)	50%	47%	38%	45%	33%	47%	45%	46%	62%	52%

SECONDARY CREDIT ACCUMULATION DATA: 8 OR MORE CREDITS

Year	Board				Province		
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010
Grade 9	67.9%	82.6%	85%	85%	79.8%	80.9%	81.8%

SECONDARY CREDIT ACCUMULATION DATA: 16 OR MORE CREDITS

Year	Board				Province		
	2007-2008	2008-2009	2009-2010	2010-2011	2007-2008	2008-2009	2009-2010
Grade 10	69.7%	60.8%	76.9%	79%	69.1%	71.2%	72.6%

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD IMPROVEMENT PLAN 2011-2012

GOAL: Catholic Graduate Formation (Community, Culture, Caring)	By June 2012, 100% of students will work towards meeting the Catholic Graduate Expectation of becoming a discerning believer by participating in daily Catholic instruction, prayers, activities, and celebrations, daily lesson plans, student outreach and social justice activities as measured by report card data and school surveys as discussed in the Ontario Catholic Graduate Expectations.
---	---

Plan Design and Implementation Strategies				Monitoring Strategy		
Research Based Strategies	Resources	Professional Learning	Parental/Community Engagement	Responsibility for Implementation	Indicators of Success	Monitoring
<ul style="list-style-type: none"> · Instruction in Religious Education in Gr. 1-8 for 30 minutes 4x a week and in Family Life Education in Gr. 1-8 for 30 minutes 1 day a week · The teaching and the integration of the virtues in daily classroom practice and school life · Increase student engagement through student religious retreats and opportunities for community outreach · Integration of character education and anti-bullying programs K-12 · School participation in student led 'Speak Up' projects. Board to support additional projects through SSL · Tribes in various classrooms throughout the system · Progressive discipline in place including Restorative Justice 	<ul style="list-style-type: none"> · <i>Born of the Spirit</i> Catechetical series Gr. 1-6, <i>We Are Strong Together</i> Catechetical series Gr. 7-8 and Religion programs Gr. 9-12 · <i>Fully Alive</i> Family Life Program Gr. 1-8 · Faith Ambassadors · Board Chaplain · Catholic Graduate Expectations · Faith and Spiritual Development committee · NOCCC resources includes virtues resource linked to literacy · Character Education ministry document · Virtues education resources (e.g., PVNC) · Field trip opportunities · Anti-bullying programs · Web resources for Student Success Team · Rainbows Program · School climate surveys · Student exit surveys Gr. 8 and 12 · Tribes training · ROCCC retreats 	<ul style="list-style-type: none"> · Principal faith retreat once a year · School-based Faith Day once a year · When Faith Meets Pedagogy conference · Religious Education AQ courses for teachers · Faith Ambassadors representing each school gather to plan school and system adult faith activities · Development of Curriculum units and TLCP focused on Catholic Virtues as the 'Big Ideas' · Equity/Inclusive Education Strategy Policy Development & Implementation · Professional development opportunities for teachers and support staff in the area of character education and anti-bullying programs (Safe Schools, equity training) · Cross-panel collaboration for supporting and monitoring student progress (student success team, Grade 7 to 9 transition teams) · Aboriginal Awareness Education Retreat · Student Success Team networking with other Boards and Ministry · Aboriginal Education Projects: Keeping the Spirit Alive · Aboriginal Student Mentorship & Leadership Development 	<ul style="list-style-type: none"> · Parents as Partners Learning Together series · Invitation extended to parents to celebrate school masses/paraliturgical services and classroom/school celebrations · Board newsletters include a focus on faith development · Catholic School Advisory Committee assists in strengthening home - school - parish triad · Promote our Catholic schools in the community · School Newsletters and School Board Website are used to communicate and focus on faith development · Representative of parish on CSAC · Enhance parental communication about sacramental preparation celebration through newsletters, announcements in Board newsletter · Board implementation of Ontario First Nation, Métis and Inuit Policy Framework and Voluntary Self-Identification Policy · Print material for home including outline of acceptable activities for 40 hour community service 	<ul style="list-style-type: none"> Principals Catholic Curriculum Coordinators Teachers Board Chaplain Secondary Faith Animator CRTs Parish priests Faith Ambassadors Student Success Team Superintendents of Education Educational Assistants Religion Curriculum Leads AQ Course Director 	<ul style="list-style-type: none"> · Student participation in retreats · Daily prayer is observed in all schools · Schools display visible signs of our Catholic faith including Interactive prayer centres established in all elementary classrooms and in many secondary classrooms · Day plans reflect cross-curricular integration of Religion and Family Life · A reduction in violent incidents/expulsions and suspension · Charity work increased (Holy Childhood/ Terry Fox Run) · Student and staff participate in monthly masses and liturgies · All SIPs contain a goal focused on community, culture and caring · Students report feeling safe, respected and valued in our schools · Schools meet with the parish community · Focus on Catholic virtues is evident in the school · Students engage in community outreach programs · Secondary students obtain their Religious education credit for each year of secondary · Report card data Gr. 1- 8 reflects that at least 80% of students receive a rating of excellent, good or satisfactory for cooperation with others and teamwork, and 80% on teamwork for secondary students · Board has developed the Ontario Equity and Inclusive Education Strategy policy and has begun implementation through policy review and in-service of all staff. · Safe School Team established in each school · Climate survey sent out in Sept. 2011 	<ul style="list-style-type: none"> · By October of each year, Principal/Senior Administration Team review classroom timetables to ensure that a 30 minute block is included for Religion 4 times a week and Family Life 1 day a week · Principals conduct walkthroughs to ensure the grade appropriate themes of the <i>Born of the Spirit</i> Catechetical Series, <i>We Are Strong Together</i> and the <i>Fully Alive</i> Family Life Program · Director and Senior Administration team will monitor the progress toward this particular SMART Goal by examining and reporting <ul style="list-style-type: none"> · # suspensions · # community outreach and charity activities · # masses/celebrations/parish visits · student retreats · Superintendent of Education will meet with principals at the school visit in the Fall and Spring to monitor the achievement of the goals as defined in the School Improvement Plan · Track social justice events held in schools · Review results of school climate surveys · Track bullying incidents using OnSIS · Monitoring of the Director of Education by the Board of Trustees on the achievement of ENDS #1 <u>Students develop their Catholic faith which serves as a strong foundation in making informed moral decisions</u> at the April or May Board meeting · Schools engage in focused discussion to further develop school culture based on CGE (gull day planned April 2012)

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD IMPROVEMENT PLAN 2011-2012

GOAL: LITERACY	By the end of June 2012, to increase reading and writing competencies for all students as indicated on report card, secondary mark distribution and credit accumulation data, and improve student achievements to a level at or above the provincial targets in reading and writing as indicated on the Grade 3 and 6 EQAO assessment and OSSLT.
Targets - Literacy	Reading: By the end of June 2012, to increase Reading for Grade 3 from 57% to 62%; in Grade 6 from 66% to 72% as measured by EQAO. Writing: By the end of June 2012, to increase writing for Grade 3 from 69% to 75% and in Grade 6 increase writing for all students from 66% to 75% as measured by EQAO. OSSLT: 2012 OSSLT success rate will improve from 84% to 87%.

Plan Design and Implementation Strategies				Monitoring Strategy		
Research Based Strategies	Resources	Professional Learning	Parental/Community Engagement	Responsibility for Implementation	Indicators of Success	Monitoring
<ul style="list-style-type: none"> · Using the Gradual Release of Responsibility Model · Modeling · shared practice · guided practice · independent practice · Ongoing assessment and specific, timely focused student feedback and student self-assessment · Higher level task design evident in classrooms · Teacher moderation · Differentiated instruction · Integration of assistive technology (i.e., AlphaSmart, Kurzweil, mobile labs, SMART Boards) · Strategies to engage all learners (technology, non-fiction, hands-on learning) · Administer OSSLT pre-test to identify gaps in student learning · Critical thinking strategies are explicitly modeled · Implementation of measurable/observable IEP goals based on assessment data · Red flagging of at-risk students and setting learning targets for them 	<ul style="list-style-type: none"> · Ontario curriculum · Variety of rich fiction and non-fiction texts that engage students · Bloom's Taxonomy · Tracking Board/Data Walls · High quality read-alouds & shared reading texts that reflect cultural diversity inclusive of Aboriginal Perspectives · The Guides to Effective Instruction · 'Learning for All' K to 12 document · Differentiated Instruction Ministry Resources · Board assessment and reporting cycle K-8 (Planning for Successful Instruction) · Staff Portal · Growing Success document · CASI/DRA as monthly monitoring tool · LNS website · SMART Board Technology · LNS DVDs and webcasts · Assessment tools: <ul style="list-style-type: none"> · DRA kits · Running Records · Observation Surveys · CASI · Alpha Jeunes · EQAO sample assessments · OWA · Board Learning Environment Inventory Tool · Board developed 	<ul style="list-style-type: none"> · School Leadership capacity building with a focus on balanced literacy, oral language, higher order thinking and on how to use assessment data to inform instruction · School-based PD opportunities · Literacy Partners working in classrooms with teachers (job embedded) Focus – Balanced Literacy · School-based release for CPLC work focused on school SMART Goal implementation · Continue to implement TLCP in all elementary schools · Monthly Literacy Partner Capacity Building sessions · Regular and focused professional development opportunities for new teachers through the NTIP focused NTIP plans and action research projects · Leading Student Achievement: Our Principal Purpose: Principal Learning Team Phase VII · Support secondary Curriculum Leads in determining writing activities that align with subject specific curriculum and CEFR (FSL) · Teacher moderation opportunities · Schools in the Middle network PLCs with a focus on the Instructional Core · Deepen understanding of CEFR (Core, Extended, EFI) · CRT PD sessions · BMST Training · PNC 	<ul style="list-style-type: none"> · Board website resources · CSAC evenings and parent engagement workshops · Board/School Improvement Plans and strategies shared with school CSACs, SEAC, PIC · Board Special Education Carousel Evening For Parents and Community · Promoting accessibility to OERB · Regular Parent Involvement Committee sessions throughout the school year to plan and implement strategies to further enhance parent engagement in all schools · Welcome to Kindergarten series · Reporting to parents (report card, agenda, interim report) · Parent/teacher interviews · Parent and Student Guide to the OSSLT brochure · Promotion of Board website in a variety of methods · Early French Immersion parent handbook · A guide for Grade 8 students and parents · Parent portal · EFI HomeworkHelp website · Board and school 	<ul style="list-style-type: none"> · Principals · School academic staff · School support staff · Special Education Team · Board Curriculum Team · Special Assignment Teacher – Library · Secondary Curriculum Leads · Student Success Team · Literacy Partners · NTIP Special Assignment Teacher · SWS Teacher 	<ul style="list-style-type: none"> · Balanced literacy framework evident in daily and long range plans and observable through class visits. · Accommodations and modification in the IEP are student specific. · Explicit teacher feedback inclusive of strengths and next steps is evident in student's work (success criteria). · Students use higher order thinking to complete meaningful open-ended tasks as evidenced in student work. · Formative assessment informs next steps for instruction as evidenced in teacher daily plans and in student work. · Teachers use EQAO questions in their instruction with a focus on higher level thinking and the application of Bloom's Taxonomy · Improved student achievement as demonstrated through the collection, disaggregation and interpretation of data throughout the year · Anchor charts reflecting the comprehensive strategies are co-created by teachers and students · Evidence of student work are displayed prominently in the classroom and the school · Use of mentor texts is evident in all elementary classrooms · The implementation of the gradual release of responsibility model is evident in all classrooms · Classroom and school libraries, book rooms include a wide variety of texts · Credit accumulation and mark distribution data improves over time · The needs of Gr. 9 students are addressed to ensure success as indicated by attendance and credit accumulation 	<ul style="list-style-type: none"> · Elementary Principals visit each classroom a minimum of once/month · Student achievement is discussed at monthly principal professional learning team meetings to celebrate success and identify next steps · Board Curriculum Team analysis of system literacy data November/January/April/June · School feedback from system/school professional learning opportunities · Senior Academic Team visits schools to review SIP implementation and monitor programs a minimum of once per term · Director of Education and Senior Administrators monitor student results in reading and writing (EQAO, CAT3, report card, DRA, CASI, credit accumulation) once per term · School self assessment data is collected by the SEF lead in the fall and spring · Monitoring of the Director of Education by the Board of Trustees on the achievement of ENDS #4, Students have knowledge and skills appropriate to their age and learning ability, to reach their full potential at the February 2011 Board meeting · Secondary leadership team monitors results at key interval (mid term and end of term for each year) · Monthly secondary curriculum lead meetings to act as check

Plan Design and Implementation Strategies				Monitoring Strategy		
Research Based Strategies	Resources	Professional Learning	Parental/Community Engagement	Responsibility for Implementation	Indicators of Success	Monitoring
	<ul style="list-style-type: none"> · monitoring tool · Reading/writing frameworks · Aboriginal Perspectives Teacher's Toolkit and resource bin in every school · Literacy kits · EQAO support resources · Phonological awareness kits · Fontas & Pinnel Assessment 		<ul style="list-style-type: none"> · newsletters 		<ul style="list-style-type: none"> · EFI student retention · Improvement on performance levels on writing and reading activities in all subjects 	<ul style="list-style-type: none"> · points · Secondary student success team meets weekly to monitor progress of students at-risk · Mid-year progress review (January) with school leadership teams · Mid-year progress review facilitated by the Secretariat (January 2011) · Focus on oral language (accountable task)

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD IMPROVEMENT PLAN 2010-2011

GOAL: NUMERACY	By June 2012, to improve numeracy knowledge and understanding (KU), application (AP) and thinking (PS) competencies with a particular focus on number sense and numeration for all students and improve student achievement as measured by EQAO, report card data, credit accumulation and secondary pass rates to a level at or above the provincial targets in numeracy.
Target – Numeracy	73% of Grade 3 students achieving level 3 and 4 from 68% in 2010-2011 and 60% of Grade 6 students achieving level 3 and 4 from 48% in 2010-2011 on the EQAO assessment. EQAO results for Grade 9 students in Applied Mathematics will increase to 60% from 54% in 2010-2011. EQAO results for Grade 9 students in Academic Mathematics will increase to 85% from 74% in 2010-2011. Pass rate data for Mathematics will improve by 5% in all Grade 9 and 10 classes. Data for 10/11 indicates that 92% of Grade 9 students and 86% of Grade 10 students obtained their Applied Mathematics credit; 97% of Grade 9 students and 92% of Grade 10 students obtained their Academic Mathematics credit.

Plan Design and Implementation Strategies				Monitoring Strategy		
Research Based Strategies	Resources	Professional Learning	Parental/Community Engagement	Responsibility for Implementation	Indicators of Success	Monitoring
<ul style="list-style-type: none"> · Balanced Program · Modeling · shared practice · guided practice · independent practice · Ongoing assessment and specific, timely feedback · The integration of three-part problem solving based activities which include strategies such as BANSCHO · Utilize & integrate manipulatives & technology where appropriate · Teacher moderation · Teaching for conceptual understanding (in-depth learning, attention to developmental continua)through questioning and rich culminating assessments using manipulatives · Establishing classroom math-talk learning communities and planning · Application of scaffolded and differentiated instruction for gains in Mathematics learning for all students (universal design) · Implementation of TIPS framework (7 to 10) 	<ul style="list-style-type: none"> · Nelson/Chenelière/Duval Mathematics program · Expert Panel Reports · Guide to Effective Instruction in Math K-6 · Revised 'Learning for All K-12' · Math Manipulatives · Technology (Staff portal numeracy) · OERB (e-Learning) · LNS webcasts and resources, Mathematics Instruction · Anchor charts · Board developed EQAO binder & resources · Board developed Gr. 7 to 9 Continuum of Expectations resource · CAT3 · Numeracy Partner Gr. 3-6 and 7 to 10 · Dr. Small book: Big Ideas by Dr. Small · Ministry D.I. T.L. examples · Grade 4-6 Math continuum · Math help · SMART Boards and computer technology · Super Source manipulative kit · Jump Math 	<ul style="list-style-type: none"> · PLCs focus on numeracy instruction (using guides as core resources) · Teacher moderation and collaboration over student mathematics work samples · EQAO in-service for Primary & Junior Division teachers and leadership teams · Target professional development for Junior teachers on effective Math instruction including Differentiated Instruction and the use of manipulatives · Provisions for Gr. 7 to 12 teacher collaboration on a regular basis – moderated by members of Numeracy Committee · Job-embedded PD with numeracy coaches Gr. 3 to 10 · CILM (Junior) Year 2: OLF, MSB, StA, StG, CC. StT, StL, StH · Utilizing the lesson study/co-teaching method new schools will collaborate in networks three times throughout the year (Nov-June) · Teachers will be supported in questioning and designing rich culminating assessment tasks through teacher moderation opportunities 	<ul style="list-style-type: none"> · Nelson website for parents and students · School newsletters · OERB and Homework Help program · Numeracy parent engagement nights · Reporting to parents sessions (report cards, newsletters, agendas · Parent/teacher interviews · Math help · Print material sent home to all parents 	<ul style="list-style-type: none"> · Principals · Teachers · Numeracy Team · CRT · Math teachers and Math Curriculum Lead · Student Success Team · Numeracy Partners (Grades 3 to 6 and 7 to 10) · Math help coordinator 	<ul style="list-style-type: none"> · Improved student achievement demonstrated through the collection, disaggregation and interpretation of data throughout the year. <ul style="list-style-type: none"> · EQAO · CAT3 · Report card data · LDAO · EQAO sample questions · Credit accumulation · Anchor charts reflecting the problem solving process are co-created by teachers and students. · Evidence of student work displayed prominently in the classroom and the school. · Evidence of the implementation of the gradual release of responsibility model, three-part lesson, DI, use of manipulatives and integration of technology. · Accommodations and modifications in the IEP are student specific. · Explicit teacher feedback inclusive of next steps is evident in student work · Students' use of higher order thinking is reflected in student Mathematics responses 	<ul style="list-style-type: none"> · Principals and curriculum team monitor school level data and engage in analysis of data to determine patterns, trends and next steps (Sept/Jan/May) · Elementary Principals visit each classroom a minimum of once per month · Superintendent of Education school visits twice yearly (Fall and Spring) to review SIP implementation and monitor programs · Curriculum Team analysis of system data quarterly November/January/ April and June · Student mathematics performance task samples are reviewed and discussed at January principals' meeting to celebrate success and plan for next steps · 7 to 12 Numeracy Committee will gather and analyze student results (EQAO, Grade 9 pre-test, Grade 8 Transition Planner, student credit accumulation and mark distribution) twice per year · Student Success Principal and Secondary Principal will monitor credit accumulation data in Math at the end of each term · School self-assessment data is collected by SEF lead in the fall and spring · Monitoring of the Director of Education by the Board of Trustees of ENDS #4 Student

Plan Design and Implementation Strategies				Monitoring Strategy		
Research Based Strategies	Resources	Professional Learning	Parental/Community Engagement	Responsibility for Implementation	Indicators of Success	Monitoring
<ul style="list-style-type: none"> · Develop Math questioning strategies · Student self-assessment and self-monitoring 						<p>have knowledge. . . at the Board meeting.</p>

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD IMPROVEMENT PLAN 2011-2012

GOAL: PATHWAYS	The percentage of secondary students who obtain their compulsory Career Studies credit in Grade 10 continues to meet or exceed the target rate of 85%. Career Studies teaches students how to develop and achieve goals in education and work and contribute to their communities. Results for 2010-2011 indicate that 98% of students in 2010-2011 obtained their credit. The percentage of Grade 11 and 12 secondary students who enroll in Co-Operative Education and OYAP increases by 3% by June 2011. Of these students, the percentage of students who obtain their credits continues to meet or exceed 85%.
-----------------------	---

Plan Design and Implementation Strategies				Monitoring Strategy		
Research Based Strategies	Resources	Professional Learning	Parental/Community Engagement	Responsibility for Implementation	Indicators of Success	Monitoring
<ul style="list-style-type: none"> · Students, parents and teachers know the full range of pathways, program options and supports that are available · Students and teachers access the various program options and supports available to them · Student have opportunities to build on in-school and out of school experiences, activities and personal interests to learn more about their full potential, their leaning styles and interests and to set appropriate goals · Teachers provide opportunities for students to set goals through the Coaching Youth for Success model where available and through teacher/ student conference opportunities · Students are exposed to a variety of hands-on learning opportunities · Teachers model for students and provide opportunities for self-reflection and analysis of work 	<ul style="list-style-type: none"> · Community agencies, partners, businesses · Community colleges and universities · Board pamphlets and flyers · Websites · Choices Into Action · Resources, community agencies/partners · Career cruising software · Special Education departments · OYAP/COOP programs · High Skills Major program offerings · Career Curriculum · Dual credit opportunities · Credit monitoring template · Tracking board · Credit recovery sections (8) · Assignment recovery centre · Taking Stock Report (EDU) · Coaching Youth for Success · Growing Success document · Clickforsuccess.ca 	<ul style="list-style-type: none"> · Provide teachers and principals with in-service opportunities focused on identifying student learning styles, interests, abilities, needs and goals in all grades · Develop teacher awareness of the various career pathways, programs and support available for students K to 12 · Hold CPLC meetings with Gr. 8 and 9 teachers to strengthen transition · Aboriginal student mentorship and leadership project to engage teachers in developing an awareness of possible career options · Subject-specific professional learning for instructional continuity from grade to grade (Gr. 7-10) · Training in the Coaching Youth for Success program 	<ul style="list-style-type: none"> · Ongoing communication with parents through parent-teacher interviews, reporting to parents sessions, website, home communication (report card, mid-year progress report) and Board developed flyers · Parent symposium · Career fairs and college and university information sessions · Regular CSAC meetings · YES Employment Centre · Parent information night · Clickforsuccess.ca communication 	<ul style="list-style-type: none"> Teachers Principal OYAP and COOP Coordinators Student Success Leader Curriculum Team Student Success Team Special Education Departments Curriculum Leads Guidance Counsellors ACE staff Curriculum Lead (Student Success) Elementary and secondary administrators Superintendent of Education Coaching Youth for Success training Student Support Leadership Committee 	<ul style="list-style-type: none"> · Students are engaged in a variety of authentic classroom activities that address the various learning styles (DI implementation in all classrooms) · Student learning style and interest surveys are used to plan opportunities for students · The number of students enrolled in OYAP, COOP and High Skills Major programs increases by 3% in 2011-2012 · Career fairs/activities are available in schools · An increase in the return rate of the third page of the elementary report card · The percentage of students successfully completing the Gr. 10 career studies course continues to meet the 85% target · Decrease number of students who leave secondary school before graduation · Increased credit accumulation · Choices Into Action implemented in schools · Student skills in goal setting improves over time in each school site as demonstrated by report card data · Enhanced ability to monitor and track students and provide a team approach to student advocacy and support · 7 to 12 Students' action plans reflect a breadth of interventions and enablers to graduation 	<ul style="list-style-type: none"> · Secondary credit accumulation data will be monitored by Principal, student success team and curriculum team 4x per year (September/October/ January/April) · Completion and implementation of the IEP will be monitored by the Principal · Principals will review long range plans in October to ensure they include authentic experiences and experiential learning opportunities · Student Success Leader will monitor: <ul style="list-style-type: none"> · the progress of weekly Student Success Team meetings · deliverables in place for students, especially those at-risk · coordination of shared responsibility for students · effectiveness of Student Success Team in improving student achievement · Goal setting data will be monitored 2x per year · Coaching Youth for Success will be monitored through SSL Committee