

Sudbury Catholic District School Board

“SCHOOLS TO BELIEVE IN”



**Board Plan
for
Improved Student
Achievement**

ELEMENTARY

January 2004 - December 2004

- final year of a 3 year plan-

SECONDARY

September 2003 - June 2004

BOARD OVERALL PROVINCIAL ASSESSMENT RESULTS

- percentage of students achieving levels 3,4 by subject area over past 3 years -

(method 1 which includes all students registered in grade 3 and grade 6)

GRADE	READING			WRITING			MATHEMATICS		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Three	42%	52%	45%	41%	49%	47%	49%	57%	54%
Six	51%	53%	61%	48%	55%	53%	44%	45%	52%

INTRODUCTION

Although the 2003 overall results for grade three in reading, writing, and mathematics are somewhat lower than those of 2002, student performance since 2001 (the first year of this plan) has demonstrated improvement in all three subjects. Grade six students have demonstrated marked improvement consistently in reading and mathematics across the three years of the plan, with a slight fluctuation in writing. Grade six 2003 scores surpass the provincial average in reading by 5% and fall only 1% below provincial averages in writing and mathematics.

GUIDE TO REVIEWING THE PLAN OVER THE 3 YEAR SPAN:

EQAO Board Plan for Improved Student Achievement, January 2004 - December 2004

1. Some of the bullets (□) have been replaced with √. These are the strategies which are being implemented but continue to require practice.
2. Some strategies have been *italicized*. This indicates that these strategies have not only been implemented, but are now internalized and are part of the daily classroom instructional activities.
3. Strategies which continue to require support are marked with bullets (□) **and bolded**.

ASSESSMENT and the CURRICULUM

Assessment continues to be an ongoing part of the curriculum implementation. It belongs to everyone and everyone is responsible. Large scale assessment should by now be a familiar and comfortable school activity. In support of all classroom teachers, the curriculum coordinators and the special assignment teachers will continue to focus on the following topics to help improve student achievement:

- ▶ Use of summative performance tasks should be rich tasks which reflect the style of the Exemplars.
- ▶ Classroom assessment should plan to address the four categories of the achievement chart for each subject and provide descriptive feedback to students to improve achievement.
- ▶ Students must understand the process of assessment and recognize what is required in level 3 performance and how to apply this to their work.
- ▶ As early as grade 1, students are capable of learning what makes a complete answer that will reflect their knowledge and skill.
- ▶ Grade 3 EQAO results are an assessment of Primary; grade 6 EQAO results, of Junior; and grade 9 EQAO math results and grade 10 Literacy, of Intermediate.

PROFESSIONAL DEVELOPMENT

Professional development will continue in the form of Ministry of Education incentives and local Board priorities. In the past, individual professional development has been the mode. An emphasis has now begun to be placed on staff development, which research says is the most effective for improving student achievement across **all** grades. An emphasis on working as a unit and dialoguing with colleagues creates an ideal environment for positive change. A Board sponsored teacher mentor program has now been put into action. This will allow teacher mentors to share best practices with new colleagues. Also, in support of early reading and early math, special assignment teachers will visit K-3 classrooms teaching model lessons and supporting the implementation of balanced instruction. Each school has a lead teacher in reading and a lead teacher in mathematics who has been trained in the use of improved strategies and resources based on recent research findings.

DATA COLLECTION

During the 2003 school year we implemented a data collection process to compare the overall results of Board directed assessments, assigned report card grades and the EQAO results. The information was examined to find patterns. Strategies to improve achievement were put in place through the partnership of school and curriculum teams. Status update meetings occurred after each major reporting period. Open discussion with the improvement team members:

- ▶ distinguished areas of strength and weakness in literacy and numeracy,
- ▶ analyzed data for trends or inconsistencies,
- ▶ investigated an explanation for the patterns, and
- ▶ outlined strategies for improvement to be shared with all schools.

This data collection process will continue throughout this school year.

PERFORMANCE TARGET SETTING

Target setting ensures continuous measurable improvement and sets the direction for high student achievement. Reading is the foundation for all learning, but we must keep in mind that it does not improve in isolation from writing and oral communication. Targets must be set and be both challenging and achievable. Each school sets targets in reading and mathematics. The Board's target is then set from the overall school targets.

OVERALL BOARD RESULTS and PROJECTED TARGETS

- percentage of students achieving levels 3,4 on provincial assessment tasks -

* Targets and achieved results reflect Method 1.

GRADE	Subject	Target 2002	Achieved 2002	Target 2003	Achieve 2003	Target 2004
3	Reading	52%	52%	62%	45%	53%
	Writing	51%	49%	59%	47%	53%
	Math	59%	57%	59%	54%	62%
6	Reading	61%	53%	63%	61%	65%
	Writing	57%	55%	65%	53%	65%
	Math	64%	45%	55%	52%	58%

CURRICULUM AND SPECIAL NEEDS STUDENTS

Recent research outlines the need for early reading intervention at the kindergarten and grade one levels. Kindergarten teachers will begin to implement specific early intervention strategies with students struggling with learning to read immediately after the first Kindergarten Reporting period in February 2004. The intervention resource material has been purchased and provided to each school. Provided to teachers of grades 4 to 8 were "*Reaching Higher*" resources and "Think Literacy", a resource to link literacy across the curriculum as support to students at risk. Teachers of grades 7 have been provided with a reading assessment tool called *CASI* and are piloting a reading intervention program called "*Soar to Success*". These support resources provide an abundance of strategies to improve the achievement of students demonstrating level one performance in language. These programs will be introduced to grade 8 teachers during the coming year.

PRIORITY AREA # 1: to improve student achievement in reading

TARGET: The Board Target in reading is :

- grade 3 - 53% of the students will demonstrate achievement at levels 3,4 on the May 2004 Provincial Assessment in reading
- grade 6 - 65% of the students will demonstrate achievement at levels 3,4 on the May 2004 Provincial Assessment in reading

STRATEGIES TO BE IMPLEMENTED TO IMPROVE STUDENT ACHIEVEMENT:

All teachers will:

- use large blocks of uninterrupted time for language instruction
- implement the 4 stage teaching model which includes modeled, shared, guided and independent instructional strategies
- √ implement a balanced literacy program which includes guided reading, self-selected reading, word study and writing to address the needs of classes with multiple learning styles
- √ use the most current commercial language programs provided to schools for student instruction, along with appropriate leveled reading material
- √ use a variety of strategies to assess student learning including Running Records, Miscue Analysis, authentic performance tasks with rubrics, and DRA
 - collect an assortment of reading material with topics of interest to boys (i.e. non-fiction text, magazine format)
- √ integrate language lessons into other subject areas (i.e. use science textbooks to teach students how to read non-fiction text)
- **teach students how the 4 categories of the achievement chart relate to student responses and what criteria are demanded by each category**
 - implement the use of the teaching/learning strategies built into the recently released Elementary Curriculum Units for Language, especially teachers of combined grades
- **place a concentrated focus on student understanding of the category of Organization of Ideas in grade 3 and Application of Conventions in grade 6**
- √ use the appropriate intervention strategies required for students at risk as outlined in The Kindergarten Teachers' Resource Book and Assessment and Intervention for Struggling Readers
- √ teach hints for student reading of non-fictional texts such as magazines, newspapers, web pages, pamphlets, and textbooks
 - (specific to grade 7 and 8) teach the types of reading texts used on the grade 10 Literacy test - graphical, informational, and literary
- **implement "before, during, and after" activities in reading lessons**
- **begin to implement in grade 7 and 8 classrooms Soar To Success, an accelerated reading program for students at risk now being piloted in two grade 7 classrooms and CASI, a reading assessment tool now being used in all grade 7 classrooms**

Principals will:

- arrange timetables to allow large blocks of uninterrupted time for instruction*
- begin to provide leveled reading material for K-3 classrooms*
- arrange time for lead teachers to work with other K-3 teachers**
- √ plan methods of in-school release for teachers to receive support and inservice
- monitor student learning and arrange for support to be given to teachers who require it*
- √ organize opportunities for divisional meetings
- √ develop a school-home literacy plan with a goal of creating an interest in reading and improving reading skills
- complete Data Collection Templates re: reading achievement and provide school results by grade to Senior Administration*

Curriculum staff will provide inservice on:

- linking the Categories of the Language Achievement Chart to Curriculum Expectations and Student Performance**
- using the CCSB Anchor Sheets for scoring the reading component of the Mid Year Assessment Units*
- implementing the Components of a Balanced Literacy Program*
- the use of the recently released Elementary Curriculum Units, especially to teachers of combined grades*
- √ using the terminology used on the grade 10 Literacy test (to teachers of grades 7 and 8)
- Think Literacy- Cross Curricular Approaches, an MOE resource with teachers of grades 4-8**
- √ Other topics as requested

Senior Administration will:

- provide Data Collection Templates to school principals for the collection of achievement data on reading by grade*
- √ -arrange some teacher release time for inservice and support

MONITORING and EVALUATION:

A template will be created at the system level outlining key reading assessment strategies which are already administered at specific times during the school year. Principals will complete the template which will provide school reading achievement data by grade and return it to the Superintendent of Education.

Progress will be measured through the collection of data from grades 1, 2, 4, 5, 7, and 8 re: student achievement on:

- √ the scores of the reading component of the Mid Year Assessment Units in February, 2004
- √ the Report Card grades for reading in March, 2004, and June, 2004
- √ the scores from the grade 7 CASI assessment in May, 2004
- √ the scores of the Exemplar Reading task in June, 2004
- √ the 3rd. term report card grade in reading in June, 2004

REVIEW and REVISION:

All school achievement scores collected in reading will be used to tabulate overall Board performance scores. Refinements to the Board Plan will be made as required. Curriculum team support will be provided to the system as necessary.

PRIORITY AREA # 2: to improve student achievement in writing

TARGET: The Board target in writing is:

- √ grade 3 - 53% of the students will demonstrate achievement at levels 3,4 on the May 2004 Provincial Assessment in writing
- √ grade 6 - 65% of students will demonstrate achievement at levels 3,4 on the May 2004 Provincial Assessment in writing

STRATEGIES TO BE IMPLEMENTED TO IMPROVE STUDENT ACHIEVEMENT:

All teachers will:

- √ provide modeled lessons based on the stages of the writing process
- √ focus on teaching pre-writing and post-writing skills
 - use the MOE Writing Exemplars to demonstrate samples of leveled writing
 - ensure that students practice writing for a variety of purposes(i.e. letters, journals, lists, summaries, etc.)
- √ integrate writing with reading lessons
 - use authentic performance tasks with rubrics to assess student writing achievement
 - choose writing topics which address male interests
- √ -use topics of interest to males when modeling performance strategies
- √ -post level 3 checklists outlining criteria of *What Good Writers Do*
- √ implement the use of the teaching/learning strategies built into the recently released Elementary Curriculum Units for Language, especially teachers of combined grades
- **place a concentrated focus on student understanding of the category of Reasoning for grade 6 and Organization of Ideas and Application of Conventions for grade 3**
- **use the program “Write Traits” to teach students the six characteristics of good writing**

Principals will:

- √ -arrange timetables to allow large blocks of uninterrupted time for instruction
- √ plan methods of inschool release for teachers to receive support and inservice
- √ -monitor student learning and arrange for support to be given to teachers who require it
- √ organize opportunities for divisional meetings
- √ develop a school-home literacy plan with a goal of creating an interest in writing and improving writing skills
 - complete Data Collection Templates re: writing achievement and provide school results by grade to Senior Administration

Curriculum staff will provide inservice on:

- √ Linking the Categories of the Language Achievement Chart to Curriculum Expectations and Student Performance
 - Implementing the Components of a Balanced Literacy Program*
 - Administering and scoring The Mid Year Assessment Unit*
 - using the CCSB Anchor Sheets for scoring the writing component of the Mid Year Assessment Unit*
 - using the recently released Elementary Curriculum Units, especially to teachers of combined grades*
- √ teaching the terminology used on the grade 10 Literacy test (to teachers of grades 7 and 8)
- **the implementation of “Write Traits”, a junior grade writing program**
- √ Other topics as requested

Senior Administration will:

- provide data collection templates to school principals for the collection of achievement data on writing, by grade*
- √ arrange some teacher release time for inservice and support

MONITORING and EVALUATION:

A template will be created at the system level outlining key writing assessment strategies which are already administered at specific times during the school year. Principals will complete and return to the Superintendent of Education the template which will provide school writing achievement data by grade.

Progress will be measured through the collection of data from grades 1, 2, 4, 5, 7, and 8 re: student achievement from:

- √ the scores of the writing component of the Mid Year Assessment Units in February, 2004
- √ Report Card grade for writing in March and June, 2004
- √ the scores of the Exemplar Writing task in May, 2004 as outlined in the Board Curriculum Guidelines
- √ the 3rd. term report card grade for writing in June, 2004

REVIEW and REVISION:

All school achievement scores collected in writing will be used to tabulate an overall Board performance score. Refinements to the Board Plan will be made as required. Curriculum team support will be provided to the system as necessary.

PRIORITY AREA # 3: to improve student achievement in mathematics

TARGET: The Board target is:

- grade 3 - 62% of students will demonstrate achievement at levels 3,4 on the May 2004 Provincial Assessment in mathematics
- grade 6 - 58% of students will demonstrate achievement at levels 3,4 on the May 2004 Provincial Assessment in mathematics

STRATEGIES TO BE IMPLEMENTED TO IMPROVE STUDENT ACHIEVEMENT:

All teachers will:

- √ teach students to use the Inquiry Problem Solving Model presented in the Mathematics Curriculum document
- √ implement the regular use of manipulatives, calculators and computer programs in math lessons
- √ teach students a variety of problem solving strategies and post samples as visual learning prompts
-teach students to use a 3 part format when problem solving - numbers, words and math diagrams - to improve clarity of solution
- **teach students to write a justification of the reasonableness of the solution**
-post the definitions of the words explain, describe, and justify when used in problem solving situations
- √ implement the use of math journals at least twice a week to improve understanding of concepts and the communication of the required knowledge related to understanding concepts
-use performance tasks and rubrics to judge student achievement
- √ implement the use of the teaching/learning strategies built into the recently released Elementary Curriculum Units for Mathematics, especially teachers of combined grades
- **place a concentrated focus on student understanding of the categories of Communication of Required Knowledge in grade 6 and Problem Solving in grade 3**
- **place a concentrated focus on student understanding of the measurement and number sense and numeration strands in grade 6 and the geometry and data management strands in grade 3**
- √ arrange classroom timetable to allow for adequate group inquiry and dialogue, followed by individual written communication time
- √ ensure the classroom math program has a balance of skills and problem solving opportunities
- **encourage math lead teachers to share early math strategies with primary grade colleagues**

Principals will:

- arrange timetables to allow large blocks of time for instruction*
- plan methods of inschool release for teachers to receive support and inservice*
- monitor student learning and arrange for support to be given to teachers who require it*
- purchase manipulatives as listed in the commercial math programs purchased for classroom use*
- √ organize opportunities for divisional meetings
- √ develop a school plan for showing parents what students are doing in the new “new” math classes of today
- complete data collection templates re: mathematics achievement and provide school results by grade to Senior Administration*

Curriculum staff will provide inservice on:

- Problem Solving and Math Journals*
- √ Linking the Categories of the Mathematics Achievement Chart to Curriculum Expectations and Student Performance
- How To Administer and Score The Mid Year Assessment Unit*
- √ the use of the teaching/learning strategies provided in the recently released Elementary Curriculum Units for Mathematics, especially for teachers of combined grades
- the curriculum implementation of the new math resources provided to grades 3, 4, 5, 6, 7, and 8 (Harcourt Math Assessment-Measuring Student Performance 4 and 5; and Gage Math Assessment Activities-3B, 6B, 7B, and 8B)*
- using the key math manipulatives described in the Board provided resource Super Source in grades 4-8**
- using the key math manipulatives linked to the Early Math Strategy in grades K-3**
- Other topics as requested

Senior Administration will:

- provide data collection templates to school principals for the collection of achievement data on mathematics, by grade*
- √ provide each school with some teacher release time for inservice and support
- provide schools with the new math resources Harcourt Math Assessment-Measuring Student Performance Grades 4 and 5; and Gage Math Assessment Activities-3B, 6B, 7B, and 8B to accompany the Gage assessment resources provided last year*

MONITORING and EVALUATION:

A template will be created at the system level outlining key mathematics assessment strategies which are already administered at specific times during the school year. Principals will complete and return to the Superintendent of Education the template which will provide school mathematics achievement data by grades 1, 2, 4, 5, 7, and 8

Progress will be measured through the collection of data re: student achievement from:

- √ the scores of the mathematics component of the Mid Year Assessment Units in February, 2004
- √ Report Card grades for mathematics in March and June, 2004

REVIEW and REVISION:

All school achievement scores collected in mathematics will be used to tabulate an overall Board performance score. Refinements to the Board Plan will be made as required. Curriculum team support will be provided to the system as necessary.

**PRIORITY AREA # 4: to improve student learning for students
demonstrating level 1 and level 2 achievement**

TARGET: A higher percentage of grades 3 and 6 students will achieve above levels 1 and 2

**STRATEGIES TO BE IMPLEMENTED TO INCREASE THE PERCENTAGE OF
STUDENTS ACHIEVING ABOVE LEVELS 1 AND 2:**

All teachers will:

- √ use modeling as an instructional strategy
- √ use the strategies outlined at Supports For Higher Achievement sessions for use with the Ministry of Education Exemplars
- √ post visual targets (i.e. level 3 checklists, sample exemplars, key word definitions, sequential process steps, etc.)
- √ train students to underline key words in written directions
- √ tell students what to do, then have students orally explain what it is they have to do
- **focus on the essential understandings or “big ideas”**
- √ use the remedial strategies described in the MOE Continuum of Foundational Knowledge and Skills
- √ teach “hints” for students on how to answer multiple choice and written questions
- √ (specific to grades 7 and 8) teach “hints” and “steps” to students when writing or reading tasks such as a summary, a series of paragraphs expressing opinion, a news report, and an information paragraph
- √ (specific to grades 7 and 8) teach students “hints” when answering multiple choice, short answer, and task questions in preparation for the EQAO Grade 9 Assessment of Mathematics
- √ teach students the use of time restraints (e.g. multiple choice ⇒ 24 questions in 30 minutes) short answer ⇒ 10 items in 30 minutes
- √ if required, develop a student IEP which includes the implementation of accommodations including those allowed by EQAO (increasing task completion time, scribing for the student in math and reading, reading the questions orally in math and writing, providing a quiet work area) to ensure improved achievement
- **implement the grade 7 and 8 programs - CASI and Soar To Success**

The principal will:

- √ ensure teachers are aware of the accommodations outlined for use during EQAO provincial assessments and their connection to the student IEP
-arrange inservice and support for teachers who require direction

The curriculum team will:

- provide inservice in the use of the MOE Reading, Writing, and Mathematics Exemplars as tools to improve student achievement
- √ direct teachers in the use of the MOE Continuum of Foundational Knowledge and Skills to determine key concepts

Senior Administration will:

- have a special resource team develop support resources and provide inservice to teachers and principals on the accommodations outlined for use during EQAO provincial assessments and their connection to the student(identified or non-identified) IEP and classroom instruction
- **review scenarios to implement early intervention programs with students at risk in grade one**
 - begin to provide intervention resource material to teachers across the grades

MONITORING and EVALUATION:

Progress will be measured through the observation of decreases in the number of students demonstrating achievement at levels 1 and 2 in reading, writing and mathematics on the:

- √ Mid Year Assessment Units for grades 1-8 in February, 2004
- √ 2nd. term Report Card grades in March, 2004
- √ the 3rd. term report card grades in June, 2004

PRIORITY AREA # 5: to improve student achievement of the learning skills

- teachers want to know how they should assess student achievement when students do not meet deadlines, do not hand in assignments, and/or are absent during testing periods

TARGET: More students will use strategies to improve their learning skills and thus improve academic achievement.

STRATEGIES TO BE IMPLEMENTED:

Teachers will:

- expect all students to hand in assignments completed to the best of their ability by the due date*
- expect all students to attend school regularly*
- not assign a '0' but allow students to make up a missed test on the first day they return from an absence**
- record non-attendance and late assignments*
- immediately notify parents through a formal notice of the development of a negative pattern of achievement in the learning skills area*
- notify parents on the notice that it is now their responsibility to contact the school and explain why this pattern is developing and what next steps will be put in place to improve student achievement of the learning skills reported**
- notify the principal if the pattern continues*
- √ always keep the student's best interest in mind
- report on what the student does , not what s/he does not do**

Principals will:

- actively support teacher/student/home actions re: the improvement of student achievement of the learning skills*
- lead a school team to develop a "Learning Skills Concern" form**
- inform parents/students of the guidelines set for improved student achievement of the learning skills**

MONITOR AND EVALUATE:

The success of achieving this target will be reflected in the conversations with classroom teachers and principals after a reasonable implementation period. Dialogue will include strategies to be used with students recognized to be at risk.

REVIEW AND REVISION:

Refinements to improve the guideline strategies to achieve this target will come from classroom teachers and school principals in collaboration with curriculum staff.

PRIORITY AREA #6: to support teacher implementation of the assessment and evaluation strategies listed in the Board *Support Handbook for the Assessment, Evaluation and Reporting of Student Achievement*

TARGET: All teachers will begin to administer key assessment tasks which will be graded according to the 4 levels of the achievement charts and become the basis of the report card grades

KEY ASSESSMENT AND EVALUATION STRATEGIES TO BE IMPLEMENTED:

All teachers will:

- √ collect assessment data through observation of product, observation of process, and conversation with students
- √ allow sufficient practice of knowledge and skill(i.e. worksheets, tests, drills, textbook exercises, etc.) before evaluation(authentic performance tasks) takes place
- **begin to provide descriptive feedback or codes to students on how well they are learning rather than scoring practice activities with percentage grades**
- **develop an assessment plan at the beginning of each term listing several authentic performance tasks to be administered in each subject area (know what it is students will be expected to do to demonstrate achievement BEFORE the teaching begins)**
-assess student achievement by using the descriptors of the 4 levels, level 3 being the provincial standard against which all student performance is judged
- **use the four categories of the mathematics achievement chart to judge student performance**
- √ teach students the criteria for answering questions correctly(know meaning of key question words) and practice timed items to ensure students are able to use time allotted wisely
- √ engage students in self assessment and goal setting
- √ keep a progress portfolio of the evidence for the student achievement grade that is assigned on the report card
- √ select the most recent, most consistent level of student achievement to become the report card grade
- √ translate the assigned level to a letter (grades 1-6) or a number (grades 7-8)

The principal will:

-ensure that teachers have a copy of the Board's Support Handbook for Assessment, Evaluation and Reporting of Student Achievement, September 2001

- √ arrange support for teachers who need assistance setting up an assessment plan
- √ continue to inform parents through newsletters and parent meetings about the new assessment and evaluation strategies that will be used to determine their child's achievement level
- **provide to parents early in the 2004 school year, the information package (prepared by a team of principals) explaining the Ontario Curriculum assessment, evaluation, and reporting strategies which teachers have been directed to implement**

The curriculum team will:

*-be available, on request, as support to individual teachers or groups of teachers
-provide inservice on the "design down" model of planning for assessment and evaluation in correlation to the MOE electronic curriculum units*

- **begin to revise the Board's Support Handbook for Assessment, Evaluation and Reporting of Student Achievement, September 2001 to include more hands-on resources**
-inservice teachers on the development and use of a student performance portfolio as the evidence for assigned report card grades

Senior Administration will:

- √ arrange some teacher release time for inservice and/or support

MONITORING and EVALUATION:

As teachers become more confident in the administration of rich authentic performance tasks which engage students in the same manner as the EQAO provincial assessments, students will begin to understand the criteria of the assessment categories and improve their demonstration of achievement. Principals will support and monitor teachers as they implement new assessment and evaluation strategies.

REVIEW and REVISION:

As a result of principal monitoring, requests for support will be directed to the curriculum staff. Depending on the number of requests, the strategies in this plan may be revised. This will be ongoing throughout the life of the plan.

PRIORITY AREA # 7: the collection of student achievement data at both the Board and school level

TARGET: The collection of student achievement scores across the system in the curriculum areas of reading, writing, and mathematics, **the results of which will set the baseline for teacher inservice and support to improve the demonstration of student learning**

STRATEGIES TO BE IMPLEMENTED:

Senior Administration will:

- provide a student achievement data collection template to each school with directions for completion in relation to Board required data and suggestions for the implementation of a data collection process within the schools which includes the development of school teams focused on improved student achievement*
- **begin to investigate the ability of Maplewood to import report card data centrally and other options for the electronic collection of achievement data**

Teachers will:

- administer and score holistically the benchmarks for language and mathematics outlined in the SCDSB Curriculum Guidelines*
- complete data information sheets with the required information (grades 1, 2, 4,5, 7, and 8)*

Principals will:

- oversee the completion of the student achievement data collection template for the school results for the language and mathematics benchmarks*
- forward the completed template to the Superintendent of Education*

The curriculum staff will:

- review the school data for overall Board patterns*
- determine what further support and inservice is required as a result of the patterns discovered*
- **begin dialogue regarding the electronic collection of achievement data**

MONITORING and EVALUATION:

This baseline collection of student achievement **patterns** will be reviewed at key times during the school year (**Jan.2004, March 2004, and June 2004**) by Senior Administration. The EQAO grade 3 and 6 student achievement **patterns** (Oct. 2003) will become the comparative data on which we can determine the depth of the gap between provincial assessment scores and report card **grades**.

REVIEW AND REVISION:

After reviewing the school collected data against the provincial assessment scores, a determination will be made about the support and inservice necessary to maintain or improve the assessment and evaluation strategies teachers are using

**Board Plan
for Improved Student Achievement
Secondary Schools**

Literacy

Staff Development:

- (i) Reinforce cross-curricular approaches to Literacy
 - ✓ classroom teacher training using “Think Literacy: Cross-Curricular Approaches Grades 7-12”
 - ✓ begin with grade 9 and 10 teachers of English, Math, Science and all Program Leaders
- (ii) Regional Workshop: ‘Carousel of Best Practices’
 - ✓ to share classroom strategies and resources for improving Literacy
 - ✓ share strategies and issues around the ‘OSSLC’

Resource Materials: Co-ordinate the purchase of appropriate resources for each of the schools
These include resources such as:

- ✓ ‘Don’t Panic’,
- ✓ Grade 10 Reading & Writing workbook (‘Literacy Power’),
- ✓ ‘NECTAR’ software for Reading & Writing support,
- ✓ Library books to support at-risk readers (low vocabulary-high interest books).

Assessment & Curriculum:

A team of teachers representing each of the secondary schools has developed a ‘Board Guide to Assessment & Evaluation’. This should put all teachers ‘on the same page’ with respect to Assessment & Evaluation practices in each school and in all subject areas. It is critical that teachers have the same understanding about the language of Assessment & Evaluation and adopt common practices to improve student performance and achievement. The following practices should help in improving student achievement in all subject areas including the areas of Literacy and Numeracy.

- ✓ sharing and discussing the process of Assessment & Evaluation with students,
- ✓ aligning student work with provincial Exemplars,
- ✓ providing timely and concrete ‘feedback’ to students on how to improve their work and achieve at a higher level.

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Small group re-mediation: (In selected schools only)

- (i) Students who have not been successful on their first attempt at writing the ‘OSSLT’ are tutored by a teacher in small groups. Remedial work is provided which ‘mirrors’ the type and structure of test questions found on the ‘OSSLT’.
- (ii) College and University students come in as volunteers to work with students who have not been successful in the ‘OSSLT’ and/or who have been identified as ‘at-risk’ in their Literacy skills. These volunteers encourage and reinforce reading and writing skills after school.

Identifying / Tracking / Monitoring ‘at-risk’ students:

A Board wide system has been developed to ‘track’ students who are at risk and might benefit from some kind of intervention. This intervention might include strategies such as:

- ✓ encourage grade 8 students to attend a re-mediation program at Summer School before entering grade 9,
- ✓ informing these students and their parents about the availability of a Learning Strategies course to help them with Literacy and/or Numeracy skills.

Board wide Literacy committee & School teams:

This structure should provide for a more ‘seamless’ and co-ordinated approach in improving Literacy initiatives in grades 7, 8, 9, and 10. School teams can identify specific areas of concern that have to be addressed while the Board wide committee can co-ordinate the Board ‘vision’ and plan to deliver Literacy programs. The first step will be to:

- ✓ develop a ‘bridging’ initiative between Elementary and Secondary panels which will include a ‘gap analysis’, inventory of resources, and a ‘needs analysis’ in Literacy.

Mathematics

Staff Development:

(i) ‘TIPS’ resource binder:

- ✓ Training on using the ‘TIPS’ resource binder will take place in May 2004. Training for grades 7, 8 and 9 teachers of math will be conducted by the author.

(ii) ‘OAME’ / ‘NOMA’ workshops:

- ✓ Math teachers are encouraged and supported by the Board in attending these provincial and regional workshops. Teachers find these workshops provide valuable strategies, resources, and ideas for the classroom. A focus has been put on helping students in the grade 9 Applied Math program and helping grade 9 students improve EQAO math test scores.

Resources:

(i) Workbooks:

- ✓ Workbooks that accompany the grade 9 Applied Math textbook have proved to be a very valuable asset in this program and are used in the secondary schools. Revised editions of the Math textbook are much more practical and useful to students and teachers. Only parts of the original texts are used and are supplemented by materials that teachers produce themselves. This means that photocopying budgets are overextended in the schools.

(ii) Graphing Calculators:

- ✓ The use of technology (Graphing Calculators) has become the norm within our schools and in the grade 9 Math program. Once students are taught to understand and explain a concept on paper (eg. slope), they can then use the calculators to investigate and apply this concept into practice (eg. point of intersection).

(iii) EQAO website:

- ✓ Support materials from the 'EQAO' website are used to show students sample questions and the format to expect on the grade 9 EQAO math test. They are also used as review questions in some cases. Students can access the questions and responses to help them prepare for the grade test.
- ✓ Some of the best questions have been selected and are put into a workbook that teachers have compiled. This workbook is used for review and to help prepare students for the grade9 EQAO test.

Strategies:

- ✓ Lead teachers of grade 9 Applied Math from each school met to share and incorporate some common strategies to help students acquire better math skills and improve EQAO test results.
- (i) Teachers are using 'pre-tests' at the beginning of each semester in grade 9 math to determine the strengths and weaknesses of their in-coming students. This also gives teachers an early indication of students who may be 'at-risk' in their math knowledge and skills.
 - (ii) Teachers have been structuring questions similar to the structure found on EQAO tests so that students are more comfortable with the format and know what to expect when writing the EQAO test.
 - (iii) Teachers are using 'quick drill quizzes' throughout the course to reinforce important math concepts and skills that are used in all/most units of the course. (Eg. integers, fractions)
 - (iv) Teachers are assigning more 'investigative activities', such as the examples found on the EQAO website, throughout the course.
 - (v) Teachers are structuring more of the class math tests to mirror the EQAO test structure. They will have students answer test questions one day and have them do math tasks the second day.
 - (vi) Teachers simulate an EQAO test, review all the answers and re-teach any problem areas identified by students.

