



Sudbury Catholic District School Board

"SCHOOLS TO BELIEVE IN"

**EQAO
Board Plan
for
Improved Student Achievement**

**Elementary/Secondary
January 2005 - December 2007**

February 2005 - First Year of 3 Year Plan

INTRODUCTION

Review of EQAO Board Plan for Improved Student Achievement - Elementary January 2002 - December 2004

Priority Goals

In our 2002-2004 3 year improvement plan, we set the following 5 priority goals:

- to improve student achievement in reading, writing and mathematics
- to improve student learning for students demonstrating level 1 and level 2 achievement
- to improve student achievement of the learning skills
- to support teacher implementation of the Board Handbook for the Assessment, Evaluation, and Reporting of Student Achievement
- to improve the collection process of student achievement data at both Board and school level.

Where We Are

1. Achievement in Reading, Writing and Mathematics

| | Grade 3 | | | Grade 6 | | |
|-------------|---------------|-----------------|---------------|---------------|-----------------|---------------|
| | Achieved 2003 | Target Set 2004 | Achieved 2004 | Achieved 2003 | Target Set 2004 | Achieved 2004 |
| Reading | 45% | 53% | 52% | 61% | 65% | 58% |
| Writing | 47% | 53% | 53% | 53% | 65% | 52% |
| Mathematics | 54% | 62% | 64% | 52% | 58% | 59% |

Reviewing the 2004 EQAO scores for Grade 3 and 6 and the Board targets set for each component of the assessment, we have met or surpassed our Grade 3 targets, but require continued focus at the Grade 6 level.

2. Reducing number of students achieving at Level 1 and Level 2

| | Grade 3 | | | | Grade 6 | | | |
|-------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2002 | | 2004 | | 2002 | | 2004 | |
| | Level 1 | Level 2 | Level 1 | Level 2 | Level 1 | Level 2 | Level 1 | Level 2 |
| Reading | 7% | 27% | 7% | 31% | 5% | 34% | 6% | 31% |
| Writing | 3% | 40% | 1% | 40% | 4% | 37% | 4% | 34% |
| Mathematics | 5% | 27% | 2% | 28% | 10% | 38% | 5% | 31% |

At a glance we can see that we have made no accountable progress in this area at Grade 3. However, Grade 6 shows improvement. Generally, we have slightly more students achieving at level 2 in reading, writing and math than the provincial average in the same components. Writing in particular presents a wider gap.

3. The Learning Skills

We do not collect formal data in this area. Our input is through dialogue with teacher-groups. From our conversations, it is evident that this area needs to become a key focus in most schools. Everyone is in agreement that improvement in the learning skills will translate into improved student achievement.

4. Implementing Guidelines for Assessment, Evaluation and Reporting

The Ministry of Education will publish an elementary policy document on Assessment and Evaluation before the end of this school year. We have developed Board Guidelines around each of these areas and have provided each teacher with a copy. Each year we continue to provide training in the implementation of our Guide which we believe is very much in line with the coming policy document. Again, through school visits and teacher-group dialogue, we know that school level training will be required when we receive the Ministry document.

5. Data Collection Process

We continue to collect and tabulate data by hand, which is time consuming, for Board personnel and classroom teachers. The IMS department continues to work on the development of electronic spreadsheets to collect and tabulate overall Board data from the schools. The Ministry of Education is looking to demand all Boards use a provincially mandated process for this collection.

IN CONCLUSION

Although it may appear that progress has been slight over the past three years, very solid groundwork has been laid in the “where we are” for future improvements to take us to “where we want to be”. All teachers and principals are aware of the need for student improvement, central Board staff are working to provide up-to-date teacher training through workshops, personal class visits, and provision of modeled lessons, and Board Administration budget funds to allow for purchases which are up to date and support research around improved student learning.

The following pages provide us with a map to “where we want to be” based on the “where we are”.

WHERE WE WANT TO GO

Our Roadmap

January 2005 - December 2008

Our new 3 year plan (year 1 - present plan, year 2 - implement plan, year 3 - continue implementation) to improve student learning has a destination - 75% of our grade 3 and grade 6 students will achieve levels 3 or 4 on the May 2008 provincial assessment of reading, writing and mathematics. This means an increase of 13 to 25% of our students demonstrating achievement at or above the provincial standard (64 - 100 students). Also, our destination must include improved learning for our special needs students -- both identified and non-identified -- those who write the provincial assessment and those who do not. Our plan must be a living document, that is kept at the front of all we do. As ongoing achievement data is collected, the plan must be revised to provide the best strategies to get us to our final destination successfully.

Our plan is formatted in a graphic style to improve organization of information and to provide at-a-glance viewing for all partners. It is broken into three major focuses -- Curriculum Delivery, School Environment and Parental Involvement -- the three areas promoted to effect improvement in the resource "School Improvement Planning -- A Handbook for Principals, Teachers and School Councils" (Nov. 2000 Education Improvement Commission). As a Board, our plan must include all of the education partners and should support school improvement through the incorporation of effective strategies that can be implemented at the classroom level.

GOAL #1: To enhance curriculum delivery, which in turn will improve student achievement.

Performance Target: All of our elementary school teachers will use the most effective teaching strategies.

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|---|---|--|---|---|---|
| <p>1. <u>Assessment and Evaluation of Student Achievement</u></p> | <ul style="list-style-type: none"> ● teachers will be trained in the implementation of the new MOE policy document on Assessment and Evaluation ● the Board Guidelines to Assessment, Evaluation and Reporting, 2001 will be revised to reflect the MOE policy document | <ul style="list-style-type: none"> ● Teachers will: <ul style="list-style-type: none"> - provide students with descriptive feedback on performance against the achievement chart descriptors - use the achievement charts for ongoing assessment and task specific rubrics for evaluation - teach the learning skills - students will demonstrate improved learning - infuse the curriculum with the Catholic Graduate Expectations | <ul style="list-style-type: none"> ● Academic Services <ul style="list-style-type: none"> - Curriculum Coordinators will provide training - Superintendent of Education will provide release ● Schools <ul style="list-style-type: none"> - teachers will implement appropriate assessment and evaluation strategies - administrators will provide support to classroom teachers and require them to implement Board guidelines | <p>release</p> <p>\$5950.00 (MOE Curr. Impl. Action Plan)</p> | |

GOAL #1: To enhance curriculum delivery, which in turn will improve student achievement.

Performance Target: All of our elementary school teachers will begin to implement instructional models which allow for enhancement of literacy to support cross curriculum learning.

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|---|---|---|--|---|--|
| 2. Implementation of Effective Instructional Models | <ul style="list-style-type: none"> ● Move from small subject specific teaching blocks to larger, cross curricular blocks | <ul style="list-style-type: none"> ● Timetables will reflect: <ul style="list-style-type: none"> - large blocks of time dedicated to literacy (2 hours per day) and numeracy (1 hour per day) - cross curricular integration of subject areas | <ul style="list-style-type: none"> ● Admin. Council ● Academic Services <ul style="list-style-type: none"> - Curriculum Coordinator and SAT's (support teachers) ● Principals <ul style="list-style-type: none"> - creation of approp. timetables ● Teachers <ul style="list-style-type: none"> - implementation | | Year 1 (2005) |
| | <ul style="list-style-type: none"> ● Implement balanced literacy strategies | <ul style="list-style-type: none"> ● Classrooms will demonstrate: <ul style="list-style-type: none"> - a balance between reading, writing and speaking opportunities for students - students working both independently and collaboratively in groups - teaching to whole class and small group mini lessons | <ul style="list-style-type: none"> ● Principals ● Teachers | | Year 1 (2005) |
| | <ul style="list-style-type: none"> ● Use technology as a learning tool | <ul style="list-style-type: none"> ● Students will use laptops to learn and practice writing skills | <ul style="list-style-type: none"> ● Admin. Council ● Co-ordinators, SAT's, ● Contact Teachers, ● Jr. Classroom teachers | Release for Contact Teachers as required \$1000.00 Purchase of ibooks | Year 1 (2005) (gr. 4/5 focus) Year 2 (2006) (Gr. 5/6 focus) |

GOAL #1: To enhance curriculum delivery, which in turn will improve student achievement.

Performance Target: All elementary school teachers will use up to date resources and revised curriculum documents.

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|---|--|---|--|--|---|
| 3. Resources to Support Curriculum Implementation | <ul style="list-style-type: none"> ● Provide revised Ontario Curriculum documents in <ul style="list-style-type: none"> - Social Studies, History and Geography 1-8 - Mathematics 1-8 ● Train teachers/principals on the implications of the revisions to the above-mentioned documents | <ul style="list-style-type: none"> ● Teachers will use the revised achievement charts and expectations as guides to instruction ● Report card evaluation will reflect achievement of the overall expectations | <ul style="list-style-type: none"> ● Superintendent of Education ● Teachers (implementation) ● Principals (ensure implementation) ● Academic Services - Curriculum Coordinators (training) | Release \$5950.00 X 2 (MOE Curr. Imp. Action Planner) | Year 1 Year 2 |
| | <ul style="list-style-type: none"> ● Purchase math manipulatives to support conceptual learning ● Train teachers in the use of manipulatives as a learning tool | <ul style="list-style-type: none"> ● students will use math manipulatives to support problem solving ● Teachers will provide model lessons using manipulatives ● Students will choose approp. manipulatives to support their demonstration of learning on provincial assessments | <ul style="list-style-type: none"> ● Superintendent of Education ● Teachers (use and organize) ● Principal (ensure Implementation) ● Academic Services (train and provide trainer) | Purchase \$10,000.00 (Pathways to Success) \$700.00 (Expert Fee) | Year 1 Year 2 |
| | <ul style="list-style-type: none"> ● Use of <u>Curriculum Unit Planner</u> to aid instructional planning | <ul style="list-style-type: none"> ● Teachers will use units from Planner, and/or begin to create units, rubrics using Planner | | | Year 1, 2, 3 |

GOAL #1: To enhance curriculum delivery, which in turn will improve student achievement.

Performance Target: Students in grade 3 and 6 will meet improved achievement targets in each of the 3 years of the plan with 75% meeting the standard by 2007

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|---|---|--|---|---|--|
| <p>4. Data Collection as a tool to determine strengths, weaknesses, and next steps to improvement</p> | <ul style="list-style-type: none"> ● Instruct teachers in understanding the Item Information Reports provided by EQAO as links to student strengths and weaknesses ● Train teachers to use the EQAO anchor books as teaching tools ● Value use of EQAO data in developing School Improvement Plans ● Demonstrate how higher-order lesson presentation must be followed by level 3, 4 student applications ● Link format of Board wide testing to Provincial testing and Ontario Curriculum ● Continue to collect Board wide data in literacy and numeracy | <ul style="list-style-type: none"> ● All students in grade 3 will meet the following achievement targets on EQAO Provincial Assessment: <p>2005 - Reading & Writing 60% level 3/4 - Math 68% level 3/4</p> <p>2006 - Reading & Writing 68% level 3/4 - Math 72% level 3/4</p> <p>2007 Reading, Writing & Math 76% level 3/4</p> <ul style="list-style-type: none"> ● All students in grade 6 will meet the following achievement targets on EQAO Provincial Assessment: <p>2005 - Reading 64% level 3/4 - Writing 60% level 3/4 - Math 64% level 3/4</p> <p>2006 - Reading 70% level 3/4 - Writing 68% level 3/4 - Math 69% level 3/4</p> <p>2007 Reading, Writing, Math 76% level 3/4</p> | <ul style="list-style-type: none"> ● Superintendent of Education ● Academic Services (training/support) ● Principals (implementation/leadership) | <p>Release \$4200.00 (MOE Curr. Imp. Action Plan)</p> | <p>Year 1, 2, 3</p> |

| GOAL #2: To develop a Board-wide Environment which fosters student achievement | | | | | |
|---|---|--------------------------|--|--|---|
| Performance Target: A collaborative learning community of teachers will grow Board-wide | | | | | |
| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
| 1. Capacity Building | <ul style="list-style-type: none"> Continue to train K-3 contact teachers in Reading Assessment, Writing and Geometry | | <ul style="list-style-type: none"> K-3 contact teachers Board Training Teams Supt. Of Education | (MOE Education Foundations Program - Literacy & Math K-6) 6 days release per contact teacher \$39,950.00 | Year 1 |
| | <ul style="list-style-type: none"> Begin to train all other K-3 teachers in literacy & mathematics Support contact teachers to provide demonstration lessons for school colleagues | | <ul style="list-style-type: none"> Superintendent of Education Academic Services - Curriculum Coordinator Special Assignment Teachers | 6 days release per school for other K-3 teachers \$19,950.00 | Year 2 |
| | <ul style="list-style-type: none"> Principals/V.P. and Junior Contact teachers review gr. 4-6 Expert Panel Reports in Literacy & Mathematics Begin to train junior contact teachers in Literacy & Mathematics | | <ul style="list-style-type: none"> Superintendent Of Education Board Training Teams | 3 days release per school \$9,975.00 6 days release per contact teacher \$39,950.00 | Year 1 Year 1 and 2 |

| | | | | | |
|--|---|--|---|-------------------|--------------|
| | <ul style="list-style-type: none"> ● Train special education teachers to use the literacy and numeracy strategies presented in the MOE Guides to Effective Instruction | <ul style="list-style-type: none"> ● Multi-grade and resource teachers use up to date teaching/learning strategies ● Special needs students improve learning in literacy and numeracy | <ul style="list-style-type: none"> ● Superintendent Of Education ● Curriculum Coordinator ● Special Education Teachers ● Principals | | Year 1, 2 |
| | <ul style="list-style-type: none"> ● Provide monthly half-day curriculum training sessions for principals | | <ul style="list-style-type: none"> ● Academic Services ● Superintendent of Education ● Principals | | Year 1, 2, 3 |
| | <ul style="list-style-type: none"> ● Assign teacher mentors to teachers new to the teaching profession | <ul style="list-style-type: none"> ● Mentors will share expertise ● New teachers will improve teaching skill ● Students learning is enhanced ● Learning communities grow | <ul style="list-style-type: none"> ● Superintendent of Education ● Curriculum Coordinator ● Teachers | Release \$6000.00 | Year 1, 2, 3 |

| GOAL #2: To develop a Board-wide Environment which fosters student achievement | | | | | |
|---|--|--|---|---|---|
| Performance Target: Through emphasizing activities related to learning, teachers will develop a deep conceptual knowledge of literacy and mathematics which will support a climate of high expectations for student success | | | | | |
| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
| 2. Professional Development | <ul style="list-style-type: none"> ● Purchase copies of <u>Elementary and Middle School Mathematics - Teaching Developmentally</u> by John Van De Walle – ● Provide opportunity to teachers/principals to join an after-school Book Club where John Van De Walle's book will be studied | <ul style="list-style-type: none"> ● Principals instructional leadership skills will grow ● Teachers will use their conceptual math knowledge developed in the Book Club to enhance their classroom math instruction ● Frequent monitoring of student progress will demonstrate improved learning | <ul style="list-style-type: none"> ● Superintendent of Education ● Academic Services - Curriculum Coordinators (facilitators) ● Teachers and Administrators (as participants) | (MOE Education Foundations Program K-6, Literacy & Numeracy) \$1000.00 per school \$19,000.00 | Year 2 |

GOAL #2: To develop a Board-wide Environment which fosters student achievement

Performance Target: Through emphasizing activities related to learning, teachers will develop a deep conceptual knowledge of literacy and mathematics which will support a climate of high expectations for student success

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|-------------------------------|---|--|--|--|--|
| 3. Commercial Programs | <ul style="list-style-type: none"> Purchase/in-service of programs to enhance literacy achievement - gr. 6 <u>Soar to Success</u> - gr. 7/8 <u>Reader's Handbook</u> | <ul style="list-style-type: none"> Grade 6 teachers in low achieving schools will begin to use <u>Soar to Success</u>, a reading intervention program with struggling students Grade 6 students will begin to use 4 key strategies to improve reading achievement Grade 7 and 8 teachers will begin to use the strategies in Reader's Handbook to make cross curricular links using Literacy Student reading skills will improve across the curriculum | <ul style="list-style-type: none"> Director of Education Academic Services - Curriculum Coordinators - Pathways to Success Program Principal - Teachers Academic Services - Curriculum Coordinators -Pathways to Success Program Principal - Teachers | <p>(Pathway To Success Program) \$12,000.0</p> <p>(Pathways to Success) \$2,600.00</p> | <p>Year 1, 2</p> <p>Year 1, 2</p> |
| | <ul style="list-style-type: none"> Extend Reading Intervention program, <u>Early success 1</u> to all schools | <ul style="list-style-type: none"> Students struggling with learning to read in grade 1 will use reading strategies from <u>Early Success</u> intervention program | <ul style="list-style-type: none"> Academic Services - Special Assignments Teacher - Literacy Support Teacher | <p>\$1,500.00</p> <p>\$1,500.00</p> | <p>Year 1, Year 2, Year 3</p> |

| | <ul style="list-style-type: none"> ● Re-train grade 3, 6 teachers to use <u>Write Traits</u> as a writing program | <ul style="list-style-type: none"> ● Student writing will demonstrate the inclusion of the six traits of good writing | <ul style="list-style-type: none"> ● Curriculum Coordinator ● Grade 3, 6 teachers | (MOE Curr. Impl. Action Plan) | Year 1 |
|---|---|---|--|---------------------------------------|--|
| GOAL #2: To develop a Board-wide Environment which fosters student achievement | | | | | |
| Performance Target: Teachers will help other teachers by participating in Board sponsored curriculum activities | | | | | |
| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
| 4. Teacher Participation and Collaboration | <ul style="list-style-type: none"> ● Teams of grade 7, 8 teachers make links between math textbooks and MOE TIPS document | <ul style="list-style-type: none"> ● All classroom teachers use TIPS links to support struggling students learn more effectively | <ul style="list-style-type: none"> ● Director of Education ● Teacher volunteers ● Pathways to Success Program Principal ● Curriculum Coordinator ● Supt. Of Education | Pathways to Success release \$2100.00 | Year 1 |
| | <ul style="list-style-type: none"> ● Grade 7 teachers pilot math textbook from different publishers ● Meet after school to discuss strengths and weaknesses of programs | <ul style="list-style-type: none"> ● An appropriate well-reviewed math textbook will be purchased to replace outdated ones | <ul style="list-style-type: none"> ● Teachers | | Year 1 Year 2 |
| | <ul style="list-style-type: none"> ● Train junior teachers in effective strategies in literacy and numeracy to create demonstration classrooms | <ul style="list-style-type: none"> ● demonstration classrooms will be available for new teachers | <ul style="list-style-type: none"> ● Supt. of Education ● Teachers ● Academic Services | | Year 2 |

| | | | | | |
|--|--|---|--|--|--------------|
| | <ul style="list-style-type: none"> ● Offer in class support to primary grade teachers in the implementation of balanced literacy strategies | <ul style="list-style-type: none"> ● Teachers invite support ● More classrooms implement effective strategies for balanced literacy ● Students improve achievement in reading and writing | <ul style="list-style-type: none"> ● Supt. Of Education ● Special Assignment Teachers | | Year 1 |
| | <ul style="list-style-type: none"> ● Intermediate teachers meet with secondary counterparts to focus on improved instructional practice | <ul style="list-style-type: none"> ● Teachers share subject-specific information in family of schools, cross panel learning communities ● Student learning improves as teacher dialogue improves instructional practice | <ul style="list-style-type: none"> ● Director of Education ● Supt. of Education ● Academic Services Curriculum Coordinates Elem/\Sec. Pathways to Success Program Principal | (Pathways to Success) Release \$8000.00 | Year 1, 2, 3 |

GOAL #3: To ensure that parents are real partners in their child's education.

Performance Target: Regional Catholic School Council will share Board Improvement Plan with Catholic School Councils

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|-------------------------------|---|---|--|------|---|
| 1. Improvement Plan Awareness | <ul style="list-style-type: none"> ● Share plan at Regional Catholic School Council meeting | <ul style="list-style-type: none"> ● Parents will be aware of strategies used in classrooms ● Parent understanding of academic goals will increase ● School councils will see the links between school improvement plans and Board plan ● Students will benefit from parent involvement | <ul style="list-style-type: none"> ● Director of Education ● Superintendent of Education | | Year 1, 2, 3 |
| | <ul style="list-style-type: none"> ● Encourage schools to develop ways to involve parents in their children's learning | <ul style="list-style-type: none"> ● Schools will develop ways to involve parents in their children's learning ● Students and parents will begin to read together ● Parent involvement will improve student attitude toward learning | <ul style="list-style-type: none"> ● Superintendent of Education ● Principals ● Teachers ● Parents | | Year 2 |

GOAL #3: To ensure that parents are real partners in their child's education.

Performance Target: Parents will access the Board's internet website to be informed

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|--|---|--|--|------|---|
| <p>2. Use of Board and Parish internet sites to promote home-school-parish links</p> | <ul style="list-style-type: none"> ● The Board website will: <ul style="list-style-type: none"> - include a link to the diocesan website - provide news of school activities - provide links to EQAO, MOE and other education sites through CITI ● Presentation re: Board site will be presented to Regional Catholic School Council ● Place Board Plan for Improvement 2005 - 2007 on Board website | <ul style="list-style-type: none"> ● Parents will use the Board site as a resource ● The site will be a resource that most parents can easily access ● The Board site will be a link to school sites and parish sites ● School and parish partnerships will be built | <ul style="list-style-type: none"> ● Admin. Council ● IMS ● Academic Services | | <p>Year 1, 2, 3</p> |

GOAL #3: To ensure that parents are real partners in their child's education.

Performance Target: All of the education partners will understand the importance of the Catholic Vision for the Learner.

| FOCUS (specific objective) | ACTION (strategies) | INDICATORS OF SUCCESS | RESPONSIBILITY (key people) | COST | TIME LINE (status updates, revisions) |
|--|--|--|---|------|---|
| 3. Awareness of the Board's Mission Statement and Vision for Catholic Students | <ul style="list-style-type: none"> Share the Board Mission Statement with Regional Catholic Parent Council showing the links to the goals of our Improvement Plan | <ul style="list-style-type: none"> All education partners will understand the message of our vision for Catholic students as a context for improvement planning | <ul style="list-style-type: none"> Director | | Year 1, 2, 3 |
| | <ul style="list-style-type: none"> Direct school principals to relate school improvement plans to the Board Mission statement with staff and parents | <ul style="list-style-type: none"> Schools will: <ul style="list-style-type: none"> - provide quality instruction "in light of the Gospel" - create a community which recognizes the value of Catholic education - reinforce the rights and duty of parents to be part of the school learning community - develop each child's talents in an atmosphere of faith | <ul style="list-style-type: none"> Superintendent of Education Principals | | Year 1, 2, 3 |