

Plan Design and Implementation Strategies					Monitoring Strategy			
Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Indicators of Success	Timelines	Responsibility	Monitoring
2. Teach with prominently displayed models/framework for making connections.	<p>Guide to Effective Instruction in Reading K-3</p> <p>Guides to Effective Literacy Instruction 4-6 Vol. 1-7</p> <p>SCDSB's Bloom's Higher Order Thinking Questions</p> <p><u>Continuum of Literacy Learning</u> - Fountas and Pinell</p> <p><u>Reading With Meaning</u> - Debbie Miller</p> <p>Assistive Technology - Co-Writer, Write-Out Loud,</p> <p>SMART Ideas</p> <p><u>Better Answers</u> - A. Cole</p> <p><u>Starting with Comprehension</u> - A. Cunningham</p>	<p>All schools will have time allotted for CPLCs which will focus on selecting and developing better answer framework such as APE, EASY, etc. and to ensure consistent strategies to strengthen:</p> <ul style="list-style-type: none"> - making connections, - making inferences - developing opinions that are connected to the text being used. 	<p>Support principals by providing models of better answer frameworks which could be implemented in all grades.</p>	<p>Share with the parent community the divisional model/framework chosen in monthly newsletters, during assemblies, family literacy evenings, etc.</p> <p>Instructional approaches and strategies are shared with School Council, SEAC and RPIC to demonstrate the school and Board focus of increased student achievement.</p>	<p>1. Consistency of framework across divisions/school.</p> <p>2. Anchor charts of the chosen framework will be evident in each classroom for student reference.</p> <p>3. Students requiring intensive support will use assistive technology software in order to ensure success and support for their learning needs.</p>	<p>At the first Board provided CPLC, after unpacking EQAO data, teachers will be given the opportunity to develop a common framework for answering questions.</p> <p>By November 30th</p>	<p>Principal of each school and the Superintendent.</p> <p>Principal of each school and the Superintendent.</p> <p>Principal of each school.</p>	<p>Students are using the framework model chosen to respond in making connections. Models of student work are prominently displayed indicating understanding of the strategy of making connections.</p> <p>At the January and June Community of Schools Meeting articulate and celebrate success (bring evidence of student work that demonstrates making connections).</p>

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<p>3. Provide opportunities for students to make inferences and form personal opinions through making connections to the text being used with the following instructional strategies:</p> <ul style="list-style-type: none"> - modelling - think-aloud - activating prior knowledge - questioning - having students respond to a variety of text - provide time for accountable talk <p>This collaborative learning will support the learning style of Aboriginal students especially through</p> <ul style="list-style-type: none"> - small groupings - pair activities 	<p>LNS Reading Comprehension Webcast</p> <p>LNS DVD High-Yield Strategies to Improve Student Learning: Gradual Release of Responsibility Model. See page 8 in Guide.</p> <p>LNS - DVD Comprehending in Action Synthesizing: Explicit Teaching Through Gradual Release. See Session 2.</p> <p>Gr. 6 Read-Aloud called the Leopard links directly to above.</p>	<p>After each data drop, teachers are provided with an opportunity to examine the data.</p> <p>Aboriginal student achievement data will also be examined to drive improved learning and instruction.</p>	<p>Principals will be provided with the opportunity to bring their data to the Community of Schools Meetings to share with each other.</p> <p>Principals will be provided with an opportunity to explore Teaching Learning Critical-Pathways as a tool to be used in their CPLCs.</p>	<p>Academic Services will provide principals with monthly tip sheet so that school newsletters have tips and updates on making connections as well as other literacy tips and parent suggestions.</p>	<p>1. Improved student achievement across the 6 pieces of data collected throughout the year.</p> <p>A) Fall DRA B) 1st Term Report Crd. C) CASI/Mid year D) 2nd Term Report Crd E) Spring DRA F) 3rd Term Report Crd.</p> <p>Students of concern will be presented to the In-School Support Team following established protocols.</p> <p>Data is collated and interpreted comparing report card data, EQAO and data collections to track students.</p>	<p>See board wide data collection dates 2008-2009.</p> <p>After each data drop and report cards (approximately every 6-8 weeks).</p>	<p>Principal of each school and the Superintendent.</p> <p>System Data Analyst</p> <p>Principal of each school.</p> <p>System Data Analyst</p>	<p>Across the DRA/CASI/Mid-Year student responses to making inferences demonstrate a higher level of thinking.</p> <p>Academic Services CPLC will occur 4 times throughout the year to review system data to ensure student achievement is progressing. CPLCs will occur Sept/Nov/Feb/June.</p> <p>Superintendent to review data with principals.</p> <p>System Tracking Board will drive Academic Services CPLCs and support to schools.</p>

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4. Moderate samples of student work to identify gaps in making connections in order to drive explicit instruction.	LNS Teacher Moderation DVD LNS Teacher Moderation - Capacity Building Series	Provide time during each CPLC (Board provided and in school) to moderate samples of student work based on the established frameworks selected per school. Twilight sessions will be offered after each Board data collection piece in order to aid in building capacity for developing school assessment tasks.	Provide principals with ½ day in-service on leading/facilitating teacher moderation sessions.	Board website and school website will provide links to relevant sites (EQAO Parent Link, LNS webcasts, Ministry of Education sites)	1. Summary of CPLC meetings will drive the instructional implications for teacher moderation. 2. Creation of divisional tasks and school exemplars.	After the administration of assessment tasks (6-8 week cycles).	Principal of each school. Principal of each school.	Moderated student work demonstrates a narrowing of the evaluative gap from one teacher to another through collective thinking and instruction. EQAO Assessment shows improvement in developing content as per established SMART Goal targets.

Board Improvement Plan 2008 - 2009

<p>SMART Goal #2 Writing K-8 (Revised Sept. 25/08)</p>	<p>The Board, through effective communicators who write honestly in light of gospel values, will increase the average writing achievement score by 10% in primary and will strive for an average writing achievement score of 75% in junior, as measured through the primary and junior EQAO assessment, May 2009.</p> <p>The instructional focus will be developing content. (Curriculum expectations 1.2 developing ideas, 1.5 organizing ideas, 2.2 voice, 2.3 word choice, 2.4 sentence fluency, CGE 2a, 2b, and 2c).</p> <p>Currently 58% of primary students and 69% of junior students are achieving levels 3 and 4. The target for primary is 68% and 75% in junior.</p>
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1. Model the development of content in process and on demand writing pieces.	<p>Ontario Catholic Graduate Expectations</p> <p>Ontario Curriculum Grades 1-8</p> <p>Kindergarten Curriculum</p> <p>SCDSB Kindergarten Guide 2008</p> <p>Guide to Effective Instruction in Writing K-3</p> <p>Think Literacy Ministry Documents</p> <p>LNS DVD - Non-Fiction Writing</p>	<p>Provide the LST, literacy coaches, resource teachers, grade 3 and grade 6 teachers with a ½ day in-service to build capacity in overall writing development in order to support and facilitate the training within the school at future CPLCs.</p> <p>Additional training will be offered to NTIP teachers and their mentors.</p> <p>TIS (Technology Integrated Support) Teachers assist teachers through modelling, co-teaching and planning.</p>	<p>In-service will be provided to principals/vice-principals to ensure common understanding of Comprehensive Literacy strategies specifically shared/interactive writing and independent writing.</p>	<p>Schools will be asked to develop a strategy for sharing/showcasing student work so that parents can see examples of student writing. For example student written work is displayed prominently throughout the school.</p>	<p>1. Anchor Charts and Mentor Texts, related to writing, will be evident in each classroom.</p> <p>2. Students will have an opportunity to create/produce a variety of pieces of media text (ex. television commercials, blogs, articles, story boards, etc.)</p>	<p>January 31st, 2009</p> <p>January 31st, 2009</p>	<p>Principal of each school.</p> <p>Principal of each school.</p>	<p>Students are referring to the anchor charts and mentor texts during shared and guided writing sessions.</p> <p>Evidence of student work is displayed prominently throughout the classroom.</p>

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2. Teach explicitly with mentor texts and anchor charts to develop content.	<p>Guide to Effective Literacy Instruction Volume 6 Writing Grades 4-6</p> <p>Education for All</p> <p>LNS - DVD - High-Yield Strategies to Improve Student Learning: Teaching Non-Fiction Writing</p> <p>LNS Non-Fiction Writing for the Junior Student - Capacity Building Series</p> <p>Write-Traits grade 3 and 6</p> <p>FI -Write -Traits grades 1-6</p>	Provide ½ day per teacher at Sept. 2 nd PA Day for: -anchor charts and mentor text. (K-6)	Support principals by providing examples of mentor texts.	<p>Share with the parent community the terms mentor texts and anchor charts in monthly newsletters, during assemblies, family literacy evenings, etc.</p> <p>Instructional approaches and strategies are shared with School Council, SEAC and RPIC to demonstrate the school and Board focus of increased student achievement.</p>	<p>1. Anchor Charts and Mentor Texts, related to writing, will be evident in each classroom.</p> <p>2. Students needing intensive support will use assistive technology software in order to ensure success and support their learning needs.</p>	<p>January 31st, 2009</p> <p>January 31st, 2009</p>	<p>Principal of each school and the Superintendent of each school.</p> <p>Principal of each school and the Superintendent with responsibilities to that school.</p>	<p>Students can readily locate and use anchor charts and mentor texts when necessary to complete writing tasks.</p> <p>At January and June's Community of Schools Meeting articulate and celebrate successes (bring evidence of mentor texts used).</p>

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<p>3. Provide opportunities for students to develop and organize ideas, the use of voice, word choice and sentence fluency with gradual release of responsibility strategy.</p> <p>Ensure that reflective time for tasks and for answering questions is provided to support improved learning for Aboriginal students.</p> <p>Before writing students share an opportunity to discuss topics and listen to others' ideas.</p>	<p>LNS DVD - High-Yield Strategies to Improve Student Learning</p> <p>LNS DVD - Non-Fiction Writing</p> <p>LNS Monograph #11 Integrating Aboriginal Teachings and Values into the Classroom</p> <p>Assistive Technology - SMART Ideas, NeoOffice, Appleworks, Co-Writer and Write Out Loud, Comic Life or other storyboard templates</p> <p>OESS release software Smart Ideas, NeoOffice</p> <p>A variety of rich texts (fiction/non-fiction)</p> <p>6 + 1 Traits of Good Writing with companion Read-Alouds</p>	<p>After each data drop, teachers are provided with an opportunity to examine the data.</p>	<p>Principals will be provided with the opportunity to bring their data to the Community of Schools Meetings to share with each other.</p> <p>Principals will be provided with an opportunity to explore Teaching Learning Critical-Pathways as a tool to be used in their CPLCs.</p>	<p>Academic Services will provide principals with monthly tip sheet so that school newsletters have tips and updates on student writing.</p>	<p>1. Improved student achievement across the 6 pieces of data collected throughout the year.</p> <p>A) Fall On Demand B) 1st Term Report Crd. C) CASI/Mid year D) 2nd Term Report Crd E) May On Demand F) 3rd Term Report Crd.</p> <p>Students of concern will be presented to the In-School Support Team following established protocols.</p> <p>Data is collated and interpreted comparing report card data, EQAO and data collections to track students.</p>	<p>See board wide data collection dates 2008-2009.</p> <p>After each data drop and report cards (approximately every 6-8 weeks).</p>	<p>Principal of each school and the Superintendent.</p> <p>System Data Analyst</p> <p>System Data Analyst</p>	<p>Across the Mid-Year Process Task and the May On Demand Writing Task students will demonstrate a better understanding in development of the content in their writing.</p> <p>Academic Services CPLC will occur 4 times throughout the year to review system data to ensure student achievement is progressing. CPLCs will occur Sept/Nov/Feb/June.</p> <p>Superintendent to review data with principals.</p> <p>System Tracking Board will drive Academic Services CPLCs and support to schools.</p>

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4. Moderate samples of student work to identify gaps in development of content in order to drive explicit instruction	LNS DVD -Teacher Moderation LNS DVD - High-Yield Strategies to Improve Student Learning: Teacher Moderation	Provide time during each CPLC to moderate samples of student work based on the established instructional focus selected per school. Twilight sessions will be offered after each Board data collection piece in order to aid in building capacity for developing school assessment tasks.	Provide principals with ½ day in-service on leading/facilitating staff during teacher moderation sessions.	Board website and school website will provide links to relevant sites (EQAO Parent Link, LNS Webcasts, Ministry of Education sites).	1. Summary of CPLC meetings will drive the instructional implications for teacher moderation. 2. Identification of an instructional focus.	After the administration of assessment tasks (6-8 week cycles).	Principal of each school.	Moderated student work demonstrates a narrowing of the evaluative gap from one teacher to another through collective thinking and explicit instruction. EQAO Assessment shows improvement in developing content as per established SMART Goal targets.

Board Improvement Plan - 2008 - 2009

<p>SMART Goal #3 Numeracy K-8 (Revised Sept. 25/08)</p>	<p>The Board will, through students who are reflective, creative and holistic thinkers, increase the average mathematics achievement score by 10% in both primary and junior as measured through the primary and junior EQAO assessment, May 2009.</p> <p>The instructional focus will be to improve open responses using the mathematical processes and the three part problem-solving math lesson. These processes include problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing and communicating. CGE 3c</p> <p>Currently 61% of primary students and 60% of junior students are achieving levels 3 and 4. The target for primary is 71% and 70% in junior.</p>
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<p>1. Developing an awareness of the 3 part problem solving lesson to improve open response answers.</p> <ul style="list-style-type: none"> • problem definition • problem solving • BANSHO <p>Solve problems which link to the real world activities and include problems which reflect experiences of Aboriginal students.</p>	<p>Ontario Catholic Graduate Expectations</p> <p>Ontario Curriculum Grades 1-8 Math</p> <p>Guides to Effective Instruction in Mathematics</p> <p>Kindergarten Curriculum</p> <p>SCDSB's Kindergarten Guide 2008</p> <p>Process Posters for all classrooms.</p> <p>TIPS4RM 7-10</p> <p>LNS DVD - High-Yield Strategies to Improve Student Learning: 3 Part Problem Solving Lesson</p> <p>LNS Monograph #11 Integrating Aboriginal Teaching and Values into the Classroom.</p> <p>Processes Posters</p> <p>Mathematical Processes Continuum</p> <p>Nelson Teacher Guides</p>	<p>Provide a full day Math PA Day January 30th to in-service the 3 part math lesson.</p> <p>All schools will have time allotted during the second round of Board provided CPLCs to review the revised Mathematics Curriculum with a focus on the processes.</p>	<p>During the January 30th PA Day a Principal/Vice Principal Training Session will be provided.</p>	<p>Tips for Parents will be provided - examples of how to help your child at home to use mathematics.</p> <p>Parents and community members will be invited to the Welcome To Kindergarten Program's in each elementary school (emphasizing numeracy) by June 2009.</p>	<p>1. Process posters are visible in all classrooms.</p> <p>2. Teachers will teacher explicitly using the 3 part-part math lesson.</p>	<p>By February 20, 2009</p> <p>By April 30, 2009</p>	<p>Principals and Superintendent of each school.</p> <p>Principal of each school.</p> <p>Principal of each school.</p>	<p>Display of student work demonstrating effective problem-solving. Displays of a variety of strategies (BANSHO) used to solve the same problem.</p> <p>Open response scores will improve on EQAO in 2009.</p> <p>Academic Services CPLC will occur 4 times throughout the year to review system data and ensure student achievement is progressing. CPLCs will occur Sept/Nov/Feb/June</p>

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<p>2. Provide opportunities for students to use manipulatives.</p> <p>Communication strategies are geared to the students' needs to deepen conceptual understanding and in turn improve open response answers as identified by PRIME.</p> <p>Ensure learning is holistic, from "whole to part" to support Aboriginal students.</p>	<p>PRIME Kits 1/school are already purchased.</p> <p>Math manipulatives</p> <p>Use assistive technology</p> <ul style="list-style-type: none"> - virtual manipulatives - co-writer and write-out loud to write their responses 	<p>Train teachers to administer and analyze the results using PRIME - Number/ Operations and put in place the recommendations for each appropriate phase.</p> <p>Use data from PRIME to drive instructional strategies which embed Differentiated instruction.</p>	<p>Training session is provided during the January 30th PA Day for Principals and Vice Principals.</p>	<p>An information brochure/newsletter is developed for schools to use to educate parents on using manipulatives.</p>	<p>Data from the collection of PRIME results will be used to drive instruction through the use of the communication strategies and the manipulatives identified by PRIME toward improved student achievement and placed in the Evidence Binder.</p> <p>Appropriate manipulatives must be available and accessible to all students.</p>	<p>By March 1st 2009 (To be amended to reflect a date third term)</p>	<p>Principal of each school</p>	<p>Manipulatives are being used and accessible to all students during all math lessons.</p> <p>Students are able to select the appropriate tools to support their learning.</p> <p>Academic Services CPLC will occur 4 times throughout the year to review system data to ensure student achievement is progressing. CPLCs will occur Sept /Nov/Feb/June.</p>