

REPORT TO BOARD OF TRUSTEES October 26, 2010

Paul Wubben, Director of Education

SUBJECT: Board Improvement Plan for Student Achievement (2010-2011)

PREPARED BY: Deb Crawford, Superintendent of Education
Dr. Frank Leddy, Superintendent of Education

BACKGROUND:

In May 2009, Superintendents of Education, Deb Crawford and Frank Leddy attended a Student Achievement Division meeting in Toronto. The ministry of education had just recently brought the Literacy and Numeracy Secretariat and the Student Success/Learning to 18 division together under the Student Achievement Division of the ministry of education.

One consequence of this reorganization was to have Boards submit one improvement plan for JK to grade 12. Previously, the St. Clair Catholic District School Board would have had an improvement plan for Elementary education (JK-8) and another for Student Success (7-12).

Each curriculum department continues to develop plans for its own area (either elementary or secondary) and then these plans are harmonized looking for commonalities and links between elementary and secondary. Opportunities are also explored to delineate strategies for students with special needs. Representatives of the Student Achievement Division meet with the Director of Education, Superintendents of Education and the Assistant Superintendent and Assistant to the Superintendent three times a year to review and discuss the plan.

This is the second year for the Board Improvement Plan for Student Achievement (2010-2011).

RECOMMENDATION:

That the St. Clair Catholic District School Board receive the report: *Board Improvement Plan for Student Achievement (2010-2011)*, for information.

Revised on October 20, 2010

Board Improvement Plan K-12 2010-2011

Members of Board Improvement Plan Team: Deb Crawford, Frank Leddy, Carol Ann Bélanger and Brenda Courey

Board Profile Data:

Demographic Data	St. Clair Catholic District School Board has 27 elementary schools and 3 secondary schools with a total enrollment of 6731 elementary students, 3084 secondary students and 592 teachers (based on August 2010 enrolment).
Perceptual Data	EQAO perceptual data is reviewed at both the elementary and secondary levels. School Climate surveys are available for secondary schools. Results are reviewed by school administration teams.
Student Achievement Data	<p>Elementary EQAO results (2009-2010): Percentage of students achieving Level 3 and 4</p> <ul style="list-style-type: none"> - Primary Reading 63% - Junior Reading 73% - Primary Writing 77% - Junior Writing 72% - Primary Mathematics 78% - Junior Mathematics 65% <p>Grade 9 EQAO results (2009-2010): Percentage of students achieving Level 3 and 4:</p> <ul style="list-style-type: none"> - Applied students: 43% Special Education students in Applied: 45% - Academic students: 78% Special Education students in Academic: 61% <p>OSSLT results (2010): Success rates</p> <ul style="list-style-type: none"> - First Time Eligible – 87% overall, with Special Education students at 60% <ul style="list-style-type: none"> – 72% for those in Applied English, 99% for those in Academic English - Previously Eligible – 79% overall with Special Education students at 61% <p>Credit Accumulation for Grade 9 and 10 (2009-2010):</p> <ul style="list-style-type: none"> - At the end of Grade 9, 84.3 % obtained 8 credits - At the end of Grade 10, 79.9% obtained 16 credits <p>Annual School Leaver Rate (2009-2010): 2.67%</p>
Program Data	<p>Elementary Curriculum Supports</p> <ul style="list-style-type: none"> • District Literacy and Numeracy Teachers assigned to schools to support effective implementation of Balanced Literacy and Numeracy • LNS projects: Networks (Guided Reading), OFIP, (Teacher-Learning Critical Pathways, Mathematics-Learning Through Problem Solving), After School Tutoring, Schools in the Middle (Focus on Primary Reading), SK/Grade 2 Collaborative Inquiry Project (Mathematics focus), Collaborative Inquiry for the Learning of Mathematics (CILM), Blended e-Learning • SEF District Review findings provided for all schools with a direct connection to BIP and SIP • PLCs scheduled for all elementary schools – approximately every 3 weeks • Board Phonological Awareness Screening (twice a year) and WBTT for SK students

- DRA (Grades 1-6) and OCA (Grades 7 and 8) collected 3 times per year (primary), 2 times per year (junior and intermediate)
- Running Records (Grades 1-8) data collected and reviewed on students below grade level benchmarks

Secondary Curriculum Supports

Student Success Supports (2010-2011 school year)

- Student Success teachers – visiting elementary partner schools, ensuring Caring Adults for transitions to secondary, delivering Credit Recovery courses, meeting with teachers to support instructional strategies for at-risk students, meeting with teams weekly, examining at-risk reports, achievement data
- System Math Gains coach who support Mathematics teachers with resources and modeling best practice and provide coaching
- Student Achievement Teachers – 3 full time teachers who model best practice and provide coaching support for cross curricular literacy strategies, differentiated instruction, and formative assessment

Alternative Education Program:

- Two sites for at-risk students who require additional supports and alternative delivery of programming

Special Education Programs:

- Available for students with special needs

Magnet Program:

- Between 2 of our smaller secondary schools to ensure that students have more opportunities to take courses that are appropriate for their interests and pathways plan.

Credit Rescue:

- Teachers report progress of students before mid-term in order to develop intervention plans for struggling students

PLCs:

- Teachers in all secondary schools will meet throughout the year to investigate and collaborate on various instructional practices across departments and within departments

SHSM, Dual Credits, Expanded Co-op education:

- Offered in all 3 secondary schools

Early Leavers Initiative:

- A Caring Adult has been assigned to contact the 61 students identified through OnSis who have left our schools before graduating. Individualized programming is being developed for these students to support them as they complete their graduation requirements

SEF for Secondary:

- Implementation plan for the school effectiveness framework is near completion. Teams of teachers, administrators and curriculum consultants will be participating in PD sessions prior to visiting classrooms with the support of Dr. Jean Hewitt, using *Instructional Rounds by City, Elmore et al* as a resource

**FSiM = First Steps in Math SATs = Student Achievement teachers PLC = Professional Learning Communities SS = Student Success
 FTE = First Time Eligible (OSSLT) PE = Previously Eligible (OSSLT) SEF (School Effectiveness Framework) WBTT = Web-Based Teaching Tool**

Elementary Needs Assessment based on 2009-2010 School and Board Data:

Areas of Strength:	Successful Practices
<p>Overall:</p> <ul style="list-style-type: none"> • There is a high level of participation in the assessments: 99% in all primary assessments and 99% in junior reading and 98% in writing and mathematics. <p>EQAO Reading results:</p> <ul style="list-style-type: none"> • There has been marked improvement over the last two years in the Grade 6 reading scores <p>EQAO Writing results:</p> <ul style="list-style-type: none"> • There has been a sustained improvement in writing over the last three years on both the Grade 3 and 6 assessment results <p>EQAO Mathematics results:</p> <ul style="list-style-type: none"> • The Grade 3 mathematics results have exceeded the provincial standard of 75% at Level 3 and 4 over the last five years. 	<p>Student Learning and Achievement</p> <ul style="list-style-type: none"> • More student work was on display in classrooms. • Most student work was dated. • There was greater use of portfolios; however, there is a need to clarify the role of the portfolio and the role of the writing binder/portfolio. <p>Instructional Leadership</p> <ul style="list-style-type: none"> • There was more moderated marking occurring as part of the PLC. • There was more use of “Bringing a Student to the Table”; however, there is a need to be mindful that the student selected is to be used as a catalyst for discussion about teaching practice. Specific feedback to help student progress and/or supports needed. • Walk throughs are more focussed with a connection to School Improvement Plan goals. <p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • DRA walls were visible and up to date. Continue to move towards full implementation of Running Records and analysis of miscues to assist in forming flexible groupings. <p>Curriculum and Instructional Strategies</p> <ul style="list-style-type: none"> • In many classrooms word walls were more instructionally purposeful. • There was a reduction in fill in the blank worksheets; although variation across subject areas was still observed. • Classroom libraries continue to improve both in quantity and variety but also organizationally. • Follow-up to professional learning was evident; however, there is a need to continue to utilize learning from previous years. <p>Cross-Panel Networking</p> <ul style="list-style-type: none"> • Math Think Tank met regularly with PD for Grade 7-10 teachers in the use of FSIM, Teaching through Problem Solving, TIPS4RM, Technology (interactive whiteboards), manipulatives, and identifying the needs of students through the analysis of EQAO results. The coaching model was used extensively throughout the year as teachers worked in teams within panels and across panels. • Bridging the Gap sessions for Grade 7-10 teachers to discuss literacy instruction

	<p>practices across panels to assist with better alignment of those practices</p> <ul style="list-style-type: none"> • Literacy Think Tank-Grade 7-10 teachers met once to identify the needs of the Intermediate students through the analysis of EQAO results, shared instructional practices and resources, and discussed recent research for these learners.
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Areas of Concern

<p>Grade 3 Reading</p> <ul style="list-style-type: none"> • We are above the provincial level in reading however we have reached a plateau over five years and the gap is closing. • There is an 11% gap between boys' and girls' performance on the EQAO reading assessments. <p>Grade 6 Mathematics</p> <ul style="list-style-type: none"> • We are above the provincial level in Math however we have reached a plateau and are seeing a downward movement.

Secondary Needs Assessment based on 2009-2010 School and Board Data:

Areas of Strength:	Successful Practices
<p>EQAO Mathematics results:</p> <ul style="list-style-type: none"> • Students in applied mathematics continue to achieve at Level 3 & 4 higher than the provincial average • Students in academic mathematics have shown growth over time since 2005 • Students with Special Education needs have shown growth over time since 2005 <p>OSSLT results:</p> <ul style="list-style-type: none"> • Results for previously eligible students increased by 15% from previous year and 28% higher than the provincial average • Results for first time eligible students increased by 4% from previous year and 3% higher than the provincial average <p>Credit Accumulation for Grade 10:</p> <ul style="list-style-type: none"> • 79.9% of Grade 10 students obtained 16 credits by the end of the year. This rate continues to increase each year <p>Grade Distribution for Grade 9 and 10:</p> <ul style="list-style-type: none"> • Arts, Technology, Physical Education and Religion courses have an average of 75% or higher number of students achieving Level 3 and 4 in their final grade reports 	<ul style="list-style-type: none"> • Math GAINS coach provided professional development for secondary math teachers during PLC sessions with positive feedback from teachers. In addition, Math coach provided support to individual teachers as needed. • Strategic assignment of experienced teachers for Applied Mathematics was done in all 3 schools. • At-Risk profiles assisted SS Teacher and Administrators in the placement of students in appropriate course destinations. Principals created timetables that enabled students to be assigned to appropriate course destinations quickly. • Creating TIPS4RM consumable materials for Grade 9 and 10 increased the use of these resources in Applied classes • Math Think Tank met regularly with PD for Grade 7-10 teachers in the use of FSiM, Teaching through Problem Solving, TIPS4RM, Technology (interactive whiteboards), manipulatives, and identifying the needs of students through the analysis of EQAO results. The coaching model was used extensively throughout the year as teachers worked in teams within panels and across panels. • Credit Recovery and Credit Rescue assisted students in obtaining their credits. • At-Risk profiles assisted SS Teacher and Administrators in the placement of students in appropriate course destinations and in identifying specific strategies as interventions for teachers to use for their success • Targeted support for Grade 10 PE students through after-school tutoring prior to the OSSLT as well as individual support by Student Success teachers and Student Achievement teachers • OSSLT practice tests administered to all grade 10 students • Increased use of Assistive Technology for Special Education students • Monthly meetings with Student Achievement teachers for PD and sharing ideas and practices with weekly logs submitted to monitor their progress in meeting with teachers and coaching/modeling in the classrooms • Reading comprehension diagnostic assessment provided for all Grade 9 students to identify those who may need additional intervention in the classroom • Bridging the Gap sessions for Grade 7-10 teachers to discuss literacy instruction practices across panels to assist with better alignment of those practices • Literacy Days implemented at some of our secondary schools to celebrate reading and writing • Regular presentations at staff meetings and department meetings by our Student Achievement teachers to keep literacy in the forefront • Incorporating literacy improvement into all school improvement plans, aligned with the focus in the board improvement plan

Areas of Concern

Achievement Gaps

- Gap between Applied and Academic achievement continues:
 - Gap in Grade 9 EQAO results was 35% and 27% in OSSLT results for first time eligible.
 - Overall results showed a decline in both academic and applied math.
 - Gap in compulsory credits for Grade 9 and 10 continues.
- Gap between boys and girls continues:
 - boys are achieving 11% higher than girls in applied and 4% in academic mathematics courses
 - girls are achieving 7% higher than boys in OSSLT results for first time eligible students which is down 7% from previous year, but still a concern
- Number of Level 4 results in EQAO Grade 9 mathematics for applied students is 8%. For academic students, only 5% achieved Level 4.
- Special education students are still below the achievement of applied and academic students.

OSSLT results

- Results for OSSLT first time eligible increased 4% over previous year, returning to levels in 2006 & 2007. The growth trend needs to continue from this point onward.
- Applied students had difficulty with making inferences and identifying the main idea when reading, and providing sufficient evidence in their written answers.

Grade 9 EQAO Math results:

- Results declined for both Academic (5%) and Applied math (4%)

Credit Accumulation for Grade 9:

- There was a decline of 2.7% in the number of Grade 9 students obtaining all 8 credits

Annual School Leaver Rate:

- There was an increase from 2.1% to 2.67% in the rate of students leaving school prior to graduation.

Grade Distribution rates:

- The average percentage of students in Grade 9 and 10 Applied courses obtaining a Level 3 or higher in compulsory credits is below 60% in English, Mathematics, Science and Social Science. The gap between Applied and Academic remains high.

2009-2010 Results: Grade 9 English Applied: 52.3% Grade 9 Math Applied: 46.6% Grade 9 Science Applied: 34.3% Grade 9 Social Sciences Applied: 46.3%
Grade 9 English Academic: 72.3% Grade 9 Math Academic: 55% Grade 9 Science Academic: 62.3% Grade 9 Social Sciences Academic: 77%
Grade 10 English Applied: 53% Grade 10 Math Applied: 52.3% Grade 10 Science Applied: 36.6% Grade 10 Social Science Applied: 60.6%
Grade 10 English Academic: 68.3% Grade 10 Math Academic: 64.6% Grade 10 Science Academic: 69% Grade 10 Social Science Academic: 71.3%

Absentee & Suspension Rates

- Principals report that absenteeism continues to be an issue for many students.

Co-operative Education, SHSM, and Dual Credits

- 2 of our 3 secondary schools have fewer students taking co-op credits.
- More at-risk students in our Alternative education program are currently involved in co-op credits; this number needs to increase even more.
- A growing number of students are enrolled in the Dual Credit programs at the 2 local community colleges, but we need to continue the emphasis.

Reading

Elementary SMART Goals based on Data:

Literacy Theory of Action: If all teachers integrate best practice using high-yield reading strategies, 1.4 – 1.9 reading expectations, while coaching reading, then more students will achieve the grade level benchmark in reading assessments (DRA, OCA).

Literacy SMART Goal: The overall percentage of students obtaining the benchmark or higher at their Grade level will increase by % over 09/10 achievement.

2009-2010 DRA Results: Grade SK: 62 % Grade 1: 47% Grade 2: 46 % Grade 3: 51 %
 Grade 4: 38 % Grade 5: 43% Grade 6: 32 %

Targeted, Evidence-Based Strategies/Actions	SEF Indicators	Resources Required	Professional Learning Strategies (What they need to know to do it)	Monitoring (The action – how we know it's getting done)	Responsibility (Who)	Evaluation (How we will know it worked)
<p>Conduct regularly scheduled reading assessments to determine specific needs with SK-Grade 8 students. Updated school data will be analyzed and targeted, precise instruction will be developed for all students (groupings, guided instruction, conferring).</p>		<p>1. Board Phonological Awareness Screening Tool</p> <p>2a) WBTT – Web-based Teaching Tool (TSRI and Rosner)</p> <p>2b) Running Records - PM Benchmarks</p> <p>2c) DRA – Developmental Reading Assessment</p> <p>3. OCA – Ontario</p>	<p>1. Speech and Language Pathologists will meet with Program Resource Teachers and English Classroom Teachers, and Early Childhood Educators upon completion of the phonological assessments in order to debrief the class profile to personalize instruction (grouping of students based on similar needs).</p> <p>2. Teachers will participate in ongoing professional learning to administer assessments and use data gathered for refining classroom practice:</p> <ul style="list-style-type: none"> New Kindergarten/ Early Learning Teachers - WBTT 	<p>1a) Student profiles will be developed by Speech and Language Pathologist and shared with classroom and program resource teachers in October 2010 and April 2011.</p> <p>1b) Teachers will use the data to personalize instruction on an on-going basis.</p> <p>2. PD session for new teachers will take place on September 29, 2010.</p>	<p>1a) Speech and Language Pathologists will complete the phonological awareness assessment.</p> <p>1b) Teachers will analyze data and plan instruction based on needs with support from the Program Resource Teacher.</p> <p>2. Kindergarten/Early Learning Teachers will input TSRI and Rosner results.</p>	<p>1. Phonological Awareness Class Profile will show improvement in skills over time (Fall to Spring).</p> <p>2. Collected data will reflect improvement in student achievement over time.</p>

		<p>Comprehension Kits (Grade 7 & 8, Student Success Kit (SSK))</p> <p>4. St. Clair web-based assessment profiles and PLC time</p> <p>5. LNS Monograph: Use of Data Walls Leads to Improved Teaching, Learning and Achievement January 21, 2009</p> <p>6. LNS Monograph: Capacity Building Series Professional Learning Communities: A Model For Ontario Schools October 2007</p>	<ul style="list-style-type: none"> • New teachers or teachers new to a division– DRA, running records • Grade 7 and 8 teachers - OCA <p>3. Support will be provided for teachers to engage in moderated marking to ensure consistency and instructional follow-up.</p> <p>4. Teachers will engage in moderation of assessments during network and PLC sessions.</p> <p>5. Teachers will ‘bring a student to the table’ in order to discuss possible teaching strategies for success. Principals will review this process with teachers.</p>	<p>3. New teacher training will take place on September 29, 2010.</p> <p>4. Class and school data walls will be updated and tracked on the St. Clair Assessment Website according to SCCDSB assessment guidelines.</p> <p>5. Training for OCA will be provided on September 2, 2010 PD Day.</p> <p>6. PLC minutes will reflect ongoing discussions regarding targeted instructional approaches and results.</p> <p>7. After each assessment period, board results will be analyzed.</p>	<p>3. Classroom teachers will administer reading assessments, enter data into web based assessment site, and post current data on class and school data walls.</p> <p>4. Curriculum team will organize PD sessions and facilitate ongoing support in the school.</p> <p>5. Curriculum Department will provide OCA training.</p> <p>6. Curriculum Department and/or principals will provide opportunities for moderation.</p> <p>7. Principal will ensure the data is entered into the Board web-based assessment site.</p> <p>8. Administration will analyze board assessment data to determine areas for professional development.</p>	<p>3. Updated data will be available on the St. Clair assessment website.</p> <p>4. Consistency in marking and instructional follow-up is evident through principal walkthroughs, PLCs and PD sessions.</p> <p>5. Student grouping will indicate scaffolded instruction based on assessment data (phonological screening, DRA, OCA).</p>
Establish success criteria		1. Teacher moderation	1. Teachers will	1. Success criteria will be	1. Curriculum team will organize	1. Students will be able to

<p>for reading (reading response, fluency etc.).</p>		<p>LNS video clips and monograph. Capacity Building Series Teacher Moderation: Collaborative Assessment of Student Work</p> <p>2. Growing Success Assessment, Evaluation and Reporting document</p> <p>3. Ongoing collection of student responses will serve as anchors and exemplars which will be posted on the ICT site.</p> <p>4. Growing Success Document</p> <p>5. Guides to Effective Literacy Instruction Grades 4-6, K-3</p>	<p>participate in ongoing professional learning to:</p> <ul style="list-style-type: none"> • develop success criteria • moderate student reading skills using established success criteria • establish specific, formative feedback that students will use to improve the quality of their work 	<p>determined with students, charted and posted for reference.</p> <p>2. Formative feedback will be recorded on student work and in anecdotal records on an ongoing basis.</p>	<p>PD sessions and facilitate ongoing support in the school.</p> <p>2. Teachers will engage in professional dialogue related to levels of achievement, descriptors, appropriate feedback and success criteria.</p> <p>3. Principals will ensure a portion of PLC time is devoted to teacher moderation and discussion of common success criteria.</p>	<p>articulate success criteria.</p> <p>2. Success criteria will be posted in the classroom.</p> <p>3. Consistency in success criteria among classrooms within a division will reflect collaborative approach to developing criteria.</p>
<p>Selected intermediate classes will participate in the Blended Learning Project with a focus on digital reading across the curriculum (year 2)</p>		<p>1. eLO Learning Management System</p> <p>2. Ontario Education Resource Bank</p> <p>3. Existing elementary course shells</p>	<p>1. Regular collaborative meetings with cross-panel intermediate teachers for training and content creation.</p> <p>2. Regular collaborative meetings with cross panel intermediate teachers in order to moderate student responses.</p>	<p>1. Project lead, Sharon Korpan, in conjunction with eLO staff will facilitate monthly PD sessions beginning September 17th, 2010</p> <p>2. eLO required reports due at the end of each term (January, 2011 and June 2011) which track student use, time of access, Learning Management System (LMS) tool use</p> <p>3. Teachers will be</p>	<p>1. eLO will generate the data collection tool. Selected cross panel intermediate teachers (7 elementary and 4 secondary) will complete required tool and Sharon Korpan (Special Assignment Teacher) will complete the formal report.</p> <p>2. Special assignment teacher will provide ongoing support.</p>	<p>1. Classroom teacher and Special Assignment Teacher will track student use through LMS tools and collected data will reflect an increase in student reading (reading response discussion posts, drop box submissions, blog entries, etc.).</p>

				surveyed (October 2010, Jan, March and June 2011) to collect data on transforming teacher practices using LMS tools.		
Through TLCP and gradual release, students will work toward independence in completing reading tasks focusing on higher order thinking (specific expectations 1.4 – 1.9, 3.3)		<p>1. Appropriate texts will be selected (mentor texts, shared reading materials, etc). Cross-curricular and multimodal resources will be identified and available.</p> <p>2. Capacity Building Series Teaching-Learning Critical Pathways: One Model for Ontario Professional Learning Communities June 2008</p> <p>3. LNS Webcast: Teaching-Learning Critical Pathways: Hubs and Networks</p>	<p>1. Teachers will engage in TLCPs. Staff teams will attend professional development sessions identifying the high-yield strategies, forms of assessment and cycle of instruction.</p> <p>2. Teachers will engage in moderated marking exercises, initially facilitated by curriculum team members, designed to improve consistency using success criteria.</p>	<p>1. Teachers will bring samples of student work to subsequent sessions and engage in moderation.</p> <p>2. Teachers will track student progress using a classroom data wall. Principals will monitor the Classroom Data Wall (CDW).</p>	<p>1. Principals, curriculum support staff and the Assistant Superintendent of Elementary Curriculum will organize and schedule the components of the planning sessions and provide ongoing support.</p> <p>2. Curriculum team will facilitate moderation with participating teachers.</p>	<p>1. CDW will show improvement of student skills through TLCP cycles.</p> <p>2. Professional dialogue will reflect a deeper understanding of higher-order thinking skills.</p> <p>3. Student talk will reflect a deeper understanding of higher-order thinking skills.</p>
Teachers will guide students through the gradual release model of instruction to build independent reading skills.		<p>1. The Daily Five-Fostering Literacy Independence in The Elementary Grades” Boushey, Gail; Moser, Joan, 2009</p> <p>2. “The Café Book-Engaging All Students in Daily Literacy Assessment & Instruction”</p> <p>3. Guides to Effective</p>	<p>1. Grade 2-4 teachers and principals will participate in two professional development sessions in September and October, 2010.</p> <p>2. Teachers will participate in ongoing professional development to instruct using the gradual release of responsibility.</p> <p>3. Classroom teachers</p>	<p>1. Principals will look for students engaging in meaningful and independent reading during their walk throughs.</p> <p>2. Teacher will be invited to share their strategies for facilitating independent reading during the PD Day, November 2010.</p>	<p>1. Curriculum Team will plan sessions on professional development days and in network sessions.</p> <p>2. Curriculum Team will provide ongoing support to teachers.</p> <p>3. Selected teachers who</p>	<p>1. During principal walk throughs, students will demonstrate increased stamina for independent reading.</p> <p>2. Student complete more complex reading tasks as the school year progresses.</p> <p>3. Classroom daybooks and</p>

		Literacy Instruction Grades 4-6, K-3	will be invited to share their classroom practices at network and PD sessions.		volunteer to facilitate a carousel.	will indicate an increase in reading stamina.
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Writing

Elementary SMART Goals based on Data:

Literacy Theory of Action: If all teachers implement best practice using the gradual release of responsibility, focusing on high-yield writing expectations (1.2 - 1.6, 2.1 - 2.7), then more students will show proficiency related to the success criteria.

Literacy SMART Goal: 80% of primary students will achieve levels 3 and 4 in writing and 78% of junior students will achieve level 3 and 4 in writing measured through the primary and junior EQAO assessment by June 2011. Currently in primary writing 77% of the students achieved levels 3 and 4 and in junior 72% of students achieved levels 3 and 4.

Targeted, Evidence-Based Strategies/Actions	SEF Indicators	Resources Required	Professional Learning Strategies	Monitoring	Responsibility	Evaluation
<p>Teachers will collaborate through the TLCP process to develop common assessments using success criteria.</p>		<p>1. LNS Webcast: Teaching-Learning Critical Pathways: Hubs and Networks</p> <p>2. LNS Monographs: Non-Fiction Writing Teaching-Learning Critical Pathways Guides to Effective Literacy Instruction: Volume 6 Writing</p> <p>3. Growing Success</p> <p>www.edugains.ca</p> <p>4. Board website www.st-clair.net/ict: anchor papers and exemplars</p>	<p>1. Ongoing Professional Learning to Support Student Growth in Writing:</p> <p>-Teachers and principals will participate in network sessions to determine effective strategies, forms of assessment, cycle of instruction, forms and traits of writing, and the writing process.</p> <p>-Teachers will co-construct common assessment tasks. Teachers will participate in PD sessions to develop success criteria and understand how to design a common assessment.</p> <p>-Teams will meet in PLCs to moderate student work. They will refer to student anchors and</p>	<p>1. Teachers will bring samples of student work to the networking sessions/school PLCs and engage in moderated marking with formative feedback provided to the student to improve student work once per term.</p> <p>2. Through cycles of instruction teachers will track student progress using a classroom data wall. Principals will follow-up with CDW conversation at PLCs/network sessions as follow up to the cycle of instruction.</p> <p>3. Anchor charts reflecting success criteria are posted and visible in classrooms during principal walk-throughs.</p>	<p>1. Teachers will bring samples of student work to moderation exercises.</p> <p>2. Teachers, Principals, Curriculum Support Staff, Network Leadership Team (NLT) and School Improvement Team (SIT) members will collaborate to develop common assessments.</p>	<p>1. Students develop, articulate and use the success criteria to self-assess their writing.</p> <p>2. Classroom data wall will show improvement in student work over time.</p>

			exemplars on Board website as well as other resources in order to determine next steps.			
Teachers will provide students with opportunities to make multiple revisions and upgrade work based on specific and ongoing formative feedback.		<ol style="list-style-type: none"> 1. LNS webcasts and monographs: Student Self-Assessment 2. Let's Talk About Assessment by Damian Cooper 3. Sample feedback comments provided by Curriculum Services Team. 4. ICT Board website will contain a growing collection of anchor papers, exemplars, and summative writing tasks. 	<ol style="list-style-type: none"> 1. Ongoing Professional Learning to Support Student Growth in Writing: <ul style="list-style-type: none"> -Continue to provide professional development in the area of formative assessment as determined by network needs. -Grade 5 and 6 teachers will attend two full day sessions on revision and upgrading of fiction and non-fiction student writing with Dr. Jean Hewitt and will receive ongoing support. -Professional development will be provided in the use of performance walls ("Bump-It-Up" walls), the use of exemplars etc. 	<ol style="list-style-type: none"> 1. During cycles of instruction teachers will engage in moderated marking exercises to determine student next steps to improve writing. 2. During walk throughs formative feedback and upgrading will be noted in student writing folders/portfolios. 	<ol style="list-style-type: none"> 1. Principals will provide teachers with time to moderate student writing samples in PLCs. 2. Teachers, with support from Curriculum Support Staff, will collaborate to determine appropriate feedback comments to move students forward in their writing. 	<ol style="list-style-type: none"> 1. Formative writing samples show evidence of student upgrading based on feedback. 2. Students will develop their independent writing skills. Summative writing portfolios pieces will demonstrate improved writing in both fiction and non-fiction.
Teachers will assess student writing using success criteria or the FSiW continuum and plan focused lessons using the gradual release of responsibility (modeled, shared, guided writing) to enable students to become effective independent writers.		<ol style="list-style-type: none"> 1. First Steps in Writing (FSiW) Resource Book and Developmental Continuum 2. Guide to Effective Literacy Instruction: Volume 6 Writing 3. Guide to Effective Instruction in Writing K-3 4. Primary Units in 	<ol style="list-style-type: none"> Ongoing Professional Learning to Support Student Growth in Writing: <ul style="list-style-type: none"> -Consistent use of writing portfolios will be established in September to track student writing on an on-going basis and PD will be provided on the use of writing portfolios to all new teachers. 	<ol style="list-style-type: none"> 1. Flexible groupings will be formed based on specific student needs and ongoing data analyses and will be reflected in teacher plans. 2. Targeted instruction 	<ol style="list-style-type: none"> 1. a) Classroom teacher (with support from the Program Resource Teacher) will use data to drive instruction. <ul style="list-style-type: none"> b) Principals will monitor the use of intervention strategies and the progress of struggling writers through school-based team meetings, and PLCs. 2. Curriculum Services Team 	<ol style="list-style-type: none"> 1. Student writing samples/portfolios will show evidence of growth over time. 2. During principal walk throughs and as noted in teacher on-going plans, targeted instruction based on student needs will be evident.

		<p>Writing: Lucy Calkins</p> <p>5. Growing Success</p> <p>6. Various software applications will be available and utilized for all students.</p> <p>7. Ministry Curriculum documents</p>	<p>-Teachers will receive support in the use of the FSiW continuum, writing forms, traits, process as determined by network needs.</p> <p>-Teachers will receive support in cross-curricular unit planning, using common assessments and success criteria as determined by network needs.</p>	<p>based on assessment data will be reflected in teacher daily plans.</p> <p>3. Teacher unit plans will reflect cross-curricular writing using success criteria.</p>	<p>will provide support for planning next steps for student learning based on teacher and network needs.</p> <p>3. Principals will ensure cross-curricular integration is evident in teacher unit plans.</p>	
<p>As part of early intervention, JK – Grade one teachers will implement strategies to develop foundational writing skills.</p>	<p>1. LNS webcast: Kindergarten Matters</p> <p>2. The Kindergarten Teacher’s Resource Book by Miriam Trehearne</p> <p>3. Phonological awareness screening tool and suggested resources.</p> <p>4. Guide to Effective Instruction in Writing K-3</p> <p>5. Primary Units in Writing by Lucy Calkins</p> <p>6. FSiW Continuum (Stages of Writing & Indicators)</p> <p>7. WBTT assessments: TSRI, Rosner and intervention strategies</p> <p>8. Spaces and Places by</p>	<p>Ongoing Professional Learning to Support Student Growth in Writing:</p> <p>-All SK students and flagged grade 1 students will have the phonological awareness screening administered by the Speech Language Pathologist (SLP) in October and April and the data will be analyzed to determine student next steps in instruction.</p> <p>-Follow up meetings will be held with principal, SLP, PRT, Curriculum support staff and classroom teacher to provide needed support and to plan for phonological awareness and oral language intervention.</p> <p>-Support and training will</p>	<p>1. Small groups will be formed based on assessment data from phonological awareness screening tool and FSiW continuum and will be monitored by the classroom teacher.</p> <p>2. During the Principal walk-through an appropriate classroom environment with a variety of print rich resources, writing tools, materials, and authentic writing opportunities and appropriate supports for writing will be evident. The principal will review student samples of writing and work with</p>	<p>1a) Speech and Language Pathologist will administer phonological awareness screening in October and April. As a follow up Program Resource Teacher and classroom teacher/ECE will provide support with targeted intervention.</p> <p>1b) Curriculum Team will provide support to teachers and networks as needed.</p> <p>2. Principal will support classroom teacher in setting up an appropriate classroom environment.</p>	<p>1. Writing portfolios will show growth over time.</p> <p>2. Phonological awareness screening in April will show improvement.</p>	

		Debbie Diller	be provided for new JK, SK and Grade 1 teachers in FSiW continuum and WBTT strategies for intervention.	team to determine next steps.		
Selected intermediate classes will participate in the Blended Learning Project with a focus on digital writing across the curriculum (year 2)		<ol style="list-style-type: none"> 1. eLO Learning Management System 2. Ontario Education Resource Bank 3. Existing elementary course shells 	<ol style="list-style-type: none"> 1. Regular collaborative meetings with cross-panel intermediate teachers for training and content creation. 2. Regular collaborative meetings with cross-panel intermediate teachers in order to moderate student responses. 	<ol style="list-style-type: none"> 1. eLO required reports which track student use, time of access, Learning Management System (LMS) tool use. 2. Teachers will be surveyed to collect data on transforming teacher practices using LMS tools. 	<ol style="list-style-type: none"> 1. Selected cross panel intermediate teachers will network and participate in the project. 2. Special assignment teacher will provide ongoing support. 	<ol style="list-style-type: none"> 1. Classroom teacher and Special Assignment Teacher will track student use through LMS tools and collected data will reflect an increase in student writing (discussion posts, drop box submissions, blog entries, etc).

Literacy

Secondary SMART Goals based on Data:

Literacy Theory of Action: If all Grade 9 and 10 teachers integrate best practice in literacy strategies in all courses, then more students will achieve Level 3 or higher in their final grade results in their compulsory credits and the gap between applied and academic results will decrease.

Literacy SMART Goal: The overall percentage of Grade 9 and 10 students obtaining Level 3 or higher in their Applied compulsory credit courses will increase by 5% over 09/10 achievement.

Targeted, Evidence-Based Strategies/Actions	SEF Indicators	Resources Required	Professional Learning Strategies	Monitoring	Responsibility	Evaluation
OCA implementation for all Grade 9 students as a diagnostic assessment of reading comprehension. Assessments will determine next steps in targeted interventions for instruction. Follow-up assessments will be administered for struggling students to determine improvement (linked to CCC in determining interventions and differentiating instruction for students for greater success).	1.5	Ontario Comprehension Assessment, Grade 9	OCA training for Grade 9 teachers will be provided in early fall in order to begin assessments before mid-term of first semester and at beginning of second semester, as well as follow-up meetings to determine next steps for struggling students	School principals will ensure that Grade 9 teachers attend the training and SATs will assist in the implementation of the assessments in the Grade 9 Applied classrooms. Report card achievement results will be reviewed at mid-term and semester end Results from initial OCA and subsequent tests will be reviewed Data will be provided in reports available through the Decision Support Portal for administrators.	Central office staff will arrange for OCA training and will provide support for the SATs and principals in the implementation of the assessment in the classrooms. Principals will ensure that Grade 9 applied students are tested and that Grade 9 teachers are reviewing results. SATs will assist teachers in completing the assessments and provide intervention suggestions for the students who are struggling.	Data from the OCA assessments will be examined by the SATs and central office staff. Results will be tracked over time to determine success of the interventions that are put into place for students.
Increase # of SATs from 2 to 3 to ensure that each school has support for students and teachers. Continue to provide support for literacy, assessment for learning, and differentiated	2.2	<u>Instructional Rounds</u> , City, Elmore, Fiarman, Tietel <u>Visible Learning</u> , Hattie Literacy Strategy bookmarks and posters (created by SATs)	SATs will meet monthly to align practices for all schools using resources provided as book studies. SATs will attend conferences throughout the year (Celebrating	SATs will provide activity logs to monitor activity across all departments. School principals will meet with the SATs to monitor a cross-departmental plan is	Central office staff will ensure that meetings will be scheduled and funded Principals will ensure SATs will attend meetings and events.	Literacy support by SATs will be aligned across the 3 schools and materials will be created and shared for use in the schools during monthly meetings. OSSLT and report card

instruction (linked to CCC in determining differentiated instruction and targeted support for students for greater success).			Literacy, Reading for the Love of it, Response to Intervention, Stepping Out training).	in place. OSSLT results will be used to determine success of this year's plan. Report card achievement data (at mid-term and semester-end) will also be used.	Curriculum Consultant for secondary will meet with the SATs each month and attend conferences with them.	data will determine success of the plan.
Aboriginal initiatives will increase as project proposals are implemented (linked to CCC pillar providing more support for success, increased student voice and leadership, better transition into secondary, increased respect for diversity).	3.1 4.6 6.3	Classroom resources to be purchased as needed. Aboriginal leaders will be contacted and included in events as outlined in proposals.	Several events, projects, and initiatives have been accepted and will be implemented upon approval by Ministry	Board Aboriginal lead will monitor spending of funds and implementation of all projects. Principals in schools will ensure that projects are implemented as approved. Teachers will complete reports as required. Any required surveys or reports will be completed as needed.	Board Aboriginal Lead School principals Teachers who have submitted proposals	Aboriginal students of the schools that have submitted proposals will be included in the events/initiatives.
Teachers will participate in PLCs. Literacy will be one of the key areas to address in their proposals for funding and support	2.1 2.4	TBD by PLC teams	Teachers will submit proposals to the secondary team using the guidelines provided. Once accepted, they will participate in half-day meetings examining best practice in literacy instruction, using the professional learning cycle.	Teachers will submit minutes, and final reports following the completion of their PLC cycles. School administrators will ensure that all teachers participate in a PLC.	Curriculum team will attend PLC meetings as needed for support. Principals will ensure attendance at all scheduled PLCs. Administrators will attend all Department meetings to ensure that SIP and Department goals are reviewed regularly to assess progress.	Teacher surveys will be conducted to determine effectiveness of the learning cycle.
Continuing Cross Panel Literacy committee consisting of Grade 7 to 10 teachers across all subject areas for better alignment of literacy instruction and a better understanding of the	2.1 4.2	<u>Adolescent Literacy</u> ed. K Beers <u>When Kids Can't Read</u> , Beers <u>Why Do I Have to Teach Reading?</u> Tovani	Cross Panel committee will meet 4 times throughout the year, for book study sessions, and reviewing research on best practices for adolescent literacy instruction. Teachers will	Teachers will be required to attend all meetings and schedule classroom visits as relationships are established. SEF visits will observe literacy instruction in	Curriculum team will conduct all PD sessions with the committee, provide resources as needed and support teachers during classroom visits.	Teacher comments during meetings will be used to revise plans as needed. SEF teams will note changes in classroom instruction for teachers involved in this project.

literacy needs and DI needs of intermediate students		Others TBD by committee as needed	visit each other's classrooms to observe the use of successful strategies.	adolescent-learner classrooms.		
<p>Assessment For, As, Of Learning will continue to be a focus for board-wide PD, PLCs, Collaborative Inquiry projects, and Department Head meetings</p> <p>(included in Numeracy pillar as well)</p> <p>(linked to CCC in establishing fair and consistent practice in assessment & evaluation)</p>	<p>1.1 1.4 1.5</p>	<p>Growing Success Grade 1-12 document, Min of Ed.</p> <p><u>Talk About Assessment, Cooper</u></p> <p><u>Evidence to Action: Engaging Young Adolescents through Assessment, Hume</u></p>	<p>Growing Success Steering Committee will continue its work on revising Board Assessment policy and guidelines. Guidelines will be reviewed in spring if adjustments are needed.</p> <p>Teachers will complete a survey to assist with completion of the guidelines.</p> <p>Department Heads will meet twice to review assessment practices in light of the new GS document. Common assessments for Grade 12 courses will be an additional focus of the second meeting.</p> <p>17 teachers will attend SDCO PD in London with Damian Cooper to better understand the effective use of assessment.</p> <p>Karen Hume will be the facilitator at the Oct PD day. Focus is better assessment practices using DI as a tool for data collection. Teachers will</p>	<p>Growing Success lead will monitor sub-groups of GS committee and will monitor teacher surveys to be used in the completion of the documents.</p> <p>Common assessments will be shared with all teachers by department heads. All A & E documents will be distributed to all teachers by the Department Heads. Principals will monitor their use during classroom visits.</p> <p>Attendance at Cooper and Hume sessions will be monitored by administrators. Teachers will be made aware of the expectations of A & E practice that will be monitored during classroom visits by Instructional Rounds teams.</p>	<p>Growing Success board lead will ensure that all meetings are conducted and that the required documents are completed within suggested timelines. Learning Services team will revise any materials as needed before submission to the Board of Trustees.</p> <p>Curriculum team will conduct both sessions and principals will attend as well. Written feedback from teachers will be reviewed upon completion of both sessions. Grade distribution reports will be examined for better alignment of assessment results for Grade 12 courses</p> <p>Curriculum team will provide the Cooper & Hume resources for all attendees of the sessions.</p> <p>SEF teams will select which SEF, A & E, and DI indicators will be used as look-fors and teachers and administrators will be made aware of them.</p>	<p>A new A & E policy and guideline document will be completed and distributed to all schools.</p> <p>Common assessments for Grade 12 courses will be completed. Grade distribution reports for final semester end will reflect an alignment of assessment practices. More students will achieve Level 3 and 4.</p> <p>Teachers attending the Cooper and Hume sessions will demonstrate a better understanding of A & E practices and will adhere to the GS document and the Board policies and guidelines. SEF District teams will note the use of these best practices during classroom visits.</p>

		TBD by PLC teams	<p>then meet within their departments to further examine their use of data in their instructional planning and assessment, using the Hume resource and the Ministry DI kits.</p> <p>Teachers will submit proposals for PLC funding and support with an A & E focus. Once accepted, teachers will participate in a professional learning cycle, meeting for half-day sessions. Two teams of teachers will participate in an SDCO Collaborative Inquiry project with teams from other boards to address the new GS document and implement practices into their classrooms.</p>	<p>Teachers will submit minutes, and final reports following the completion of their PLC cycles. School administrators will ensure that all teachers participate in a PLC.</p> <p>Curriculum team will review agenda and minutes of meetings and visit schools as the teachers move forward in their projects.</p>	<p>Curriculum team will attend PLC meetings as needed for support.</p> <p>Principals will ensure attendance at all scheduled PLCs</p> <p>Curriculum team will invite teachers to participate in the project and principals will ensure teachers can attend meetings. Curriculum team will provide the funding for expenses of the teams.</p>	<p>Teacher surveys will be conducted to determine effectiveness of the learning cycle.</p> <p>Teachers will complete reports required by the project for evaluation. Secondary and elementary SEF teams will see evidence of A & E practices during classroom visits.</p>
Expanding # of students participating in Blended Learning	4.2 4.3	TBD by teachers in project	5 secondary teachers and 7 elementary teachers will meet monthly for PD in the use of the LMS platform and in the use of the electronic tools available for online learning.	Curriculum team will monitor the use of the LMS by students and teachers. Surveys of students and teachers will be completed for submission to the Ministry.	Curriculum team will provide PD and ongoing support for teachers, and purchase computer equipment as needed using funds provided for the project. E-Learning lead will monitor the participation rates of students and parents.	<p>Students will comment on their experience with online learning.</p> <p>Teachers will provide feedback on the success of the implementation of this project in their classrooms.</p>
PD for Principals and teams for Literacy indicators for SEF school visits	2.1 2.4	<p><u>Instructional Rounds</u>, City, Elmore, Fiarman, Tietel</p> <p>SEF, K-12 template</p> <p>Other resources TBD by teams</p>	<p>PD facilitated by Dr. Jean Hewitt will take place over 3-4 meetings with focus on the indicators selected by the planning committee.</p> <p>Secondary Cluster</p>	SEF teams will complete the PD during meetings and conduct classroom visits noting selected Literacy indicators. Debriefing meetings will be conducted to review findings and determine next steps in PD	SEF planning committee will select the indicators to be used during visits. Curriculum team will assist Dr. Hewitt with PD sessions for the SEF District Learning teams.	SEF classroom visits will be completed and the process will be evaluated (and revised as needed) during debriefing meetings.

			meetings will include book study and PD on topics that are requested by the principals, including those that will assist them with classroom visits. (Response to Intervention conference, A & E with Karen Hume are already scheduled)	for teachers. Principals will attend PD sessions as requested.		
At-risk profiles will continue to be completed by Grade 7 and 8 teachers to assist with targeted support (linked to CCC through assignment of Caring Adult to each student).	4.7 5.1	At-risk reports available on board web site for completion by teachers.	New teachers who are unfamiliar with the reports will be provided with training.	Completion logs will indicate the number of teachers who have completed the reports at year end. Student Success teachers will note any missing information and follow-up with teachers and principals.	Teachers will complete the reports, principals will ensure completion. Student Success teachers will ensure that Grade 9 programming reflects student needs.	All At-risk reports will be completed and programs will be put into place no later than June for the transition into secondary.
Continued emphasis on literacy instruction in the classroom for Grade 9 and 10 students, with greater teacher collaboration with research-based practices. Teachers will continue their job-embedded PD as they share their resources and experiences.	2.2 2.4 4.2	TBD by workshop facilitators	PD day on Nov 26 will include Literacy as one of the areas of focus. Other topics TBD by teacher survey. PD day on June 13 will focus on a celebration of best practice including Literacy instruction.	Teacher collaboration will be monitored during the PD day workshops as break-out sessions take place throughout the day. Teacher displays of classroom practices will provide evidence of student learning.	Curriculum team will structure the PD days according to feedback from teachers, and assist facilitators with workshops. Principals will monitor teacher attendance on both days.	Feedback comments from teachers will be used to determine effectiveness of the sessions.

Numeracy

Elementary SMART Goals based on Data:

Numeracy Theory of Action: If all teachers gain a deeper understanding of mathematical content and embed the three part problem solving lesson, then more students will deepen their conceptual understanding of concepts and effectively use the mathematical processes.

Numeracy SMART Goal: 85% of primary students will achieve levels 3 and 4 in all strands of mathematics and 70% of junior students will achieve level 3 and 4 in all strands of mathematics measured through the primary and junior EQAO assessment by May 2010. Currently in primary mathematics 78% of the students achieved levels 3 and 4 and in junior 65% of students achieved levels 3 and 4.

Targeted, Evidence-Based Strategies/Actions	SEF Indicators	Resources Required	Professional Learning Strategies -learn to be able to do	Monitoring -how we know it is working	Responsibility -who and when	Evaluation -how do we know we were successful
<p>Teachers will deepen their mathematical content knowledge by identifying and deconstructing related curriculum expectations and connecting to Big Ideas.</p>		<p>1. Webcast: Deborah Louwenberg-Ball</p> <p>2. LNS Webcast: Differentiating Math Instruction</p>	<p>1. Teachers will participate in pre and post self-assessment. Teachers will keep a reflective journal to track their thinking.</p> <p>2. At PD sessions, teachers will: solve problems/tasks to better understand the cluster of curriculum expectations around the Big Ideas; and to enhance math content knowledge.</p> <p>3. Teachers will explore short term planning to assist them in connecting their deepened content knowledge to classroom instruction.</p>	<p>1. Teachers will self-assess their growth in math content knowledge.</p> <p>2. Teacher talk will reflect a richer understanding of the Big Ideas and content knowledge. Teachers will access a wider variety of resources to understand content.</p> <p>3. Teachers will apply deepened understanding when planning, making more informed decisions about subsequent lessons.</p>	<p>1a) Curriculum Services Team will support classroom teachers. 1b) Classroom teachers will participate in completing surveys and/or reflective journals 1c) Curriculum Services Team will develop surveys and analyze reflective journals</p> <p>2. During walk throughs and sessions, principals and curriculum team will make observations on teacher talk and use of resources.</p> <p>3. Teachers will share plans during sessions and at PLCs.</p>	<p>1. Perceptual data will reflect an increase in confidence in math content knowledge.</p> <p>2. During moderation teachers will be able to more deeply analyze and sort student work in order to determine next steps for students.</p> <p>3. A deeper understanding of the big ideas and the use of a variety of resources will be evident in short term planning. Planning will reflect more day to day decision making.</p>

<p>Teachers will design open-ended and higher level problems/tasks to engage, challenge and differentiate for students.</p> <p>Problems will be used for common assessments for and as learning.</p>		<p>1. LNS Monograph: <u>Learning Blocks for Literacy and Numeracy Special Edition #1</u></p> <p>2. <u>Good Questions</u> Marion Small</p> <p>3. <u>Guides to Effective Instruction in Math</u></p> <p>4. LNS Monograph: <u>Making Mathematics Accessible to All Students</u></p> <p>5. LNS Monograph: <u>Problem-Based Learning in Mathematics</u> Research Monograph #22</p>	<p>1. Professional development for teachers and principals to create open-ended problems/tasks and differentiation will be provided.</p> <p>2. Co-planning opportunities will be embedded to develop problems for a variety of common assessments.</p> <p>3. Curriculum Team will be inserviced on Developing Good Questions and creating focused anecdotal notes.</p>	<p>1. Analyze problems using the checklist developed with teachers.</p> <p>2. Mathematical problems will be collected throughout the year and shared.</p> <p>3. Curriculum Services Team will keep anecdotal notes at sessions to determine future PD needs.</p>	<p>1. Principals will observe the use of good problems and differentiation during walk-throughs and sharing of problems at PLCs.</p> <p>2. Curriculum team will gather problems while working at sessions and at schools.</p> <p>3. Math consultant will provide PD. Team members will share notes to determine further PD needs.</p>	<p>1. Evidence of good problems/tasks is observed in student work and teacher planning.</p> <p>2. PLC minutes and network meetings reflect the use of common problems/tasks for different assessment purposes.</p> <p>3. Team Members demonstrate an increase in ability to critique/analyze math problems/tasks.</p>
<p>Teachers will embed the Three Part Problem Solving Lesson: Getting Started, Working On It, and Reflect and Connect) to address how students develop conceptual understanding of the targeted mathematical processes/overall expectations at each grade level.</p>		<p>1. LNS Webcast: <u>High-yield Strategies to Improve Student Learning</u></p> <p>2. LNS Webcast: <u>Coaching for Student Success</u></p> <p>3. LNS Webcast: <u>Differentiating Math Instruction</u></p> <p>4. <u>Guides to Effective Instruction in Math</u></p> <p>5. <u>First Steps in Mathematics Continuum and FSiM Resource Book</u></p> <p>6. LNS Monograph: <u>Learning Blocks for Literacy and Numeracy</u></p>	<p>1. Cycles of Instruction will be implemented to investigate Three-Part Problem Solving Lessons for classroom instruction.</p> <p>2. Provide training for the Curriculum Team in coaching mathematical instruction (Three-Part Problem-Solving</p>	<p>1. Teachers will share plans, co-teach and gather student samples from cycles of instruction.</p> <p>2a) Math consultant will meet with curriculum team to plan and analyze results from cycles of instructions.</p>	<p>1. Curriculum Services Team and principals will support teachers during sessions around the cycles of instruction.</p> <p>2a) Assistant Superintendent of Elementary Curriculum will provide time for PD.</p>	<p>1a) During principal walk throughs, there will be evidence of students engaged in the Three-Part Lesson (students working together in a group, students sharing ideas). 1b) Student work will be posted in classrooms and hallways. 1c) Student solutions and talk will show a deeper conceptual understanding using a variety of strategies.</p> <p>2. Curriculum Team members demonstrate a deeper understanding of cycles of instruction, as well as analyzing and organizing</p>

		<p>Special edition #1</p> <p>7. LNS Monograph: <u>Learning Math vs. Following the Rules</u> Special Edition #2</p> <p>8. <u>Elementary and Middle School Mathematics</u> J. A. VandeWalle</p> <p>9. <u>Nelson Mathematics</u> problems selected from the grade specific text</p>	<p>Lessons) through cycles of instruction.</p>	<p>2b) Curriculum Team schedules will reflect co-teaching/and or modeling lessons in classrooms.</p>	<p>2b) Math consultant will facilitate team PD sessions</p>	<p>student thinking in different ways.</p>
<p>Teachers will moderate student work to analyze student thinking and determine next steps.</p>		<p>1. <u>First Steps in Math</u> Pearson</p> <p>2. <u>Making Math Meaningful</u> Marion Small</p>	<p>1a) Teachers and Principals will participate in moderation, facilitated by Curriculum Services Team, to look at mathematical problems solved by students.</p> <p>1b) PD sessions will be offered to assist teachers in strategically organizing student solutions (Bansho, Congress) to assist in the understanding, connecting and consolidating of concepts.</p>	<p>1. Student work displayed in classrooms and throughout the school will demonstrate a range of solutions, strategically organized.</p>	<p>1a) Teachers and Principals will moderate student work.</p> <p>1b) Principals and Curriculum Services Team will provide support in moderation.</p>	<p>1a) Samples of student work from Common Assessment Tasks will be organized to demonstrate a continuum of student thinking.</p> <p>1b) Problem-solving skills and other mathematical processes will be evident in group and written work.</p>

Secondary Numeracy SMART Goals based on Data:

Numeracy Theory of Action: If all mathematics teachers incorporate key components of effective math instruction (3-part lesson, teaching through math processes, teaching through problem-solving, using technology), then more Grade 9 and 10 students will achieve Level 3 or higher in their final grades in mathematics and the gap between academic and applied results will decrease.

Numeracy SMART Goal: The overall percentage of Grade 9 and 10 students obtaining Level 3 or higher in Applied Mathematics courses will increase by 5% over 09/10 achievement.

Targeted, Evidence-Based Strategies/Actions	SEF Indicators	Resources Required	Professional Learning Strategies	Monitoring	Responsibility	Evaluation
Math instruction will continue to develop with a problem-solving approach, and with emphasis on the math processes with the support of our system Math Gains coach.	2.1 2.2 2.4 4.2 4.3	<u>More Good Questions</u> , Dr. Marian Small <u>Teaching Mathematics in Middle and High School</u> , VandeWalle Other resources TBD by Math coach and teachers	Math Gains Coach will co-plan and co-teach with math teachers to assist with their understanding of best practice in math instruction. He will meet regularly with all math teachers and provide resources and support as needed. Math coach will attend PD sessions and Math Gains meetings as required.	Math Gains Coach will submit reports regularly to central office for monitoring teacher participation in PD. Report card data for math courses will be examined at mid-term and semester-end. EQAO math results will be examined when available. SEF team visits will note classroom instructional strategies in student work.	Curriculum team will support the math coach and teachers with funding as needed. Math department heads will ensure that the Math Coach is invited to department meetings. Principals will ensure that all math teachers are participating in PD and coaching sessions with colleagues.	Report card data and EQAO results will be used to determine success. Anecdotal comments from teachers and Math Gains Coach will be collected.
Alignment of math instruction from Grade 7 to 10 to provide the deeper understanding of math concepts as the students move into secondary math courses (linked to CCC as this alignment assists students as they transition into secondary)	2.1 2.2 2.4 4.2 4.4	<u>More Good Questions</u> , Dr. Marian Small <u>Teaching Mathematics in Middle and High School</u> , VandeWalle.	Cross Panel Math Think Tank will continue to meet regularly with focus on coaching and professional learning cycle. Meetings will also include book study using resources provided by Curriculum team.	Curriculum team will attend all meetings and participate in coaching sessions with teachers. Collaborative online conference will be monitored by Curriculum team. Principals will ensure that teachers participate in meetings and coaching	Curriculum team will provide funding and support. Principals will ensure teachers are participating. Math Gains Coach will facilitate in coaching sessions as needed and conduct book study sessions during meetings.	SEF team visits will note successes in the classrooms. Student work will reflect changes in math instruction.

				<p>sessions</p> <p>SEF team visits will note the collaboration of teachers from Grade 7 to 10</p>		
<p>The use of TIPS4RM resources by students for Grade 9 and 10 Applied math courses to include the 3-part lesson in math instruction</p>	<p>4.5 4.6</p>	<p>TIPS student resources created by Math Gains coach and team of math teachers</p>	<p>TIPS4RM resources will be provided for all Grade 9 and 10 Applied Math classes. New teachers will be provided with PD on their use.</p> <p>TIPS resources will be highlighted at Math Think Tank meetings as an introduction to the newly released resources for Grade 7 and 8.</p>	<p>SEF teams will observe the use of TIPS by the Grade 9 and 10 students.</p>	<p>Math Gains coach will provide support in the use of the resources.</p> <p>Curriculum team will provide funding for the printing of the resources.</p> <p>Principals will ensure that the resources are made available and are used by teachers.</p> <p>Report card data and EQAO results will be used to monitor the use of the resources.</p>	<p>Report card data and EQAO results will be used to determine success.</p> <p>Teacher requests for new resources each semester will indicate their integration into classroom use.</p>
<p>Grade 9 and 10 students will have increased access to technology to provide greater engagement and hands-on experiences for greater understanding of difficult concepts</p>	<p>4.3 4.5</p>	<p>Smart Notebook lesson software and Smart Notebook Math resources</p> <p>Teacher-created online lessons and resources</p>	<p>Interactive White Board initiative led by Math Gains Coach ensuring that each secondary school has two interactive whiteboards (IWBs) designated for their daily use by Grade 9 and 10 students. Teachers will meet regularly for PD on best practice using this technology.</p>	<p>SEF teams will observe the use of the IWBs by the students.</p> <p>Report card data and EQAO results will be used as indicators to monitor this initiative</p>	<p>Math Gains Coach will ensure the IWBs are installed and PD is provided for the teachers.</p> <p>Curriculum team will provide funding for the IWBs and the accompanying Math software licenses.</p> <p>Principals will monitor the use of the IWBs and ensure that the classroom designations are provided for the Grade 9 and 10 students.</p>	<p>Teacher feedback will be used to determine success of the program.</p> <p>Achievement results from EQAO and report card data will be used.</p>
<p>Teachers will participate in PLCs. Numeracy will be one of the key areas to address in their proposals for funding and support</p>	<p>2.4 4.2 4.4</p>	<p>See Literacy pillar for details</p>	<p>See Literacy pillar for details</p>	<p>See Literacy pillar for details</p>	<p>See Literacy pillar for details</p>	<p>See Literacy pillar for details</p>
<p>Assessment For, As, Of</p>	<p>1.1</p>	<p>See Literacy pillar for</p>	<p>See Literacy pillar for</p>	<p>See Literacy pillar for</p>	<p>See Literacy pillar for details</p>	<p>See Literacy pillar for</p>

<p>Learning will continue to be a focus for board-wide PD, PLCs, Collaborative Inquiry projects, and Department Head meeting (linked to CCC in establishing fair and consistent practice in assessment & evaluation).</p>	<p>1.4 1.5 2.4 4.4</p>	<p>details</p>	<p>details</p>	<p>details</p>		<p>details</p>
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Pathways

Pathways SMART goal based on data:

Pathways Theory of Action: If more struggling students participate in innovative programs such as SHSM, Dual Credits, expanded Co-op and Link Crew, then more students will graduate.

Pathways SMART Goal: As more students become involved in innovative programs (by 10%), the grad rate will increase by 2% from 85.6% in 2009-2010.

Targeted, Evidence-Based Strategies/Actions	SEF Indicators	Resources Required	Professional Learning Strategies	Monitoring	Responsibility	Evaluation
Parent engagement in our schools is essential for student success. Their understanding of career choices and course selection for various destinations is a key focus for the success of our students (linked to CCC in assisting with transition from Grade 8 to 9).		TBD by Curriculum team	<p>A Parent Conference will be held to assist in their understanding of the many destinations, innovative programs and career choices available to the students. Displays and workshop sessions will be held to provide information for their decision-making.</p> <p>Open houses in the secondary schools will provide information on various programs available for our students.</p> <p>Student Success teachers will provide information for parents of at-risk students for best transition into secondary schools.</p>	<p>Curriculum team will note the participation of parents in the conference and open houses</p> <p>Enrolment data (number of students in applied and academic courses, SHSM, Dual Credits Co-op) will be monitored to note changes.</p> <p>Principals and Student Success Lead will monitor school visits by SSTs.</p>	<p>Curriculum team will plan parent conference and school principals will assist with invitations.</p> <p>Principals and teachers will plan open houses.</p> <p>SSTs will schedule school visits.</p>	Student enrolment in innovative programs and applied vs. academic courses will be used to determine success.
Students and parents will have online access to career information and		My Blueprint and My Pathways online resources	Grade 7 and 8 teachers will assist students with accessing online	Pathways coordinator monitors access to both programs to determine	Pathways coordinator will provide PD and resources to teachers and parents.	Number of visits to online resource access will be measured.

post-secondary options (linked to CCC in assisting with transition from Grade 8 to 9).			resources. New teachers will be provided with PD on both resources. Parents will be provided with PD at open houses and conference on the use of these resources.	levels of use by students and parents. Principals will ensure that Grade 7 and 8 teachers are introducing students to the resources.	Curriculum team will provide funding for online licenses.	
At-Risk Profiles (linked to CCC in ensuring Caring Adult is assigned to each student).		See Literacy pillar for details	See Literacy pillar for details	See Literacy pillar for details	See Literacy pillar for details	See Literacy pillar for details
Early Leavers Initiative (linked to CCC as this promotes sense of belonging for these students and provides a Caring Adult).		Student resources for completion of credits	A Caring Adult will contact early leavers, encourage them to continue their path to graduation and provide support for their credit attainment.	Numbers of students contacted and number of students attempting and earning credits will be monitored by Student Success Lead and special assignment teacher.	Student Success Lead will initiate the program and support the special assignment teacher.	Credit accumulation of the students will be used to determine success. Grad rate of this group will also be used.
Grade 9 students will participate in transition/mentoring program based on Link Crew initiative (linked to CCC as this promotes sense of belonging for these students and provides a Caring Adult and peer mentors, easing their transition into secondary and creating an inclusive culture).		Link Crew training materials	Each secondary school will initiate the leadership/mentoring program for the Grade 9 students. Teachers will be trained by Link Crew experts and will share information with staffs in their schools.	All Grade 9 students will participate in these programs and the teacher-leaders will ensure that all senior student mentors are working with Grade 9 students. Extracurricular participation data will be examined for increases in Grade 9 participation. Attendance and suspension rates will be monitored.	Curriculum team will provide funding for additional teacher training through Link Crew.	Student participation in special events/teams/clubs will be measured. Attendance and suspension rates will be examined for Grade 9 and compared with previous year.
Students that are Crown Wards will participate in sector-wide initiatives to increase their involvement in school life and set and reach goals for post-secondary destinations	3.1 3.2 5.1 5.4 6.3	TBD by individual schools and sector partners	Curriculum team will participate in Ministry training sessions and attend all sector meetings to co-ordinate efforts to support Crown Ward students in reaching their post-secondary destinations. Guidance teachers, SSTs, and administrators will be	Sector Children's Aid Societies, school Guidance teachers and SSTs will monitor the completion of graduation requirements of identified students	Principals will ensure that SSTs and Guidance teachers will be tracking the Crown Ward students for the regular reports required by the sector committees. Those who choose college or university destinations will receive support in the completion of all needed	Identified Crown Ward students will obtain their graduation requirements.

			included in the plans for each school		application by Guidance teachers.	
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