

Northeastern Catholic District School Board

Board Improvement Plan 2011 – 2013

Describing Our Journey

Revised: December 6, 2012

SMART Goals	SEF Indicators	Catholic Graduate Expectations	Targeted Strategies & Actions	Professional Learning & Resources	Monitoring & Responsibility
<p><i>Through a focus on identifying and responding to student learning needs, the following improvements will be noted by June 2013:</i></p> <ul style="list-style-type: none"> • the number of enrolled students will be sustained or increased in the alternative education learning program • accurate statistics relating to self-identification will be achieved and used to target specific school supports. • 100% of targeted students with special education needs will have the appropriate transition plan to support personal development and academic achievement. • Fewer than 25% of elementary students will report that they have been victims of moderate to severe bullying as measured by the <i>TTFM</i> survey. • 70% of students will report that they are intellectually engaged and find learning interesting, enjoyable, and relevant as measured by the <i>TTFM</i> survey. • 85% of elementary and 75% of secondary students will report a high sense of belonging as measured by the <i>TTFM</i> and Special Education surveys. 	<p>Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment (2.5).</p> <p>School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population (3.2).</p> <p>Authentic learning experiences and experiential learning are built into all subject areas and programs (5.2).</p> <p>The school and community build partnerships to enhance learning opportunities for students. (6.3)</p> <p>Students, parents and community members are engaged and welcomed as respected valued partners. (6.2).</p>	<p>A Discerning Believer Formed in the Catholic Faith Community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good (CGE1d).</p> <p>A Caring Family Member who ministers to the family, school, parish, and wider community through service (CGE6e).</p> <p>A Responsible Citizen who contributes to the common good (CGE7j).</p> <p>A Collaborative Contributor who develops one's God-given potential and makes a meaningful contribution to society (CGE5c).</p>	<p>All four pillars are addressed through the targeted strategies and actions identified below:</p> <ul style="list-style-type: none"> • Teachers/principals will engage in learning networks to build their repertoire of instructional actions to impact outcomes for equity groups • The Catholic Graduate Expectations and the Virtues will be embedded throughout the curriculum and system-based resources to help create and sustain living Catholic environments and a sense of belonging. • Develop the required professional networks to engage principals, teachers, and support staff in the necessary training to understand how to develop, implement, and monitor transition plans • Support the work of local school teams in the development, implementation and monitoring of SIPs that respond to the needs of learners as identified through local needs assessments (Dedicated time at regular principals' meeting; development of networks to build capacity and professional learning; regular school visits and check points to gauge process; effective use of the SEF district review process). • Support the local implementation of programs for positive relationship building (restorative practices, peer mediation, conflict resolution, bullying awareness, recess groups). 	<p>Program Team Meetings must be organized to ensure adequate time for project reviews and action plans.</p> <p>Engage in learning with SAO and seek LNS support as needed.</p> <p>Transition plans – and the effective link to IEP and program development.</p> <p>RESOURCES The Ontario Curriculum documents, the Guide to Effective Instruction, the Capacity Building Series resources, Legislation & Regulations, and the Ontario Catholic Graduate Expectations will be used as the foundation piece to our learning across the NCDSB.</p> <p>NOTE: Local school improvement plans will identify the areas of learning required to meet the needs of students. Funds through project strategies or board based accounts will be used to support the differentiated learning needs of each community.</p>	<p>Superintendents: Establish monthly PT meetings to review progress on action plans and network development.</p> <p>Oversee enrolment reports and collect data relating to program development and attendance.</p> <p>Monitor the RTA submissions relating to network and CI activities – monthly and in relation to PT meeting.</p> <p>Collect self-identification information – spring 2013.</p> <p>Program Staff Collate information relating to TTFM for sharing at school and system level (Jan. 2013).</p> <p>Collect evidence relating to networks and related CI activities as applicable. (Student work samples, Speak Up projects, sample lesson plans).</p> <p>Monitor the implementation of the transition plans effective January 2013.</p>

SMART Goals	SEF Indicators	Catholic Graduate Expectations	Targeted Strategies & Actions	Professional Learning & Resources	Monitoring & Responsibility
<p><i>Through a focus on actively preparing students for the 21st century, the following improvements will be noted by June 2013:</i></p> <ul style="list-style-type: none"> critical thinking opportunities for students will be regularly evidenced in all NCDSB classrooms from JK to Grade 12. schools will report an increase in the number of students reaching year-end benchmarks. 5% increase in credit accumulation rates (from June 2011) for grade 9-12 students. Gains in EQAO Results: Primary: 59%R, 62%W, 60%M Junior: 71%R, 65%W, 60%M Gr. 9 Math: 70% Ac, 45% App. OSSLT: 60% Applied level 25% of K-12 students will use some aspect of the provincial LMS (e-learning, blended learning, ePortfolio) as reported through the LMS by June 30, 2013. 	<p>During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers (1.2).</p> <p>A variety of valid and reliable assessment data is used by students and teacher to continuously monitor learning to inform instruction and assessment and to determine next steps (1.5)</p> <p>Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning (2.1).</p> <p>Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement (2.2).</p> <p>A clear emphasis on high level of achievements in literacy and numeracy is evident throughout all NCDSB schools (4.2).</p> <p>Instruction and assessment are differentiated and respond to strengths, needs and prior learning (4.5).</p>	<p>A Self-Directed, Responsible, Life Long Learner who examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities (CGE4g).</p> <p>A Collaborative Contributor who achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others (CGE5g).</p> <p>A Responsible Citizen who accepts accountability for one’s own actions (CGE7b).</p> <p>An Effective Communicator who listens actively and critically to understand and learn in light of gospel values (CGE3a).</p>	<p>All four pillars are addressed through the targeted strategies and actions identified below:</p> <ul style="list-style-type: none"> Embed the SIM learning plan and subsequent actions into all school related activities with a focus on critical thinking Provide the appropriate release opportunities for principals and teachers to analyze student assessment information and develop appropriate action plans for instructional/intervention support. Ensure that all related action plans (EPCI, CIL-M, SNB, MYCI, FSL) focus on building and sustaining critical thinkers and learners Organize and deliver opportunities for principals to build their understanding of collaborative inquiry in order that they may facilitate and co-learn in such inquiries at the local school level. Oversee the development of the appropriate program opportunities with OHS to ensure credit accumulation rates increase. Provide leadership and coordination of all facets of the provincial e-learning strategy, and Ministry-provided digital resources (OERB and OSAPAC) to engage teachers and administrators in promoting digital learning opportunities for students. 	<p>Seven Thinking Processes and how to integrate these processes into the daily teaching and learning cycle.</p> <p>Understanding the Collaborative Inquiry Approach</p> <p>How to effectively integrate technology as a means to enhance student learning opportunities.</p> <p>Effective ways to employ inquiry-based learning to promote creativity, collaboration, oral communication and critical reflective thinking.</p> <p>RESOURCES The Ontario Curriculum documents, the Guide to Effective Instruction, the Capacity Building Series resources, Legislation & Regulations, and the Ontario Catholic Graduate Expectations will be used as the foundation piece to our learning across the NCDSB.</p> <p>NOTE: Local school improvement plans will identify the areas of learning required to meet the needs of students. Funds through project strategies or board based accounts will be used to support the differentiated learning needs of each community.</p>	<p>Superintendents: Engage principals in the necessary discussions at meetings and school visits to gauge the level of progress with critical thinking across the school.</p> <p>Receive regular reports from principals relating to benchmark data, as available.</p> <p>Receive credit accumulation data from OHS twice annually.</p> <p>Program Team: Monitor the number of students accessing related software</p> <p>Analyze EQAO data and determine the level of success in reaching stated goals.</p> <p>Collect evidence at regularly scheduled network and CI sessions in support of our strategic actions (student work samples, benchmark data as available, lesson plans, CI questions, video clips, anecdotal feedback).</p>

Northeastern Catholic District School Board

Improvement Planning Priorities 2012 – 2013

Identifying and Responding to Student Learning Needs

During this time of instructional accountability our planning, assessment, and monitoring must be deeply connected to the needs of students. Our instructional design must be based on current student achievement data and ensure that teaching practices lead to continuous student learning and improvement.

What actions will help us achieve success in this area...

- T Employing assessment for and as learning strategies to direct instructional practice.
- T Differentiating instruction to meet individual student learning needs.
- T Collecting, analyzing, and reviewing student learning data to monitor achievement.
- T Using research-based instructional strategies and approaches.

Actively Preparing Students for the 21st Century

Our students require the skills and abilities to be active and contributing members of our global community. Our students must master the skills of problem solving, critical thinking, communicating their ideas, understanding media, working with various technologies, and collaborating in teams to achieve maximum results. Our instructional design must engage our students in relevant, authentic tasks that help them develop and refine these required competencies to ensure future success.

What actions will help us achieve success in this area...

- T Employing inquiry-based learning to promote creativity, collaboration, and critical reflective thinking.
- T Promoting Catholic social responsibility through the development of leadership and problem solving skills in all students.
- T Focusing on developing student self-assessment skills to build personal accountability throughout the learning process.
- T Incorporating technology as a means to enhance student learning opportunities.

**To provide Catholic Education to all of our learners
in a safe, nurturing, equitable and inclusive environment that prepares them for life.**