



QUALITY • INCLUSIVE • FAITH-BASED • EDUCATION

Board Plan for Improving Student Learning and Achievement

- ☉ *Nurturing Our Catholic Community*
- ☉ *Improving Student Learning & Achievement*
- ☉ *Building Capacity To Lead & Learn*

2008-2009

Wayne Buchholtz – *Chair of the Board*

Marion Thomson Howell – *Vice-chair of the Board*

Roger Lawler – *Director of Education*

Heather Cullen – *Superintendent of Instruction & Assessment*

Bruce Rodrigues – *Superintendent of Student Success*

Rick Boisvert – *Superintendent of School Support Services*

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PRIORITIES & GOALS - 2008-09

PRIORITY: NURTURING OUR CATHOLIC COMMUNITY

Goal #1 -- OUR EDUCATIONAL FAITH COMMUNITY

The Board will create a dynamic environment that will encourage an intelligent, honest and searching exploration of our Catholic tradition.

Goal #2 -- OUR STAKEHOLDERS

The Board will engage partners to promote Catholic Education.

PRIORITY: IMPROVING STUDENT LEARNING & ACHIEVEMENT

Goal #1 -- CURRICULUM

The Board will ensure that the distinctive nature of Catholic education is demonstrated in curricular, extra-curricular and educational experiences reflective of the Ontario Curriculum and the Ontario Catholic School Graduate Expectations.

Goal #2 -- ASSESSMENT

The Board will promote assessment strategies which assist learners in celebrating their gifts and help them in identifying directions for further academic and personal growth.

Goal #3 -- INSTRUCTION

The Board will support instructional practices which celebrate inclusion and diversity in our learning communities.

PRIORITY: BUILDING CAPACITY TO LEAD & LEARN

Goal #1 -- OUR LEADERS

The Board will enable the development of informed and imaginative people of faith who are committed to achieving excellence in Catholic Education.

Goal #2 -- OUR RESOURCES INCLUDING TECHNOLOGY

The Board will demonstrate the management of responsible, just and equitable natural, material, technological and human resources.

Goal #3 -- OUR STAFF

The Board will create an organizational culture whose focus is to attract, develop and retain staff that excels in their field.

Goal #4 -- OUR ORGANIZATION

The Board will create a system which is accountable for decisions within the context of our roles as Catholic educators, employers and members of the broader community.



BOARD PLAN FOR IMPROVING STUDENT LEARNING AND ACHIEVEMENT 2008-2009

OUR MISSION: *With the gift of The Catholic Faith: Learning, growing, and transforming the world together as faithful disciples of the Risen Lord.*

BOARD PRIORITIES AND GOALS

PRIORITY:

IMPROVING STUDENT LEARNING and ACHIEVEMENT

GOALS:

CURRICULUM

The Board will ensure that the distinctive nature of Catholic education is demonstrated in curricular, extra-curricular and educational experiences reflective of the Ontario Curriculum and the Ontario Catholic School Graduate Expectations.

ASSESSMENT

The Board will promote assessment strategies which assist learners in celebrating their gifts and help them in identifying directions for further academic and personal growth.

INSTRUCTION

The Board will support instructional practices which celebrate inclusion and diversity in our learning communities.

COMPREHENSIVE NEEDS ASSESSMENT

The Waterloo Catholic District School Board is located in a largely urban area in the heart of southwestern Ontario. The Regional Municipality of Waterloo (population: 507,000) consists of the tri-cities of Kitchener, Waterloo and Cambridge and the surrounding townships of Woolwich, Wellesley, Wilmot and North Dumfries.

Approximately 30,000 elementary, secondary and adult students receive a “quality, inclusive, faith-based education” in the Board’s 47 elementary schools, five secondary schools and five Continuing Education (Adult) sites.

The Board’s first schools, St. Agatha Catholic Elementary School (St. Agatha, ON) and St. Boniface Catholic Elementary School (Maryhill, ON), opened in 1836 – predating the Catholic Diocese of Hamilton by some 20 years.

The Waterloo Catholic District School Board employs approximately 3,000 full and part-time staff and has an annual budget of more \$211 million. The Board of Trustees is comprised of nine municipally-elected Trustees and two Student Trustees elected by their peers.

The Waterloo Catholic District School Board has a longstanding history of engaging in community partnerships with various Catholic community organizations, social service agencies, charities and other educational institutions. This provides the board with the opportunity to enrich curriculum and improve student achievement. Just a few examples of these partnerships include:

- **Strong Start**
Strong Start is an early intervention reading program with trained community volunteers.
- **Kids Link**
Programs include Early Identification and Early Intervention (Tools for Life)
- **K-W Counselling**
STEAM is a program designed to improve student behaviour and the overall social-emotional climate of the school.
- **Catholic Family Counselling Centre**
Pathways is a program that provides after-school tutoring for students in grades 9 and 10.
- **University of Waterloo, Wilfrid Laurier University and Conestoga College**
Various co-op placements and apprenticeship programs are offered to our students during their secondary schooling.

Regional data as collected through the Early Development Inventory (EDI) suggest that students who are entering Waterloo Catholic District School Board elementary schools have strengths in the areas of numeracy and literacy compared to the provincial EDI data. The area of concern for all schools is in the domains of aggressive behaviour and overall social competence. Since 2004, the data indicates that students who enter our schools in Senior Kindergarten demonstrate an increase in the multiple challenge index which will result in the need for the Board to address more complex student learning needs in the upcoming school years.

Standardized test data as collected through the administration of the Canadian Achievement Test (3rd edition) to all students in the Waterloo Catholic District School Board in Grades 2, 5 and 7 suggests areas of strength and areas of concern for student achievement. In Grade 2 the area of concern lies within the Mathematics battery which assesses the five strands of the Mathematics Curriculum. In Grade 5 the area of concern lies within the vocabulary and spelling battery. In Grade 7 the area of concern lies within the vocabulary, spelling, and computation and numerical estimation battery.

Report card data demonstrates that there is a strong correlation between student work habits and subject performance. The data suggests that the gender of the student has no strong correlation with subject performance. The Mathematics strand of Number Sense and Numeration has a strong correlation to student performance in the areas of Reading and Writing.

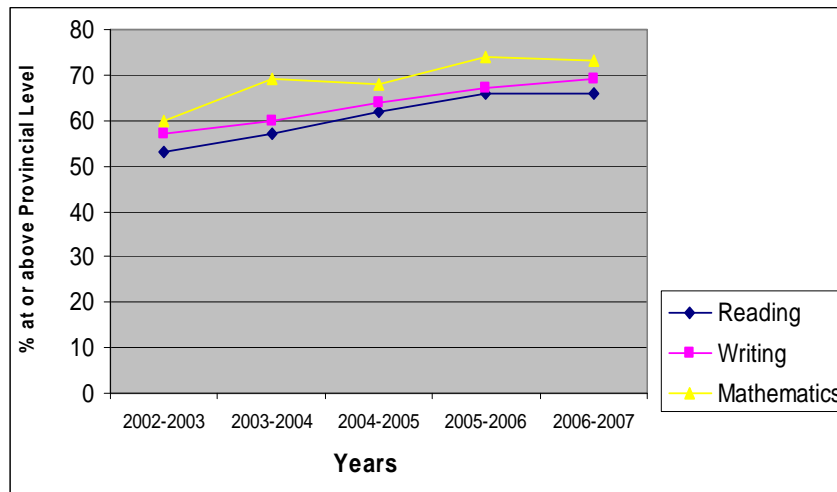
The contextual data for the Waterloo Catholic District School Board, based on the EQAO Assessments of Reading, Writing and Mathematics – Primary and Junior Divisions as well as

Grade 9 Mathematics Assessments and Grade 10 Literacy Assessments (OSSLT), indicates the following in comparison with students in the rest of the province:

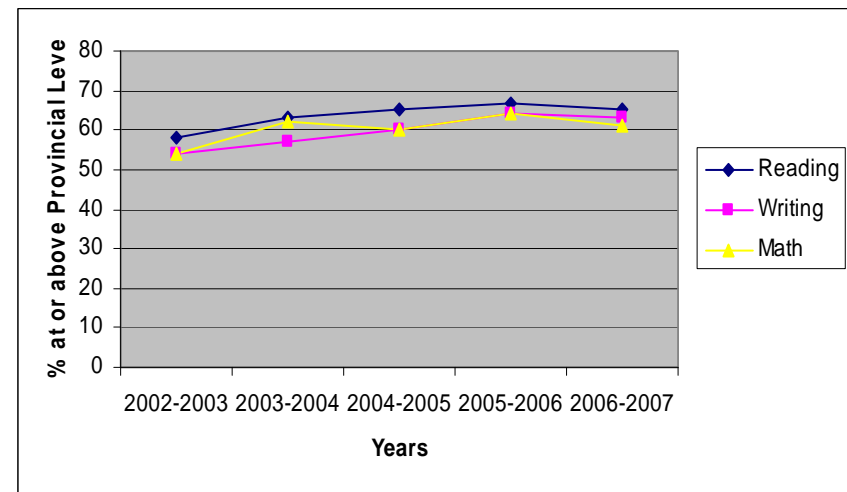
- a smaller percentage are born outside of Canada
- a smaller percentage enter school speaking only or mostly a language other than English
- a smaller percentage indicate that their first language learned at home is other than English
- a smaller percentage of students entered their current school prior to 2004 – 2005.
- a significantly greater percentage of students access a computer for reading, writing and mathematics at home than at school.

Over the past years, the percentage of Grade 3, Grade 6, Grade 9 and Grade 10 students who performed at or above the provincial standard for the EQAO assessment has increased. The gains of Waterloo Catholic District School Board students are consistent with students in the province and in some areas exceed those observed in the province. Results for the EQAO Primary Assessment for writing remain consistently higher than the province and in the Junior assessment reading and writing results for Waterloo Catholic District School Board remain higher than those of the province.

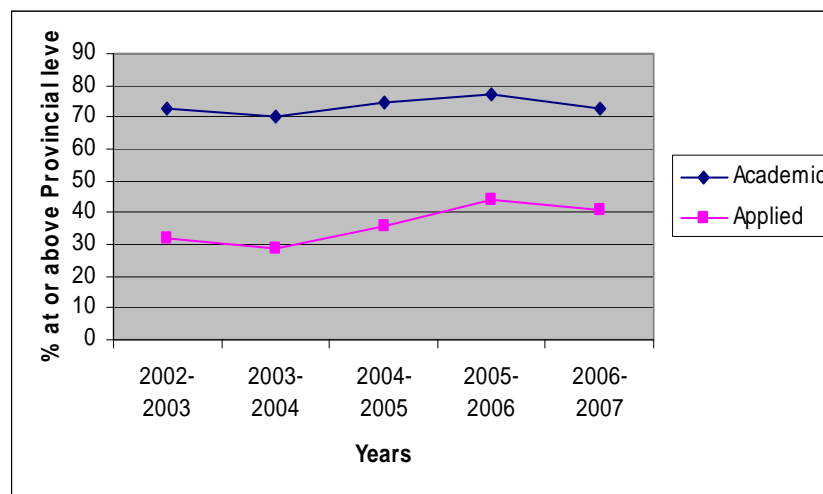
Grade 3



Grade 6



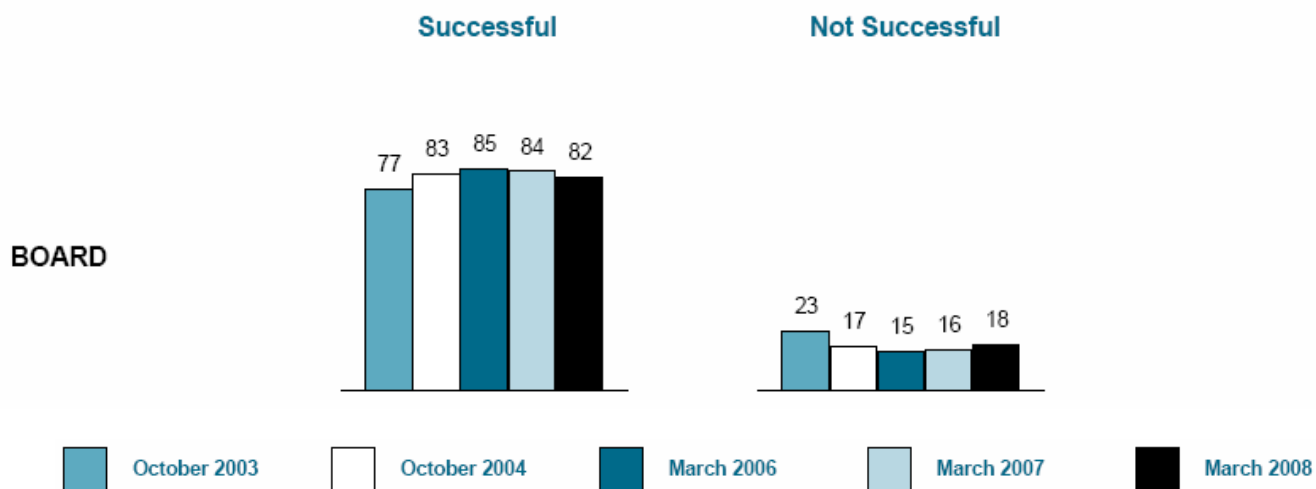
Grade 9



Grade 10 OSSLT

ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



Through the *Board Plan for Improving Student Learning and Achievement 2008 – 2009*, the Board Priorities and Goals for Improving Student Learning and Achievement identifies and strategically addresses the following gaps in student achievement;

Primary (K-3) – reading and mathematics

Junior and Intermediate (4-8) – writing and mathematics

Grade 9 – success rates for students in Applied level courses

OSSLT – success rates for students who require an Individualized Education Plan (IEP) to access their learning in all subject areas

The overall learning goal “**To increase student achievement in literacy and mathematical literacy by targeting instructional supports in order to reduce learning gaps and increase high school graduation rates**” will focus the Board Improvement Plan in targeting and monitoring strategic goals for student achievement for the next three to five years as indicated by system level student achievement data.

Our Learning GOAL: To increase student achievement in literacy and mathematical literacy by targeting instructional supports in order to reduce learning gaps and increase high school graduation rates.

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success	
			Responsibilities	Timelines		
<p>Strategic Goal #1: Primary</p> <p>To increase the percentage of Primary students achieving the WCDSB Reading targets using the PM Benchmarks assessment</p> <p>Kindergarten</p> <p>2008 N/A Target 2009 75%</p> <p>Grade 1</p> <p>2008 47.4% Target 2009 75%</p> <p>Grade 2</p> <p>2008 65.4% Target 2009 80%</p> <p>Grade 3</p> <p>2008 72.8% Target 2009 85%</p>	<p>1. Implement a daily, two-hour Comprehensive Literacy Program</p> <p>School Effectiveness Component: Instructional Leadership</p>	<ul style="list-style-type: none"> Literacy team will provide model timetables through the Teacher Toolbox on Staffnet 	Literacy Consultant K-6	September 5	<p>Review of timetables and classroom visits reflect implementation of a Comprehensive Literacy Program</p>	
		<ul style="list-style-type: none"> School superintendents will review teacher timetables with principals in term 1 visits 	School superintendents	November 30		
		<ul style="list-style-type: none"> School superintendents will conduct classroom visits during term 1 to ensure alignment of classroom practice with timetables 	School superintendents	November 30		
	<p>2. Administer and analyze Reading Records (RR) according to the Primary Balanced Literacy Assessment Measures (BLAM) schedule and more frequent assessments completed for students not approaching grade level benchmarks</p> <p>School Effectiveness Component: Assessment and Evaluation</p>	<ul style="list-style-type: none"> All Primary teachers will be trained to enter Reading Record data electronically through the data warehouse 	Superintendent of Instruction and Assessment	November 1		<p>All Reading Record data is entered to provide year's baseline and student achievement targets are being met</p>
		<ul style="list-style-type: none"> Reading Record data will be tracked through the data warehouse and analyzed by term 	Researcher	November 1 February 20 May 30		

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
			Responsibilities	Timelines	
	3. MSV (semantic, syntactic, graphophonic) analysis of the Reading Record in order to program for Modeled, Shared, Guided Reading/Writing within a Comprehensive Literacy Program School Effectiveness Component: Assessment and Evaluation	<ul style="list-style-type: none"> Literacy teachers will collaborate with principals to understand and monitor MSV analysis of the Reading Record assessment tool in the BLAM 	Literacy Consultant K-6 Principal of Instruction and Assessment	October 30	MSV's completed in BLAMs and instruction in classrooms reflects data in differentiated teaching strategies
<ul style="list-style-type: none"> Literacy teachers will collaborate with and provide principals with key indicators of a successful implementation of Guided Reading in the Primary grades 		Literacy Consultant K-6 Principal of I&A	October 15	Guided reading will be evident on all timetables and implemented in classroom instruction	
<ul style="list-style-type: none"> Literacy teachers will focus discussions with Primary classroom teachers on data driven use of the Guided Reading Strategy 		Literacy Consultant K-6 Principal of I&A	March 1		
<ul style="list-style-type: none"> Primary teacher supports for Guided Reading will be posted in the Teacher Toolbox section of Staffnet 		Literacy Consultant K-6 Principal of I&A	October 30		
<ul style="list-style-type: none"> Superintendents will visit Primary classrooms to observe a Guided Reading lesson to ensure implementation of this strategy 		School Superintendents	March 1		
<ul style="list-style-type: none"> MSV analysis of reading record assessment tool in the BLAM are reviewed during school visits by the School Superintendent 		School Superintendents	Term 2 visits		

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
			Responsibilities	Timelines	
	<p>4. Examine student work at all Professional Learning Community (PLC) meetings to plan for targeted interventions and instructional strategies to support struggling readers</p> <p>School Effectiveness Component: Student Learning and Achievement; Curriculum and Instructional Strategies</p>	<ul style="list-style-type: none"> Principals will receive workshop training in effective implementation of PLC's in terms 1 and 2 to ensure strategic implementation at the school level 	Superintendent of Instruction and Assessment	December 15 March 15	Minutes of the PLC meetings will reflect the examination of student work and plans for targeted instructional strategies to address learning needs of struggling readers
		<ul style="list-style-type: none"> Special Education teachers will all be trained to deliver skill based instruction through "Remediation Plus" and "Corrective Reading" to students who have been identified for literacy intervention 	Superintendent of School Support Services Special Education Resource Teachers (SERT)	October 30	Student login data will indicate increased student access to Assistive Technologies
		<ul style="list-style-type: none"> School Superintendents will review the implementation of "Remediation Plus" and "Corrective Reading" at term 2 school visits 	School Superintendents	March 30	
		<ul style="list-style-type: none"> Special Education teachers and other appropriate staff will be trained in the use of Assistive Technology for implementation in classrooms 	Itinerant teacher for Assistive Technology	October 30	
		<ul style="list-style-type: none"> Superintendent of School Support Services will monitor student login data for Assistive technologies to ensure that students are accessing the technologies for their program needs 	Superintendent of School Support Services	November 30 March 13 June 25	

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
			Responsibilities	Timelines	
		<ul style="list-style-type: none"> 2 OFIP schools will pilot the “Empower” program for Primary students identified for intervention 	Superintendent of SSS SERTs	November 30 March 13 June 25	
	5. Consult the Parent Involvement Committee (PIC) and Special Education Advisory Committee (SEAC) School Effectiveness Component: Student Learning and Achievement	<ul style="list-style-type: none"> Superintendents of Instruction and Assessment and School Support Services will meet with members of PIC and SEAC at the end of each term to update members regarding progress in achieving student learning targets and to seek input regarding future strategies 	Superintendent of I&A Superintendent of SSS	November 30 March 13 June 25	

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
<p>Strategic Goal #2: Junior</p> <p>To increase the percentage of Junior students attaining levels 3 and 4 in reading and writing using the Comprehension Attitudes Strategies Interests (C.A.S.I.) assessment</p> <p>Grade 4 2009 75%</p> <p>Grade 5 2009 75%</p> <p>Grade 6 2009 75%</p>	<p>1. Implement a daily Comprehensive Literacy Program (100 minutes)</p> <p>School Effectiveness Component: Instructional Leadership</p>	<ul style="list-style-type: none"> Literacy team will provide model timetables through the Teacher Toolbox on Staffnet 	Literacy Consultant K-6	September 5	<p>Review of timetables and classroom visits reflect the implementation of a Comprehensive Literacy Program</p>
		<ul style="list-style-type: none"> Superintendents will review teacher timetables with principals in term 1 visits 	School Superintendents	November 30	
		<ul style="list-style-type: none"> Superintendents will conduct classroom visits during term 1 to ensure alignment of classroom practice with timetables 	School Superintendents	November 30	
	<p>2. Implement the instructional approach of Guided Reading in the junior classrooms</p> <p>School Effectiveness Component: Curriculum and Instructional Strategies</p>	<ul style="list-style-type: none"> Literacy teachers will provide principals with key indicators of a successful implementation of Guided Reading in the Junior grades 	Literacy Consultant K-6 Principal of I&A	October 15	<p>Guided reading will be evident on all timetables and implemented in classroom instruction</p>
		<ul style="list-style-type: none"> Literacy teachers will focus discussions with Junior classroom teachers on data driven use of the Guided Reading Strategy 	Literacy Consultant K-6 Principal of I&A	March 1	
		<ul style="list-style-type: none"> Junior teacher supports for Guided Reading will be posted in the Teacher Toolbox section of Staffnet 	Literacy Consultant K-6 Principal of I&A	October 30	
		<ul style="list-style-type: none"> Superintendents will visit Junior classrooms to observe a Guided Reading lesson to ensure implementation of this strategy 	School Superintendents	March 1	

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
	3. Administer and analyze all five tools of the Comprehension, Attitudes, Skills Inventory (CASI) Assessment according to the Junior Balanced Literacy Assessment Measures (BLAM) schedule School Effectiveness Component: Assessment and Evaluation	<ul style="list-style-type: none"> Literacy teachers will meet with principals to discuss criteria for ensuring accurate implementation and interpretation of the Junior BLAM assessments 	Literacy consultant K-6	October 1	Junior BLAM folders will demonstrate completion of 5 tools with consistency and accuracy
		<ul style="list-style-type: none"> Literacy teachers will support Junior teachers during scheduled school visits to understand and implement the CASI assessments consistently and accurately 	Literacy teachers K-6	January 1	
		<ul style="list-style-type: none"> Class summary sheets will be provided to principals in Excel format for teachers to complete class summary sheets. These will be received by the Superintendent of Instruction and Assessment at the end of terms 1 and 2 	Superintendent of I&A Researcher	November 1 March 1	Completed class summary sheets are submitted and second assessments reflect improvement in student achievement in reading
		<ul style="list-style-type: none"> The board will purchase an on-line CASI data tracking tool for the data warehouse and pilot the tool in 5 schools 	Superintendent of I&A Researcher	February 1	
		<ul style="list-style-type: none"> Junior BLAM folders will be reviewed by superintendents during term 2 visits 	School Superintendents	March 30	

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
	<p>4. Integrate CASI data analysis to identify individual student learning needs/gaps</p> <p>School Effectiveness Component: Student Learning and Achievement</p>	<ul style="list-style-type: none"> Literacy teachers will assist Junior teachers during school visits to identify student learning needs and recommend strategies and resources to address individual student learning needs Researcher will provide a system-wide analysis of CASI data Literacy team will recommend system level strategies and resources to address individual student learning needs 	Literacy Consultant K-6 Principal of I&A	March 30	Tracking sheets will be submitted accurately and on time and will provide evidence of increased student achievement in reading and identification of student learning needs
		<ul style="list-style-type: none"> Researcher will provide a system-wide analysis of CASI data 	Researcher Superintendent of I&A	December 1 April 1 June 15	
		<ul style="list-style-type: none"> Literacy team will recommend system level strategies and resources to address individual student learning needs 	Literacy Consultant K-6	June 15	
	<p>5. Student work is examined at all PLC's to plan for targeted interventions and instructional strategies to support struggling readers</p> <p>School Effectiveness Component: Student Learning and Achievement; Curriculum and Instructional Strategies</p>	<ul style="list-style-type: none"> Principals will receive workshop training in effective implementation of PLC's in terms 1 and 2 Special Education teachers will all be trained to deliver skill based instruction through "Remediation Plus" and "Corrective Reading" to students who have been identified for literacy intervention Special Education teachers and other appropriate staff will be trained in the use of Assistive Technology for implementation in classrooms 	Superintendent of I&A	December 15 March 15	Minutes of the PLC meetings will reflect the examination of student work and plans for targeted instructional strategies to address learning needs of struggling readers
		<ul style="list-style-type: none"> Special Education teachers will all be trained to deliver skill based instruction through "Remediation Plus" and "Corrective Reading" to students who have been identified for literacy intervention 	Superintendent of SSS SERTs	October 30	
		<ul style="list-style-type: none"> Special Education teachers and other appropriate staff will be trained in the use of Assistive Technology for implementation in classrooms 	Itinerant teacher for Assistive Technology	October 30	

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
		<ul style="list-style-type: none"> Superintendent of Student Support Services will monitor student login data for Assistive technologies to ensure that students are accessing the technologies for their program needs 	Superintendent of SSS	November 30 March 13 June 25	Student login data will indicate increased student access to Assistive Technologies
		<ul style="list-style-type: none"> Superintendents will review the implementation of "Remediation Plus" and "Corrective Reading" at term 2 school visits 	School Superintendents	March 30	
	<p>6. Consult the Parent Involvement Committee (PIC) and Special Education Advisory Committee (SEAC)</p> <p>School Effectiveness Component: Student Learning and Achievement</p>	<ul style="list-style-type: none"> Superintendents of Instruction and Assessment and Student Support Services will meet with members of PIC and SEAC at the end of each term to update members regarding progress in achieving student learning targets and to seek input regarding future strategies 	<p>Superintendent of I&A</p> <p>Superintendent of SSS</p>	November 30 March 13 June 25	Minutes of PIC and SEAC meetings will reflect that reports and feedback have been received and integrated into ongoing updates of the improvement plan

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
<p>Strategic Goal #3: Intermediate (Grades 7 & 8)</p> <p>To increase the percentage of Intermediate students attaining levels 3 and 4 in reading and writing using the Ontario Comprehension Assessment (O.C.A.)</p> <p>Targets: Grade 7 2009 75%</p> <p>Grade 8 2009 75%</p>	<p>1. Implement a daily Comprehensive Literacy Program (100 minutes)</p> <p>School Effectiveness Component: Instructional Leadership</p>	<ul style="list-style-type: none"> Literacy consultant will provide model timetables through the Teacher Toolbox on Staffnet 	Literacy Consultant 7-12	November 30	<p>Review of timetables and classroom visits reflect the implementation of a Comprehensive Literacy Program</p>
		<ul style="list-style-type: none"> Superintendents will review teacher timetables with principals in term 1 visits 	School Superintendents	November 30	
		<ul style="list-style-type: none"> Superintendents will conduct classroom visits during term 1 to ensure alignment of classroom practice with timetables 	School Superintendents	November 30	
	<p>2. Introduce the Intermediate Balanced Literacy Assessment Measures (BLAM) Handbook</p> <p>School Effectiveness Component: Instructional Leadership; Assessment and Evaluation</p>	<ul style="list-style-type: none"> Principals will receive information / training regarding the new Intermediate (Grade 7 &8) BLAM 	Literacy Consultant 7-12 Researcher	September 17	Principals will be able to monitor the implementation of the Intermediate BLAM
	<p>3. Implement the Intermediate BLAM and the Ontario Comprehension Assessment (OCA) tool and Spelling Assessment tool</p> <p>School Effectiveness Component: Student Learning and Achievement; Curriculum and Instructional Strategies</p>	<ul style="list-style-type: none"> All grade 7 & 8 and Special Education teachers will receive a mandatory full day training in the implementation of the Intermediate BLAM, i.e. the Ontario Comprehension Assessment (OCA) tool and the Spelling Assessment tool in "Words Their Way" 	Superintendent of Student Success Superintendent of Instruction and Assessment Literacy Consultant 7-12 Researcher	October 30	Grade 7 and 8 teachers will accurately administer all components of the BLAM and accurately record student achievement levels

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
	<p>4. Integrate OCA data analysis to identify individual student learning needs/gaps</p> <p>School Effectiveness Component: Student Learning and Achievement; Curriculum and Instructional Strategies</p>	<ul style="list-style-type: none"> Literacy consultant (7-12) will assist Intermediate teachers during school visits to identify student learning needs and recommend strategies and resources to address the needs Researcher will provide a system-wide analysis of OCA data Literacy consultant will recommend system level strategies and resources to address the needs Class summary sheets will be provided to principals in Excel format for teachers to complete class summary sheets. These will be received by the Superintendent of SS and the Superintendent I&A at the end terms 1 and 2 	Literacy Consultant 7-12 Researcher	March 30	Tracking sheets will be submitted accurately and on time and will provide evidence of increased student achievement in reading and identification of student learning needs
Researcher Superintendent of SS Superintendent of I&A	December 1 April 1 June 15	Completed class summary sheets are submitted and reflect improvement in student achievement in reading			
Literacy Consultant 7-12	June 15				
	<p>5. Examine Student work at all Professional Learning Community (PLC) meetings to plan for targeted interventions and instructional strategies to support struggling readers</p> <p>School Effectiveness Component: Student Learning and Achievement; Curriculum and Instructional Strategies</p>	<ul style="list-style-type: none"> Principals will receive workshop training in effective implementation of PLC's in terms 1 and 2 	Superintendent of I&A	December 15 March 15	Minutes of the PLC meetings will reflect the examination of student work and plans for targeted instructional strategies to address learning needs of struggling readers

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
		<ul style="list-style-type: none"> Special Education teachers will all be trained to deliver skill based instruction through “Corrective Reading” to students who have been identified for literacy intervention 	Superintendent of SSS	October 30	Student login data will indicate increased student access to Assistive Technologies
		<ul style="list-style-type: none"> Superintendents will review the implementation of “Corrective Reading” at term 2 school visits 	SERTs	March 30	
		<ul style="list-style-type: none"> Special Education teachers and other appropriate staff will be trained in the use of Assistive Technology for implementation in classrooms 	School Superintendents	October 30	
		<ul style="list-style-type: none"> Superintendent of School Support Services will monitor student login data for Assistive technologies to ensure that students are accessing the technologies for their program needs 	Itinerant teacher for Assistive Technology	November 30 March 13 June 25	
	<p>6. Consult the Parent Involvement Committee (PIC) and Special Education Advisory Committee (SEAC)</p> <p>School Effectiveness Component: Student Learning and Achievement</p>	<ul style="list-style-type: none"> Superintendents of Student Success, Instruction and Assessment and Student Support Services will meet with members of PIC and SEAC at the end of each term to update members regarding progress in achieving student learning targets and to seek input regarding future strategies 	Superintendent of SS Superintendent of I&A Superintendent of SSS	November 30 March 13 June 25	Minutes of PIC and SEAC meetings will reflect that reports and feedback have been received and integrated into ongoing updates of the improvement plan

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success				
<p>Strategic Goal #4: Secondary (Grades 9 – 12)</p> <p>To increase the percentage of students attaining 16 of 16 credits by the end of grade 10</p> <table border="0"> <tr> <td>2008</td> <td>79%</td> </tr> <tr> <td>2009</td> <td>82%</td> </tr> </table>	2008	79%	2009	82%	<p>1. Differentiate classroom instruction and student assessment</p>	<ul style="list-style-type: none"> Principals will receive workshop training in key indicators of effective implementation of DI/DA practices through their PLC'S to support them in identifying effective practices 	<p>Program Consultants 7-12</p> <p>Superintendent of SS</p>	<p>Feb. 1/09</p>	<p>Administrators report to Superintendent of SS that through their classroom visits, DI and DA are being incorporated into lessons. Assessment and evaluation methodologies demonstrate that students are being provided with differentiated opportunities to demonstrate achievement of curriculum expectations</p>
	2008	79%							
	2009	82%							
	<ul style="list-style-type: none"> All grade 9 and 10 teachers will receive training on key indicators of effective DI/DA strategies to build capacity in effectively delivering instruction in a differentiated manner so that all students will succeed 	<p>Program Consultants 7-12</p>	<p>April 1/09</p>						
<p>2. Provide multiple opportunities for credit recovery and credit rescue</p>	<ul style="list-style-type: none"> The Superintendent of Student Success will review Master Timetables to ensure that each secondary school has dedicated sections for credit recovery each semester 	<p>Superintendent of SS</p>	<p>Sept. 1/08</p> <p>Feb. 1/09</p>	<p>Master timetables reflect designated sections at each school</p>					
	<ul style="list-style-type: none"> The Superintendent of Student Success along with Program Consultants will meet once each semester with the Student Success Teams at each school and identify high yield strategies that provide students with multiple, authentic opportunities to rescue credits 	<p>Superintendent of SS</p> <p>Program Consultants 7-12</p>	<p>Nov. 1/08</p> <p>April 1/08</p>	<p>Meeting minutes reflect tracking of strategies that have worked and that data indicates an increase in credit accumulation</p>					

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
		<ul style="list-style-type: none"> Superintendent of Student Success will review final evaluation schedules of each secondary school to ensure that appropriate time is provided for students to engage in credit rescue 	Superintendent of SS	Jan. 15/09 June 15/09	Final evaluation schedules reflect dedicated times set aside for credit rescue
	3. Integrated credit accumulation data analysis to identify students at risk of credit loss in grades 9 and 10	<ul style="list-style-type: none"> A meeting will be set by the Superintendent of Student Success with each secondary school administrative team and Student Success Teams to analyze data from ONSIS at mid-semester to identify students at risk of losing a credit in grades 9 and 10 	Superintendent of SS Researcher	Nov. 1/08 April 1/09	Minutes of meetings reflect that data was analyzed and students at risk of losing credits were identified
	4. Provision of targeted interventions for students identified as at risk for credit accumulation at the end of grade 9	<ul style="list-style-type: none"> Special Education teachers and other appropriate staff will be trained in the use of Assistive Technology for implementation in classrooms to assist identified students at risk who could avail themselves to this technology 	Itinerant teacher for Assistive Technology	October 30	The identified training has occurred
		<ul style="list-style-type: none"> Superintendent of School Support Services will monitor student login data for Assistive technologies to ensure that students are accessing the technologies for their program needs. 	Superintendent of SSS	November 30 March 13 June 25	Student login data will indicate increased student access to Assistive Technologies

Board Strategic Goals	Board Strategies to Support Student Learning	Actions	Monitoring		Measures of Success
		<ul style="list-style-type: none"> Superintendent of Student Success will ensure that Student Success Teams at each school have held meetings to identify students in grade 9 who are at risk of achieving credits paying particular attention to those students who could lose multiple credits. Once these students have been identified, the team will propose targeted support through the use of the Student Services (SS1) forms to support these students 	Superintendent of SS Superintendent of SSS	Nov. 1/08 April 1/09	Minutes of meetings reflect that interventions were determined and evidence exists of the intervention being carried out and student success being achieved. SS1 forms have been submitted for identified students
	5. Consult the Parent Involvement Committee (PIC) and Special Education Advisory Committee (SEAC)	<ul style="list-style-type: none"> Superintendent of Student Success and Superintendent of School Support Services will meet with members of PIC and SEAC at the end of each semester to update members regarding progress in achieving student learning targets and to seek input regarding future strategies. 	Superintendent of SS Superintendent of SSS	Feb. 1/09 and June 09	Minutes of PIC and SEAC meetings will reflect that reports and feedback have been received and integrated into ongoing updates of the improvement plan

***** During the 2008-2009 school year, Learning Services staff will develop Catholic Curriculum Maps for all curriculum areas Kindergarten to Grade 8 for implementation in the 2009 – 2010 school year. Catholic Curriculum Maps for grades 9 to 12 will be developed in the 2009 – 2010 school year for implementation in the 2010-2011 school year.

Communication Plan:

Introduction of the Plan:

The Board Plan for Improving Student Learning and Achievement 2008-2009 will be communicated by the Director, Superintendent of Instruction and Assessment, Superintendent of School Support Services, and Superintendent of Student Success to the following groups on the dates indicated:

Planning and Priorities - August 12, 2008
 School Administrators - August 18, 2008
 Trustees - September 2, 2008
 Learning Services Staff - September 5, 2008
 Special Education Advisory Committee – September 3, 2008
 Parent Involvement Committee – September 10, 2008

School Administrators will communicate the board plan to all School Staff on the Professional Development Day, September 26, 2008 which is a day designated for School Improvement Planning

The Plan will be posted on the Board website September 8, 2008

Progress Reporting:

At the end of each school term, the Superintendents of Instruction and Assessment, Student Support Services and Student Success will provide oral and written reports regarding progress toward achieving the student learning targets set in the Board Plan for Improving Student Learning and Achievement 2008-2009 :

Planning and Priorities (Learning Services)

K-8: December 9, 2008; March 10, 2009; June 9, 2009
9-12: November 11, 2008; February 10, 2009; April 14, 2009; September 2009

Parent Involvement Committee (PIC)

K-8: October 8, 2008; January 14, 2009; March 11, 2009
9-12: February 11, 2009; September 2009

Special Education Advisory Committee (SEAC)

K-8: October 1, 2008; January 7, 2009; April 1, 2009
9-12: March 4, 2009; September 2009

Written reports will be provided to and posted on the Board website for:

Trustees, School Administrators, All School and Board Staff, Stakeholder Groups

K-8: December 15, 2008; March 23, 2009; June 15, 2009
9-12: November 11, 2008; February 10, 2009; April 14, 2009; September 2009

The “Director’s Update” will include information provided to the above groups at the regular publication times during the year.