



QUALITY • INCLUSIVE • FAITH-BASED • EDUCATION

Board Improvement Plan for Student Achievement

2011-2012

Our
Catholic
Community

Improving
Student Learning
& Achievement

Building
Capacity To
Lead & Learn

Board Improvement Plan Steering Committee

Bruce Rodrigues – *Associate Director of Education*
Maria Ivankovic – *Superintendent of Learning: SEF*
Paul Tratnyek – *Superintendent of Learning: Student Success and Faith Development*

Carol DeVrieze – *Literacy Consultant 9-12*
Liz Fothergill – *Numeracy Consultant K-8*
Pam Garbutt – *Principal Pope John Paul II CES*
Lisa Mackay – *Vice-Principal St. David CSS*
Jamie McKinnon – *Principal St. Don Bosco*
Colette Moffat – *Literacy Consultant K-8*
Sandra Quehl – *Chief Information Officer*
Michael Redfearn – *Information Technology/ Research Consultant*

Nancy Sabo – *Principal John Sweeney CES*
Laura Shoemaker – *Vice-Principal St. Matthew CES*
Kristina Somerton – *Itinerant Math*
John Sullivan/Susan Hunt – *Principal Student Services*
Chris Woodcroft – *Principal Monsignor Doyle CSS*

COMPREHENSIVE LARGE SCALE NEEDS ASSESSMENT

INTRODUCTION

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 and faith-based education" in the board's 47 elementary, five secondary and five Continuing Education (adult) sites.

The Board's first schools, St Agatha Catholic Elementary School (St Agatha, Ont.) and St. Boniface Catholic Elementary School (Maryhill, Ont.) 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 than \$214 million dollars. The Board of Trustees is comprised of nine municipally-elected trustees and two high school student trustees elected by their peers.

The Waterloo Catholic District School Board has a longstanding history of engaging in community partnerships with various community and Catholic community organizations, social service agencies, charities and other educational institutions. Given the current economic challenges facing our Region, we rely more than ever on our community partners to ensure the fundamental needs of children and their families are being met. We know that Waterloo Region's unemployment rate has risen to one of the highest in the province, which potentially further increases the need for food and supports for families in our Region.

Research suggests that the stress of poverty can have a negative effect on a child's development. Waterloo Catholic District School Board continues to nurture many partnerships that provide the Board with the opportunity to enrich curriculum, improve student achievement and assist with the social/emotional and spiritual growth of all our students. We continue to be thankful for the many partnerships that make our schools great places to learn. Some examples of these community partnerships include:

- ❖ **Empower / PHAST** is a reading intervention program in 46/46 elementary and 5/5 secondary schools
- ❖ **Nutrition for Learning** which provides breakfast, snack and lunch programs for students in 21 of the elementary schools in WCDSB.
- ❖ **Send'em off Smiling** is a joint community based program which provides backpacks for school-aged children prior to the start of the school year, containing school supplies and clothing for students in Waterloo Region whose families are unable to afford these items.
- ❖ **Strong Start** is an early reading intervention program with trained community volunteers which is offered in 95 % of our elementary schools.
- ❖ **Skills Builder** is a literacy focused after school program for students in grades 3 and 6. Students in grade 8 "Skills Builder" receive additional support in literacy and numeracy skills programs to enhance their successful transition to secondary school.
- ❖ Mosaic Counselling Centre partners with the WCDSB to provide a **Pathways** program which is offered at one of our secondary schools and provides tutoring to select grade 9 and 10 students after school and also provides tuition for first year college or university if the student completes their secondary school career successfully.
- ❖ In Waterloo Region we are very fortunate to have 3 renowned post-secondary institutions that partner with WCDSB to provide a number of unique programs and opportunities for students. The University of Waterloo, Wilfrid Laurier University and Conestoga College offer various co-op placements and apprenticeship programs to our students during their secondary schooling. The WCDSB also employs co-op students from these institutions and provides placements for students from the Wilfrid Laurier Faculty of Education.

Student Achievement Data Highlights

Establishing a system-wide improvement plan necessitates analyzing data from a variety of sources, interpreting data to determine local priorities, and using the data as a foundation for further discussion and evidence-informed decision making. The strategies contained in this year's Board Improvement Plan for Improving Student Achievement are based on student achievement data, **perceptual** data, recommendations for next steps from the School Effectiveness Final Report in the Trends & Patterns of Practice, identified in the 2010 – 2011 District Reviews.

WCDSB relies on large scale assessment to ensure appropriate programs, interventions and pathways are being addressed, delivered and monitored in order to provide students with optimal learning experiences to increase student achievement. The following summary of large scale assessments are examined for the purpose of goal setting, curriculum delivery and accountability for the 2010-2011 school year:

1. Early Development Inventory (2010)
2. Canadian Achievement Test (fourth edition) for students in grades 2, 5 and 7
3. EQAO (grades 3, 6, 9 and OSSLT)
4. Report Cards (grades 1-8)
5. Board Indicator Data Reports (grades 7-12)

Summary of Key 2010 EDI Results

There is great variability in school readiness vulnerability between schools within the WCDSB. Some schools have few senior kindergarten students score below the 10th percentile on one or more EDI domains, while other schools have very high percentages of students scoring below the 10th percentile on one or more domains. In the Physical Health and Well-being domain, 29 schools scored greater or equal to the mean, and 17 schools scored below the mean. In the Social Competence domain and the Communication and General Knowledge domain, 25 schools scored greater or equal to the mean, and 21 schools scored below the mean. In the Emotional Maturity domain, 24 schools scored greater or equal to the mean, while 22 schools scored lower than the mean. In the Language and Cognitive Development domain, 21 schools scored greater than or equal to the mean, and 25 schools scored below the mean.

Canadian Achievement Test (CAT-4)

The CAT-4 measures numeracy and literacy skills of students in grades 2, 5 and 7.

The results of the CAT-4, Grade 2 testing indicate that the area of concern with respect to literacy skills lies within the written language domain of word analysis and spelling. In the area of Mathematics, Grade 2 students struggle with computation and estimation, particularly subtracting whole numbers.

In the CAT-4, Grade 5 testing, students struggle with the acquisition of spelling, computation and estimation, particularly whole numbers and decimal operations.

In the CAT-4, Grade 7 testing, students struggle with spelling, computation and estimation, particularly whole number operations.

CCAT

The CCAT is a grade 4 cognitive gifted screener which also measures a student's learning styles.

The CCAT results demonstrate that students across WCDSB are of average intelligence with a strength in the verbal and non-verbal measures.

EQAO

Research demonstrates that students who meet the provincial standard early in their schooling are most likely to maintain that high achievement in secondary school. Of the students who had met the provincial standard in both grade 3 & 6, 91% met it again in grade 9 in the academic mathematics course and 75% met it again in the applied mathematics course.

Students who do not meet the provincial standard early in their schooling are most likely to struggle in later grades. Of the students who had met the provincial standard in neither grade 3 nor grade 6, only 51% met the standard in grade 9 in the academic mathematics course and only 29% in the applied mathematics course.

Identifying struggling students early and providing support makes a difference. Students who had not met the standard in grade 3 but had improved to meet it in grade 6 were considerably more likely to carry that success into grade 9 than students who had not met the standard in grade 6. Of the students who had not met the provincial standard in grade 3 but had met it in grade 6, 79% met it in grade 9 in the academic mathematics course and 59% met the standard in the applied mathematics course.

Report Cards (Grades 1-8)

The reporting pattern for Reading, Writing and Math achievement demonstrates a decrease in students reaching provincial achievement between grades 1 and 8 in the areas of language and mathematics, particularly reading.

Board Indicator Data Reports (Grades 7-12)

The Ministry of Education, through the Student Success Initiative, annually reports on Indicator Data which includes the provincial and WCDSB data pertaining to key indicators of student success in secondary schools including the annual graduation rate.

The gap between Academic and Applied pass rates in grade 9 & 10 continues to be of concern. The number of students who are on IEP's and do not pass the OSSLT also continues to be an area of concern. It is instrumental that each secondary school examine the Indicator Data Report to determine their individual schools profile.

The Board Improvement Plan for 2010-2011 will remain essentially the same but the School Effectiveness Framework will serve as a support for school improvement and student success. As a result of the needs assessment, WCDSB will focus on the following areas to assist schools with increasing student achievement.

1. Students on IEP's
2. Support in the Intermediate Division
3. Assessment & Evaluation
4. Early Learning Kindergarten Program
5. Virtues Education and
6. Learning of ALL

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
Literacy								
<p>•The 2013 Primary EQAO Assessment result will demonstrate an increase in the percentage of students achieving Level 3 & 4 in: Reading (from 67% to 71%) 4% Writing (from 74% to 78%) 4%</p> <p>•The 2013 Junior EQAO Assessment results will demonstrate an increase in the percentage of students achieving Level 3 & 4 in: Reading (from 74% to 78%) 4% Writing (from 72% to 76%) 4%</p> <p>The 2013 OSSLT Assessment results will demonstrate an increase in the percentage of first time fully participating students succeeding (from 83% to 85%) 2% and for previously eligible fully participating students (from 52% to 59%) 7%</p>	<p>4.2 Founded upon an understanding of the dignity of the human person, literacy/numeracy is evident throughout the school.</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs to develop each student's God-given potential.</p> <p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</p>	<p>Engage students, in all grades and subjects, through the following:</p> <p>A) High-yield strategies to support reading for explicit and implicit meaning, in all curriculum areas:</p> <p><u>Scaffolded learning</u> through teacher questioning and prompts (modelled, shared, and guided instruction prior to independent applications)</p> <p><u>Robust thinking tasks:</u></p> <ul style="list-style-type: none"> • use of higher order and critical thinking • use of details from text and prior knowledge to support opinions/ideas • use resources that reflect diversity and multiple perspectives <p><u>Accountable student talk & active listening:</u></p> <ul style="list-style-type: none"> • planned opportunities across the curriculum for students to express ideas, opinions and knowledge • explicit teaching of how to listen to and respond to other in a meaningful and respectful manner <p><u>Explicit teaching of various text forms</u> such as graphic, informational and literacy across the curriculum</p>	Literacy	<p><u>Human</u></p> <ul style="list-style-type: none"> •Superintendents •Curriculum Consultants •Special Education Resource Teachers •Literacy/Numeracy Teachers • Ministry Education Officers •21st Century consultant <p><u>Material, Print or Electronic Resources:</u></p> <ul style="list-style-type: none"> •The Ontario Curriculum policy documents and supports •Board Curriculum Documents •Curriculum Maps •Core literacy/numeracy •SEF Documents 	<p>Leadership training and network learning focused on:</p> <p>"Four Roles of the Literate Learner" (meaning maker, code user, text analyzer, text user) • Literacy GAINS</p> <p>•Differentiated instructional strategies</p> <p>•Cross-curricular strategies for enhancing student learning and engagement</p> <p>•Co-learning/co-planning</p> <p>•Teaching Learning cycles</p> <p>•job-embedded and inquiry-based professional learning opportunities provided for schools identified for additional support</p>	<p>•All SIP's submitted to school SO's by Nov. 10, 2011 and moderated by the Board Improvement Team</p> <p>•SO & School Principal monitors implementation progress every 6-8 weeks</p>	<p>Superintendents:</p> <ul style="list-style-type: none"> •Expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals •Principals implement strategies •Teachers monitor the data collection & implementation of strategies 	<ul style="list-style-type: none"> • All students are intellectually engaged in tasks which require higher-order thinking skills throughout the curriculum •Improvements in student learning are evidenced by increases in student achievement (i.e., reading records, CASI, OCA) •Improved student achievement of teaching learning cycles will be demonstrated in student work samples •All student groups indicate growth in achievement on the Primary and Junior Division Assessment of Reading •Meet our EQAO data targets as set out in the SMART goals •SEF Support Visit reports

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
			Literacy					
<p>Special Education BIPSA IEP Goals In the Primary 2012 EQAO Assessment, students on an individual Education Plans (IEP) achieving Provincial benchmarks will increase by:</p> <ul style="list-style-type: none"> •Reading, from 33% to 50% (17%) •Writing, from 45% to 50% (5%) •Math, from 31% to 50% (19%) <p>In the Junior 2012 EQAO Assessment, students on an Individual Education Plans (IEP) achieving Provincial benchmark will increase by:</p> <ul style="list-style-type: none"> •Reading, from 39% to 50% (11%) •Writing, from 36% to 50% (14%) •Math, from 18% to 50% (32%) <p>In the 2012 Grade 9 EQAO Math Assessment the percentage of students on an IEP's achieving Provincial benchmark will increase by:</p> <ul style="list-style-type: none"> •Academic, from 82% to 85% (3%) •Applied, from 33% to 50% (17%) 	<p>1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.</p> <p>1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.</p> <p>4.5 In recognition of the dignity of each student instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>	<p>B) Four Roles of Literate Learner</p> <ul style="list-style-type: none"> •explicitly teaching, making meaning from text, breaking the code of texts, using texts functionally and analyzing and criticizing texts •teaching students to integrate all four simultaneously when they read, write, listen and speak •Using Reading Interventions Programs (Empower, Reading, Hanen & Remediation Plus) <p>C) Assessment for/as/of Learning:</p> <ul style="list-style-type: none"> • Descriptive and timely feedback •Self-reflection and assessment (i.e., metacognition) •Co-construction of rubrics and success criteria •Multiple and varied ways to demonstrate learning <p>D) Differentiated instruction to meet individual learning needs (i.e., boys, girls, English Language learners, and students with IEP goals and expectations) and enhance student engagement by:</p> <ul style="list-style-type: none"> •Adapting curriculum for English Language Learners and students with special education needs •Using technology including assistive and interactive technology and resources, to provide access to text •Implementing the Empower Reading program and the Hanen program. 	<p>Literacy</p>	<p><u>Human</u></p> <ul style="list-style-type: none"> •Superintendants •Curriculum •Consultants •Special Education Resource Teachers •Literacy/Numeracy Teachers • Ministry Education Officers •21st Century Consultant <p><u>Material, Print or Electronic Resources:</u></p> <ul style="list-style-type: none"> •The Ontario Curriculum policy documents and supports •Board Curriculum Documents •Curriculum Maps •Core literacy/numeracy •SEF Documents 	<ul style="list-style-type: none"> •New Teacher Induction Program •Continued Leadership training and networked learning based on identified need 	<ul style="list-style-type: none"> •All SIP's submitted to school SO's by Nov. 10, 2011 and moderated by the Board Improvement Team •SO & School Principal monitors implementation progress every 6-8 weeks 	<p><u>Superintendants:</u></p> <ul style="list-style-type: none"> •Expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals •Principals implement strategies •Teachers monitor the data collection & implementation of strategies 	<p>Overall improved student learning as evidenced through:</p> <ul style="list-style-type: none"> •School process data •EQAO data •Student engaged in tasks which required H.O. T.S. •SEF Support Visit reports

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
			Literacy					
<p>In the 2012 Grade 10 Literacy test, first time eligible student on an Individual Education Plan (IEP) achieving Provincial benchmarks will increase by:</p> <ul style="list-style-type: none"> •51% to 60% (9%) <p>Previously eligible OSSLT from 28% to 50% (22%)</p>								
<p>The 2013 Primary EQAO Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in math (from 70% to 74%) a 4% increase.</p> <p>The 2013 Junior EQAO Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in Math (from 58% to 62%) a 4% increase.</p> <p>The 2013 EQAO Grade 9 assessment of Mathematics Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in Academic Math</p>	<p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.</p>	<p><u>Engage students, in all grades and subjects, through the following:</u></p> <p>A) High-yield strategies to enhance problem solving and communication:</p> <ul style="list-style-type: none"> •<u>Using three-part learning:</u> Before (Minds-On) →During (Action) → After (Consolidation) to promote learning •<u>Open-response questions</u> or problems that focus on big ideas and build consolidation of core concepts •<u>Use of manipulatives, concrete materials and technologies</u> for investigating mathematical concepts and solving problems •<u>Using group problem solving</u> approaches when learning new concepts and applying skills and knowledge related to real-world math applications across the curriculum <p>B) Assessment for/as/of Learning:</p> <ul style="list-style-type: none"> •Descriptive and timely feedback 	Numeracy	<p><u>Human:</u></p> <ul style="list-style-type: none"> •Superintendents •Curriculum & Special Education consultants •Numeracy/Literacy Teachers •21 Century Consultants •Teachers involved in numeracy leadership <p><u>Material, Print or Electronic Resources:</u></p>	<ul style="list-style-type: none"> •System professional learning opportunities will be provided to build capacity in the various aspects of effective mathematics instruction <p>A) CILM (4 schools) •LNS strategy for targeted schools</p> <p>B) Mathworks •System strategy</p> <p>C) Leading Math Success Team (Secondary) •Job-embedded and inquiry-based professional learning</p>	<p>Principals conduct:</p> <ul style="list-style-type: none"> •Weekly learning walks •Monitor SIP •Implementation of inquiry model & 3 part lesson model 	<p>Superintendents:</p> <ul style="list-style-type: none"> •Expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals •Principals implement strategies •Teachers monitor the data collection & implementation of strategies 	<ul style="list-style-type: none"> •Students are all engaged in the 3 part lesson model •Meet our EQAO data targets as set out in the SMART goals •SEF Support Visit reports

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
			Literacy					
(from 81% to 85%) a 4% increase and in Applied Math (from 39% to 46%) 7%.	<p>4.5 In recognition of the dignity of each student instruction and assessment are differentiated in response to student strengths, needs and prior learning</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs to develop each student's God-given potential.</p>	<ul style="list-style-type: none"> •Self-reflection and assessment (i.e., metacognition) •Co-construction of rubrics and success criteria •Multiple and varied ways to demonstrate learning <p>C) Differentiated Instruction to meet individual learning needs (i.e., boys, girls, English Language Learners, and students with IEP goals and expectations)</p>	Numeracy	<ul style="list-style-type: none"> •The Ontario Curriculum – Mathematics •The Full Day Early Learning Kindergarten Program (Draft) •The Kindergarten Program •SERTs •Guides to Effective Instruction •EduGAINS •Growing Success 	<ul style="list-style-type: none"> •Bright Link training •System professional learning opportunities will be provided to build capacity in using assessment as a guide to instructional decision-making and as feedback for student learning. 			

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"								
PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
			Literacy					
<p>Goal</p> <p>Provide opportunities for students and staff to experience faith formation and integrate it within their perspective roles so as to influence all interactions.</p>	<p>6.3 The school and community build partnerships to enhance learning opportunities for students.</p> <p>2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.</p>	<p>A) Faith Formation</p> <ul style="list-style-type: none"> All schools will develop a written plan to engage partnerships with their local parish and Board chaplain. Implementation of the Chaplaincy Framework developed in 2010 with a focus on consulting with school based pastoral teams to develop faith formation programs for students and staff Continue to promote the born of the spirit CCB religion program and introduce the Fully Alive/ Family Life Resource System wide opportunities will be provided to develop Catholic youth leadership teams with the intent of schools actively participating in our Faith in Action through social justice initiatives (i.e. Craig Kielberger, Me to We, Famine Relief, etc) Provide opportunities for networking and sharing of best practices of staff and student faith formation and social justice initiatives 	<p>Community, Culture And Caring Community, Culture And Caring</p>	<ul style="list-style-type: none"> Priest/parish teams Pastoral Teams Chaplains Church bulletin and activities or initiatives published on school bulletin boards, announcements, and newsletters We schools Resources OCGE Fully Alive Family Life Resources Chaplaincy Framework John Kostoff's Books 	<ul style="list-style-type: none"> September 30, 2011 WCDSB Spiritual Development PD Day October 3rd & 4th, 2011 Catholic Youth Leadership Administrator networking groups Administrator meetings System and schools pastoral teams 	<ul style="list-style-type: none"> Discussions with school Superintendents 	<ul style="list-style-type: none"> Superintendents Principals Consultants Teachers 	<ul style="list-style-type: none"> Staff, students and parents will provide feedback on the faith formation initiatives and experiences
<p>Goal</p> <p>A steady percentage increase will occur in the overall result as reported on the parent, staff and student Board wide surveys.</p>	<p>2.5 Staff, students and school community promote and sustain student well-being and positive student behavior in a safe and healthy learning</p>	<p>Create a safe inclusive learning environment that reflects our Catholic values.</p> <p>B) Safe Schools</p> <p>Every school will have a safe school action team and plan</p> <p>Each school and board department will include an implementation strategy to address each of the following surveys:</p>	<p>Catholic, Community, Culture And Caring</p>	<ul style="list-style-type: none"> Community partners (PALS, WAYVE, IMAGINE, STEAM, INReach, Virtual Y, Junior Achievement, Special Olympics) School resource officers (WRPD) 	<ul style="list-style-type: none"> Familiarization with the new police protocol at administrator meeting Provide information to administrators about community partnerships and programs that will benefit school 	<p>Continue to track data results from the staff, student and parent surveys at administrator meetings, senior administrator meetings and at trustee meetings</p>	<ul style="list-style-type: none"> Superintendents Principals System Leaders of all employee groups 	<ul style="list-style-type: none"> Resurvey of TTFM 2012-2013 Comparison of school collected data to TTFM SIP discussion between principals and school level superintendents

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"								
PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
Literacy								
	environment. 3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school community.	TTFM, Treatment of Staff Survey and the Parent Survey Implement all safe schools reporting strategies (F&CS, police protocol, etc) Ensure practices that contribute to healthy and active living that support students and staff are embedded in regular practice.		<ul style="list-style-type: none"> •Tell Them From Me survey results •Staff survey results •Parent survey results •System and School Councils •Employee Annual Growth and Learning Plans 	communities <ul style="list-style-type: none"> •Bullying prevention and awareness training for new teachers and new administrators. 			
Goal Increase board level response and action to review, develop and implement initiatives to support and promote equity and inclusiveness for staff, student and families.	3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.	C) Equity and Inclusion Use of self identification tool for Aboriginal, Metis and First Nation students Work towards representation of diverse groups of students, staff and parents on school committees and school based activities Best practice sharing between Equity and Inclusion School Teams Respond to the needs of marginalized students and families by extending learning opportunities regarding mental health and poverty education to target groups	Catholic, Community, Culture And Caring	<ul style="list-style-type: none"> •Ontario's Equity and Inclusive Education Strategy •A Framework for Understanding Poverty •A Community Fit For Children (A Focus on Young Children in Waterloo Region) •WCDSB Attendance Counsellors •Consultants/ social workers/ CYCW •SEAC 	<ul style="list-style-type: none"> •Workshops – A Framework for Understanding Poverty •Provide workshops for staff on the understanding of mental health challenges and how to support students/family emerging mental health challenges 	<ul style="list-style-type: none"> •System Equity and Inclusion Committee to monitor achievement of goals during the year as standing item on agenda •Poverty and Learning Committee review and implementation of 2009-2010 recommendations at monthly meetings 	<ul style="list-style-type: none"> •Superintendents •Principals •Poverty and Learning Committee 	<ul style="list-style-type: none"> •Establish a database for board level partnerships and diverse representation on school committees •Establish a database for AMFM students •Safe Schools Data •Suspension Data •Agenda and minutes of staff meetings and senior administration meetings reflect a focus on poverty and its impact on student learning

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"								
PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
			Literacy					
				•System and school councils				
<p>Goal To increase collaboration with students, parents, staff and the broader community to benefit student learning and achievement.</p>	<p>6.2 Students, parents and community members are engaged and welcomed as respected, valued partners.</p>	<p>D) Engagement (Student, Parents, Staff and community)</p> <ul style="list-style-type: none"> •Board website provides accurate and user friendly links to community resources available to support student learning and achievement •Collaborate with community agencies and groups that provide support for students and parents (i.e. STEAM, EIEI, Student Support Leadership Initiative, etc.) •Publicize all student and parent school engagement opportunities within school communities (i.e. Clubs, teams, We Schools Etc) •Develop opportunities and venues for students, staff and parents to participate in collaborative problem solving and decision making. 	<p>Catholic, Community, Culture And Caring</p>	<ul style="list-style-type: none"> •Catholic school and system parent councils • Representation from various employee groups (i.e. CAW, PASS, OECTA, CUPE, Administrators, etc) • Representation from community agencies (KidsLink, Lutherwood, etc.) 	<ul style="list-style-type: none"> •Cognitive coaching sessions •CELF Admin Retreats • Taking Mental Health to School in Waterloo Breakfast Symposium 	<ul style="list-style-type: none"> •Monitor the use of the board website to access information regarding student learning and support achievement •Monitor the nature of problems, their solutions and reported satisfaction with results and processes 	<ul style="list-style-type: none"> •Superintendents •Principals •Employee group representatives •School council chairs 	<ul style="list-style-type: none"> •Employee harassment protocol data •Attendance of parents and student participating in board level and school based activities focused on student learning and achievement

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT: "Priorities for Improving Student Achievement"

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
			Numeracy					
			CCC					
			Literacy					
<p>All Grade 7 -10 students will be provided the opportunity to explore the pathway options available.</p> <p>All grade 7-8 students will enter secondary school having completed the W.C.D.S.B. Pathways Planner.</p> <p>All grade 9-10 students will be supported in choosing appropriate courses leading to grade 11-12 pathway/career options.</p>	<p>5.1 Programs, pathways, and career planning meet the learning needs and interests of all students.</p> <p>5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.</p>	<ul style="list-style-type: none"> •Provide opportunity to use Pathway Planner including related resources (Pathway Planner in student agenda, Entering Secondary School Booklet, Career Cruising Planner and Portfolio) •Review and revision of Pathway Planner and Entering Secondary School booklet including teachers in the review cycle •Pilot curriculum guide and teacher resource for grade 10 career studies 	Pathways	<ul style="list-style-type: none"> •Pathway Planner and teacher resources - Gr. 7 & 8 •Entering Secondary School – Gr. 8 •Student Agenda •Grade 10 Career Studies Course •Career Cruising Planner and Portfolio •Experiential Learning Consultant •Curriculum / Information nights at schools 	<ul style="list-style-type: none"> •Knowledge of Pathway options.- Pathway Planner, E.S.S., New Career Guidelines •Elementary Career Cruising features •Ontario Skills Passport for Career Studies Course. 	<p>Survey of intermediate classroom teachers and guidance counsellors</p> <p>Monitor the volume of course change requests due to inappropriate placement</p> <p>Monitor Career Cruising Log in</p>	Superintendents	<p>Survey results substantiate the goal</p> <p>School data on course change requests.</p> <p>Baseline percent of Career Cruising access.</p> <p>Pass rate and grade distribution in Grade 10 Career courses.</p>
<p>Students K-6 will participate in self-awareness activities and be exposed to the potential within the 5 Pathways (Apprenticeship, college, community, university, and work place.). Pathways will be revealed through the religion curriculum.</p>	<p>5.1 Programs, pathways, and career planning meet the learning needs and interests of all students.</p> <p>5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.</p>	<ul style="list-style-type: none"> •Grade appropriate self awareness inventories •Preference Cards – learning strengths – affirmations •Class Profile •Curriculum pathway in primary and junior religion program •K-6 pilot new resource with consultations. 	Pathways	<ul style="list-style-type: none"> •Choices in to Action •Learning for All •K to 6 Pathways WCDSB 	Pathways knowledge and Choice into action curriculum	<ul style="list-style-type: none"> •Class profile information •Student self-advocacy for preferences •ccat data 	Superintendents	<p>Monitor exposure to opportunities for self-advocacy of preferences.</p>