



2009 – 2010 Board Improvement Plan
K – Grade 8
Northwest Catholic District School Board
 Sacred Heart School – 352 Students
 St. Joseph’s School – 427 Students
 St. Michael’s School – 191 Students
 St. Francis School - 239 Students
 Our Lady of the Way School – 82 Students
 St. Patrick School – 157 Students

Comprehensive Needs Assessment

Members of the Board Improvement Team

Mary-Catherine Kelly – Director of Education Effectiveness Lead	Teresa Dennis- Principal	Al Cesiunas- Superintendent of Education	Brendan Hyatt- Principal	David Sharp- Student Success Lead	Joanne Querel- School
Shelly Durance- Special Education Coordinator	Mike Belluz- MISA Coordinator	Kim Anderson- Curriculum Coordinator		Mark Lugli- Principal	Margot Saari- Principal
				Kathy Mueller- Catholicity Coordinator	Guy Durand - Principal

SEF Summary Data and Board Achievement Data

Areas of Strength

- EQAO data trends indicate that our students’ achievement levels continue to be higher in mathematics than in reading and writing.
- CASI data indicates that there has been improvement in the levels of students achieving as noted on data walls (questions # 6 and # 8- Thinking)
- Gains in student achievement in writing were noted from the improvement goals set in May of 2007-2008 to May of 2008-2009: Primary reading- Making Connections was at 54% and is currently at 53% and Primary Writing was at 60% and is now at 61%.
- Gains were also noted in the overall level of EQAO junior writing results in 2008 were at 62% and have increased to 72%. Our work is making a difference in student achievement levels.
- St. Francis School (junior division) and St. Michael’s Schools (primary division) have exceeded the board SMART goals set in Reading, Writing and Mathematics for the 2008-2009 school year. St. Patrick’s School has exceeded the board targets in primary reading and writing.
- Two schools currently have three teachers with mathematics specialist qualifications on site. (St. Michael’s, Sacred Heart)
- Character Education is deeply embedded in our faith traditions and monthly values are celebrated in all schools.
- Team work is strength within our board.
- Emerging alignment of report card assessments with EQAO, DRA and CASI

Successful Practices

- Regularly scheduled Catholic Professional Learning Communities in each school with release time provided for the implementation of the “Teaching Learning Critical Pathways”. Principals and Literacy coaches attend TLCP sessions.
- Teaching- Learning Critical Pathways have been operating in all schools. Teachers have grown in their ability to target curriculum expectations that are related to an area of greatest need. Moderated marking sessions have occurred in all schools thus increasing teachers’ capacity to evaluate equitably and in a consistent manner providing students with explicit feedback for next steps.
- All Principals participate in the Leading Student Achievement Project.
- Literacy and Numeracy blocks for instruction are scheduled at all schools.
- Principals note that in the area of mathematics their schools are resource rich (manipulatives)
- Through the work of the TLCPs and job embedded literacy coaching, staffs have the skills necessary to begin an in-depth examination of numeracy practices. (co-teaching and lesson study)
- In order to facilitate professional learning and later capacity building video conferencing equipment is housed in board offices and within each school. The challenge of “geography” is no longer a barrier.
- SMART boards are being phased into use in all schools. Full implementation in three years.



2009 – 2010 Board Improvement Plan Literacy

What does our data tell us?

Areas of Concern

- Boys achievement levels in reading and writing levels remain lower than girls and generally the boys attitudes towards writing is significantly lower than their female counterparts. Boys report that they “do not see themselves as good readers and writers” in both the primary and junior divisions.
- Mathematics results have reached a plateau as tracked by our EQAO data for 2005 – 2008. The overall trend has demonstrated steady increases.
- Generally, our students are not meeting provincial standard as measured by EQAO open response questions that demand higher critical literacy skills.
- Primary reading achievement as measured by EQAO is a concern.

Factors to be Considered

- St. Patrick’s School in Atikokan is being amalgamated with the Northwest Catholic District School Board in September 2009.
- Literacy Coaching time is reduced from 4.0 to 2.5 in the 2009-2010 school year
- A Numeracy Facilitator will provide support and training to all teachers in grades 3-6 during the 2009-2010 school year.
- Math and Literacy Coach for grades 7& 8 teachers.

Mitigating Strategies

- All results of TLCP will be recorded on a board template and forwarded to the SEF lead
- A schedule for TLCPs will be supported by all coordinators.

Based on this data where should we focus our efforts – what are our SMART goals?

1. **Literacy- Reading for Meaning 1.4- 1.9 Inferring and making connections**
2. **Numeracy- Number Sense and Numeration Problem solving**
3. **Pathways – At-Risk Learners – Level 1**
4. **Caring, Culture and Community - Learning opportunities that promote Catholic values and build character.**

SMART GOAL:

60% % of primary students and 80% of junior students will achieve levels 3 or 4 as measured by EQAO 2009 data in “making connections between information and ideas in reading selections and the reader’s personal knowledge and experience.” 1.5 use stated and implied information and ideas in texts to make inferences and 1.6 responding to and evaluating texts-express person opinions and ideas presented in the text. Currently 53 % of primary and 77% of junior students are achieving at Levels 3 and 4 in making inferences and 53 % of primary and 77% of junior students are achieving at Levels 3 and 4 in extending their understanding. Intermediate students will demonstrate increased levels of achievement in the CASI results as noted in questions 6 and 8 that demonstrate students’ “Critical thinking skills” and in the open responses to the collaboratively developed and marked robust thinking tasks developed in the TLCP.

Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
<p>Teachers will collaboratively assess student reading responses and writing samples via the development of “robust thinking tasks”. (inferring and making connections 1.4-1.9) Ensuring the use of mentor texts that use a wide variety of fiction and non-fictional texts. Data to drive instruction.</p> <p>Implement critical literacy practices (ie. Underlying meaning in author’s message, power of persuasion, viewpoints and opinions, whose voice in missing, making inferences and extending understanding)</p> <p>Ongoing Assessment and Feedback for learning</p>	<p>Release time for TLCPs to be completed once per term.</p> <p>Term One – completed - data walls submitted</p> <p><u>TERM TWO</u>: end date for TLCP:</p> <p>Sacred Heart – February 23, 2010</p> <p>St. Joseph’s – March 2010</p> <p>Our Lady of the Way- March 2010</p> <p>St. Michael’s- March 2010</p> <p>St. Francis- March 2010</p> <p>St. Patrick’s- April 2010</p> <p>Capacity Building series- Student Self Assessment</p> <p>DVD Package- Comprehending in Action (session #4 Classroom Assessment)</p> <p>Education For All K-12</p> <p>Effective Guides to Literacy Instruction</p>	<p>1 day per teacher per term during the 2009 -2010 school year allocated to collaborative marking: TLCP/CASI.</p> <p>Schools in the Middle-Sacred Heart and St. Joseph’s School- Review of case studies- Moving level 2 to level 3 – observe, describe and analyze student work samples Grades 2 and 5. January & May 2010.</p> <p>Teachers will select 2-4 marker students (at risk learners) to track during the TLCP process.</p> <p>Teams will use student data and observe progress to inform instruction. (TLCP)</p> <p>Math\Literacy Coach Gr.7\8</p> <p>Survey the boys’ attitudes towards reading and writing. Provide results to teachers by March 2010.</p>	<p>Principals’ CPLC & Literacy Coaches: SEF lead will provide professional development in the following:</p> <p>TOPICS:</p> <ul style="list-style-type: none"> -Roles of a Literate Learner - Collaborative Marking - Developing Essential Questions/Big Idea/Robust Thinking Tasks - Critical Literacy Skills <p>Leadership sessions with Student Achievement Officer- examination of student work samples. (TBA)</p>	<p>Coordinators will submit monthly newsletter TIPS for parents: literacy instruction. Parents will see lists of mentor texts and lists that describe the achievement levels.</p> <p>Parent TIPS for engaging boys and literacy</p> <p>Literacy nights</p>	<p>Students will be able to articulate their learning goals and through their writing they will demonstrate their thinking and connections to text.</p> <p>Data walls used during TLCPs will be shared and discussed at Principals’ meetings (Gallery Walk) All data walls will be submitted to the Principal after each TLCP is completed.</p> <p>Junior CASI data- Thinking Questions # 6 and 8 will be tracked by teams of teachers within their TLCP work.</p> <p>Principals & members of the District Review Teams will note evidence of feedback for learning in all classrooms.</p>	<p>January, 2010</p> <p>April, 2010</p> <p>June 2010</p> <p>CASI and DRA assessments 3 times per school year as per policy # 17-A.</p> <p>Grade 3 and 6 boys – survey in February 2010.</p>	<p>Trustees Director or Education Superintendent of Education School Effectiveness Lead Student Success Lead Principals Coordinators Literacy Coaches Teachers Student Achievement Officer</p>	<p>EQAO 2009-2010 results will indicate that the SMART goal has been met. (1.5 & 1.6) in the primary and junior divisions.</p> <p>Responses on questions 6 and 8 will improve a level for 75 % of students in the junior and intermediate grades.</p> <p>SOE will meet once per term with Principals to review school SMART goals using the COGNOS data.</p> <p>Boys’ attitudes towards reading and writing will increase by 10% EQAO surveys will indicate an</p>

Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
	<p>Reach Every Student Through Differentiated Instruction in 7&8 - folders, cards and educator's package</p> <p>Think Literacy resources for grades 7& 8</p>	<p>"Me Read? And How" - A practical guide to improving boys' literacy skills. Strategies to be incorporated in the TLCP work at each school.</p>			<p>2009-2010 DRT visits:</p> <p>Our Lady of the Way- October 8, 2009</p> <p>St. Joseph's School- November 5, 2009</p> <p>St. Patrick's School- November 25, 2009</p> <p>St. Michael's School- March 30, 2010.</p> <p>St. Francis School- April 13, 2010.</p> <p>Sacred Heart School- April 27, 2010.</p>			<p>increase.</p>



**2009 – 2010 Board Improvement Plan
Community, Culture and Caring**

Comprehensive Needs Assessment

Members of the Board Improvement Team

Superintendent of Education, School Effectiveness Lead, Student Success Lead, Principals and Coordinators

Summary Data (Trends) and Board Achievement Data

Areas of Strength:
Our Catholic programs and culture already are imbedded into daily activities and curriculum. The Character Education initiative has provided further incentives to highlight our Catholic values in all of our teaching.

Successful Practices:
Fully Alive and Christian Living programming
Social justice initiatives
Outreach into parish and community activities
Faith Development Days
Release time for extra catechesis
CPLCs

What does our data tell us?

Areas of Concern:
We need to encourage student leadership within the Character education initiative.
We need to further support teachers through professional and faith development opportunities.

Factors to be Considered:

Provide training for new teachers on character education to align with the Catholic Graduate Expectations. Not all teachers are Catholic.	
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Based on this data where should we focus our efforts – what are our SMART goals?

- 1. All students will participate in a variety of learning opportunities that promote Catholic Values and build character.**

Board Improvement Plan Template

SMART Goal

All students will participate in a variety of learning opportunities that promote Catholic Values *and build character*.

Plan Design and Implementation Strategies					Monitoring Strategy			
Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
Character Development supports academic achievement and is infused in our policies, practices and interactions.	Teaching Catholic Values and Building Character resource materials- Teaching Gospel Values and Developing Character Kits. Literacy connection texts- fiction and non-fiction mentor texts (Catholic Virtues) Catholic Graduate Expectations Monthly lessons prayers, and ideas Liturgical connections. NOCCC OECTA Religious Education Courses Finding Common Ground: Character Development in Ontario Schools K-12	School CPLCs Focus on teaching Catholic values and character education Faith development opportunities through Faith Days, extra catechesis release (1/2 day per teacher), New Teacher orientation and support	Student leadership development Implement a Student leadership forum January 2010 System Faith Development Day OECTA AQ course Part I Catholicity component for Board Leadership Program Catholicity Orientation Day for new teachers	Parental support of student leadership initiative NOEL Student Leadership forum in Spring 2010-Thunder Bay Parish community engagement Community activities for outreach and social justice activities	Survey staff Student participation	January, April and June 2010.	Trustees DOE SOE Student Success Lead SEF Lead Curriculum co-coordinators Principals Math coaches and facilitators Parents and students	Survey Principal walkabouts Teacher feedback Student feedback

SMART GOAL: NUMERACY

Number Sense and Numeration K- 8

68% of primary and 67% of junior students will achieve Levels 3 or 4 in “number sense and numeration” using problem solving as measured by EQAO 2009-2010 mathematics assessment. Currently 64% of primary students and 62% of junior students are achieving at Levels 3 and 4 in Number Sense and Numeration as assessed by EQAO 2010. Currently 61 % of intermediate students are achieving at Levels 3 and 4 in Number Sense and Numeration as measured by the term one report card assessments with 27% at Level 2.

Plan Design and Implementation Strategies					Monitoring Strategy			
Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
<p>Teach mathematics using a balanced approach (model, shared, guided and independent) using the three part math lesson that focuses on problem solving.</p> <p>Students will be actively engaged in discussing mathematical concepts and communicate their thinking.</p>	<p>Ontario Math Curriculum grades 1-8</p> <p>Effective Guides to Math Instruction K-6</p>	<p>Build a learning community of math teachers, Principals and coordinators</p> <p>Professional development session using the SMART board technology to introduce BANSHO to grade 3-6 math teachers (March 2010)</p> <p>Math\Literacy Coach Gr.7\8</p>	<p>Math coaches and facilitator will present a three part math lesson to Principals using SMART board technology.</p>	<p>Curriculum coordinators, math coaches, math facilitator, SEF lead, Student Success Lead will provide a monthly insert for school newsletters highlighting tips for parents.</p> <p>Family Numeracy Nights-</p> <p>Sacred Heart School- January 26, 2010</p>	<p>Students will demonstrate through problem solving their mathematical thinking.</p> <p>Tracking: Numeracy Facilitator # of co-teaching days for teachers in grades 3-6.</p> <p>Anchor charts and student mathematics group work are posted within designated classrooms</p>	<p>January 2010</p> <p>April & June 2010</p> <p>June 2010</p>	<p>Trustees DOE SOE Student Success Lead SEF Lead Curriculum co-coordinators Principals Math coaches and Numeracy facilitator Parents and students</p>	<p>Walkabouts by Principals will note groups of students participating in three part math lessons, speaking and using mathematical language. Students' work will be posted in classrooms as evidence.</p> <p>Report card data-comparison from term one, two to three in Number Sense and Numeration.</p> <p>Grade 3 and Grade 6 EQAO, 2009-2010 results. (August 2010)</p>

Plan Design and Implementation Strategies					Monitoring Strategy			
Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
Grade 3-6 math teachers plan and implement three part mathematics lessons daily during the numeracy block.	<p><i>LNS Webcasts - Mathematical Knowledge for Teaching Differentiated Instruction for Math</i></p> <p>-Making Mathematics Accessible to all students</p> <p>- Coaching Mathematics for Student Success High Yield Strategies for Math</p> <p>TIPS/GAINS – grades 7 & 8</p> <p>Template for planning a 3 part math lesson</p> <p>Reach Every Student Through Differentiated Instruction in 7&8 - folders, cards and educator’s package</p> <p>Think Literacy resources for grades 7& 8</p>		Gallery Walk at Principals Meetings to share students’ thinking in problem solving					



*The Northwest Catholic
District School Board*

Comprehensive Needs Assessment

**2009 – 2010 Board Improvement Plan
Pathways**

Members of the Board Improvement Team

Superintendent of Education, School Effectiveness Lead, Student Success Lead, Principals, Coordinators

Summary Data (Trends) and Board Achievement Data

Areas of Strength
Positive cross-panel transition planning takes place with the coterminous Boards for grade 7 & 8 students.
Data is available for use in determining students at risk and modifying teaching strategies to meet student needs.

Successful Practices
High yield strategies have been introduced.
Differentiated Instruction strategy.
There is informal data sharing between panels to assist teachers in better preparing students for high school.
Three part math lesson

What does our data tell us?

Areas of Concern:

Boys make up the majority of students at risk. (level one or 50-55% in grades 7 & 8)
Number Sense and Numeration data- Term One- grades 1-8:
Level One- 73 students (15.79%) 24 students- marks in the range of 57-59 %
33 % of the 73 students are within 3 marks of moving to a level 2.

<p>Factors to be Considered: Literacy coaches time has been reduced in each school. Cognos data is available to all leaders in the system. A Numeracy Facilitator supports math instruction for Gr. 3, 4, 5, and 6 teachers.</p>	<p>Mitigating Strategies: Coordinators to attend CPLC sessions. Teachers have access to COGNOS data.</p>
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1. 100 % of level one students (K-8) will be engaged in a variety of effective teaching strategies to meet their learning needs in mathematics (Number Sense and Numeration) and 25% of these students will move from Level One.

Board Improvement Plan Template

SMART Goal
100 % of level one students (grades 1 - 8) will be engaged in a variety of effective teaching strategies to meet their learning needs in mathematics (Number Sense and Numeration) and 25% of these students will move from Level One.

Plan Design and Implementation Strategies					Monitoring Strategy			
Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
<p>High yield strategies</p> <p>Differentiated Instruction strategy</p> <p>Transition teams in place at each school with intermediate students</p>	<p>Education for All (K-12)</p> <p>Checklists for high yield strategies and differentiated instruction</p> <p>Learning styles</p> <p>Inventory of Multiple Intelligence</p> <p>Change Your Bait</p> <p>Differentiated Instruction surveys for intermediate teachers- April 2010</p> <p>DVD on high yield strategies</p> <p>Reach Every Student Through Differentiated Instruction in 7 & 8 - folders, cards and educator's package</p> <p>Think Literacy resources for grades 7& 8</p>	<p>High yield strategies training in each school</p> <p>Special education and Curriculum coordinator to support classroom teacher</p> <p>Literacy teachers at each school</p> <p>Math/Literacy coach Gr. 7/8</p> <p>Develop purposeful classroom groupings to optimize learning and remedial support.</p> <p>Small and Northern Boards: Building Capacity in Mathematics Initiative. (Numeracy Facilitator for grades 3, 4, 5 and 6)</p>	<p>Karen Hume to provide training on the differentiated instruction strategy</p> <p>Curriculum coordinator to provide training to teachers/principals in the schools</p> <p>Principals will have dedicated time at principals' meetings to be made aware of books, articles, strategies, etc. that increase student learning opportunities.</p>	<p>A one page insert in the school newsletter completed monthly with information from each of the 4 pillars</p>	<p>Checklists for high yield strategies and differentiated instruction</p> <p>Term one, two and three- report card marks demonstrate growth in student achievement.</p>	<p>November 2009</p> <p>February 2010</p> <p>June 2010</p>	<p>Trustees DOE SOE Student Success Lead SEF Lead Curriculum co-coordinators Principals Math coaches and facilitators Parents and students</p>	<p>In December. February and April and June, the SOE, SEF leader and SS Leader will meet with each principal to discuss where we are at by looking at the data for the at risk learners.</p> <p>Sharing of success stories, challenges and next steps will be discussed</p> <p>What are the lessons learned? Are we meeting the needs of our at risk students? June 2010</p>

Plan Design and Implementation Strategies					Monitoring Strategy			
Research Based Strategies	Resources Required	Professional Learning Strategies	Leadership Development	Parental/Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
	Later Literacy Training (TBA 2010) Numeracy Facilitator-grade 3, 4,5, and 6 teachers- 3 part math lesson. OFIP Tutoring- Sacred Heart School and St. Joseph's School							