

Catholic Community, Culture and Caring

Needs Assessment: By June 2010, we will have completed a comprehensive analysis to determine to what extent our board is a Catholic Community of Caring and to what extent our Catholic Graduate expectations are infused in the daily life, culture, and programming of our schools.

Plan Design and Implementation Strategies				Monitoring Strategy			Evaluation
Implementation Strategies	Professional Learning Strategies	Leadership Development	Parental/ Parish/Student Community Engagement	Measure of Success	Timelines	Responsibility	
<p>A draft survey will be constructed by January 2010, to collect information about the above goal. The draft survey will be vetted with research consultants.</p> <p>The sample survey will be shown to trustees, principals, employee groups, school councils, student groups and community partners in this order, for input and conversation.</p> <p>The survey will be conducted with all stakeholders to gather and analyze information about Catholic community culture and caring in our schools, in order to plan for next steps.</p>	<p>Whenever possible, for example at meetings of the Catholic Education Team, Religion Advisory Teacher meetings and at professional learning meetings, opportunities for reflection about the need to gather perceptual information about the above goal will be encouraged.</p>	<p>At principal meetings, opportunities for reflection about the need to gather perceptual information about the above goal will be encouraged so that principals can use this information to plan for reflections with their staffs at Faith Days and staff meetings.</p>	<p>At meetings of School councils and during Catholic Education Week, opportunities for conversation and reflection about the need to gather perceptual information about the above goal will be encouraged and planned.</p>	<p>Results from the survey are analyzed and information is available for areas of need.</p>	<p>June 2010</p>	<p>JoAnn MacGregor Dan Parr</p>	

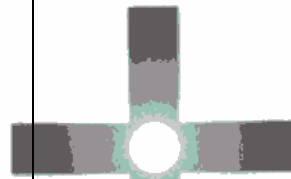
Literacy K-6

Needs Assessment	Grade 6 Boys – trend data from provincial assessment shows a consistent pattern in writing of poorer achievement by boys and a trend to do more poorly in reading; Report card data from Term 3 2007/2008 and from Term 1 and 2 in 2008/2009 show a trend of about 15% differential between boys and girls in both reading and writing in the junior grades – boys are lower achieving by 15% Attitude surveys from EQAO Junior assessment show a significant gap between girls and boys positive attitudes to reading and writing, with boys showing less interest in reading and writing.
SMART Goal	By September 2010, there will be a 15% increase in junior boys’ achievement at level 3 or 4 in combined reading and writing scores as measured by the provincial assessment (Junior). Currently junior boys’ achievement at level 3 or 4 in reading is 69% and 58% in writing. Trends over time have indicated approximately a 15% gap between boys and girls. This plan targets equity of outcomes through an increase in both boys and girls achievement

Plan Design and Implementation Strategies				Monitoring Strategy			
Research Based Strategies	Professional Learning Strategies	Leadership Development	Stakeholders (Parents/Parish/Students) Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
<p>During pre-writing time, increase the use of structured time for purposeful talk.(think,pair, share, small group activities, elbow partners) During class discussion about texts, engage students in intellectually demanding tasks which require higher order thinking skills such as justification of opinion and debate about topics related to schema development.</p>	<p>A Level 2 to Level 3 Strategy will be implemented in Sept. 09 to continue through the year. Weekly memos will remind principals to closely track students achieving at level 2 in reading to determine classroom interventions and monitor progress of these students. Superintendents will discuss these students at monthly visits with the principal. Guided practice will be targeted as a high yield intervention.</p>	<p>In September 09, principals will use EQAO gender data from June 09 to determine if there is a trend of boys underachievement in literacy at their school and if it has statistical significance.(target school)</p>	<p>Through the school newsletter, board website and awareness events fathers will be encouraged to support play based literacies – playing with their children on the computer and involving themselves in boys interests.</p>	<p>Superintendents JoAnn MacGregor and Dan Parr will collect baseline, and summative data on students achieving at level 2, to show growth, in schools where boys literacy engagement is lagging.</p>	<p>Sept 2009 Nov2009 March 2010 June 2010</p>	<p>JoAnn MacGregor</p>	

<p>Ensure specific and timely feedback, oral and written to increase motivation for improvement in writing. (conferencing) Ensure that assessment practices which allow teachers and students to share responsibility for learning are in place.</p>	<p>Monthly meetings for job-embedded learning will include moderated marking of boys work in reading and writing in order to provide next steps for instruction and to support specific feedback for the student to use to improve. Principal will participate in these activities themselves at the Leaders' Learning Council on November 3rd, 2009.</p>	<p>During the fall of 09 principals of schools where there is a statistical significance to boys underachievement in literacy, will be supported to work with their teachers to deepen and extend learning about best instructional practices for boys achievement in literacy.</p>	<p>School principals will make use of ministry information on boys literacy (Me Read? No Way!) to inform parents of strategies that may be used at home to encourage literacy engagement in boys.</p>	<p>School principals will collect data reflecting boys achievement in literacy and continually monitor these students' progress. The information will be collected centrally for system monitoring.</p>	<p>At the beginning and end of all Teaching Learning Critical Pathways</p>	<p>Principal Dawne Boersen</p>	
<p>Use research based strategies to increase boys' engagement such as using non-fiction text, using technology and physical activity during writing time, allowing intellectually competitive activities, and accepting humorous responses.</p>	<p>Focused discussion of the specific use of strategies (such as those outlined), will take place at schools, during meetings of the professional learning community to support teaching practice.</p>		<p>Focus groups will be held at target schools in Fall '09 with boys, to receive input about their literacy learning. Results will be communicated to principals for use in improvement planning and implementation of the SMART goal.</p> <p>LNS resources will be distributed to principals of targeted schools to support teachers' awareness of the kind of learning environment in which boys thrive.</p>	<p>A survey based on the strategies outlined in this plan, will be conducted in schools with a statistically significant gap in junior boys literacy, to determine boys' attitude and engagement in literacy.</p>	<p>September '09 January '10 May '10</p>	<p>Dawne Boersen Annemarie Petrsek JoAnn Macgregor</p>	

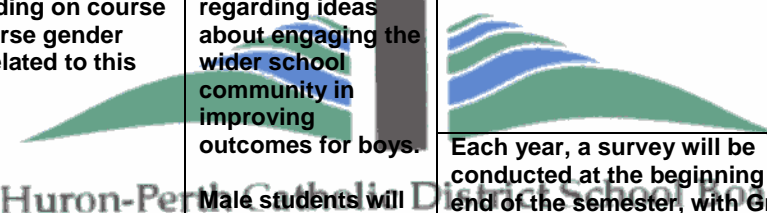
	<p>A pilot collaborative inquiry project sponsored by the LNS, will foster development of purposeful oral language in Kindergarten and Grade 1 students, using learning centres.</p>					<p>Learning Coordination Team JoAnn MacGregor Dan Parr</p>	
	<p>The Schools in the Middle project will sponsor 7 elementary schools where boys are underachieving. This project will support principals and School Improvement Teams with focused and collaborative learning opportunities as they develop school wide strategies to improve achievement for boys.</p>						



Huron-Perth Catholic District School Board

Literacy 7 - 12

Needs Assessment	
SMART Goal	By September 2010, there will be an increase in all students achieving level 3 or 4 by the end of Grade 9 in their chosen pathway as measured by a 10% increase in boys achievement of Level 3 or 4 in their Grade 9 English course. Currently 67% of boys are achieving Level 3 or 4 in their chosen pathway by the end of Grade 9.

Plan Design and Implementation Strategies				Monitoring Strategy			
Research Based Strategies	Professional Learning Strategies	Leadership Development	Parental/ Parish/ Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
Student success teachers and teams will identify needs of struggling Grade 9 and 10 students (especially boys) and collaborate with the student success team and with all teachers to develop strategies which lead to success for these students.	Voluntary inquiry sessions will be offered about boys literacy engagement to moderate boys work in reading and to develop and extend teachers' understanding of how to integrate best research based practices for boys achievement.	In the Fall 2009, Leadership teams in both secondary schools will disaggregate school data to determine specific areas of focus related to this goal.	Both secondary schools will make reference to the board goal on their website and describe what is happening with respect to this goal at their school.	Each semester, beginning in February 2010, report card grades in English (applied and academic combined), will be monitored for improvement in the percentage of all students, improvement in the students identified by the Student Success teams and improvement by gender, achieving at level 3 or 4.	February 2010 June 2010	Superintendent Dan Parr will collect this data from each high school according to the timelines set in this plan.	
Pre writing activities (oral communication, generating ideas, organizing ideas- mind maps, graphic organizers etc) are emphasized in written assignments.	Departments will have ongoing access to expertise in literacy at their meetings to support them as they develop instructional strategies in literacy to implement in their classrooms.	Department SMART goals will include reference to this goal depending on course by course gender data related to this goal.	Members of school council will be asked for input regarding ideas about engaging the wider school community in improving outcomes for boys.	 <p>Huron-Perth Catholic District School Board</p>	<p>Each year, a survey will be conducted at the beginning and end of the semester, with Gr. 9 students in all courses except English, to determine a positive change in attitude to Literacy across the Curriculum. The results will be analyzed by gender.</p>	<p>Sept 2009 Jan 2010 February 2010 June 2010</p>	
Pre reading activities (establishing purpose, prior knowledge, vocabulary) are emphasized in classroom instruction for both print and electronic texts.	Teachers will have opportunities to discuss literacy across the curriculum and see how literacy impacts success in all areas of study.	Male students will be surveyed each year in Gr. 9 and 10 at the beginning and end of each semester to determine their attitudes to reading and writing. The results of this survey will be shared at School Council meetings and included in newsletters to parents.	<p>Teachers will be surveyed in each year of this plan to determine their perceived challenges in teaching literacy across the curriculum.</p>				
Best practice instructional strategies(such as those outlined above) for reading, writing, and oral communication are taught explicitly and embedded in regular classroom instruction.							
Use of technology and allowing for choice or variety in reading, writing and presentation tasks in order to engage all students							

Numeracy 6 - 9

Needs Assessment	EQAO IIR report trends (particular in Grade 6 and 9 applied) indicate that students are challenged in the area of open response (multi step problem solving) In addition to this, Applied/Academic Gr. 9 report card information and EQAO information reveal a gap between performance of applied and academic students in math The same students who are struggling in Grade 6 are experiencing difficulties Grade 9 applied.
SMART Goal	By September 2012, the overall Board performance rate for students taking the Grade 9 Applied EQAO Mathematics Assessment (achieving level 3 or 4) will be at least 63%. Currently our three year average from 2006 – 2008 is 54%. Our targeted achievement for 2010 will be 58%; for 2011 will be 62%.

Plan Design and Implementation Strategies				Monitoring Strategy			
Research Based Strategies	Professional Learning Strategies	Leadership Development	Parental/ Parish / Community Engagement	Measure of Success	Timelines	Responsibility	Evaluation
A collaborative inquiry approach will be used to deepen teachers' knowledge about mathematical process skills, using common assessments, moderated marking, and discussion of current research findings.	The Fall PD day will focus on the analysis of EQAO data at each school in order to gather information about performance gap issues/trends in mathematics for all of our students.	Principals will receive training around the use of PRIME as a resource for School Improvement Planning in Mathematics. Mathematical process skills and high yield instructional strategies such as Bansho, Math Congress will be reinforced as necessary components of an effective learning environment for Numeracy.	The curriculum team will provide principals with information to be distributed to parents regarding this process. The board website will be updated with the current board improvement goal.	By June 2010, (Fall 2011, Fall 2012)PRIME diagnostic data will be correlated with report card and EQAO data to identify instructional, developmental, and assessment needs.	By June 2010 for Grade 6 – 8. By June 2011 for all elementary classes in grade 1-8.	Superintendents (Dan Parr and JoAnn MacGregor) will collect data from each school according to the timelines set.	
Classroom practice will include using structured time for purposeful problem solving to develop higher order critical thinking and planning skills. The use of technological and manipulative supports will also be reinforced.	Schools will consider and implement Teaching Learning Critical Pathways for Mathematics where it is appropriate according to their School Improvement Needs as identified in the School Effectiveness Framework reflective process.	Both Principal and Teacher instructional leadership will be developed in projects connected to the Math GAINS and Collaborative Inquiry for Learning Mathematics Initiatives from the Ministry's Student Achievement Division.	The director's monthly newsletter and the annual report to parents will highlight the work being done in schools towards the SMART goal.	Moderation of formative data in the TLCP process at schools will include discussion of what made the difference in student learning. More schools will participate in a Math TLCP	Monthly at job-embedded meetings of the PLCs of schools engaged in a Math Pathway.	School principals will collect the same data as above and monitor student progress through the TLCP as well as Count Every Student. The information will be collected centrally for system monitoring.	
Classroom practice will include using graphic organizers and anchor charts to organize and develop problem solving and communication skills. High yield instructional strategies such as Bansho and math congress will be utilized to a higher degree of consistency in our schools.	PRIME training will be completed for all elementary teachers to be used as a support to identify the developmental needs of our students.			Bansho walls, Math Congress posters and other types of graphic displays that demonstrate students thinking around concepts will be evident in classrooms and students will be able to explain the mathematical thinking on the charts.	Monthly by principal supervision of classroom practice.	JoAnn MacGregor Superintendent will monitor through focused and ongoing conversations with principals	