



# On Fire with the Spirit

AWAKEN // ILLUMINATE // REJOICE

**“We seek out a joyous school community that takes up the call of missionary disciples to make a difference and turn the tide towards a stronger community of faith.”**

Come, Holy Spirit,  
fill the hearts of your faithful,  
and kindle in us the fire of your love.  
Send forth your Spirit and we shall be created,  
and You shall renew the face of the earth.

Amen.

On behalf of the Board of Trustees I am very proud to present our 2024-2027 Strategic Plan. It is the fruit of much thoughtful consultation, focused ambition and prayerful reflection. It will serve as the foundation and direction that propels us forward to awaken, illuminate and rejoice in the gift of publicly funded Catholic Education.

I have always been fascinated with the story of Pentecost. I'm awed by the concept of a Spirit so mighty that it blew open doors and permeated fearful hearts with infallible courage, conviction and passion. A Spirit so strong that people were instantly moved to go out and spread the word and the love of Jesus Christ. Now that's a powerful Spirit!!

Our spiritual theme On Fire with the Spirit - Awaken - Illuminate - Rejoice is the anchor for, and will be infused within, our 2024-2027 Strategic Plan. The plan will focus on developing and implementing comprehensive programs and experiences to strengthen Catholic faith formation among students

and staff. It is also aimed at implementing rigorous academic standards through teaching and learning best practices to elevate student achievement to world-class levels.

We extend sincere gratitude and appreciation to those who created and developed this document and to those dedicated to ensuring its implementation. As we work to achieve these goals over the next three years, it is my prayer that the Holy Spirit will continue to guide and inspire the hearts and minds of our students and staff throughout our Huron-Perth system...and maybe even blow open a door or two!!

**MARY HELEN VAN LOON**  
*Chair of the Board*



It is with great pride that I share the 2024-2027 Strategic Plan with our Catholic community. Our journey that led to this plan began with a communal and spiritual discernment exercise that was rooted in scripture, various forms of prayer, active listening, religious artwork and a strong spirit of goodwill. Out of this experience emerged an extension of the disciples' resurrection encounter in the form of Pentecost. Throughout the consultation process - it was evident that there was a yearning for an opening up to the movement of the Holy Spirit, to adopt the mindset of the early church and to orient ourselves to joy. In other words - as the hearts of the disciples on the road to Emmaus were on fire - we see a need to carry that spirit forward for the next three years.

This plan comes with challenges for us, challenges that will require the adults (and in turn our students) in our community, to make and follow through on a commitment to our personal life of prayer, our communal life of prayer and service, our faith-filled actions and our need to answer the call of leadership. We seek out a joyous school community that takes up the call of missionary disciples to make a difference and turn the tide towards a stronger community of faith. This plan calls us to awaken, illuminate and rejoice. I encourage everyone in our community to adopt the spirit of Pentecost; be like Peter (use fiery words), be like the disciples (speak in words that people will understand), undo division (create unity) and look for every opportunity to transform (like Saul).

This plan is ambitious with regards to student achievement. This plan provides a roadmap for the next three years that aims to simplify our approach, facilitate consistency and improve results in mathematics and literacy. One of the most exciting aspects of this plan is the attention to improved student attendance. Every adult in our community needs to take an active role in this regard. Strong student attendance is a marker for high achievement, strong mental health outcomes and employability. It is evident that we developed some bad habits during the pandemic - we need to erase them in order to improve productivity and success.

There will be some heavy lifting with this plan - I assure you that the Board is committed to deploying resources to make it come to life and to lead to high levels of achievement for our students. I ask for your continued prayers for our community and to embrace the challenge to be on fire with the Holy Spirit and to awaken, illuminate and rejoice!

**CHRIS N. ROEHRIG**  
*Director of Education*





# Strategic Plan

2024-2027

## 15%

Our students will be in the top 15% in the Province on EQAO assessments among English Boards.

## 95%

95% of students who begin and end their secondary education in our secondary schools will graduate within 5 years.

## 20%

There will be a 20% improvement in student attendance.

## 100%

100% of schools will participate in regular formation informed by the Religion and Family Life Program, the Catechism of the Catholic Church, and Catholic Social Teaching.

## 100%

100% of schools will explicitly embed the Ontario Catholic School Graduate Expectations in all programs through visible signs and learning experiences.

## 100%

100% of schools will actively engage with their Family of Parishes.

## CATHOLIC FAITH FORMATION

### Expectation

The District will expand service learning opportunities for students and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

#### ACTIONS

Promote experiential learning opportunities for faith formation (outdoor education, retreat centres, parishes, conferences) for all students.

Promote sustainability practices and respect for God's creation through increased awareness of Pope Francis' encyclical: Laudato Si'; Make connections to Outdoor and Environmental Education  
Connect to our schools' participation in the Development & Peace Schools program.

Expand the Specialist High Skills Major program in secondary related to Charitable/Non-Profit.

Expand Service Learning opportunities for students locally, provincially, nationally, and globally.

Promote Christian Service opportunities for student and staff participation within the community; Promote volunteer opportunities that are explicitly partnered with the Families of Parishes and Lay Ministry groups (e.g. Catholic Women's League, St. Vincent de Paul, Knights of Columbus, Development and Peace) as well as other charitable groups in the community that align with our focus.

#### INDICATORS OF SUCCESS

Increase in number of students attending and staff promoting/providing experiential learning opportunities for faith formation.

Both secondary schools offer the Non-Profit Specialist High Skills Major.

Increase in number of secondary students who complete their community service hours through supporting Catholic service groups and groups that connect to Catholic Social Teachings.





# Expectation

The District will embed the Ontario Catholic School Graduate Expectations across all programs and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

## ACTIONS

Provide staff with the Ontario Catholic School Graduate Expectations resources to support their revitalization in our schools across all subject areas; Make explicit connections to learning skills using resources designed to do this.

Provide monthly Catholic virtues focus (e.g. Cardinal Virtues: Prudence, Justice, Fortitude, Temperance and Theological Virtues: Faith, Hope and Love) for all schools to emphasize the beauty and strength of our faith.

Increase the understanding of the Seven Themes of Catholic Social Teaching and their connection to the Board's spiritual theme.

Create resources that explicitly teach the connection between Catholic Social Teachings, Works of Mercy and curriculum.

Continue to ensure that the principles of Catholic Social Teachings are the foundation of Equity, Diversity, Inclusion and Anti-Racism and Mental Health documents and processes.

## INDICATORS OF SUCCESS

Resources are distributed to all schools that support the Ontario Catholic School Graduate Expectations and Catholic Social Teachings.

Resources are distributed to schools each month providing connections to existing resources already in our schools (e.g. books in libraries, science curriculum topics, liturgical seasons, etc.)

Support schools with acquiring, posting and utilizing artifacts reflective of the Seven Themes of Catholic Social Teaching, Corporal & Spiritual Works of Mercy, the Ontario Catholic School Graduate Expectations and Laudato Si.

# Expectation

The District will provide ongoing Catechesis and Faith Formation for both staff and students through a variety of modes.

## ACTIONS

Provide professional learning resources and information during staff meetings that focus on theological education, religious instruction, and strategies to evangelize and support students in their faith journey.

Maximize faith formation opportunities for staff by organizing spiritual retreats and prayer services.

Support faith formation opportunities and events for students.

Offer and support the Religious Education Additional Qualification course (Part 1) and encourage staff to pursue other courses and programs to enhance their knowledge and understanding of Church teaching and faith practices.

Actively support Sacramental preparation by emphasizing the Sacraments in the "Growing in Faith, Growing in Christ" program.

Actively support the implementation of the new Family Life curriculum and fidelity to the use of the new program "Blessed and Beloved".

Ensure communication with families and parish(es) throughout the year regarding all units of study in the Religion and the Family Life curriculum.

Strategically partner with the Families of Parishes to support Sacramental Retreats so that students, families and parish staff are collaboratively planning and participating.

## INDICATORS OF SUCCESS

New and varied faith formation opportunities are offered to staff throughout the year.

Participation in faith formation by staff and students increases.

Religious & Family Life Education digital resources are expanded (e.g. Liturgy & Prayer Shared Drive).

Achieve the minimum enrollment to run the Religious Education Additional Qualification Courses.

Students and Staff actively engage in Sacramental preparation.

Students engage in learning and resources in the new Family Life Education curriculum.

Increased frequency in promotion of school and parish events on school and parish media (e.g. websites, newsletters, social media, bulletins, etc.).

Schools create a schedule based on key dates in school and parish calendars.



## Expectation

The District will ensure that each school is guided by a Pastoral Plan to ensure a school wide focus on faith formation in all schools.

### ACTIONS

Principals will develop, implement, and monitor an annual Pastoral Plan to support faith in action and faith formation in each school. This will also ensure adherence to the Religion and Family Life programs, active celebration of the liturgical seasons and engagement with the Family(ies) of Parishes connected to the school.

### INDICATORS OF SUCCESS

All schools will have a Pastoral Plan. This plan will be shared with staff and will be monitored and updated on an ongoing basis.

## Expectation

The District will provide resources and support to ensure that students writing provincial assessments have targeted, playful practice opportunities built into their learning to improve students' literacy learning and achievement.

### ACTIONS

Ensure all classroom teachers have access to high quality resources to prepare students for the Grades 3 and 6 Language (Reading, Writing) and Grade 10 Literacy assessments.

Track access by school staff to the District's Educator Toolkit website; this will show active use by all schools across the District of tools designed to support student preparation for the provincial Language and Literacy assessments in Grades 3, 6 and 10.

### INDICATORS OF SUCCESS

All Grade 3 and 6 classrooms will be offered support prior to the Language assessments and students will engage in practice questions with feedback and follow-up as needed.

There will be an improvement in student achievement above our students' average performance over the past 3 years in Grades 3 and 6, as measured by the provincial Language assessments (e.g. EQAO).

Grade 3 student results will improve by 5% in reading and 10% in writing.

Grade 6 student results will improve by 5% in reading and in writing.

Over 80% of secondary students will achieve success on the Ontario Secondary School Literacy Test the first time they write it.



## Expectation

The District will implement a Multi-Tiered System of Support for Literacy (K-8) and an accompanying assessment framework.

### ACTIONS

Implement and monitor the Multi-Tiered System of Support for Literacy programming in primary, junior and intermediate divisions:

#### Tier 1:

- Explicit, systematic classroom instruction based on a scope and sequence
- Whole and small group instruction and small group intervention
- Universal Screener to determine who is at risk for future reading difficulties
- Diagnostic for students who screen at risk to identify skill deficits and inform next steps
- Progress monitoring for students in small group intervention
- Outcome measures

#### Tier 2:

- In addition to Tier 1 with more targeted instruction, increased intensity, repetitions and scaffolding
- Progress monitoring to ensure interventions are effective and adjust as needed

#### Tier 3:

- In addition to Tier 1 with an even greater increase in intensity, smaller groups, repetitions and scaffolding
- Progress Monitoring to ensure interventions are effective

### INDICATORS OF SUCCESS

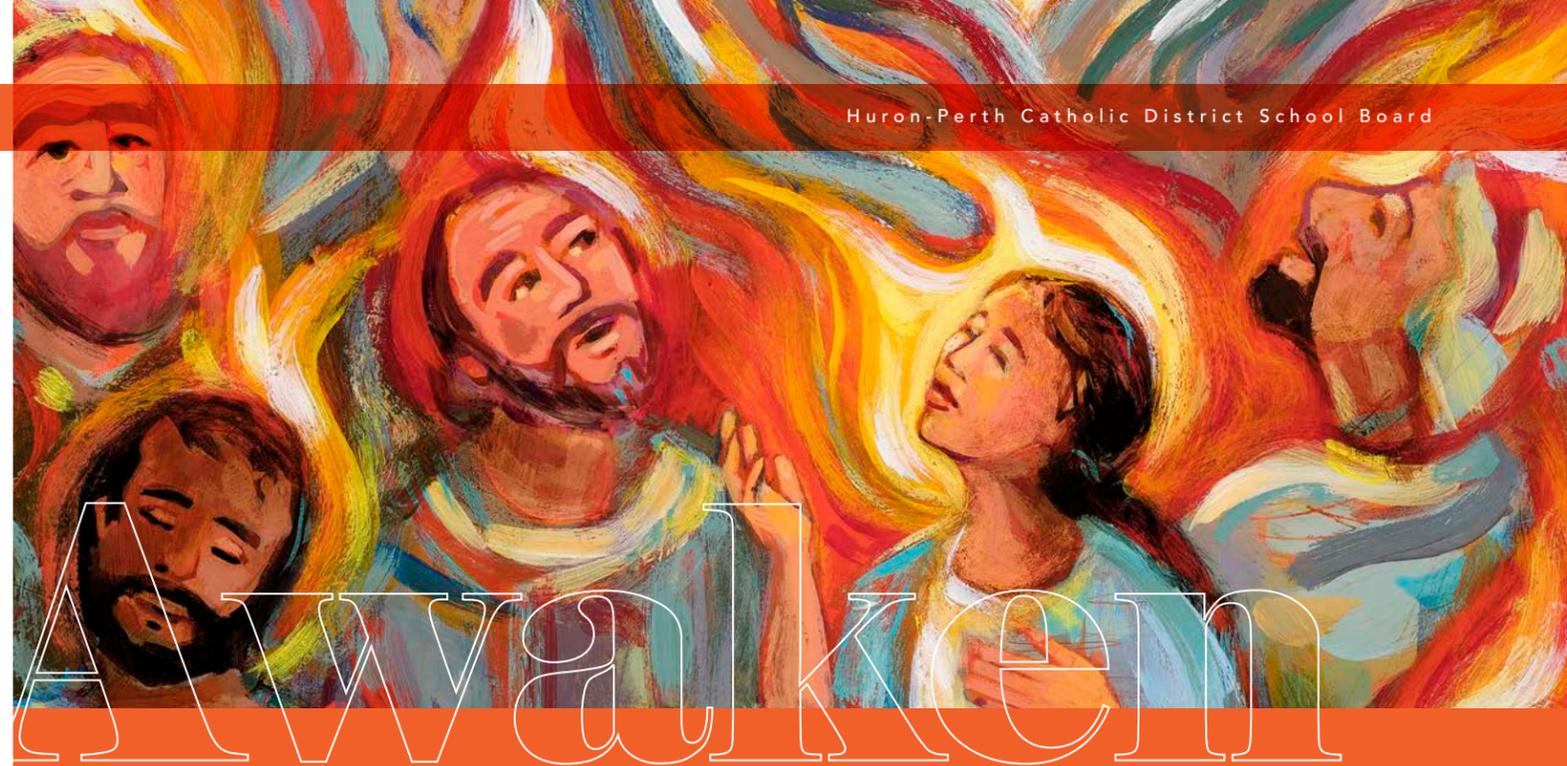
All students in primary will be screened using the early reading screener.

By the end of Grade 3, 80% of students will achieve at or above benchmark on our reading screening assessment.

By the end of the year, students in K-6 will improve their foundational reading skills by meeting or exceeding grade level benchmarks, relative to their starting point as measured by their composite score on the reading screening tool.

Consistent improvement of skills as measured by progress monitoring for students receiving Tier 2 and Tier 3 interventions. Increase in number of students moving from Tier 3 to Tier 2 and/or Tier 1, and from Tier 2 to Tier 1.

Increase in student achievement is evident in common assessments and report card data.



## Expectation

Schools will implement the Effective Literacy Block (K-8).

### ACTIONS

Implement the Effective Literacy Block that will include the following elements:

Primary Division includes explicit instruction in:

- Phonemic Awareness (e.g. Heggerty)
- Phonics/Decoding/Encoding (e.g. UFLI, Lexia)
- Fluency
- Language Comprehension through oral language and vocabulary development
- Small Group Instruction/Intervention (extension of whole group lesson/student skill building)

Junior/Intermediate Division includes explicit instruction in:

- Language Comprehension by developing background knowledge and exploring a range of texts
- Vocabulary/Word Study
- Writing along with syntax or grammar structures
- Small Group Instruction/Intervention-based on need and immediate corrective feedback

### INDICATORS OF SUCCESS

All teachers implement and principals and vice-principals monitor the use of explicit, systematic instruction and an effective literacy block. This practice is consistent across all elementary schools and divisions.

There is evidence of explicit instruction and fidelity to the implementation of structured literacy instruction and interventions across Tiers 1, 2 and 3 in all schools.

## Expectation

The District will monitor student achievement in Literacy at the system level, by gathering and analyzing student achievement data.

### ACTIONS

Develop and subsequently implement an assessment framework to support the Effective Literacy Block and the Multi-Tiered System of Support to be used at the school and classroom levels.

The assessment framework will include elements to support student learning that will include:

- Universal Screening (Identify who is at risk)
- Diagnostic Assessments (Identify strengths, needs and potential next steps)
- Progress Monitoring (Is the instruction/intervention working?)
- Outcome (Evaluation)

Implement a system of monitoring progress at the student, classroom, school and system levels that will include:

- System-wide monitoring of student progress using the Board's screening tool at least twice per year.
- Strategic and ongoing collaboration between school-based Special Education Resource Teachers, Literacy Resource Teachers, and Classroom Teachers to support a whole school approach to reading and implementing a data-driven, collaborative Multi-Tiered System of Support framework.
- Establish district targets for student achievement in Literacy for each grade K-8.
- Use progress monitoring measures to monitor student reading achievement.

### INDICATORS OF SUCCESS

District achievement will be reported to the Board twice per year. These reports will include current progress and next steps for continuous improvement.

Build capacity of elementary teachers to administer universal screeners, diagnostic assessment, and progress monitoring to determine students at risk, identify lagging skills, and confirm if instruction and/or intervention is effective:

- During first collection cycle, Literacy Resource Teachers will shadow classroom teacher during screening to provide immediate feedback and support
- Literacy Resource Teachers will score subtests with classroom teacher to reduce variability among teachers and schools
- Literacy Resource Teachers will input data into system
- Literacy Resource Teachers and Literacy Learning Coordinator will meet with school teams (Principals, Special Education Resource Teachers, classroom teachers) to analyze data and determine next steps in support
- Literacy Resource Teachers and Literacy Learning Coordinator will continue this cycle at least 2 times per year to monitor progress

## Expectation

The District will develop, implement and monitor the success of a system of professional development to improve literacy results across all grades (K-12).

### ACTIONS

Implement a system of professional development that will include the following elements:

- Building capacity in educators to effectively implement Structured Literacy (K-8)
- Use the instructional coaching model to support educators within the classroom through modelling, co-planning and co-teaching
- Explicitly teach educators the core components of an Effective Literacy Block
- Provide access to quality resources to support consistent understanding and implementation of the Multi-Tiered System of Support for Literacy (K-12).

Coordinate efforts and support from the Literacy Team, the Special Education Team and curriculum leaders at the District and school levels to align with the Multi-Tiered System of Support. This will include designing co-learning opportunities that take various aspects of adult learning needs in mind, rooted in student learning needs.

### INDICATORS OF SUCCESS

All schools show evidence of regular engagement with professional learning (through resource use and access of system literacy leaders) on the Multi-Tiered System of Support and effective literacy instruction.

All schools will have targeted visits and support from Literacy Resource Teachers. This will be tracked and monitored to determine trends and inform next steps in planning and professional learning.



# Expectation

The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

## ACTIONS

Provide Principals and Vice-Principals, Secondary English Teachers, and all secondary educators preparing students for the Ontario Secondary School Literacy Test learning and resources to support the continuation of the Multi-Tiered System of Support in secondary school and best practices in Literacy instruction.

Provide learning and resources for Secondary Department Heads to support the consistent implementation of a Multi-Tiered System of Support in secondary.

Implement a system of collaboration and sharing of effective Literacy teaching and learning practices for Grades 7 - 10:

- Build capacity in educators to effectively implement high-yield strategies, based on reading research and evidence, and the new Ontario Curriculum.
- Engage educators from all content areas regarding how to incorporate literacy learning within their course(s).

Implement a system of monitoring progress for Grades 7 - 10 to support achievement on the Ontario Secondary School Literacy Test.

Implement a practice test program for Grade 9 students.

Develop targeted lessons for students writing the Ontario Secondary School Literacy Test.

## INDICATORS OF SUCCESS

All students transitioning between our elementary and secondary schools will receive classroom visits and support from members of the system team (e.g. Transitions and Guidance Teacher, Literacy Resource Teacher, etc.) oriented toward consistent, ongoing practices and success in literacy.

All secondary school courses will have effective literacy strategies embedded.



# Expectation

The District will provide resources and support to ensure that students writing provincial assessments have targeted, playful practice opportunities built into their learning to improve students' mathematics learning and achievement.



## ACTIONS

Ensure all classroom teachers have access to high quality resources to prepare students for the Grades 3 and 6 Math and Grade 9 Mathematics assessments.

Track access by school staff to the District's Educator Toolkit website; this will show active use by all schools across the District of tools designed to support student preparation for the provincial Mathematics assessments in Grades 3, 6 and 9.

## INDICATORS OF SUCCESS

All Grade 3 and 6 classrooms will be offered support prior to the provincial Mathematics assessments; students will engage in practice questions with feedback and follow-up as needed.

# Expectation

The District will improve students’ results in Mathematics by implementing a systematic approach to teaching Mathematics including a scope and sequence.

## ACTIONS

Ensure fidelity to the scope and sequence provided by the District to ensure students are consistently accessing grade level mathematics curriculum, supported by carefully curated tools and resources.

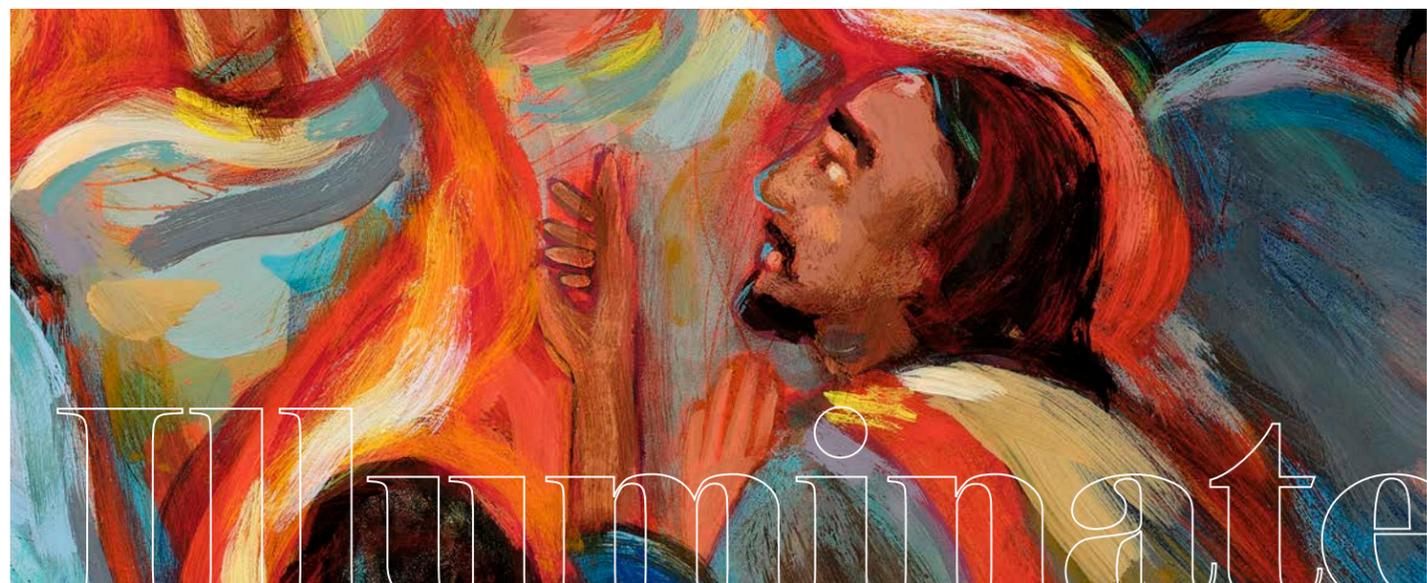
Mathematics lesson planning tools are provided to teachers to support consistency among classrooms and between grades.

Close monitoring of the use of mathematics scope and sequence and curriculum continuum by Principals will support consistent implementation.

Support teachers through instructional coaching and support with recommended professional learning resources.

## INDICATORS OF SUCCESS

There will be a 10% improvement in student achievement above our students’ average performance over the past 3 years in Grades 3, 6 and 9 as measured by the provincial Mathematics assessments (e.g. EQAO).



# Expectation

Schools will implement a Multi-Tiered System of Support for Mathematics (K-8).

## ACTIONS

Implement and monitor a Multi-Tiered System of Support for Mathematics programming in primary, junior, and intermediate divisions. Common elements will include:

### Tier 1:

- High quality classroom instruction which includes the consistent application of the High Impact Instructional Practices.
- Effective Math Block
- Day 1: 3 part lesson & formative assessment
- Day 2: Differentiated small group instruction based on Day 1 data
- Universal Design for Learning
- Concrete Representational Abstract model
- Differentiated Instruction & Assessment
- Structuring classroom environments and routines to support effective small group instruction
- Use of formative assessment to inform small group instruction
- Scope and sequence of grades 1-8 Ontario Mathematics curriculum

### Tier 2:

- Additional instruction and support for struggling students that focuses on specific skills students need to progress and access grade-level curriculum with an emphasis on numerical reasoning
- Tier 1 plus more instruction, repetitions and scaffolding
- Universal Screener “at some risk”
- Pre and post-module assessments and progress monitoring
- Explicit, step-by-step instruction with emphasis on strategies, tools, and vocabulary
- Continued progress monitoring to ensure interventions are effective

### Tier 3:

- Tier 1 plus more instruction, repetitions and scaffolding
- Universal Screener “at risk”
- Progress Monitoring to ensure interventions are effective

## INDICATORS OF SUCCESS

Benchmarks for Math will be established to support classroom, school and system monitoring of student progress.

Targets will be developed based on common assessments and use of a digital formative assessment tool.

Students’ confidence as a learner in mathematics will increase as they experience consistency across grades and years. Students will self-report that they see themselves as competent mathematics learners on the provincial assessment questionnaire.

# Expectation

Schools will implement the Effective Mathematics Block (K-9).

## ACTIONS

Implement and Monitor the fidelity to an Effective Mathematics Block that will include the following elements:

- Day 1:
  - Minds On
  - Action
  - Consolidation
  - Formative assessment
- Day 2:
  - Differentiated small group instruction based on Day 1 data
  - Number Talks (to support the development of numerical reasoning)

## INDICATORS OF SUCCESS

Observations of classroom instruction and student learning consistently demonstrates use of the Day1/ Day 2 struction. There is evidence of students working in small groups on Day 2, based on their needs, informed by Day 1.



# Expectation

The District will implement an assessment framework to support the Multi-Tiered System of Support for Mathematics and Effective Math Block, and to monitor progress of student learning in Mathematics.

## ACTIONS

The assessment framework will include elements to support student learning that will include:

- Assessments derived from Board resources (e.g. MathUP and Knowledgehook) based on Number strand expectations
- Common Assessments
- The Early Numeracy Screen
- Teacher developed assessments
- Knowledgehook assessments

Implement a system of screening and monitoring of student achievement and progress at the student, classroom, school, and system-level that will include:

- Establish district benchmarks for student achievement in Mathematics for each Grade K-8.

## INDICATORS OF SUCCESS

Assessment Framework Targets will be based on administration of the Early Numeracy Screen for K-2 and the Progress Assessments in Knowledgehook in Grades 3-8.

Students will demonstrate conceptual understanding of number sense and operations as they develop from counting strategies to additive reasoning (Primary), from additive to multiplicative reasoning (Junior), and from multiplicative to proportional reasoning (Intermediate) in order to solve problems with efficiency, accuracy, and flexibility.

Monitor district achievement and provide reports to the Board twice per year relative to the district plan and provincial assessment (i.e. EQAO) results.

# Expectation

The District will implement a system of professional development to respond to instructional needs in Mathematics.

## ACTIONS

Implement a system of professional development that will include the following elements:

- Develop teacher capacity to implement and principal capacity to monitor the Scope and Sequence
- Develop teacher capacity to implement and principal capacity to monitor the Effective Math Block lessons
- Develop mathematical content knowledge for teaching and leading in regards to Numerical Reasoning continuum

## INDICATORS OF SUCCESS

Teachers will be invited to respond to surveys about their professional learning needs, their use of the human and other resources provided by the District, and next steps in their learning. This will be used to target professional learning and resource development and allocation.

**“Strong student attendance is a marker for high achievement, strong mental health outcomes and employability. It is evident that we developed some bad habits during the pandemic - we need to erase them in order to improve productivity and success.”**

CHRIS N. ROHRIG



# Expectation

The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

## ACTIONS

Implement effective opportunities for collaboration related to Mathematics teaching and learning practices for Grades 7 - 9. A focus on the consistent use of best practices in all Mathematics classrooms Grades 7-10 will inform this.

Implement a system of monitoring progress for Grades 7 - 9 to support achievement on the Grade 9 provincial Mathematics assessment (e.g. EQAO).

## INDICATORS OF SUCCESS

Tracking of student achievement in Mathematics between Intermediate grade levels will be analyzed to support transitions between these grades and prepare students for the secondary Mathematics program.

Preparation for the Grade 9 provincial assessment in Mathematics will include playful use of and response to prior student achievement data and identified needs.

## Expectation

The District will implement and enrich experiential learning programs to increase the number of students pursuing the skilled trades and apprenticeships.

The District will implement programs to prepare students for their post-secondary pathway (e.g. world of work, apprenticeships, college or university).

### ACTIONS

Secondary schools will offer rich experiential learning programs that are aligned to student interests, labour market trends and contribute to high graduation rates including the following:

- Ontario Youth Apprenticeship Programs
- Specialist High Skills Major Programs
- Cooperative Education Programs
- Dual Credit Programs

Secondary Schools will connect and communicate regularly with community and industry partners to ensure alignment with labour market trends and employment needs (e.g. skills, experience, etc.)

An Experiential Learning Advisory Team will be created to support the coordination of experiential learning programs and communication about them across the District.

### INDICATORS OF SUCCESS

There will be an increase in the number of students participating in the Ontario Youth Apprenticeship Program, the Specialist High Skills Major Programs and the Dual Credit Programs.

There will be an increase in the diversity and availability of certifications and reach-ahead learning experiences to reflect all Specialist High Skills Major programs offered in our schools.

There will be greater awareness of programs and effective communication within the District.

# Rejoice



## Expectation

The District will implement systems to enable early identification and support for students who are at risk of not graduating.

### ACTIONS

Secondary School Student Success Teams will continue to identify, support and monitor programs and outcomes for students who are at risk. These Teams will meet at least bi-weekly to review progress and to create and implement strategies to improve student success.

Schools will implement in-term progress reporting to support early identification of students at-risk of not achieving academic goals.

Schools will create mechanisms to identify students at-risk, provide systems of support and flexible programming to improve credit accumulation

Schools will create and implement flexible academic programs and delivery modes for students at-risk of not succeeding (e.g. Choices)

Schools will create and implement programs to support struggling and disengaged students (e.g. Homework Help, Student Writing Centre).

Schools will create and implement a system of instructional coaching for teachers to support responsive teaching and learning practices, in light of students' needs.

### INDICATORS OF SUCCESS

The success rates of students who are receiving support through various Student Success initiatives over time will positively impact graduation rates and credit accumulation.

Student achievement of 8 credits by the end of Grade 9 and 16 credits by the end of Grade 10 will be met at a rate exceeding the provincial rate.

Schools will implement systems to monitor and improve credit accumulation

# Expectation

The District will implement and monitor a Multi-Tiered System of Support that will result in improved student attendance.

## ACTIONS

Ensure that schools follow an multi-tiered attendance support program that includes the following common elements:

### Tier 1:

- Communication Strategy and Role Clarification (students, parents/caregivers, staff) is clearly articulated
- The importance of regular attendance is promoted by all stakeholders
- Parents and staff are engaged through resources that foster a community-wide approach to improving student attendance.
- Establish and enforce consistent attendance administrative procedures.
- Provide professional development for staff on best practices for promoting attendance and integrating these practices into the curriculum and daily routines.

### Tier 2:

- Develop and implement structures and follow-up procedures in response to problematic attendance including targeted intervention and regular monitoring.

### Tier 3:

- Involve attendance counsellors for cases of chronic absenteeism, providing support and intervention plans for students and families, and ensuring these efforts are monitored and adjusted as needed.

The district will establish benchmarks for student attendance and report on progress to the Board twice per year.



## INDICATORS OF SUCCESS

There will be an increase in the number of available workshops/presentations, resources and documents developed and disseminated among students, staff and parents/caregivers to support Attendance.

An analysis of annual attendance rate data gathered from the Student Information System will show the following:

- The district will achieve an average daily student attendance of 95%.
- The district will achieve an annual reduction in prolonged student absenteeism rates.

# Expectation

The district will implement Science, Technology Engineering and Mathematics (STEM) programs K-12 with an increasing emphasis on inquiry-based activities in elementary classrooms.

The district will increase access to technology and hands-on learning tools to support learning.

## ACTIONS

Provide students with multiple, rich opportunities to develop skills in Science, Technology, Engineering and Mathematics that align with the curriculum and support student learning and skill development in these areas.

Ensure thoughtful curriculum integration across various subject areas to highlight the interconnectedness of these fields of study. Include connections to the Ontario Catholic School Graduate Expectations.

An annual Science, Technology, Engineering and Mathematics Fair will be organized to showcase student development in these areas.

Formative assessment practices will be enhanced to include the Engineering Design Process; Establish a community of practice for Intermediate (e.g. Grades 7 - 10) educators to share strategies and resources related to Engineering Design Process-based assessments.

Schools and classrooms will be equipped with age-appropriate technology and tools for learning. These may be shared across the District and/or provided for each school, as deemed appropriate.

Foster partnerships with community organizations and industry professionals to provide workshops and resources to enrich hands-on learning for students.

## INDICATORS OF SUCCESS

Increase the diversity of partnerships to span various Science, Technology, Engineering and Mathematics fields.

Increase in student participation in activities and programs related to Science, Technology, Engineering and Mathematics.

Increase the number of students participating in Skills Ontario (or similar events) and continue to have our students place in the top half of the province at the competitions.

Professional Learning for Teachers includes Science, Technology, Engineering and Mathematics.