



Wellington Catholic
District School Board

We Have Faith in Education

BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT

2011-2012

October 31, 2011

To continue to build a vibrant Catholic community committed to the celebration of each individual by fostering a love of learning, through quality educational experiences, enabling all to respond in a Christian way to the challenges of life.

The student achievement plan for the Wellington Catholic District School Board is a learning structure that embraces job-embedded professional learning, designed to provide a comprehensive approach to teaching, leading and learning.

The student achievement plan is built around four basic shared beliefs and understandings.

1. **All** students can achieve high standards given sufficient time and the *right* support.
2. **All** teachers can teach to high standards given the *right* conditions and the *right* assistance.
3. High expectations and early and ongoing intervention are essential.
4. Teachers need to be able to articulate what they do and why they teach the way they do (ie. theory – and evidence-based.)

(Adapted from Hill and Crévola, 1999)

The outcome of the district plan is increased student achievement by:

- using assessment data for instruction and the appropriate selection of resources;
- building teacher and administrator capacity in instruction for all learners; and
- establishing sustainable, collaborative professional learning communities within and among schools in the district.

This district plan is based on research principles of effective districts and schools.

Components are related to effective literacy instruction, assessment for learning, distributed leadership and job-embedded professional learning.

LITERACY

<p>Needs Assessment: Provincial assessment data for Grade 3 EQAO Reading confirmed that Primary Reading Comprehension (reading for meaning and making connections) and Primary Writing (topic development using a variety of text-types) are areas that require improvement in a majority of schools in the district.</p>	
<p>SMART Goals:</p> <p>By June 2012, 70% of SK students at targeted Full Day Early Learning Kindergarten Program (FDK) sites will be reading at the appropriate kindergarten benchmark, which is level D, identified in specific reading expectations 2.1- 2.10 and 3.1.</p> <p>By June 2012, 70% of Grade 1, 2 and 3 students will be at the appropriate grade-level reading benchmark, as measured by the DRA assessment and term two report card data through strategic identification of next steps in the context of higher order and critical thinking skills, identified in specific reading expectations 1.5 to 1.9.</p> <p>By June 2012, 75% of Grade 3 students will achieve Level 3 or 4 in Writing on Term 2 report cards through a focus on topic development using a variety of text-types.</p>	
<p>School Effectiveness Framework (SEF) Indicators</p>	<p>School & Classroom Leadership 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p> <p>Curriculum, Teaching & Learning 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>Assessment for, as and of Learning 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.</p>
<p>Actions</p>	<p>The TLCP networking hub model will be employed for professional development. School administrators will be involved in the professional learning cycle with their staff. Administrators and staff will be aware of and share common goals for their learning and student achievement and teacher learning so that a collaborative learning culture is established. Administrators will make regular visits to classrooms to monitor and participate in effective instructional practices. Evidence of student learning will be shared within the school and the networked hubs. Knowledge and effective instructional practices will be shared through co-planning, co-teaching, mentoring and coaching. A variety of data will be analyzed to identify gaps in literacy achievement and determine the direction and next steps for learning in the networked hubs.</p> <p>Instruction is scaffolded using high yield strategies such as gradual release, modeled, shared, guided and independent teaching-learning processes. Instruction will be designed to support students in their ability to think about their thinking and see relevance and purpose for their learning. Clear, concise next steps will be established and implemented including strategic use of the focus for instruction form on the current DRA tool. Students will ask questions during reading for different purposes, retell, summarize and synthesize in order to understand what they read and heard. Students will sort and analyze information from a variety of resources and produce a wide variety of written texts for different purposes and audiences.</p> <p>Anchor /criteria charts or rubrics and/or exemplars will be used consistently to scaffold student learning, provide descriptive feedback and set high expectations for all students. Success criteria will be co-created with teachers and students. Ongoing feedback to students will be timely, explicit, and constructive and linked to the co- created success criteria so that student learning can be improved.</p>

	Students will have multiple opportunities to revise and refine a demonstration of their knowledge and learning based on the explicit teacher feedback. Feedback will be descriptive rather than evaluative.
Resources	The Full Day Early Learning Kindergarten Program Ontario Curriculum Language grades 1 - 8 A Guide to Effective Instruction in Reading K-3 A Guide to Effective Instruction in Writing K-3 <i>Jolly Phonics</i> and <i>Alphatales</i> Interactive Read Aloud Manual and Texts K-1 <i>Let's Talk About It</i> Photo Flip Chart and Manual K Literacy Place for the Early Years K-3 OWA Resource Developmental Reading Assessment (DRA) WCDSB Literacy Assessment Resource (LAR) WCDSB Writing Continuum and Mentor Texts LNT Reading and Writing Mentor Texts
Professional Learning	TLCPs with networked hub model in Kindergarten and primary divisions. Schools in the Middle (SIM) Networking sessions. Early Primary Collaborative Inquiry Regional Literacy Face-to-Face Sessions FDK team meetings Grade Level meetings In-class Coaching sessions by Program Coordinator Principal/Vice Principal Program Meetings
Monitoring Achievement of SMART goals	During regular school visits, Superintendents will: - Discuss with administrators and/or School Improvement Team, those students who are achieving below standard in addition to the target students moving from level to level. - Review TLCP Networking Hub plan with goals, evidence of student work and teacher reflections - Review evidence of student learning from schools involved in the SIM Action Plan Term 1 and Term 2 report card data will be used to monitor the implementation of SMART goals at the school and system level.
Responsibility	Superintendents School Improvement Teams Principals / Vice-Principals Program Coordinator (Primary) SIM System Improvement Team members
Evaluation	Report Card data for Reading and Writing (K – 3) will be analyzed in February 2012 to determine progress toward the SMART goals. Mid-course corrections / adjustments will be made where needed.

LITERACY

<p>Needs Assessment: Provincial assessment data of the Grade 10 OSSLT indicates that Board level performance for all first-time eligible students shows a student learning need in the area of reading comprehension particularly when identifying and applying organizational patterns. Additionally, there is a need to reduce gender and special education gaps in student achievement.</p>	
<p>SMART Goals: There will be a 2% increase in OSSLT results for fully participating, first-time eligible students across the district, from 86% to 88%, by engaging boys, differentiating instruction, and implementing the use of graphic organizers in the area of reading.</p>	
<p>School Effectiveness Framework (SEF) Indicators</p>	<p>School & Classroom Leadership 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p> <p>Curriculum, Teaching & Learning 4.2 A clear emphasis on high levels of achievement in literacy is evident throughout the school. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>
<p>Actions</p>	<p>The TLCP and Professional Learning Cycle with a collaborative inquiry model will be used for professional development. School needs will be determined from diagnostic, achievement, and program data. Using the inquiry model, professional dialogue and action will focus on the instructional and implementation strategy to address the need. Professional learning for teachers and administrators will be supported through co-planning, collaboration, observation and reflection.</p> <p>Direct instruction to support students with learning disabilities. Special Education Resource Teachers (SERT) provide tiered support for students with learning disabilities by giving direct instruction to students both within the context of the classroom and small group setting in conjunction with the classroom teacher. SERT's involved in school PLCs where required.</p>
<p>Resources</p>	<p>Ontario Curriculum - Language/English curriculum documents 7-12 Learning for All, 2009 (Draft) Growing Success, 2010 The Literacy and Numeracy Secretariat Capacity Building Series (Teacher Moderation) Ministry of Education's Support Documents for Blended Learning The Blended Learning Provincial e-Community The 2010 DI Educator's Package EduGAINS Website <i>Reaching Boys, Teaching Boys: Strategies that Work and Why</i> by Michael Reichert and Richard Hawley <i>Start Where They Are: Differentiating for Success</i> by Karen Hume <i>Think Literacy Cross-Curricular Approaches Grades 7-12</i>, 2003 EQAO Educator Resources OSSLT PLATO Learning software Interactive whiteboard and associated software Aboriginal Toolkit - Teacher Resources and Strategies</p>

<p>Professional Learning</p>	<p>Intermediate Literacy TLCs (media, writing, and critical literacy) Secondary Literacy Professional Learning Cycles (engaging boys, differentiated instruction, literacy in grades 9/10 with a focus on Special Education) Secondary Literacy Team Cross Panel Blended Learning PLC Blended Learning Training Sessions PLATO Training Department Head <i>Growing Success</i> In- Service Literacy GAINS Professional Learning Critical Literacy – Aboriginal Perspectives Toolkit Training Principal/Vice-Principal Program Meetings</p>
<p>Monitoring Achievement of SMART goals</p>	<p>During regular school visits, Superintendents will:</p> <ul style="list-style-type: none"> - Discuss with administrators and / or School Improvement Team / Student Success Team, those students who are achieving below standard. - Review the school’s PLC plan with goals, evidence of student learning and teacher reflections. <p>School Improvement Teams and PLCs will monitor and review the following items as a measure of effective implementation:</p> <ul style="list-style-type: none"> - Reading comprehension diagnostic data - practice OSSLT tests and GRADE comprehension test - Report card data from semester 1 and semester 2 Final Reports 2012 - School generated student surveys – <i>My opinion Matters</i> - Attendance and suspension data - EQAO Grade 10 OSSLT (June 2012) - PLC reflection forms
<p>Responsibility</p>	<p>Superintendents Administrators School Improvement / Student Success Teams Program Coordinator Teachers involved in PLCs</p>
<p>Evaluation</p>	<p>The following Semester 1 data will be analyzed in February 2012 to determine progress toward the SMART goals:</p> <ul style="list-style-type: none"> - Report card data - Special Education results - Gender gap analysis - Mark distribution - Credit accumulation <p>Attendance and suspension data along with perceptual data from student survey results will be analyzed at the conclusion of Semester 1 to determine next steps for teachers.</p> <p>Mid-course corrections / adjustments will be made where needed.</p>

LITERACY

Needs Assessment:

EQAO data indicates that a gap exists specific to Special Education students identified with a Learning Disability. (OSSLT – 86% success rate for fully participating first time eligible students and 64% success rate for our students identified with a Learning Disability). Data also indicates that students who are deemed exceptional and are regularly using an assistive technology device are more successful in meeting the provincial standard on the EQAO assessment, however, anecdotal data suggests that technology meant to support LD students in demonstrating their learning is not being fully utilized due to a need for additional training, use of differentiated instruction strategies in the classroom and a need to build student confidence in using assistive technology prior to entering secondary school is also a need.

SMART Goals:

By June 2012, all students identified through the CODE ICT Project (“Teaching & Learning in a Digital World”) who are deemed exceptional and use an assistive technology device will improve in their reading and writing achievement as evidenced on term two report cards through an increased and effective use of technology.

<p style="text-align: center;">School Effectiveness Framework (SEF) Indicators</p>	<p>Student Voice 3.1 The teaching and learning environment is inclusive and reflects individual strengths, needs and learning preferences.</p> <p>Curriculum, Teaching and Learning 4.5 Instruction and Assessment are differentiated in response to student strengths, needs and prior learning. 4.6 Resources for students are relevant, current, accessible and inclusive. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning.</p> <p>School & Classroom Leadership 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. 2.4 Job-embedded and inquiry based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p> <p>Assessment for, as, of Learning 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 style="text-align: center;">Actions</p>	<p>4 elementary schools - 12 teachers (2 Intermediate teachers and a SERT at each site) will be identified to participate in a CODE ICT project, that will use the inquiry model, professional dialogue and provide specific training to focus on the instructional and implementation strategy addressing the need to improve reading comprehension and writing for students who are exceptional and who are using assistive technology devices.</p> <p>Effective teaching practices, modeled in the PLC are used in the classrooms. Collaborative learning, co-planning and co-teaching inform instructional practices to meet the needs of students. Risk-taking is demonstrated by trying new instructional practices and strategies. Learning goals are addressed and may vary in sophistication in order to accommodate students learning needs. Students articulate how instructional practices support their learning. Students demonstrate confidence in their capacity to learn and succeed.</p>

<p>Resources</p>	<p>Ontario Curriculum, Language 1-8 Developmental Reading Assessment (DRA) Brigance Comprehensive Inventory Ontario Writing Assessment (OWA) Software Applications:</p> <ul style="list-style-type: none"> • Premier software • Dragon Dictate software • Smart Ideas <p>SEA Laptops Interactive White Board Workshops with Trillium Provincial Demonstration School WCDSB Writing Continuum and Mentor Texts</p>
<p>Professional Learning</p>	<p>On-site coaching by system SERT, technician and Program Coordinator Premier software training Technology troubleshooting training Participation in collaborative workshops with Trillium Demonstration School.</p>
<p>Monitoring Achievement of SMART goals</p>	<p>System staff will make regular visits to identified classrooms in the CODE ICT project to meet with principals, teachers and SERTS to:</p> <ul style="list-style-type: none"> - Review and monitor student assessment data - Review and monitor student and teacher attitudes with using the technology to support learning needs. <p>Student and teacher surveys will be developed and administered at the end of each reporting cycle to determine progress toward goal in the areas of skill level, attitude and confidence.</p>
<p>Responsibility</p>	<p>Superintendents Principals of identified schools in project Program Coordinator System SERT Assistive Technology Technician Special Education Resource Teachers Classroom teachers</p>
<p>Evaluation</p>	<p>Report card data from term one will be used to monitor the effective implementation of this goal at the school and system level. (February 2012) Analysis of student and teacher surveys (February and June 2012) Mid-course corrections / adjustments will be made where needed.</p>

NUMERACY

<p>Needs Assessment: EQAO Grade 6 Mathematics achievement and trend data confirmed the need to improve students' ability in the areas of problem-solving and thinking skills in a majority of the schools in the district.</p>	
<p>SMART Goal: 20% of all Junior and Intermediate students will improve in the area of mathematics problem-solving as evidenced on Term 2 report card results, through the use of open questions, parallel tasks, and focused questioning within the consistent application of the three part lesson design.</p>	
<p>School Effectiveness Framework (SEF) Indicators</p>	<p>School & Classroom Leadership 2.2 Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement. 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice, and contributes to a culture of learning.</p>
<p>Actions</p>	<p>Using the CILM model, professional dialogue about the big ideas in the curriculum will be discussed and used as components for planning. The implementation of practices that lead students to deeper conceptual understanding are supported through the co-planning, co-teaching, and co-debriefing model. Hubs created within the district are used to support professional learning for teachers and administrators, and system resources are distributed across all networked hubs.</p> <p>Administrators are involved in professional learning with staff through the CILM model and will visit every classroom to participate in the inquiry around effective instructional practices and how to increase impact on student learning. Evidence of student learning is consistently shared at each hub meeting, and professional dialogue around the student work establishes consistent language and practices across the school and district. Risk taking is demonstrated in the classroom through the expectation of hub participants trying new practices (Bansho, gallery walk, math congress) and strategies, and providing multiple learning opportunities.</p> <p>4 schools involved in the SIM Action Plan will use the inquiry model with individual and specific coaching to support and test their theory of action.</p> <p>Direct instruction to support students with learning disabilities where applicable.</p> <p>SERT's involved in school TLCPs where required.</p>
<p>Resources</p>	<p>Ontario Mathematics Curriculum document, grade 1-8 Gap Closing materials <i>Guides to Effective Instruction, grades 4-6</i> TIPS resources, Ministry of Education Ontario Numeracy Assessment Package (ONAP) Interactive whiteboard and associated software <i>Making Math Meaningful for Canadian Students, Grade 1-8</i> by Marian Small <i>Good Questions for Great Teaching</i> by Marian Small <i>Introduction to Problem Solving</i> by Susan O'Connell</p>

	<p><i>More Puddle Questions for Canadian Schools Grade 4, 5, 6</i> Growing Success, 2010 Classroom and school math manipulatives</p>
Professional Learning	<p>Collaborative Inquiry for Learning Mathematics (CILM) in the junior and intermediate division Schools in the Middle (SIM) networking sessions Regional Mathematics Face-to-Face Sessions Gap Closing Adobe Connect Sessions, grade 6 and 9 Coaching Support: Adobe Connect Sessions In-class Coaching by Program Coordinator for SIM schools. Book Study Principal/Vice-Principal Program Meetings</p>
Monitoring Achievement of SMART goals	<p>During regular school visits, Superintendents will:</p> <ul style="list-style-type: none"> -Discuss with administrators and / or School Improvement Team, those students who are achieving below standard in addition to the target students moving from level to level. -Review TLCP Networking Hub plan with goals, evidence of student learning and reflections -Review evidence of student learning from schools involved in the SIM Action Plan <p>Administrators and School Improvement teams will review Term 1 and Term 2 report card data to monitor the implementation of SMART goal at the school level.</p>
Responsibility	<p>Superintendents Principals / Vice-Principals School Improvement Teams Program Coordinator (Junior) SIM System Improvement Team members.</p>
Evaluation	<p>Report card data from term one will be used to monitor the effective implementation of this goal at the school and system level. (February 2012)</p> <p>Term two report card data will be used to monitor achievement of this goal. (June 2012)</p>

NUMERACY

Needs Assessment:

EQAO Item Information Report trends, particularly Grade 6 Math and Grade 9 Applied Math, indicate that students are challenged in the area of open response and/or multi-step problem-solving. In addition to this, Grade 9 Applied and Academic report card information and EQAO information reveals a gap between performance of students in Mathematics. Over time, data reveals that students in Grade 9 Applied level Mathematics are less likely to achieve the provincial standard than students studying at the Academic level in Mathematics. Trends over time show that the same students who are struggling in Grade 6 Math are also experiencing difficulties in Grade 9 Applied Math. An analysis of mark distribution, indicates that mathematics has fewer students achieving at level 3 and 4 than most other courses. The EQAO results show a low percentage of students achieving level 4 in both Grade 9 Applied and Academic Math.

SMART Goals:

By February 2012, there will be an increase of 5% in the number of students achieving level 3 or 4 on the term one report card in all grade 9-12 math courses, through the consistent use of the three-part lesson and a focus on the effective use of technology and differentiating instruction.

<p>School Effectiveness Framework (SEF) Indicators</p>	<p>School & Classroom Leadership 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p> <p>Curriculum, Teaching & Learning 4.5 Instruction and assessment are differentiated in response to student strength, needs and prior learning.</p>
<p>Actions</p>	<p>Following the professional learning cycle, teachers will participate in co-planning, co-teaching and observing of problem-based inquiry lessons. Risk taking is demonstrated in the classroom by teachers trying new instructional strategies and using technology. Administrators are involved in the co-facilitating and monitoring of the learning sessions.</p> <p>Through the use of the Gap Closing materials, students' strengths and needs are identified and then instruction is co-planned to address student needs. Students are grouped and regrouped, frequently and flexibly based on their readiness to learn a concept.</p> <p>SERT's involved in school PLCs where required.</p>
<p>Resources</p>	<p>Ontario Curriculum documents 9-12 Learning for All, 2009 (Draft) Literacy Numeracy Secretariat Monographs CSC Webcasts for Educators Differentiated Instruction Learning Materials for 7-12 Growing Success, 2010 Utilization of release days for PLCs Gap Closing materials Interactive white boards and associated software TIPS 4RM (9-12) Math Manipulatives</p>

	EQAO resources <i>More Good Questions: Great ways to Differentiate Secondary Mathematics</i> by Marian Small
Professional Learning	<p>Secondary PLCs</p> <ul style="list-style-type: none"> • Closing the Gap in Grade 9 and 10 Applied Math • Teaching Through Problem Solving (Grade 11/12) <p>Gap Closing Adobe Connect Sessions Interactive white board training District Student Success Team Meetings Principal/Vice Principal Program Meetings Cross Panel Initiative Homework Help (7-10 Math)</p>
Monitoring Achievement of SMART goals	<p>During regular school visits, Superintendents will:</p> <ul style="list-style-type: none"> - Discuss with administrators and / or School Improvement Team / Student Success Team, those students who are achieving below standard. - Review the school's PLC plan with goals, evidence of student learning, teacher actions and reflections. <p>School Improvement Teams and PLCs will review Semester 1 report card data to monitor the implementation of the SMART goal at the school level.</p> <p>Ongoing reflective feedback through District Student Achievement Team (SAT) meetings.</p>
Responsibility	<p>Superintendents Administrators School Improvement / Student Success Teams Program Coordinator Teachers involved in PLCs</p>
Evaluation	<p>The following data reports will be used to evaluate the effective implementation and achievement of goals (February 2012):</p> <ul style="list-style-type: none"> - Semester 1 report card data (Math) - Special Education Results - Gender gaps analysis - Mark distribution - Credit accumulation <p>Determine next steps to sustain success and eliminate less successful practice. Share lessons learned with all stakeholders.</p> <p>Mid-course corrections / adjustments will be made where needed.</p> <p>Review of EQAO data (August 2012)</p>