

Wellington Catholic District Improvement Plan September 2008 to June 2009

Program Focus: Literacy and Numeracy Achievement (JK – Grade 8)

Strategy: To use evidence-based decision making to determine learning priorities, monitor and guide progress to sustain continuous improvement at both the system and school level through embedded professional learning.

SMART Goal	The percentage of Grade 3 students scoring at Level 3 and above in reading will increase by 16% from 59% to 75%, and the percentage of Grade 6 students scoring at Level 3 and above in reading will increase by 5% from 70% to 75% by June 2009, through a focus on higher order and critical thinking skills as identified in specific reading expectations 1.5 to 1.9.
SMART Goal	The percentage of Grade 3 students scoring at Level 3 and above in writing will increase by 9% from 66% to 75%, and the percentage of Grade 6 students scoring at Level 3 and above in writing will increase by 10% from 65% to 75% by June 2009, through a focus on ideas and organization as identified in specific writing expectations 1.1 to 1.6.
SMART Goal	The percentage of Grade 3 students scoring at Level 3 and above in mathematics will increase by 6% from 69% to 75%, and the percentage of Grade 6 students scoring at Level 3 and above in mathematics will increase by 13% from 62% to 75% by June 2009, through a focus on the process expectations as identified in the math curriculum document.

Plan Design and Implementation Strategies			Monitoring Strategies		
Essential Components	Indicators	Professional Learning & Resources Required	Measures of Success (Evidence)	Responsibility	Timelines
Student Learning and Achievement	<p>There is a culture of high expectations for students from all backgrounds and experiences as manifested in:</p> <ul style="list-style-type: none"> - Belief that all children can learn; - Multiple opportunities for students to produce and display their best work; - Student belief and confidence in their ability to succeed; - Students' career aspirations and expectations; - Planning <p>Ambitious targets have been established for student achievement.</p>	<p>Expand the implementation of Balanced Literacy through in-service and enhanced literacy supports including release time for implementing the Teaching-Learning Critical Pathways model. (TLCP)</p> <p>Promote PLC meetings (Professional Learning Communities) to set up the TLCP model in each school.</p>	<ul style="list-style-type: none"> • Accommodations and modifications are evident in daily planning • Differentiated instruction occurs in large groups, small groups and with individuals • Ambitious targets have been set for all students • There is an intentional cyclical review of IEP's as well as the review of struggling students • Student work on display is linked to curriculum expectations and achievement levels • Ongoing assessment that provides clarity of student needs and appropriate interventions • Groups of teachers problem-solve to ensure success for all students • Active use and ongoing revision of data walls to ensure student progress <ul style="list-style-type: none"> • Targets are clearly identified in the School Improvement Plan and in individual classroom planning • Short term targets are set for struggling students and progress is closely monitored • Student portfolios or work folders include 	<p>Discussion and feedback with Principals and Vice-principals.</p> <p>Principals, Vice-principals, PLC's supported by LNS Ministry staff.</p> <p>Principals, Vice-principals, Teachers</p>	<p>August 20 - 21, 2008</p> <p>September 17, 2008.</p> <p>September 30, 2008.</p>

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	<p>Ongoing analysis of student achievement is integral to the work of the professional learning community and informs instructional decisions.</p> <p>Teacher moderation of student work ensures consistency in assessment and evaluation practices.</p> <p>There is:</p> <ul style="list-style-type: none"> - Early and focused intervention for struggling students; - Clear and consistent documentation of progress; - Tracking and celebration of student achievement. <p>Support for student learning and achievement comes from the meaningful involvement of:</p> <ul style="list-style-type: none"> - Parents representing the diversity of the school community - School council - Students - Community partners 	<p>Assessment tool DRA</p> <p>Teachers share evidence of student learning through the TLCP process. (See LNS Monograph –Teaching Learning Critical Pathways Second Stage, page 3)</p>	<p>samples of student work that demonstrate progress and identify strengths and areas for improvement</p> <ul style="list-style-type: none"> • Collaborative assessment of student work Grouping for student needs is flexible and dynamic School has a plan for multiple layers of intervention and monitoring of student growth • Rubrics, exemplars, anchor charts, or lists of criteria guide the assessment process • Students' interests, prior learning, culture, learning styles, IEP's are used to inform instructional decision making Willingness and persistence to assume responsibility for all students is demonstrated through focused conversations with grade/division partners and specialty teachers Plans/next steps and monitoring process re struggling students are clearly delineated • Parent and volunteers are encouraged to support school literacy and mathematics initiatives Student progress is shared with School Council Homework clubs and OFIP tutoring involve parents and members of the community 	<p>Principals, Vice-principals, Teachers</p> <p>Principals, Vice-principals, Teachers</p> <p>Principals, Vice-principals, Teachers</p>	<p>September 30, 2008.</p> <p>October –November 2008.</p> <p>October 2008 – June 2009.</p>
Instructional Leadership	<p>The Ontario Curriculum documents form the basis of instruction</p> <p>Instructional time is protected.</p>	<p>More frequent and effective use of resources in schools.</p> <p>Introduce the class data wall (LSN Monograph – TLCP, page 2)</p>	<ul style="list-style-type: none"> • The Ontario Curriculum resource documents are the primary tools for planning. Curriculum expectations are clearly communicated to students in lessons. • The school and classroom timetables are built to ensure large blocks of uninterrupted time and 	<p>Principals, Vice-principals, Teachers</p>	<p>September 2008 – June 2009</p>

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	<p>Non-negotiables for classroom practice have been established.</p> <ul style="list-style-type: none"> - Common assessment tool –DRA - Differentiated instruction - Assessment drives instruction - Co-operative learning - Early intervention for struggling students - Comprehensive/balanced literacy program - Use of manipulatives in mathematics instruction - Classrooms have interrupted blocks for literacy and numeracy (90 -120 minutes for literacy and 60 minutes for numeracy are recommended) 	<p>Provide enhanced Literacy and Numeracy supports through embedded professional learning.</p>	<p>divisional consistency. Students are on task and actively engaged in lessons.</p> <ul style="list-style-type: none"> • Accountable/purposeful talk is evident. • Instruction is differentiated based on assessed student needs, learning styles, prior learning, IEP's etc. • Ongoing assessment drives instruction and teachers make adjustments that align with the data. Application and extensions of skills through co-operative learning. (e.g. mixed ability groups, literature circles, open-ended problem solving. • A comprehensive literacy program that includes approaches that scaffold learning for students and enables them to become increasingly independent. Use of manipulatives in mathematics instruction 	<p>Principal, Vice-principal, Teachers, Program Department</p>	<p>September 2008 – June 2009</p>
<p>Assessment and Evaluation</p>	<p>Assessment is used to inform classroom instruction.</p> <p>Students are involved in assessing, tracking and setting goals for their own learning (assessment as learning).</p>	<p>DRA, common grade-level assessments, report card data, EQAO data and other observation tools.</p> <p>Professional development sessions for principals, vice-principals and teachers on assessment and evaluation practices.</p> <p>Study and refer to – <i>Growing Success - Assessment,</i></p>	<ul style="list-style-type: none"> • Planning for intervention is based on assessed needs of all students. • A variety of assessment practices are imbedded daily in programming. • Students can articulate the learning expectations. Teachers explicitly teach the skills required to meet the target, model assessment through actual samples of student work and exemplars, provide feedback and ensure students have multiple opportunities to improve their demonstration. • Class profiles reveal trends and patterns to guide 	<p>Principal, Vice-principal, Teachers, Program Department.</p> <p>Program Department</p>	<p>September 2008 - June 2009</p> <p>November 5, 2008</p>

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	<p>There is a mechanism in place to track student achievement and update it regularly within grades and across divisions.</p> <p>Students have access to examples of work at different levels of achievement to assist them in a self-assessment of their own work.</p> <p>Data are disaggregated to identify and address the instructional needs of identified groups of students.</p> <p>Teachers collaborate to develop and evaluate common assessment tools and practices to ensure consistency of standards across grade levels.</p> <p>Student progress is tracked and monitored at regular short intervals to determine both interventions that are necessary as well as appropriate pacing of instruction.</p> <p>Students are supported and prepared to participate in student led conferences.</p>	<p><i>Evaluation and reporting: improving student learning</i> (Ministry of Education working document)</p> <p>principal feedback on the growth of their staffs along the assessment continuum.</p>	<p>instruction.</p> <ul style="list-style-type: none"> • Student profiles reflect strengths and next steps. Students are grouped for instruction based on data. • Teachers involve students in developing exemplars, rubrics, and lists of criteria. • Teachers examine data for patterns and trends. Students are grouped for instruction based on data. • Common assessment tools are in place. Rubrics, anchor papers, exemplars or lists of criteria are collaboratively developed. • Assessments are collaboratively scored. • Intervals are clearly established and data is collected and reviewed. • Collaborating in planning and assessment systematically occurs between and among staff that mutually supports students. • Student portfolios contain demonstrated progression of the application of learning in a variety of formats. • Students are able to articulate the learning expectations and their level of achievement in relation to the expected standard. • Students are able to identify the next steps in the improvement process. 	<p>Program Department Principal, Vice-principal</p>	<p>January 2009</p>

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<p>Curriculum and Instructional Strategies</p>	<p>All students are engaged in intellectually demanding tasks that require high order and critical thinking.</p> <p>A comprehensive /balanced literacy program is in place. Approaches include: language and word study, read-aloud. Modeled writing shared reading and writing, guided reading and writing, independent reading and writing.</p> <p>Authentic reading and writing are evident in classrooms and non-fiction writing is used in every subject area to ensure students write in a clear, accurate and persuasive manner.</p> <p>A comprehensive mathematics program engages all students in developing grade-appropriate conceptual understanding and procedural fluency through the use of mathematical processes.</p> <p>Students learn mathematics through problem-solving based lessons.</p> <p>Teachers and students make sense of each other's mathematical ideas, strategies and solutions to</p>	<p>Provide professional learning opportunities, informational and consultative support and resources for networked schools regarding collaborative inquiry and action learning.</p> <p>Support teachers as they continue the work in developing PLC's in the area of Mathematics.</p>	<ul style="list-style-type: none"> • Assignments and tasks indicate that students: <ul style="list-style-type: none"> - Take a stance on issues - Understand that texts are not neutral - Consider the possible different interpretations of texts • Flexible groupings for instruction. • Students are engaged in cross-curricular activities in order to deepen comprehension and increase vocabulary. • Students have blocks of time to read texts that are engaging and manageable in order to build fluency and comprehension. • Students have frequent opportunities for purposeful talk with partners and in groups in order to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively. • Teachers identify and relate clusters of grade-appropriate expectations to the choice of lesson problems, practice problems, learning materials (e.g. literature, manipulatives, technology) so that students learn using mathematical processes. • Students understand the mathematics details of a problem, make a plan to solve a problem, and develop, select, and apply computational and problem-solving strategies to solve the problem and check the reasonableness of their solutions. • Students and teacher listen actively to other students by asking questions, sharing ideas, strategies, and adapting their communication as 	<p>planning and debriefing meetings with Superintendent of Education, Principals, and Teachers</p> <p>Principal, Vice-principal, Teachers, Program Department</p>	<p>October 2008 February 2009 June 2009</p> <p>September 2008 – June 2009</p>

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	<p>develop mathematical understanding.</p> <p>Teachers and students communicate ideas, solutions and strategies using oral and written mathematical language.</p> <p>Teachers choose teaching/learning strategies that activate students' prior knowledge and experience so students are prepared cognitively, socially and emotionally for new learning.</p>		<p>the discussion ensues.</p> <ul style="list-style-type: none"> • Teacher prompts students to explain and justify solutions orally and in writing and then prompt them to summarize and generalize their observations and calculations. • Teachers choose a problem similar to previous day or present a math game focused on using previous day learning goals. 		