



BOARD IMPROVEMENT PLAN
KINDERGARTEN – GRADE 12
2006-2007

We are a Catholic Learning Community of collaborative partners, called to serve one another by being committed to and accountable for quality learning by all with Jesus as our inspiration.

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EXECUTIVE SUMMARY

The Kindergarten to Grade 12 Board Improvement Plan: 2006-2007 is a multi-year plan that addresses curriculum implementation and provides direction for the overall Board and school improvement planning process. The Board Improvement Plan supports Catholic faith formation, literacy and mathematical literacy skill development, and the collaborative inquiry of Catholic Learning communities for sustained improvements in student learning and achievement. The plan outlines the goals, strategies and partnerships needed to support the success of students of all abilities from Kindergarten to Grade 12. Accordingly, the document is organized into the following sections:

- introduction;
- our shared vision and framework to achieve the vision;
- historical overview of student achievement on the E.Q.A.O. assessments;
- summary of system initiatives related to instruction and professional learning and development;
- current and planned initiatives to support student and school improvement in the areas of Catholic faith formation and literacy and numeracy skill development.

The plan is intended to be used as a working document to support the ongoing process of planning and action and provide direction to schools in the development, review and refinement of their own school plans. The priority of initiatives within the board improvement plan will be based on an analysis of need related to available funds. As the Ministry of Education announces additional support for initiatives, funding for resources and further opportunities to build capacity, the plan will be adapted to reflect these changes.

TABLE OF CONTENTS

	Page		
Executive Summary	2		
Table of Contents	3		
Introduction	4		
Historical overview of student achievement from the last five years of E.Q.A.O. Grades 3 & 6 Assessments of Reading, Writing and Mathematics	7		
Performance targets for the Grades 3 & 6 Assessments of Reading, Writing and Mathematics	8		
Historical achievement on the Grade 9 Assessment of Mathematics	10		
Historical achievement on the Ontario Secondary School Literacy Test (O.S.S.L.T.)	11		
Summary of strengths and areas for improvement identified for the system from the provincial assessments	12		
Overview of professional development / capacity building activities	17		
Human and material resources	19		
Communication, collaboration and collective inquiry	20		
System-wide goals for curriculum implementation to support improvements in student learning and achievement from Kindergarten to Grade 12	22		
Board goals for curriculum implementation: Kindergarten to Grade 6	23		
Board goals for curriculum implementation: Grades 7 to 12	24		
Components of the improvement planning template	25		
Board initiatives to support improvement in student learning and achievement in fulfilment of the shared vision			
Goal	Kindergarten to Grade 12	Kindergarten to Grade 6	Grades 7 to 12
1. Catholic Faith Formation	p. 28	p. 26	p. 27
2. Literacy Skill Development		p. 30	p. 35
3. Mathematical Literacy Skill Development		p. 39	p. 42
4. Catholic Learning Community	p. 45	p. 49	p. 62

INTRODUCTION

The Kindergarten to Grade 12 Board Improvement Plan: 2006-2007 was developed to build coherency and alignment with the system's vision and beliefs about student learning and achievement, its foundational documents, the Ministry of Education's Strategic Direction¹ and the Ontario Catholic School Graduate Expectations. The Board Improvement Plan identifies key areas of success and areas for improvement in literacy and mathematical literacy. It specifically provides direction for the overall board and school improvement planning process and addresses curriculum implementation in the context of Catholic Learning Communities, which are an integral component of the continuous improvement process in the York Catholic District School Board. The plan builds on successes from previous years and continues to provide guidance to schools in the process of improving student learning outcomes and the refinement of their own school improvement plans in the context of Ministry mandates, system priorities and the direction of the Families of Schools.

The Ministry of Education has provided supports to boards through the Expert Panel Reports and the Education for All document which together provide the foundational supports for all curriculum. The provision of Ministry funding for additional learning opportunities for teachers and administrators has resulted in enhanced collaboration and sharing of professional expertise, which are important hallmarks of professional learning and growth.

The implementation of curriculum goals and expectations in a Catholic school system demonstrates the integration of faith values throughout all school and board activities and endeavours. The formation of Catholic faith values and the achievement of academic student outcomes in literacy and mathematical literacy enable:

- exploration of personal and shared experiences and beliefs;
- acquisition of information;
- application to real-life situations;
- reflection in prayer;
- faith expression in action.

This plan is intended to serve as a working document to support the ongoing process of planning and improvement throughout the system, which is grounded by the board's framework to achieve our shared vision (please refer to Chart 1 on the following page). This shared vision: guides us as we prepare students for their future; sets high expectations; focuses on continuous improvement; promotes learning opportunities for ALL students; and, reflects our values as a Catholic Learning Community.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS: VISION OF THE LEARNER

The Catholic graduate is expected to be:

- a discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living;
- an effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values;
- a reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;
- a self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential;
- a collaborative contributor who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good;
- a caring family member who attends to family, school, parish, and the wider community;
- a responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Institute for Catholic Education, 1998

¹ The Ministry's three key priorities for education include a focus on the following: high levels of student achievement; reduced gaps in student achievement; and increased public confidence and support for public education.

Chart 1: Framework to achieve the Shared Vision of the York Catholic District School Board

<p>We are a Catholic Learning Community of collaborative partners, called to serve one another by being committed to and accountable for quality learning by all with Jesus as our inspiration.</p>	
<p>STUDENT OUTCOMES</p> <p><i>(Outcomes to achieve the shared vision)</i></p> <ol style="list-style-type: none"> 1. Quality Learning <ol style="list-style-type: none"> a. personal mastery b. continuous learning 2. Enhanced Faith 	<p>RESOURCE MANAGEMENT</p> <p><i>(Strategic deployment of resources to achieve the vision)</i></p> <ol style="list-style-type: none"> 1. Leveraged use of resources <ol style="list-style-type: none"> a. human b. material c. financial
<p>PROCESS</p> <p><i>(Changes to core processes to achieve the stated outcomes)</i></p> <ol style="list-style-type: none"> 1. Catholic Learning Community <ol style="list-style-type: none"> a. shared mission, vision and values b. collective inquiry c. collaborative teams d. action orientation e. continuous improvement f. focus on results 	<p>ENABLERS</p> <p><i>(Skills, competencies and climate required to implement Catholic Learning Communities)</i></p> <ol style="list-style-type: none"> 1. Leading as learners 2. Reflective team learning 3. Outcomes driven curriculum 4. Board is in service to schools

STUDENT OUTCOMES: *What are the student outcomes we need to achieve to live our shared vision?* 1. Our students will know who they are, how they learn, their strengths, vulnerabilities, and how to maximize their strengths and minimize their vulnerabilities. They will achieve personal mastery. 2. Our students’ enhanced faith will be reflected through our expectations of the Ontario Catholic School Graduate.

RESOURCE MANAGEMENT: *How will we use our resources to ensure we achieve our student outcomes?* 1. We will focus our resources (human, material, financial) to best meet the needs of school communities. 2. We will regularly track the effectiveness of our investments.

PROCESS: *What changes do we need to make to our core processes to achieve our outcomes?* 1. Our value-creating processes define how we will operate to assure the achievement of our student outcomes. 2. As a Catholic Learning Community, we will judge our effectiveness on the basis of results. Working together to improve student achievement will become the routine work of everyone in the school.

ENABLERS: *What skills, competencies and culture do we need to put in place to make the necessary changes to our processes?* 1. We recognize that we are all lifelong learners and that collectively the answers lie within and that leading as learners is fundamental to our success. 2. All departments are shifting from control to being in service to schools. We will focus on the operational needs of the system so schools can focus on the main goal – student learning. 3. We will continue to review our discussions, practices and processes to maximize our resources and achieve maximum results through reflective team learning. 4. Our curriculum is outcomes driven (i.e., SMART goals - specific, measurable, attainable, results oriented, and time bound) and aligned with our vision.

The following pages provide an overview of student achievement on the E.Q.A.O. Grades 3 & 6 Assessments of Reading, Writing and Mathematics.

HISTORICAL OVERVIEW OF STUDENT ACHIEVEMENT FROM THE LAST FIVE YEARS OF E.Q.A.O. ASSESSMENTS

Grade 3 Assessments of Reading, Writing and Mathematics

Overall, the Grade 3 assessment results indicate an improvement in student performance from the previous year. There was an increase in the proportion of Grade 3 students in the board achieving the provincial standard (levels 3 and 4) in reading (+5%), writing (+5%) and mathematics (+5%). Approximately three-quarters of the Grade 3 students in York Catholic who were eligible to write the assessments (All Students) achieved the provincial standard in reading (71%), writing (78%) and mathematics (77%). Over the last four (4) years of assessments, students attending schools in the board have demonstrated a steady increase in the percentage of Grade 3 students meeting or exceeding the standard (levels 3 and 4) in the reading and writing assessments. Historically, the Grade 3 results for the board have exceeded those for the province in all three-subject areas. Please refer to Table 1 below.

Table 1: Grade 3 - All students achieving levels 3 and 4

(All Students, formerly method 1, includes students who were exempt and students who did not provide any data)

YEAR	READING		WRITING		MATH	
	Board %	Province %	Board %	Province %	Board %	Province %
2000-01	61	50	64	52	71	62
2001-02	58	50	67	55	66	58
2002-03	60	50	67	55	66	57
2003-04	62	54	68	58	72	64
2004-05	66	59	73	61	72	66
2005-06	71	62	78	64	77	68

Grade 6 Assessments of Reading, Writing and Mathematics

The Grade 6 assessment results for the board indicate gains in student achievement on the writing and mathematics assessments from the previous year. There was an increase in the proportion of Grade 6 students achieving the provincial standard in writing (+5%) and mathematics (+2%). There was no change in the proportion of students achieving the standard in reading (+0%). Approximately three-quarters of the Grade 6 students who were eligible to write the assessments (All Students) achieved the provincial standard in reading (74%), writing (76%) and mathematics (73%). Over the last six (6) years of assessments, the board has demonstrated fairly consistent growth in the percentage of Grade 6 students meeting or exceeding the standard (levels 3 and 4) in all three-subject areas. Moreover, the board has surpassed the provincial averages in each subject area. Please refer to Table 2 below.

Table 2: Grade 6 - All students achieving levels 3 and 4

(All Students, formerly method 1, includes students who were exempt and students who did not provide any data)

YEAR	READING		WRITING		MATH	
	Board %	Province %	Board %	Province %	Board %	Province %
2000-01	67	55	63	52	63	54
2001-02	66	55	64	53	64	54
2002-03	68	56	66	54	65	53
2003-04	70	58	68	54	70	57
2004-05	74	63	71	59	71	60
2005-06	74	64	76	61	73	61

PERFORMANCE TARGETS FOR THE GRADES 3 & 6 ASSESSMENTS OF READING, WRITING AND MATHEMATICS

The Ministry of Education established a goal that seventy-five percent (75%) of all students in Grade 6 will meet the provincial standard (levels 3 and 4) on the E.Q.A.O. Assessments of Reading, Writing and Mathematics by 2008. For the 2005-2006 administration of the provincial assessments, the Board established a target of +3% for the Grades 3 & 6 Assessments of Reading, Writing and Mathematics. The performance targets previously established by the board for the Grades 3 and 6 Assessments of Reading, Writing and Mathematics to 2008 are provided in Table 3 below.

Table 3: Three-year performance targets previously established for All Students participating in the Grades 3 & 6 Assessments of Reading, Writing and Mathematics

(All Students, formerly method 1, includes students who are exempt and students who do not provide any data)

Percent of Students Projected for each Assessment year	READING		WRITING		MATH	
	Grade 3 Students Projected at Levels 3 & 4	Grade 6 Students Projected at Levels 3 & 4	Grade 3 Students Projected at Levels 3 & 4	Grade 6 Students Projected at Levels 3 & 4	Grade 3 Students Projected at Levels 3 & 4	Grade 6 Students Projected at Levels 3 & 4
2005-2006	69%	77%	76%	74%	75%	74%
2006-2007	72%	79%	78%	76%	77%	76%
2007-2008	75%	81%	80%	78%	79%	78%

Currently, approximately three-quarters of all students attending schools in York Catholic District School Board are achieving the provincial standard based on the results from the 2005-2006 Grade 6 Assessments of Reading (74%), Writing (76%) and Mathematics (73%). In the 2005-2006 administration of the provincial assessments, students in the York Catholic District School Board demonstrated an increase in student performance on the Grade 3 Assessments of Reading (+5%), Writing (+5%) and Mathematics (+5%), as well as the Grade 6 Assessments of Writing (+5%) and Mathematics (+2%). The board did not meet its target on the Grade 6 Assessments of Reading and Mathematics (+0% and +2% respectively). Please refer to Table 4 below. Based on a review of achievement data and planned initiatives², the board has refined its performance targets for the upcoming administrations of the Grades 3 + 6 Assessments of Reading, Writing and Mathematics. Please refer to Table 5 below.

Table 4: Performance targets outcomes for all students participating in the 2005-2006 Grades 3 & 6 Assessments of Reading, Writing and Mathematics

(All Students, formerly method 1, includes students who were exempt and students who did not provide any data)

GRADE	Subject	% Students Achieving at Levels 3 & 4 2004-2005	Projected Increase 2005-2006	% Students Achieving at Levels 3 & 4 2005-2006	Actual Increase 2005-2006
3	Reading	66%	+ 3%	71%	+ 5%
	Writing	73%	+ 3%	78%	+ 5%
	Math	72%	+ 3%	77%	+ 5%
6	Reading	74%	+ 3%	74%	+ 0%
	Writing	71%	+ 3%	76%	+ 5%
	Math	71%	+ 3%	73%	+ 2%

Table 5: Revised performance targets for All Students participating in the Grades 3 & 6 Assessments of Reading, Writing and Mathematics

(All Students, formerly method 1, includes students who are exempt and students who do not provide any data)

Revised Performance Targets	READING		WRITING		MATH	
	Grade 3 Students Projected at Levels 3 & 4	Grade 6 Students Projected at Levels 3 & 4	Grade 3 Students Projected at Levels 3 & 4	Grade 6 Students Projected at Levels 3 & 4	Grade 3 Students Projected at Levels 3 & 4	Grade 6 Students Projected at Levels 3 & 4
2006-2007	74%	77%	81%	79%	80%	76%
2007-2008	77%	80%	84%	82%	83%	79%

² Through the implementation of the initiatives outlined in the board plan, including the Managing Information for Student Achievement (M.I.S.A.) and the data-warehousing and Web Grades initiatives, the York Catholic District School Board provides supports for improving student learning and achievement in the system to reach the Ministry's goal for all Grade 6 students attending schools across the province.

The following pages provide an overview of student achievement on the E.Q.A.O. Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (O.S.S.L.T.).

HISTORICAL ACHIEVEMENT ON THE GRADE 9 ASSESSMENT OF MATHEMATICS

Results for All Students in the Grade 9 Applied Mathematics Program

Results from the 2005-2006 EQAO Grade 9 Assessment of Mathematics indicate that forty-six percent (46%) of students attending schools in the board and thirty-five percent (35%) of students across the province in an applied mathematics program (+14% and +8% increase from the previous year respectively) met or exceeded the standard (levels 3 & 4). Over the six (6) years of assessments, the board has demonstrated a steady increase in the percentage of Grade 9 students in the applied math program meeting or exceeding the standard (levels 3 and 4). This year, the board average for students meeting or exceeding the standard in the Grade 9 applied math program surpassed the provincial average by eleven percent (board: 46%; province: 35%). Please refer to Table 6 below.

Table 6: Results for All Students in the Grade 9 Applied Mathematics Program achieving levels 3 and 4
(All Students, formerly method 1, includes students who were exempt and students who did not provide any data.)

APPLIED MATH All Students	Board Levels 3, 4	Province Levels 3, 4
2001	12%	13%
2002	20%	21%
2003	21%	21%
2004	23%	26%
2005	32%	27%
2006	46%	35%

Results for All Students in the Grade 9 Academic Mathematics Program

Results from the 2005-2006 EQAO Grade 9 Assessment of Mathematics indicate that seventy-seven percent (77%) of all students attending schools in the board and seventy-one percent (71%) of students across the province in the Grade 9 academic mathematics program (+4% and +3% increase from the previous year respectively) met or exceeded the standard (levels 3 & 4). Historically, the Grade 9 results for the board have exceeded the results for the province in the Grade 9 academic math program. Compared to the province, the board had a greater percentage of its students, enrolled in an academic math program, meeting or exceeding the standard (board: 77%; province: 71%). Please refer to Table 7 below.

Table 7: Results for All Students in the Grade 9 Academic Mathematics Program achieving levels 3 and 4
(All Students, formerly method 1, includes students who were exempt and students who did not provide any data.)

ACADEMIC MATH All Students	Board Levels 3, 4	Province Levels 3, 4
2001	51%	50%
2002	70%	63%
2003	72%	66%
2004	76%	68%
2005	73%	68%
2006	77%	71%

HISTORICAL ACHIEVEMENT ON THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Results for Fully Participating First-Time Eligible Students³

Assessment results from the March 2006 administration of the Ontario Secondary School Literacy Test (OSSLT) indicate that ninety percent (90%) of first-time eligible students in the board successfully completed the test compared to eighty-four percent (84%) of students across the province. These results represent an increase of +3% for the board and +2% for the province since the previous administration of the Literacy Test. Please refer to Table 8 below.

Table 8: Results for Fully Participating First-Time Eligible Students in the board and across the province who were successful on the Literacy Test

Fully Participating First-Time Eligible Students	Board Percent Successful	Province Percent Successful
Feb. 2002	77%	75%
Oct. 2002	73%	72%
Oct. 2003	79%	77%
Oct. 2004	87%	82%
Mar. 2006	90%	84%

Results for Fully Participating First-Time Eligible Students by Program of Study

The Literacy Test results for fully participating first-time eligible students by program of study, presented in Table 9 below, are as follows:

- Students taking Academic English course
Ninety-seven percent (97%) of students taking academic level English successfully completed the test compared to ninety-five percent (95%) of these students the previous year. This represents an increase of +2% over last year in the percentage of students taking academic level English who successfully completed the OSSLT.
- Students taking Applied English course
Sixty-eight percent (68%) of students taking applied level English successfully completed the test compared to sixty-one percent (61%) of these students during the previous administration of the test. This represents an increase of +7% over the previous year in the percentage of students taking applied level English who successfully completed the OSSLT.
- Students taking Locally Developed English course
Thirty-eight percent (38%) of students taking locally developed English successfully completed the test compared to fifty-five percent (55%) of these students the previous year. This represents a decrease of -17% over last year in the percentage of students in a locally developed English course who successfully completed the OSSLT.

Table 9: Results for Fully Participating First-Time Eligible Students in the board who were successful on the Literacy Test by Program of Study

Fully Participating First-Time Eligible Students	Academic Percent Successful	Applied Percent Successful	Locally Developed Percent Successful
Feb. 2002	87%	32%	19%
Oct. 2002	83%	31%	9%
Oct. 2003	89%	43%	30%
Oct. 2004	95%	61%	55%
Mar. 2006	97%	68%	38%

³ Results for Fully Participating First-Time Eligible Students are based on all students in the cohort who are working to obtain an Ontario Secondary School Diploma (OSSD) and excludes those students who were absent or deferred from writing the test.

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT IDENTIFIED FOR THE SYSTEM FROM THE PROVINCIAL ASSESSMENTS

2004-2005 GRADE 3 ASSESSMENTS OF READING, WRITING AND MATHEMATICS⁴

GRADE 3 READING

Grade 3 Target Reading Skills	Area of Strength	Area for Improvement
Booklet 1	Understanding explicitly (directly) stated ideas and information in the selection (<i>specifically Multiple Choice, Short Answer</i>)	Understanding implicitly (indirectly) stated ideas and information in the selection
Booklet 2	Making Connections (interpreting and extending) between ideas and information in the selection and prior knowledge and experience Understanding explicitly (directly) stated ideas and information in the selection (<i>Multiple Choice Questions only included</i>) Understanding implicitly (indirectly) stated ideas and information in the selection (<i>Multiple Choice Questions only included</i>)	Making Connections (interpreting and extending) between ideas and information in the selection and prior knowledge and experience (<i>specifically Open Response</i>)

GRADE 3 WRITING

Grade 3 Target Writing Skills	Area of Strength	Area for Improvement
Booklet 1	Using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication (<i>Multiple Choice Questions only included</i>)	Developing a main idea with sufficient supporting details; and, Organizing information and ideas in a coherent manner (<i>Conventions and Content</i>)
Booklet 2		Developing a main idea with sufficient supporting details; and, Organizing information and ideas in a coherent manner (<i>Conventions and Content</i>)

GRADE 3 MATHEMATICS

Grade 3 Target Mathematics Strands	Area of Strength	Area for Improvement
Booklet 3	Number Sense (<i>specifically Open Response and Multiple Choice Questions; only one Short Answer Question included</i>) Patterning & Algebra (<i>specifically Multiple Choice Questions and Short Answer Questions</i>)	Data Management & Probability (<i>specifically Open Response and Multiple Choice Questions</i>) Measurement (<i>specifically Open Response Questions</i>) Geometry & Spatial Sense (<i>specifically Short Answer Questions</i>)

⁴ The 2005-2006 Item Information data for the Grade 3 E.Q.A.O. assessments was not available from the Education Quality and Accountability Office at the time of printing of this document. The information will be shared with schools upon release of the data to the board.

2004-2005 GRADE 6 ASSESSMENTS OF READING, WRITING AND MATHEMATICS⁵

GRADE 6 READING

Grade 6 Target Reading Skills	Area of Strength	Area for Improvement
Booklet 1	Understanding explicitly (directly) stated ideas and information in the selection (<i>Multiple Choice, Short Answer Questions only</i>)	Understanding implicitly (indirectly) stated ideas and information in the selection (<i>specifically Open Response and Short Answer Questions</i>) Making Connections (interpreting and extending) between ideas and information in the selection and prior knowledge and experience (<i>more specifically Open Response and Short Answer Questions</i>)
Booklet 2	Understanding implicitly (indirectly) stated ideas and information in the selection (<i>Multiple Choice Questions only included</i>) Understanding explicitly (directly) stated ideas and information in the selection (<i>Multiple Choice Questions only included</i>)	Making Connections (interpreting and extending) between ideas and information in the selection and prior knowledge and experience (<i>specifically Open Response Questions</i>)

GRADE 6 WRITING

Grade 6 Target Writing Skills	Area of Strength	Area for Improvement
Booklet 1	Using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication (<i>Multiple Choice Questions only included</i>)	Developing a main idea with sufficient supporting details; and, Organizing information and ideas in a coherent manner (<i>Conventions and Content</i>)
Booklet 2		Developing a main idea with sufficient supporting details; and, Organizing information and ideas in a coherent manner (<i>Conventions and Content</i>)

GRADE 6 MATHEMATICS

Grade 6 Target Mathematics Strands	Area of Strength	Area for Improvement
Booklet 3	Geometry & Spatial Sense (<i>All Question Types</i>) Patterning & Algebra (<i>specifically Short Answer and Multiple Choice Questions</i>)	Number Sense (<i>specifically Open Response and Multiple Choice Questions; only one Short Answer Question included</i>) Data Management & Probability (<i>specifically Open Response and Short Answer Questions</i>) Measurement (<i>specifically Open Response Question</i>)

⁵ The 2005-2006 Item Information data for the Grade 6 E.Q.A.O. assessments was not available from the Education Quality and Accountability Office at the time of printing of this document. The information will be shared with schools upon release of the data to the board.

2004-2005 GRADE 9 ASSESSMENT OF MATHEMATICS⁶

GRADE 9 ACADEMIC MATHEMATICS

Academic Math Program	Area of Strength	Area for Improvement
Winter Assessment	Relationships Measurement and Geometry	Analytic Geometry Number Sense and Algebra
Spring Assessment	Relationships Measurement and Geometry	Number Sense and Algebra Analytic Geometry

GRADE 9 APPLIED MATHEMATICS

Applied Math Program	Area of Strength	Area for Improvement
Winter Assessment	Relationships Measurement and Geometry	Analytic Geometry Number Sense and Algebra
Spring Assessment	Relationships Measurement and Geometry	Number Sense and Algebra Analytic Geometry

⁶ The 2005-2006 Item Information data for the Grade 9 E.Q.A.O. assessments was not available from the Education Quality and Accountability Office at the time of printing of this document. The information will be shared with schools upon release of the data to the board.

ONTARIO SECONDARY SCHOOL LITERACY TEST (O.S.S.L.T.)

DETAILED RESULTS FOR FIRST-TIME ELIGIBLE STUDENTS

2004-2005: OCTOBER 2004 ONTARIO SECONDARY SCHOOL LITERACY TEST (O.S.S.L.T.) ADMINISTRATION

First-time Eligible Students	Area of Strength	Area for Improvement
<p>Reading</p> <p>Selection</p> <p>Skill Area</p> <p>Writing</p> <p>Tasks</p>	<ul style="list-style-type: none"> ▪ information (e.g., explanation, opinion) ▪ understanding directly stated ideas and information ▪ making connections between personal experiences and the ideas and information in the reading selection ▪ news report & paragraph expressing an opinion 	<ul style="list-style-type: none"> ▪ graphic (e.g., graph, schedule, instructions) ▪ narrative (e.g., story, dialogue) ▪ understanding indirectly stated ideas and information ▪ information paragraph & summary

2005-2006: MARCH 2006 ONTARIO SECONDARY SCHOOL LITERACY TEST (O.S.S.L.T.) ADMINISTRATION

First-time Eligible Students	Area of Strength	Area for Improvement
<p>Reading</p> <p>Targeted Skill Area</p> <p>Writing</p> <p>Targeted Skill Area</p> <p>Short Prompt</p> <p>Long Prompt</p>	<ul style="list-style-type: none"> ▪ explicit ▪ implicit ▪ main idea and supporting details ▪ organization ▪ use of conventions ▪ use of conventions 	<ul style="list-style-type: none"> ▪ making connections ▪ conventions ▪ topic development ▪ topic development ** (** significant need for improvement)

The following pages provide a summary of system initiatives related to instruction and to professional learning and development.

OVERVIEW OF PROFESSIONAL DEVELOPMENT / CAPACITY BUILDING ACTIVITIES

The following strategies are being implemented to build capacity, develop collaborative school teams and improve student learning. Differentiated instructional strategies are considered when planning all in-services and workshops so that teachers are able to use these strategies within the context of their own teaching practice. Our commitment to equitable curriculum is evident in the delivery of all workshops and in-services, which ensures that the learning environment is a safe, stimulating and supportive place.

Professional Learning Communities

Principals have taken the lead in building professional Catholic Learning Communities. Release time was provided for teachers to collaborate within grade level and divisional groupings. Teams of teachers are trained and share their expertise during school team meetings. Teacher collaboration is also used extensively during in-services to collect, analyze, and score student work and to use the resulting data to guide teaching and planning next steps.

Literacy and Numeracy Initiatives

Primary

Twelve (12) principals and vice-principals continue to demonstrate strong leadership when they volunteered to be board instructors in Early Reading and Early Math. They prepared and delivered six (6) days of in-service to the system in collaboration with the consultants and Program Resource Teachers. The focus on reading in the kindergarten and primary grades continues to expand through target setting, further in-servicing, and collaborative team planning. Each school continues to augment their Central Book Storage and their foundational resources. The Early Reading and Early Math Initiatives have continued in kindergarten and the primary grades in the Fall of 2005. In 2005-06, eleven (11) additional principals and vice-principals were trained in Primary Assessment for Learning and Geometry and Spatial Sense. Eight (8) days of in-service, including consolidation days, were provided for teachers, with Board trainers as facilitators.

Junior

Literacy for Learning and *Teaching and Learning Mathematics* (Junior Expert Panel Reports) provide the pedagogy and framework for Junior Literacy and Numeracy initiatives. Thirteen (13) principals and vice-principals have been trained in Literacy and Numeracy to support teacher training and increasing teacher capacity.

Intermediate/Senior

Subject-specific sessions are offered at various locations in the board with a focus on curriculum development and implementation through workshops and opportunities for sharing successful practices / resources. The focus of professional development for Teachers in the areas of literacy and mathematical literacy includes an exemplar project with a Family of Schools, training for Teachers that teach the Ontario Secondary School Literacy Course (O.S.S.L.C.), and in-service on differentiated instruction. Grades 9 and 10 Teachers of Applied and Locally Developed Compulsory Credit (L.D.C.C.) math courses were in-serviced on the new Grade 9 and 10 Applied and Locally Developed Compulsory Credit (L.D.C.C.) curriculum. Grades 7 & 8 Teachers received in-service on Geometer's Sketch Pad (G.P.S.) and the new Nelson Mathematics program.

The New Teacher Orientation Program

A three-day series is held in August to introduce new teachers to board personnel, resources and instructional strategies to new teachers. The New Teacher in-service offered in August and December of last year focused specifically on classroom management, assessment and planning. New teachers are also given the opportunity to work with Program Resource Teachers and create resources for their classrooms. Follow-up sessions are provided throughout the year on reporting, classroom management and effective teaching strategies. New teachers are provided with opportunities to identify other areas of need that can be addressed over the course of the year.

After-School Workshops and Summer Institutes

After-school workshops on a variety of topics including Power Writing, Mathematics, Guided Reading, Reading Strategies, Assessment and Evaluation, Integrated Information and Communication Technology, Integrating the Arts, etc., are provided to Elementary Teachers during the school year. Over 900 teachers attend the After-School workshops. Summer Institutes are also provided based on teacher suggestions. These workshops and institutes are advertised through system-wide flyers. After-school workshops are also offered in the model classrooms that are conveniently located in each of the five geographical areas.

Integration of the Arts

Integration techniques are promoted in workshops and in-services throughout the year in the areas of Music, Visual Arts, Drama and Dance to engage students in learning literacy and mathematical literacy.

Building Catholic Communities of Character

York Catholic District School Board participates in a regional initiative to promote an awareness of the social, emotional and moral skills that affect the whole child's development. Ten (10) character attributes were developed and aligned with our Catholic virtues. A poster that depicts our character virtues is displayed in each school. The curriculum team⁷ regularly distributes resources and strategies to support / showcase each monthly virtue.

Intervention Programs

Efforts to support students who are achieving at Levels 1 & 2 in Reading have been successful through intervention programs such as Reading Recovery™ and Later Literacy. Saturday Primary Remedial Program, Summer Primary Power and Junior Skills Development programs are offered to students who require remedial support.

Remedial after school programs in literacy and numeracy are offered in all high schools through the Adult and Continuing Education Department (A.C.E.). A.C.E. also offers a Skills Development program with a focus on literacy and numeracy skills to Grade 7 and 8 Students. Every high school offers the *Getting Ready for High School* program to incoming Grade 9 Students in August.

Assessment and Evaluation Strategies

The Developmental Reading Assessment (D.R.A.) tool is completed for Kindergarten – Grade 3 students in each school. Comprehension, Attitudes, Strategies and Interest (C.A.S.I.) kits were purchased for all schools in 2004-2005 for Grades 4 - 6 and in-services were provided for Junior Division Teachers. An Assessment and Evaluation Procedures Handbook was revised by a committee composed of Superintendents, Administrators (elementary and secondary), Coordinators / Consultants and Teachers.

Target Success Schools Project

Twenty (20) elementary schools have been designated as Target Schools. This designation occurs when the school demonstrates consistently low scores on the provincial assessments. A team of Supervisory Officers, Principals, Coordinators, Consultants and Program Resource Teachers work together to develop and implement a plan for in-services, the purchase of resources and target setting activities that will support these schools in their efforts to improve student learning and achievement. Reading Recovery™ is implemented in each Target School, as well as centrally supported school websites for communication with the parent community. Each elementary school establishes contact with the appropriate Early Years Centre to discuss the establishment of satellite sites for parent and / or student workshops.

In 2006-2007, four (4) secondary schools will be designated as Target Success Schools based on their achievement on the Ontario Secondary School Literacy Test. These schools will receive additional support to increase their efforts to improve student learning and achievement in literacy and mathematical literacy.

Student Success Initiative, Grades 7-12

The Student Success Project, Grades 7 - 12 was developed to support students at risk of failure. The initiative consists of the following actions:

- Grades 7 - 9 Teachers in each of the thirteen (13) Family of Schools groupings meet to identify students at risk, evaluate student work, select resources and learn new strategies for improving literacy and numeracy skill development;
- Grade 8 to 9 transitional meetings are held annually to provide opportunities for information sharing between Elementary and Secondary Teachers;
- In-services are provided to teachers on Ministry policy documents, curriculum implementation and Ontario Secondary Schools (OSS) supports;
- Mathematics resources, such as manipulatives have been purchased, and teachers have received in-services on effective use of manipulatives in the classroom.

The focus of the Student Success initiative has been to deliver in-services at the secondary level to support the refinement of teacher practice and to build teacher capacity. Last year, in-services and Families of Schools meetings have focused on the following: differentiated instruction; enduring expectations in Grade 9 Geography as the focus on literacy; program pathways and the use of data; the use of manipulatives and the new mathematics curriculum in the area of numeracy.

A handbook, *Exploring the Possibilities*, which includes an overview of pathway planning for students entering secondary school, has been distributed to all Grade 8 Students and Intermediate Teachers have been in-serviced on the handbook. At the secondary level, effective intervention strategies for students achieving below the provincial standard (Levels 1 and 2) have been developed and implemented. Additionally, the identification, tracking and remediation of students at risk of school failure have been supported through the work of the Student Success Support Teams.

⁷ The curriculum team is comprised of individuals from the following groups: Curriculum, Program & Assessment Department; Curriculum and Program Support; Program Resource Teachers; Library Automation Services; English as a Second Language / English Literacy Development (E.S.L./E.L.D.); Equity Office and Religious Education, Family Life Education & Adult Faith Development. Additional support is provided to the team from the Student Services Department.

HUMAN AND MATERIAL RESOURCES

Ministry and Board documents and resources are required to support teaching and learning in the classroom. A list of some of the resources provided to schools, parents and teachers is provided below:

- **York Catholic Developed Resources**
 - *Curriculum Connections*, a board resource that provides long range and daily plans, lists of recommended resources and grade level skills charts
 - DVDs to demonstrate exemplary teaching in a number of areas including Power Writing, Literature Circles, and Learning Carpet
 - A series of reading and writing lesson plans to support success on the Ontario Secondary School Literacy Test (O.S.S.L.T.) and the Ontario Secondary School Literacy Course (O.S.S.L.C.)
 - *Exploring the Possibilities*, a resource for Grade 8 Students and Teachers to assist with Grade 9 course selections
 - Booklets on Reading and Writing skills for Grades 7 to 10 Teachers
 - First Class electronic conferences have been established to host curriculum resources for Teacher and Student use
 - Resources are posted through school- and board-based First Class websites for access by Parents and Students
- **Expert Panel Reports**
 - *Early Reading Strategy* and *Early Math Strategy*
 - *Guides to Effective Instruction* with new sections on Assessment for Learning, Writing and Geometry and Spatial Sense
 - *Literacy for Learning / Teaching and Learning Mathematics*
 - *Think Literacy Success, Leading Math Success* and *Building Pathways to Success*
 - *Education for All*
 - *Think Literacy Cross Curricular Approaches, Grades 9 - 12* (subject- specific)
 - *Me Read? No Way!*
- **Additional Resources to support implementation of Ministry initiatives in the areas of literacy and mathematical literacy**
 - Comprehension, Attitudes, Strategies, Interest (C.A.S.I.) kits were purchased for all elementary schools for Grades 7 and 8
 - Other resources purchased for schools.

Program Resource Teachers

A Program Resource Teacher has been assigned in each of the five (5) elementary areas in the board. Five (5) additional Program Resource Teachers support the Student Success initiative in Grades 7-12 in the areas of Literacy, Numeracy and Pathways. The Program Resource Teachers work with the Supervisory Officers and the Principals to support individual teachers in the classroom and deliver after-school workshops. They also focus on specific areas of need within each school / area team. An additional Program Resource Teacher works in Student Services with the Core Resource Teachers to support students with special education needs.

Literacy Support Teachers

Eight (8) Literacy Support Teachers work in fifteen (15) schools to provide focused support in early literacy. They work with Classroom Teachers to assist with planning and assessment and support teachers with booster groups. As members of Area Teams, they collaborate with Consultants, Program Resource Teachers, Principals and Area Superintendents. A Literacy Support model classroom has been added for Literacy Support Teachers to support Classroom Teachers.

Divisional Program Teachers

Divisional Program Teachers are exemplary teachers who agree to host visitors to their classroom for observation and collaboration. These teachers represent all divisions and include Core Resource Teachers and Teachers in the Program for Academic and Creative Extension Centres (P.A.C.E. Teachers who teach gifted students), Teacher Librarians and French as a Second Language Teachers. These two-day visits consist of two parts. The first part involves observation of best practices in the classroom. During the second part, both teachers are freed from their responsibilities to discuss, share, and plan and problem-solve. These visits have been very successful since they are mutually beneficial and provide focused conversations.

Model Classrooms

One Model Classroom has been established in each of the five (5) Area of Schools to be used by the Program Resource Teachers for workshops and in-service sessions. Program Resource Teachers demonstrate lessons and classroom management strategies in a well-equipped classroom. Classroom Teachers are provided with opportunities to develop the resources used in the demonstration and discuss issues related to practical application in the classroom. This helps build community in area schools. An additional model classroom has been created, in Georgina, to meet the needs of Teachers in that area. A secondary school model classroom is located at St. Jean de Brebeuf C.H.S. where in-services on literacy, mathematical literacy and program pathways are offered by Program Resource Teachers.

Additional Qualification Courses

The Board offers a subsidy to help all teachers with the cost of Additional Qualification Courses in Reading Part 1, 2 and 3, Adolescent Literacy, Math, and Religious Education.

COMMUNICATION, COLLABORATION AND COLLECTIVE INQUIRY

It is appreciated throughout our system that communication is a critical component of any successful enterprise. The following steps are undertaken to facilitate the regular exchange of information on curriculum implementation and spiritual growth and development with system partners:

- Curriculum booklets and brochures have been developed and distributed to parents throughout the system.
- The Ministry of Education has distributed parent information booklets for the Early Reading and Early Math Strategy.
- The Board E.Q.A.O. Plan is shared with Trustees.
- School administrators continue to share E.Q.A.O. results with Catholic School Councils for feedback and support of the School Continuous Growth Plan. Examples may include fundraising for levelled books and Math manipulatives, Information and Communication Technology, and trained Parent Reading Volunteers.
- The E.Q.A.O. Action Plan and assessment results are shared at Regional Catholic School Council meetings.
- An Instructional Services Department Newsletter for Teachers and Principals is distributed six (6) times a year.
- Inserts for School Newsletters are provided by the Instructional Services Department.
- A series of DVDs about teaching and learning are provided for both parents and teachers.
- Program Resource Teachers provide presentations to Catholic School Councils on successful practices for parents to support their children.
- The Pathways Program Resource Teacher offers presentations to Parents and Catholic School Councils outlining the available pathways for Intermediate Students entering secondary schools.
- Parent / Guardian / Student link on the Board websites and First Class include resources on curriculum and grade appropriate content for Parent/Guardian/Student use.
- Coordinators, Consultants and Program Resource Teachers make presentations to Catholic School Councils on the literacy and numeracy initiatives that are being implemented in schools.
- Members of the Curriculum Team present at the Catholic School Councils Conference.
- Student agenda book contain a common insert to summarize key policies and practices for parent reference.

The following pages outline the current and planned initiatives to support improvement in student learning and achievement.

BOARD INITIATIVES TO SUPPORT IMPROVEMENT IN STUDENT LEARNING AND ACHIEVEMENT IN FULFILMENT OF THE SHARED VISION: **KINDERGARTEN TO GRADE 12**

A list of the system goals, which will be achieved through the collaborative efforts of York Catholic District School Board Catholic Learning Communities, is provided in the table below.

Table 9: System-wide goals for curriculum implementation to support improvement in student learning and achievement from Kindergarten to Grade 12

<p>Goal # 1 (JK- 12) Catholic Faith Formation</p>	<p>To increase students’ cognitive, moral and spiritual development within the context of Catholic Learning Communities in partnership with the home, school and parish, which are inspired by Jesus and guided by the Ontario Catholic School Graduate Expectations.</p>
<p>Goal # 2 (JK- 12) Literacy Skill Development</p>	<p>To increase by three percent (+3%) the overall percentage of students who achieve the provincial standard in Reading and Writing or are successful on the Literacy Test.</p>
<p>Goal # 3 (JK- 12) Mathematics Skill Development</p>	<p>To increase by three percent (+3%) the overall percentage of students who achieve the provincial standard in Mathematical Literacy on the provincial assessments.</p>
<p>Goal # 4 (JK- 12) Catholic Learning Community</p>	<p>To promote effective Catholic Learning Communities as the process through which capacity is built to increase student learning and achievement.</p>

BOARD INITIATIVES TO SUPPORT IMPROVEMENT IN STUDENT LEARNING AND ACHIEVEMENT IN FULFILMENT OF THE SHARED VISION: **KINDERGARTEN TO GRADE 6**

A list of the specific goals for Kindergarten to Grade 6 is provided in the table below.

Table 10: Board goals for curriculum implementation in the primary and junior divisions and to support low performing schools and students.

<p>Goal # 1 (JK- 6) Catholic Faith Formation</p>	<p>1. To increase students’ cognitive, moral and spiritual development within the context of Catholic Learning Communities in partnership with the home, school and parish, which are inspired by Jesus and guided by the Ontario Catholic School Graduate Expectations.</p>
<p>Goal # 2 (JK- 6) Literacy Skill Development</p>	<p>1. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in literacy in the <u>primary division</u>. 2. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in literacy in the <u>junior division</u>. 3. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grades 3 & 6 Assessments of Reading and Writing among the <u>lowest performing schools and students</u>.</p>
<p>Goal # 3 (JK- 6) Mathematics Skill Development</p>	<p>1. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in mathematics in the <u>primary division</u>. 2. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in mathematics in the <u>junior division</u>. 3. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grades 3 & 6 Assessments of Mathematics among the <u>lowest performing schools and students</u></p>
<p>Goal # 4 (JK- 6) Catholic Learning Community</p>	<p>1. To promote effective Catholic Learning Communities as the process through which capacity is built to increase student learning and achievement.</p>

BOARD INITIATIVES TO SUPPORT IMPROVEMENT IN STUDENT LEARNING AND ACHIEVEMENT IN FULFILMENT OF THE SHARED VISION: **GRADES 7 TO GRADES 12**

A list of the specific goals for Grades 7 to Grades 12 is provided in the table below.

Table 11: Board goals for curriculum implementation in the intermediate and senior divisions and to support low performing schools.

<p>Goal # 1 (7- 12) Catholic Faith Formation</p>	<p>1. To increase students’ cognitive, moral and spiritual development within the context of Catholic Learning Communities in partnership with the home, school and parish, which are inspired by Jesus and guided by the Ontario Catholic School Graduate Expectations.</p>
<p>Goal # 2 (7- 12) Literacy Skill Development</p>	<p>1. To increase by three percent (+3%) the overall percentage of students who receive a passing grade on the Ontario Secondary School Literacy Test / Ontario Secondary School Literacy Course.</p> <p>2. To increase by three percent (+3%) the overall percentage of students who receive a passing grade on the Ontario Secondary School Literacy Test / Ontario Secondary School Literacy Course among the <u>lowest performing schools and students</u>.</p>
<p>Goal # 3 (7- 12) Mathematics Skill Development</p>	<p>1. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grade 9 Assessment of Mathematics.</p> <p>2. To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grade 9 Assessment of Mathematics among the <u>lowest performing schools and students</u>.</p>
<p>Goal # 4 (7- 12) Catholic Learning Community</p>	<p>1. To promote effective Catholic Learning Communities as the process through which capacity is built to increase student learning and achievement.</p>

COMPONENTS OF THE IMPROVEMENT PLANNING TEMPLATE

The individual components of the improvement planning template used in the Kindergarten to Grade 12 Board Improvement Plan: 2006-2007 are outlined with guiding questions in the table below.

Table 12: Improvement planning template

GOAL STATEMENT						
What is the SMART goal for improving student learning and achievement?						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN & MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
What are the past achievements? What is the progress to date for initiatives currently in implementation?	What initiatives are planned for implementation, during the coming school year, which will continue to move the system forward to achieve the goal?	What evidence or data would indicate that progress is being made toward achieving the goal?	What partnerships are established to implement and achieve the shared vision and the mutually beneficial goals and objectives?	What are the human and material requirements needed to support successful implementation of these initiatives in order to enhance practice and support improvements in student learning and achievement?	Who is responsible for implementing and monitoring the success of the initiative, which is linked to the vision for improving student learning and achievement?	What are the timelines for planning, implementing and reviewing the initiative?

Note:

Every attempt is made to provide multiple entry points for improvement for all schools, staffs, teachers, administrators and parents. It is through school and community-wide efforts that student improvement will be realized.

CATHOLIC FAITH FORMATION: KINDERGARTEN – GRADE 6

GOAL # 1 (1) CATHOLIC FAITH FORMATION		To increase students' cognitive, moral and spiritual development within the context of Catholic Learning Communities in partnership with the home, school and parish, which are inspired by Jesus and guided by the Ontario Catholic School Graduate Expectations.				
CATHOLIC FAITH FORMATION: <u>KINDERGARTEN – GRADE 6</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Religious Education and Family Life Education</u></p> <p>Provided learning opportunities through the Religious Education curriculum for the development of students' knowledge of religious language, concepts, and ideas.</p> <p>Developed a comment bank for reporting achievement on the Religious Education and Family Life Education curriculum for the web-based version of the report card.</p> <p>Updated Agenda Book to communicate Catholic virtues in the context of Character communities.</p> <p>Supported the planning and development of Area Faith Day.</p> <p>In-serviced Teacher Librarians on connecting the Literacy goals to the Religious Education curriculum.</p>	<p>Implement comment bank for reporting achievement on the Religious Education curriculum for the web-based version of the report card.</p> <p>Continue to support Area Faith Day Communities.</p> <p>Develop and implement a teacher resource package for the Renewal of Religious Education curriculum (<i>Born of the Spirit</i> series).</p> <p>Continue to build capacity in elementary schools through the integration of the Religious Education and Family Life Education curriculum with the following:</p> <ul style="list-style-type: none"> ▪ Language curriculum ▪ Arts curriculum ▪ Character traits and Catholic virtues. 	<p>Students demonstrate, through their coursework and culminating task assignment, an enhanced ability to apply religious knowledge and skills in their daily lives in the following areas:</p> <ul style="list-style-type: none"> ▪ exploration of personal and shared experiences and beliefs ▪ acquisition of information ▪ application to real-life situations ▪ reflection in prayer ▪ faith expression in action. <p>Teachers are using the new report card comment bank.</p> <p>Teachers are making cross-curricular Religious Education connections in curriculum delivery and implementation.</p> <p>School Councils have a parish representative.</p>	<p>Catholic Association of Religious and Family Life Educators of Ontario (C.A.R.F.L.E.O.)</p> <p>Catholic Curriculum Cooperative (C.C.C.)</p> <p>Institute for Catholic Education (I.C.E.)</p>	<p>Religious Education and Family Life Education Program</p> <p>Ministry documents</p> <p>Ontario Catholic School Graduate Expectations</p> <p>Liturgical resources</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Religious Education Coordinator</p> <p>Religious Education Team</p> <p>Elementary Religious Education Advisory Committee (E.R.E.A.C.)</p> <p>Support is also provided by:</p> <p>Curriculum Team</p> <p>Program Resource Teachers</p> <p>Equity Consultant</p>	<p>Planning: September 2006 – December 2006</p> <p>P.A. Day: February 2007</p> <p>Resource Development: February 2007 – June 2007</p> <p>Review: February 2007 June 2007</p>

CATHOLIC FAITH FORMATION: GRADE 7 – GRADE 12

GOAL # 1 (1) CATHOLIC FAITH FORMATION		To increase students' cognitive, moral and spiritual development within the context of Catholic Learning Communities in partnership with the home, school and parish, which are inspired by Jesus and guided by the Ontario Catholic School Graduate Expectations.				
CATHOLIC FAITH FORMATION: <u>GRADE 7 – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Religious Education and Family Life Education</u></p> <p>Developed a comment bank for reporting achievement on the Religious Education and Family Life Education curriculum for the web-based version of the report card. (Grades 7-8)</p> <p>Updated Agenda Books to communicate Catholic virtues in the context of Character communities. (Grades 7-12)</p> <p>Supported the planning and development of Faith Day. (Grades 7-12)</p> <p>Reviewed the roles, responsibilities and operational guidelines for chaplaincy teams. (Grades 9-12)</p> <p>Supported the implementation of the revised <i>Ontario Catholic Secondary Curriculum Policy document for Religious Education</i>. (Grades 9-12)</p> <p>Distributed resources and in-serviced Department Heads on the <i>Religious Education Guidelines, Grades 9-12</i> and the <i>Think Literacy Document for Religious Education</i>. (Grades 9-12)</p>	<p>Implement comment bank for reporting achievement on the Religious Education curriculum for the web-based version of the report card. (Grades 7-8)</p> <p>Continue to support Faith Day Communities. (Grades 7-12)</p> <p>Continue to build capacity in elementary schools through the integration of the Religious Education and Family Life Education curriculum with the following:</p> <ul style="list-style-type: none"> ▪ Language curriculum ▪ Arts curriculum ▪ Character traits and Catholic virtues. (Grades 7-8) <p>Complete the review of the roles, responsibilities and operational guidelines for chaplaincy teams. (Grades 9-12)</p> <p>Continue to implement the revised <i>Ontario Catholic Secondary Curriculum Policy document for Religious Education</i>. (Grades 9-12)</p> <p>In-service new Secondary Religious Education teachers and support Department Heads of Religious Education in the implementation of the <i>Religious Education Guidelines, Grades 9-12</i> and the <i>Think Literacy Document for Religious Education</i>. (Grades 9-12)</p>	<p>Students demonstrate, through their coursework and culminating task assignment, an enhanced ability to apply religious knowledge and skills in their daily lives in the following areas:</p> <ul style="list-style-type: none"> ▪ exploration of personal and shared experiences and beliefs; ▪ acquisition of information; ▪ application to real-life situations; ▪ reflection in prayer; ▪ faith expression in action. (Grades 7-12). <p>Teachers are using the new report card comment bank. (Grades 7-8)</p> <p>Roles, responsibilities and operational guidelines for chaplaincy teams are revised and implemented. (Grades 9-12)</p>	<p>Catholic Association of Religious and Family Life Educators of Ontario (C.A.R.F.L.E.O.)</p> <p>Catholic Curriculum Cooperative (C.C.C.)</p> <p>Institute for Catholic Education (I.C.E.)</p> <p>Ontario Conference of Catholic Bishops (O.C.C.B.)</p> <p>Catholic School Chaplains of Ontario (C.S.C.O.)</p> <p>Archdiocese of Toronto</p>	<p>Religious Education and Family Life Education Program</p> <p>Ministry documents</p> <p>Ontario Catholic School Graduate Expectations</p> <p>Ontario Catholic Secondary Curriculum Policy document for Religious Education (2006)</p> <p>Liturgical resources</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Religious Education Coordinator</p> <p>Religious Education Team</p> <p>System Level Chaplaincy Review Committee</p> <p>Chaplaincy Council</p> <p>Religious Education Subject Council</p> <p>Support is also provided by:</p> <p>Curriculum Team</p> <p>Program Resource Teachers</p> <p>Equity Consultant</p>	<p>Planning: September 2006 – December 2006</p> <p>P.A. Day: December, 2006 (Grades 9-12) February 2007 (Grades 7-8)</p> <p>Chaplaincy Review: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

CATHOLIC FAITH FORMATION: KINDERGARTEN – GRADE 12

GOAL # 1 (1) CATHOLIC FAITH FORMATION		To increase students' cognitive, moral and spiritual development within the context of Catholic Learning Communities in partnership with the home, school and parish, which are inspired by Jesus and guided by the Ontario Catholic School Graduate Expectations.				
CATHOLIC FAITH FORMATION: <u>KINDERGARTEN – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Building Catholic Faith Learning Communities</u></p> <p>As part of a regional initiative, Y.C.D.S.B. celebrates ten virtues e.g., justice, reverence responsibility. Literacy based resources are provided to schools monthly to highlight a particular character attribute.</p> <p>Supported the implementation of the Premier Agenda to provide character attributes, in student agenda, across the province.</p> <p>Developed and shared resources with other Ontario school boards through the Character Alliance.</p> <p>Co-hosted the Character conference in collaboration with Y.R.D.S.B.</p> <p>Created First Class conference for Catholic virtues and valuing diversity resources.</p> <p>Provided liturgical supports (e.g., liturgies, resource lists, etc.) to schools.</p> <p>Supported faith formation in each Family of Schools through the Faith Ambassador program.</p> <p>Provided schools with guidelines for First Eucharist, Reconciliation and Confirmation - <i>Norms for Sacramental Preparation</i> (Archdiocese of Toronto, 2002)</p>	<p>Continue to build capacity within the system through in-servicing of teachers and distribution of resources e.g., <i>Children's Daily Prayer Book</i>, poster, Character Newsletter.</p> <p>Develop a resource kit to accompany poster.</p> <p>Adult formation: Provide a one (1) day in-service for equity/character reps on <i>How to create an inclusive classroom using character education</i>.</p> <p>Co-host the Character conference in collaboration with Y.R.D.S.B.</p> <p>Continue to host the Equity Fair for character representatives.</p> <p>Continue to host the First Class conference for Catholic virtues and valuing diversity resources.</p> <p>Continue to provide liturgical supports, (e.g., liturgies, resource lists, etc.).</p> <p>Continue to support the Faith Ambassador program.</p> <p>Continue to promote consistent practice, responsibilities and ownership among parishes and schools through implementation of the <i>Norms for Sacramental Preparation</i>.</p>	<p>Catholic Learning Communities demonstrate caring, compassion, forgiveness, honesty, service to others and deep respect in all daily activities.</p> <p>Survey data indicate positive feedback from principals and area superintendents.</p> <p>Schools recognize and celebrate their feast day.</p> <p>Schools have an identified equity /character representative.</p> <p>Schools increase the number of resources on Catholic virtues and valuing diversity.</p> <p>Schools have scheduled liturgies.</p> <p>Schools have faith ambassadors.</p> <p>Schools and parishes report increased collaboration and consistency in practice for years of Sacramental Preparation.</p>	<p>Ontario English Catholic Teachers Association (O.E.C.T.A.)</p> <p>Ontario Catholic School Trustees Association (O.C.S.T.A.)</p> <p>Y.R.D.S.B.</p> <p>Character Alliance</p> <p>Catholic School Councils</p> <p>Parishes</p> <p>Parent communities</p>	<p>Additional print and media resources.</p> <p>Resources for schools demonstrating leadership for the Character initiative.</p>	<p>Executive Superintendent of Instructional Services</p> <p>Superintendent of Schools</p> <p>Religious Education Coordinator</p> <p>Curriculum Team</p> <p>Equity Consultant</p> <p>Elementary Religious Education Advisory Committee (E.R.E.A.C.)</p> <p>Seconded Principal Responsible for Catholic School Councils and Parent Involvement.</p>	<p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 1 (1) CATHOLIC FAITH FORMATION To increase students' cognitive, moral and spiritual development within the context of Catholic Learning Communities in partnership with the home, school and parish, which are inspired by Jesus and guided by the Ontario Catholic School Graduate Expectations.

CATHOLIC FAITH FORMATION: KINDERGARTEN – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Building Catholic Faith Learning Communities (CONT'D)</u></p> <p>Supported Teachers and Principals in the promotion of issues related to Anti-Bullying and Character initiatives.</p> <p>Developed guidelines for positive home-school-parish relationships.</p> <p>Supported parents through the Catholic School Councils Best Practices Conference.</p>	<p>Continue to support schools in the promotion of issues related to Anti-Bullying and Character initiatives.</p> <p>Distribute and implement guidelines for positive home-school-parish relationships (<i>Carved in the Palm of God's Hand</i>).</p> <p>Continue to provide the Catholic School Councils Best Practices Conference for parents.</p>	<p>Schools identify and implement anti-bullying strategies.</p> <p>Schools report a decreased number of student behaviour reports and suspensions in schools.</p> <p>Schools report positive home-school-parish partnerships.</p> <p>Parents report an enhanced awareness of their role in their children's learning and faith development.</p>				

LITERACY SKILL DEVELOPMENT: KINDERGARTEN – GRADE 6

GOAL # 2 (1) LITERACY		To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in literacy in the <u>primary division</u> .				
LITERACY: <u>KINDERGARTEN – GRADE 3</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Early Reading Initiative</u></p> <p>Lead Literacy Teachers in each school were trained in effective reading strategies.</p> <p>Special Program Teachers and Program Resource Teachers continue to focus on Guided, Shared and Independent Reading strategies.</p> <p>Built capacity with Principals as Board Trainers.</p> <p>Lead Teachers were trained in Primary Writing.</p> <p>Seventeen (17) Principals were selected as Board Trainers for Primary Literacy initiatives to provide support to schools.</p> <p>Summer Institute sessions offered in 2005 focused on the theme of Assessment for Learning.</p>	<p>Implement a process to collect D.R.A. data in the data warehouse for the purposes of analyzing strengths and areas of need.</p> <p>Primary Summer Institutes are planned for:</p> <ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Assessment ▪ Differentiated Instruction. <p>In-service teachers, as needed / requested, in the following areas:</p> <ul style="list-style-type: none"> ▪ Differentiated Instruction ▪ Integration of Literacy strategies into key content areas ▪ Assessment and Evaluation. <p>Continue to offer Summer Institutes.</p>	<p>E.Q.A.O. results indicate an increase in student achievement on the Grade 3 Assessment of Reading.</p> <p>Program Resource Teachers and Special Program Teachers assistance to target schools is documented and tracked.</p> <p>Increased numbers of teachers are implementing Power Writing as reported by a survey of principals.</p> <p>Increased numbers of teachers are implementing guided and shared reading strategies as reported by a survey of principals.</p>	<p>Extend invitation to Y.R.D.S.B. to attend after-school workshops that support the Early Reading Initiative.</p>	<p>Release time for Lead Teachers to attend training sessions</p> <p>Release time for Lead Teachers to share content with divisional colleagues</p> <p>Release time for Primary Teachers and Teacher Librarians to work with Divisional Program Teachers and Special Program Teachers</p> <p>Teacher Librarian support and resources</p> <p>Special Education Teacher support</p> <p>E.S.L./E.L.D. Teacher support</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Curriculum Team</p> <p>Primary Literacy Board Trainers</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 2 (2) LITERACY						
To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in literacy in the <u>junior division</u>						
LITERACY: GRADE 4 – GRADE 6						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p>Junior Literacy Initiative</p> <p>Opportunities were provided to build capacity for Classroom Teachers and E.S.L./E.L.D. Teachers on best practices in Junior Literacy.</p> <p>Opportunities were provided to build capacity among teachers and administrators on best practices in Shared Reading (Grade 5).</p> <p>Seven (7) Principals were selected as Board Trainers for Junior Literacy initiatives to provide support to schools.</p> <p>Collaborated with Student Services in the provision of professional learning opportunities in the area of junior literacy.</p> <p>Piloted the Council of Ontario Directors of Education (C.O.D.E.) Special Education assistive technology initiative in eight (8) elementary schools.</p> <p>Summer Institutes were offered to teachers.</p> <p>A.Q. courses, run by Board staff, were offered to teachers.</p>	<p>Continue to in-service junior teachers on best practices in literacy.</p> <p>Provide one consolidation day for Junior Literacy Teachers.</p> <p>Provide two consolidation days on best practices in Shared Reading for school teams.</p> <p>Continue to collaborate with Student Services in the provision of professional learning opportunities in the area of junior literacy.</p> <p>Continue to support the assistive technology initiative for Grade 6 students with learning disabilities in pilot schools.</p> <p>Continue to offer Summer Institutes.</p> <p>Continue to offer A.Q. courses.</p> <p>Continue to support collaboration between E.S.L./E.L.D. Teachers and Classroom Teachers in the junior division.</p>	<p>E.Q.A.O. results and report card data indicate increased student achievement.</p> <p>E.Q.A.O. results indicate an increase in student achievement for students with learning disabilities and students with E.S.L./E.L.D. learning needs.</p> <p>Increased numbers of Teachers in the Junior Division are using Shared Reading strategies in their classrooms.</p>	<p>Y.R.D.S.B.</p> <p>T.C.D.S.B.</p> <p>T.D.S.B.</p>	<p>Resources provided to support literacy skill development</p> <p>Teacher Librarian support and library resources</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Co-ordinator of Elementary Programs</p> <p>Junior Literacy Board Trainers</p> <p>Co-ordinator of Special Programs (Elementary)</p> <p>Co-ordinator of E.S.L./E.L.D. Programs and Services</p> <p>Curriculum Team</p> <p>Additional support also provided by:</p> <p>Information Systems</p>	<p>Planning: June 2006 – November 2006</p> <p>Implementation: May 2006 – June 2007</p> <p>Review: October 2006 February 2007 June 2007</p>

GOAL # 2 (3)
LITERACY

To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grades 3 & 6 Assessments of Reading and Writing in the lowest performing schools and students.

LITERACY: KINDERGARTEN – GRADE 6

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Target Success Schools</u></p> <p>Support is provided to the twenty (20) lowest achieving schools in the system.</p> <p>Consultants and Program Resource Teachers collaborated with Principals and Teachers at each school to determine the focus of the next steps required to meet the needs of individual schools.</p> <p><u>Primary</u> Teachers at target schools received:</p> <ul style="list-style-type: none"> ▪ Demonstration lessons and modelling of guided reading, shared reading, literature circles and power writing ▪ Additional literacy resources ▪ Learning Carpet for each classroom ▪ Support of a Reading Recovery™ Teacher at each school ▪ D.R.A. Assistance. <p><u>Junior</u> Teachers at these schools received training and resources including:</p> <ul style="list-style-type: none"> ▪ C.A.S.I. training ▪ Modelled guided reading, writing, literature circles (lessons provided) ▪ <i>Beyond Monet</i> ▪ <i>The Art of Teaching Reading</i> ▪ <i>When Kids Can't Read</i> ▪ <i>I Read It, But I Don't Get It</i> ▪ <i>Do I Really Have to Teach Reading?</i> ▪ <i>What Do I Do About the Kid Who...?</i> ▪ <i>Sound Skills</i> 	<p>Continue to provide support to the Target Success Schools until May 2007 at which time the plan will be reviewed and the list of Target Schools will be revised as needed.</p> <p><u>Primary</u> Summer Institutes are planned for:</p> <ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Assessment ▪ Differentiated Instruction. <p><u>Junior</u> Summer Institutes are planned for:</p> <ul style="list-style-type: none"> ▪ Literacy ▪ Shared Reading. <p>Provide a series of in-services in the following areas:</p> <ul style="list-style-type: none"> ▪ Differentiated Instruction ▪ Integration of Literacy strategies into key content areas ▪ Assessment and Evaluation. 	<p>E.Q.A.O., D.R.A. and report card data indicate improved student achievement in reading and writing scores at target schools.</p> <p>Feedback from Principals and Teachers indicates that the Target Success Schools initiative supports the efforts of individual schools to achieve or surpass school goals and targets.</p> <p>Program Resource Teachers and Consultants assistance to target schools is documented and tracked.</p>	<p>Currently a partnership exists with one Target Success School and one York Region Performance Plus School.</p> <p>The goal for the next academic school year is to expand the partnership to include additional Target Success Schools and York Region Performance Plus schools.</p> <p>York Region Health Department established partnerships with several of the Target Success Schools (primary initiative).</p> <p>Links are established with the Ontario Early Years Centre (primary initiative).</p>	<p>Learning Carpet for each Target School primary classroom</p> <p>Power Writing manuals and accompanying Board DVD for each Target School (Primary Division Teachers)</p> <p>Release time for Target School Primary Teachers to attend Ministry in-service</p> <p>Release time for teacher consolidation and collaborative planning days at the school level</p> <p>C.A.S.I. Kits purchased for each Junior Grade at the Target Success Schools</p> <p>The Learning Partnership</p> <p>Welcome to Kindergarten</p> <p>Teacher Librarian support and library resources</p> <p>Reading Recovery™ Teacher Leader</p> <p>Reading Recovery™ Teachers</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Co-ordinator of Special Programs (Elementary)</p> <p>Curriculum Team</p> <p>Student Services</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 2 (3) LITERACY		To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grades 3 & 6 Assessments of Reading and Writing in the <u>lowest performing schools and students.</u>				
LITERACY: <u>KINDERGARTEN – GRADE 6</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Literacy Support Teachers (L.S.T.)</u></p> <p>Eight (8) Literacy Support Teachers (L.S.T.) were assigned to the fifteen (15) lowest achieving schools across all areas of the board as reflected by the E.Q.A.O. assessments results.</p> <ul style="list-style-type: none"> ▪ January 2005 - Five (5) Literacy Support Teachers assumed duties ▪ February 2006 - Three (3) additional Literacy Support Teachers assumed duties ▪ February 2006 - One (1) Literacy Support Teacher was assigned to the Program Resource Teacher team. <p>These teachers support primary teachers in the area of literacy by modelling instructional strategies, establishing professional learning teams, and act as a resource for administration, parents, staff and community.</p> <p>Literacy Support Teachers work with small groups of children in Reading and Writing – Booster Groups</p> <p>Literacy Support Teachers have been trained at the Board level and support teachers and students in the classrooms. Training and support continues and L.S.T. were provided with various professional development opportunities. L.S.T. have established a liaison with their Area Program Resource Teachers to work together to support schools.</p> <p>The Literacy Support Teachers collected D.R.A. and Conventions of Print data in their schools (12 schools) which was uploaded to the data warehouse. Each L.S.T. is responsible for creating a school site report that outlines accomplishments throughout the year and next steps recommended for professional development and instructional focus.</p>	<p>Expand the number of schools supported by Literacy Support Teachers.</p> <p>Collect data for the student data warehouse from the fifteen (15) schools currently supported by Literacy Support Teachers.</p> <p>Continue to provide support to Junior Division Teachers.</p> <p>Support Junior Division Teachers in implementing cross-curricular literacy connections in their classrooms.</p>	<p>E.Q.A.O., D.R.A. and report card data indicate improved student achievement in reading and writing scores.</p> <p>Feedback from Principals and Teachers report that the Literacy Support Model positively impacts student learning and achievement.</p>		<p>New Resources for Professional Development</p> <p>Literacy Schools</p> <p>Project Literacy</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>School Principal</p> <p>Area Program Resource Teachers</p> <p>Additional support also provided by:</p> <p>Program Resource Teachers</p> <p>Reading Recovery™ Teachers</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 2 (3) LITERACY		To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grades 3 & 6 Assessments of Reading and Writing in the <u>lowest performing schools and students.</u>				
LITERACY: <u>KINDERGARTEN – GRADE 6</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Reading Recovery™</u></p> <p>Forty-seven (47) schools have a Reading Recovery™ Teacher who provides intensive support for struggling Grade 1 readers.</p> <p>Seven percent (7%) of the Grade 1 students in Y.C.D.S.B. presently receive Reading Recovery™</p> <p>Percentage of students who are discontinued from the program in York Catholic (82%) exceeds both the provincial (70.4%) and the national (69.7%) averages.</p> <p>Reading Recovery™ Teacher Leader and Teachers collected data for development of school reports and site reports.</p> <p>Literacy / Reading Recovery™ school teams developed capacity within schools.</p>	<p>Continue to in-service new Reading Recovery™ teachers and provide ongoing professional development for trained teachers.</p> <p>Align Reading Recovery™ data to other formative assessments through the Managing Information for Student Achievement (M.I.S.A.) initiative.</p>	<p>Students demonstrate increased achievement in literacy through the D.R.A. Assessments.</p> <p>E.Q.A.O. and report card data indicate that students continue to make progress.</p> <p>More students are successfully discontinued from the Reading Recovery™ program and continue to make gains.</p>		<p>Additional funding to expand implementation of the program.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Reading Recovery™ Teacher Leader</p> <p>Reading Recovery™ Teachers</p> <p>Additional support is provided by:</p> <p>Literacy Support Teachers</p> <p>Program Resource Teachers</p> <p>Curriculum Team</p>	<p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

LITERACY SKILL DEVELOPMENT: GRADE 7 – GRADE 12

GOAL # 2 (1) LITERACY		To increase by three percent (+3%) the overall percentage of students who receive a passing grade on the Ontario Secondary School Literacy Test / Ontario Secondary School Literacy Course.				
LITERACY: GRADE 7 – GRADE 12						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Intermediate / Senior Literacy Initiative</u></p> <p>In-serviced Power Writing as a component of Families of Schools meetings.</p> <ul style="list-style-type: none"> ▪ Reading strategies formed the focus for the first meeting in fall 2004. ▪ Writing strategies were the focus of meetings in 2005. <p>Resource package prepared for Teachers and Parents/Guardians of Students writing the Ontario Secondary School Literacy Test (O.S.S.L.T.) by Program Resource Teachers.</p> <p>Purchased and in-serviced the reading assessment tool for Grades 7 and 8 Teachers.</p> <p>In-serviced Secondary Teacher Librarians on the Ontario Curriculum Unit Planner and Assessment & Evaluation for Grades 9-12 Teachers.</p> <p>Reviewed the Board's Assessment and Evaluation Procedures.</p> <p>Provided literacy in-service for Teachers of the Ontario Secondary School Literacy Course (O.S.S.L.C.).</p> <p>Provided Later Literacy in-services.</p> <p>Certified Ontario Secondary School Literacy Course (O.S.S.L.C.) Teachers in Later Literacy.</p> <p>In-serviced Ontario Secondary School Literacy Course (O.S.S.L.C.) Teachers on successful instructional practices and assessment & evaluation strategies.</p> <p>Piloted the IBM Comprehension Upgrade Literacy Project in ten (10) intermediate classrooms and three (3) high schools.</p>	<p>Continue to in-service the reading assessment tool, for Grades 7 and 8 Teachers, at the school level.</p> <p>Provide an Assessment & Evaluation in-service at each Family of Schools meeting.</p> <p>Implement a seven (7) week preparation plan for students writing the Ontario Secondary School Literacy Test (O.S.S.L.T.).</p> <p>Support schools with strategies for the successful completion of the Ontario Secondary School Literacy Test (O.S.S.L.T.) by previously eligible students and students in locally developed programs.</p> <p>Continue to support teachers of the Ontario Secondary School Literacy Course (O.S.S.L.C.).</p>	<p>E.Q.A.O. and report card data indicate that more students are achieving the provincial standard.</p> <p>Increased percentages of students successfully pass the O.S.S.L.T. / O.S.S.L.C.</p>	<p>I.B.M. K-12 Division</p>	<p>1 Power Writing Book per school</p> <p>1 Power Writing DVD per school</p> <p>Current publisher resources to support writing</p> <p>C.A.S.I. Kits purchased for each Intermediate Grade</p> <p>Ontario Curriculum Unit Planner</p> <p>Assessment and Evaluation Handbook</p> <p>Exemplars</p> <p>Lesson Plans Grades 7-10 (from Durham DSB)</p> <p>Later Literacy Resources</p> <p>Reading Inventory for the Classroom</p> <p>Copies of the new versions of the Reading and Writing Activities manual</p> <p>IBM Comprehension Upgrade</p> <p>Teacher Librarian support and library resources</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Co-ordinator of Elementary Programs</p> <p>Co-ordinator of Special Programs (Elementary)</p> <p>Co-ordinator of Special Programs (Secondary)</p> <p>Secondary Consultant</p> <p>Program Resource Teachers</p> <p>Adult and Continuing Education (A.C.E.)</p> <p>Additional support is provided by:</p> <p>Curriculum Team</p> <p>Subject Councils</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 – June 2007</p>

GOAL # 2 (1) LITERACY		To increase by three percent (+3%) the overall percentage of students who receive a passing grade on the Ontario Secondary School Literacy Test / Ontario Secondary School Literacy Course.				
LITERACY: <u>GRADE 7 – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Intermediate / Senior Literacy Initiative – Strategies for ESL/ELD Learners</u></p> <p>Provided and communicated guidelines to all schools regarding:</p> <ul style="list-style-type: none"> ▪ The identification of E.S.L./E.L.D. students with regards to the four (4) stages (elementary) and five (5) levels (secondary); ▪ The provision of accommodations (elementary) and special provisions (secondary). <p>Provided an in-service to build expertise in explicit teaching of reading and writing strategies for E.S.L./E.L.D learners.</p> <p>Provided O.S.S.L.C. congregated courses for E.S.L./E.L.D. learners in a number of secondary schools.</p> <p>Piloted the IBM Comprehension Upgrade Literacy Project in ten (10) intermediate classrooms and three (3) high schools.</p>	Continue to support Classroom Teachers and E.S.L./E.L.D. Teachers	Increased percentages of ESL/ELD students' demonstrate success on the Ontario Secondary School Literacy Test.	I.B.M. K-12 Division	<p>The Ontario Curriculum, Grades 1-8, ESL/ELD, A Resource Guide (2001)</p> <p>The Ontario Curriculum, Grades 9-12, ESL/ELD, A Resource Guide (2001)</p> <p>ESL/ELD Tracking Sheets</p> <p>EQAO Administration Package and Teacher Companions</p> <p>Power Writing Book & DVD</p> <p>List of Literacy Resources</p> <p>IBM Comprehension Upgrade</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Co-ordinator of E.S.L./E.L.D. Programs and Services</p> <p>Additional support is provided by:</p> <p>Curriculum Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 2 (1) LITERACY		To increase by three percent (+3%) the overall percentage of students who receive a passing grade on the Ontario Secondary School Literacy Test / Ontario Secondary School Literacy Course.				
LITERACY: <u>GRADE 7 – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Intermediate / Senior Literacy Initiative – Strategies for Students with Special Education Needs</u></p> <p>In-serviced teachers of the Laptop Learning Strategies Course on the Durham DSB Literacy enrichment package.</p> <p>Piloted the Laptop Learning Strategies Course at St. Joan of Arc C.H.S.</p> <p>Expanded the Laptop Learning Strategies Course to four (4) secondary schools.</p> <p>Created a central Kurzweil library of textbooks for intermediate and senior grades.</p> <p>In-serviced Subject Teachers, Special Education Teachers and Teacher Librarians on adaptive technology.</p> <p>Piloted the IBM Comprehension Upgrade Literacy Project in ten (10) intermediate classrooms and three (3) high schools.</p> <p>Piloted the CODE Special Education assistive technology initiative in eight (8) elementary schools.</p>	<p>Continue to support Special Education Teachers' work with Classroom / Subject Teachers in the provision of accommodations during the E.Q.A.O. assessments and the administration of the Ontario Secondary School Literacy Test (O.S.S.L.T.).</p> <p>Continue to support pilot schools through the Laptop Learning Strategies program.</p> <p>Expand the Laptop Learning Strategies program to include the remaining secondary schools.</p> <p>Continue to expand the Kurzweil library of textbooks for the intermediate and senior grades.</p> <p>Continue to support the assistive technology initiative for students with special education needs who are writing the O.S.S.L.T.</p> <p>Provide Auto Skills Reading Academy training for Special Education Teachers to implement a literacy intervention strategy for students requiring remedial support.</p>	<p>Increased percentages of students are accessing a variety of accommodations as indicated in their Individual Education Plan (IEP)</p> <p>Increased percentages of students accessing a variety of accommodations demonstrate improvement on the report card.</p> <p>Increased percentages of students accessing a variety of accommodations receive a passing grade on the Ontario Secondary School Literacy Test (O.S.S.L.T.).</p>	I.B.M. K-12 Division	<p>Durham Literacy Package</p> <p>Assistive Technology Software</p> <p>Ministry licensed Software manuals</p> <p>Course Profiles</p> <p>Board and EQAO Accommodations Guide</p> <p>Teacher Librarian support and library resources</p> <p>IBM Comprehension Upgrade</p>	<p>Superintendent of Education (Student Services)</p> <p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Special Programs, Secondary</p> <p>Co-ordinator of Secondary Programs</p> <p>Student Services Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 2 (2) LITERACY		To increase by three percent (+3%) the overall percentage of students who successfully complete the Ontario Secondary School Literacy Test / Ontario Secondary School Literacy Course among the <u>lowest performing schools and students.</u>				
LITERACY: <u>GRADE 7 – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Target Success Secondary Schools</u></p> <p>Additional support and resources are to be provided to the four (4) lowest achieving secondary schools in the system based on the Ontario Secondary School Literacy Test results.</p>	<p>Develop and implement a plan, in collaboration with Secondary School Principals, to meet the needs of identified schools.</p> <p>Provide additional support to the four (4) Secondary Target Success Schools through the Program Resource Teachers and Consultants until May 2007 at which time the plan will be reviewed and revised as needed.</p> <p>Provide a series of in-services in the following areas:</p> <ul style="list-style-type: none"> ▪ Differentiated Instruction ▪ Integration of Literacy strategies into key content areas ▪ Assessment and Evaluation. 	<p>E.Q.A.O., O.S.S.L.T. / O.S.S.L.C. and report card data indicate improved student achievement.</p> <p>Results of Principals' survey and records of Program Resource Teachers and Consultants visits indicate that the secondary Target Success Schools initiative supports the efforts of individual schools to achieve or surpass school goals and targets.</p> <p>Program Resource Teachers and Consultants assistance to target schools has been documented and tracked.</p>		<p>Release time for Target School teachers to attend in-services.</p> <p>Release time for teacher consolidation and collaborative planning days at the school level.</p> <p>Teacher Librarian support and library resources.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Co-ordinator of Special Programs (Secondary)</p> <p>Program Resource Teachers</p> <p>Curriculum Team</p> <p>Student Services</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

MATHEMATICAL LITERACY SKILL DEVELOPMENT: KINDERGARTEN – GRADE 6

GOAL # 3 (1): MATHEMATICS To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in mathematics in the <u>primary division</u> .						
MATHEMATICAL LITERACY: <u>KINDERGARTEN – GRADE 3</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Early Numeracy Initiative</u></p> <p>Summer Institutes were provided.</p> <p>Math in-service focusing on the new Math program was implemented.</p> <p>Eight (8) school administrators were selected to provide support to schools as Board Trainers for Early Numeracy initiatives.</p> <p>Collaborated with school administration to build parents' / school communities' knowledge and support for mathematical literacy skill development.</p>	<p>Continue to in-service the new Math program.</p> <p>Primary Summer Institutes are planned for:</p> <ul style="list-style-type: none"> ▪ Number Sense and Numeration ▪ Geometry and Spatial Sense. <p>Provide an invitational half-day in-service for primary teachers (August 2006).</p> <p>Continue to provide support to parent groups through various learning opportunities including Math Nights.</p>	<p>E.Q.A.O. and report card data indicate that students demonstrate increased achievement in numeracy.</p>	<p>Y.R.D.S.B.</p> <p>T.D.S.B.</p> <p>T.C.D.S.B.</p>		<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Program Consultant</p> <p>Curriculum Team</p> <p>Early Numeracy Board Trainers</p>	<p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 3 (2): MATHEMATICS

To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) in mathematics in the junior division.

MATHEMATICAL LITERACY: GRADE 4 – GRADE 6

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Junior Numeracy Initiative</u></p> <p>Summer Institutes were offered to Teachers.</p> <p>Provided capacity building activities for Junior Teachers on best practice in numeracy in the area of number sense and numeration.</p> <p>New Math program was implemented.</p> <p>Three (3) in-service days were provided for two (2) numeracy teachers and a consolidation day was provided for two (2) junior numeracy teachers.</p> <p>Six (6) school administrators were selected as Board Trainers for Junior Numeracy initiatives to provide support to schools.</p> <p>Collaborated with Student Services in the provision of professional learning opportunities in the area of junior numeracy for Teachers of the Intensive Support and Assessment Program (I.S.A.) and the Program for Academic & Creative Extension (P.A.C.E.).</p> <p>Collaborated across departments to support students at risk.</p> <p>Collaborated with Adult and Continuing Education to revise the junior mathematics program.</p> <p>Collaborated with school administration to build parents' / school communities' knowledge and support for mathematical literacy skill development.</p>	<p>Provide an invitational half-day in-service for Junior Teachers.</p> <p>Provide Junior Numeracy Summer Institutes in the area of Number Sense and Numeration.</p> <p>Continue to in-service Junior Teachers, Principals and Superintendents on the core Nelson Math Program.</p> <p>Provide Junior Numeracy in-service.</p> <p>Continue to collaborate with Student Services in the provision of professional learning opportunities in the area of junior numeracy.</p> <p>In-service Literacy Support Teachers on cross-curricular application of children's literature and mathematics.</p> <p>Continue to provide learning opportunities to parent groups (e.g., Math Nights).</p>	<p>E.Q.A.O. and report card data indicate that students demonstrate increased achievement in numeracy.</p>	<p>Y.R.D.S.B.</p> <p>T.D.S.B.</p> <p>T.C.D.S.B.</p>	<p>Release time for Board in-services and consolidation days back at the school.</p> <p>One Elementary Consultant dedicated to Numeracy development.</p> <p>Text resources provided per school.</p> <p>Text resource and CD for Junior Teachers, ISA and Core Resource Teachers.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Program Consultant</p> <p>Co-ordinator of Special Programs (Elementary)</p> <p>Additional support to be provided by:</p> <p>Curriculum Team</p> <p>Student Services</p> <p>Adult and Continuing Education (A.C.E.)</p> <p>Junior Numeracy Board Trainers</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Invitational ½ day in-service: August, 2006</p> <p>Junior Numeracy in-service: February 2007 (P.A. Day)</p> <p>Review: February 2007 June 2007</p>

GOAL # 3 (3): MATHEMATICS		To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grades 3 & 6 Assessment of Mathematics in the <u>lowest performing schools and students</u> .				
MATHEMATICAL LITERACY: <u>KINDERGARTEN – GRADE 6</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p>Target Success Schools</p> <p>Support is currently provided to the twenty (20) lowest achieving schools.</p> <p>Consultants, and Program Resource Teachers collaborated with Principals and Teachers at each school to determine the focus of next steps required to address the needs of individual schools.</p> <p>Primary Teachers at target schools received:</p> <ul style="list-style-type: none"> ▪ Demonstration lessons and modelling of problem solving based mathematics lessons ▪ Additional numeracy resources. <p>Junior and I.S.A. (Intensive Support and Assessment program) Teachers at target schools received Knowing Mathematics, an intensive 12-14 weeks mathematics program for Grades 4-6.</p> <p>Students in the junior grades were provided with opportunities to practice and apply mathematical skills.</p> <p>In-serviced Junior Teachers for a half (½) day on the new Mathematics initiative.</p>	<p>Continued support will be provided to the Target Success Schools until May 2007 at which point the plan will be reviewed and the list of Target Schools will be revised as needed.</p> <p>Continue to track assistance provided to target schools through Program Resource Teachers and Consultants.</p>	<p>E.Q.A.O. and report card data indicate that students demonstrate increased achievement in numeracy.</p> <p>Results of Principals' survey and records of Program Resource Teachers and Consultants visits indicate that the secondary Target Success Schools initiative supports the efforts of individual schools to achieve or surpass school goals and targets.</p>	<p>A partnership exists with one Y.C.D.S.B. Target Success School and one Y.R.D.S.B. Performance Plus School. The goal is to expand this partnership to include other identified schools.</p> <p>Presentation of the Knowing Mathematics Intervention Program at conferences.</p> <p>Extended an invitation to Administrators and Teachers across other boards within the Greater Toronto Area to observe program delivery.</p>	<p>Nelson Mathematics Info Read Math 1 Implementation Kit for each Target School.</p> <p>Nelson Mathematics Teacher Resource for each grade.</p> <p>Junior Teachers in-servicing at Board level on Numeracy.</p> <p>Release time for teacher consolidation and collaborative planning days at the school level.</p> <p>New Junior Nelson Math textbooks and teacher supports for every junior teacher.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Co-ordinator of Special Programs (Elementary)</p> <p>Program Consultant</p> <p>Curriculum Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

MATHEMATICAL LITERACY SKILL DEVELOPMENT: GRADE 7 – GRADE 12

GOAL # 2 (1) MATHEMATICAL LITERACY		To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grade 9 Assessment of Mathematics.				
MATHEMATICAL LITERACY: <u>GRADE 7 – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Intermediate / Senior Numeracy Initiative</u></p> <p>Provided an in-service session on <i>Targeted Implementation and Planning Supports (T.I.P.S.) – Grade 7, 8, 9 Applied Mathematics</i> (including integration of the ICT component) for Grades 7, 8 and 9 Applied Teachers and Secondary Special Education Teachers.</p> <p>Transition meetings were scheduled for sharing student information between Grades 6 and 7 Teachers, Grades 7 and 8 Teachers and Grades 8 and 9 Teachers.</p> <p>Transition meetings were scheduled for sharing student information at the school level.</p> <p>Program Resource Teachers in-serviced Department Heads on the revised Grades 9 and 10 Mathematics courses.</p> <p>Provided in-services for Teachers of the Grades 9 and 10 Locally Developed Compulsory Credit (L.D.C.C.) and Applied courses in local settings.</p>	<p>Continue to provide support to schools through the Program Resource Teachers.</p> <p>Continue to support transition meetings for sharing student information within schools and across panels.</p>	<p>E.Q.A.O. and report card data indicate that students demonstrate increased achievement in numeracy.</p>		<p>Mathematical Literacy Leading Math Success Expert Panel Report</p> <p>Targeted Implementation and Planning Supports (T.I.P.S.) – Grade 7, 8, 9 Applied Mathematics</p> <p>Leading Math Success – Mathematical Literacy Grades 7-12</p> <p>Geometer’s Sketchpad and Spreadsheet software (using units provided in T.I.P.S.).</p> <p>Elementary and Middle School Math 4th Ed. (J. van de Walle)</p> <p>Selection of resources from board list to support Levels 1 and 2 students</p> <p>Manipulatives kits for Grade 9 Mathematics - Applied Level</p> <p>Ministry of Education presentation materials.</p> <p>Bridging activities and activities aligned between the revised curriculum and T.I.P.S.</p> <p>TI Interactive licenses and training in secondary schools</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Co-ordinator of Secondary Programs</p> <p>Program Consultant</p> <p>Program Resource Teachers</p> <p>Additional support to be provided by:</p> <p>Curriculum Team</p> <p>Student Services</p> <p>Adult and Continuing Education (A.C.E.)</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 2 (1)
MATHEMATICAL LITERACY

To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grade 9 Assessment of Mathematics among the lowest performing schools and students.

MATHEMATICAL LITERACY: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Target Success Secondary Schools</u></p> <p>Additional support and resources are to be provided to the four (4) lowest achieving secondary schools in the system based on their Literacy Test and Grade 9 Assessment of Mathematics results to improve their achievement in mathematical literacy.</p>	<p>Develop and implement a plan, in collaboration with Secondary School Principals, to meet the needs of individual schools.</p> <p>Provide additional support to the four (4) Secondary Target Success Schools through the Program Resource Teachers and Consultants until May 2007 at which time the plan will be reviewed and revised as needed.</p> <p>Provide a series of in-services in the following areas:</p> <ul style="list-style-type: none"> ▪ Differentiated Instruction ▪ Integration of mathematical literacy strategies into key content areas ▪ Assessment and Evaluation. 	<p>Results from the E.Q.A.O. Grade 9 Assessment of Mathematics and report card data indicate increased percentages of students achieve levels 3 and 4.</p> <p>Results of Principals' survey and records of Program Resource Teachers and Consultants visits indicate that the secondary Target Success Schools initiative supports the efforts of individual schools to achieve or surpass school goals and targets.</p> <p>Program Resource Teachers and Consultants assistance to target schools has been documented and tracked.</p>		<p>Release time for Target School teachers to attend in-services.</p> <p>Release time for teacher consolidation and collaborative planning days at the school level.</p> <p>Teacher Librarian support and library resources.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Co-ordinator of Special Programs (Secondary)</p> <p>Program Resource Teachers</p> <p>Additional support to be provided by:</p> <p>Curriculum Team</p> <p>Student Services</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 2 (1) MATHEMATICAL LITERACY		To increase by three percent (+3%) the overall percentage of students achieving the provincial standard (levels 3 and 4) on the Grade 9 Assessment of Mathematics among the <u>lowest performing schools and students.</u>				
MATHEMATICAL LITERACY: <u>GRADE 7 – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Intermediate / Senior Numeracy Initiative - Strategies for Students with Special Education Needs</u></p> <p>Provided an in-service for Special Education, Intensive Support and Assessment and Program for Academic and Creative Expansion (P.A.C.E.) teachers on the following:</p> <ul style="list-style-type: none"> Accommodations for students as indicated on the students' Individual Education Plans (I.E.P.) <i>Targeted Implementation and Planning Supports (T.I.P.S) – Grades 7,8, and 9 Applied Mathematics</i> Math software for the strands in the Applied Math program Adaptive technologies (software). 	<p>Continue to support Special Education Teachers' work with Classroom Teachers in the provision of accommodations during the E.Q.A.O. assessments.</p>	<p>Increased percentages of students are accessing a variety of accommodations as indicated in their Individual Education Plan (IEP).</p> <p>Increased percentages of students accessing a variety of accommodations demonstrate improvement on the report card.</p> <p>Increased percentages of students accessing a variety of accommodations receive a passing grade on the Grade 9 Assessment of Mathematics.</p>		<p>Adaptive Technology software</p> <p>Ministry licensed software & manuals</p> <p>IBM Comprehension Upgrade</p> <p>Course Profiles</p> <p>Board and EQAO Accommodations Guide</p> <p>T.I.P.S. package</p>	<p>Superintendent of Education (Student Services)</p> <p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Special Programs (Elementary)</p> <p>Co-ordinator of Secondary Programs</p> <p>Student Services Team</p> <p>Curriculum Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>
<p><u>Intermediate / Senior Numeracy Initiative - Strategies for ESL/ELD Learners</u></p> <p>Provide and communicate guidelines to all schools regarding:</p> <ul style="list-style-type: none"> The identification of E.S.L./E.L.D. students with regards to the four (4) stages (elementary) and five (5) levels (secondary) The provision of accommodations (elementary) and special provisions (secondary) <p>In-serviced teachers on Math strategies for E.S.L./E.L.D. students.</p> <p>Congregated secondary E.S.L./E.L.D. students in adapted Math classes, where appropriate, to accommodate their language learning needs.</p>	<p>Provide E.S.L. Teachers with in-service on differentiated instruction.</p> <p>Provide Math Teachers with in-service on differentiated instruction and E.S.L. strategies.</p>	<p>Increased percentages of students with E.S.L./E.L.D. learning needs achieve levels 3 and 4 on the E.Q.A.O. Grade 9 Assessment of Mathematics.</p> <p>Teacher reflection sheets indicate that in-services positively impact student learning and achievement.</p>		<p><i>The Ontario Curriculum, Grades 1-8, ESL/ELD, A Resource Guide</i></p> <p><i>The Ontario Curriculum, Grades 9-12, ESL/ELD, A Resource Guide</i></p> <p>E.S.L./E.L.D. Tracking Sheets</p> <p>E.Q.A.O. Administration Package and Teacher Companions</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Additional support is provided by:</p> <p>Curriculum Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 12

GOAL # 4 (1): CATHOLIC LEARNING COMMUNITY						
To promote effective <u>Catholic Learning Communities</u> as the process through which capacity is built to increase student learning and achievement.						
BUILDING CATHOLIC LEARNING COMMUNITIES: <u>KINDERGARTEN – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Catholic Learning Communities</u></p> <p>Schools have scheduled collaborative planning time for teachers, supported by Ministry and Board funds to release teachers, as well as school initiatives to support collaborative planning time requirements.</p> <p>Principals were provided with templates for P.A. Activities on the theme of Catholic Learning Communities.</p> <p>Principals and teachers have been provided with training on Professional Learning Communities research.</p> <p>Schools have submitted plans to their Superintendents regarding the focus of their collaborative planning time.</p>	<p>Continue to provide opportunities for school and system partners to participate as a Catholic Learning Community in the improvement planning process for student and school success.</p> <p>Support the refinement of school goals, priorities and targets.</p> <p>Support schools in their efforts to focus collaborative planning and promote data-driven dialogue and assessment for learning.</p> <p>Continue to collect school plans on collaborative planning time within Families of Schools.</p> <p>Refine and share the board-wide rubric for the Catholic Learning Community.</p>	<p>Student data demonstrates improved student achievement.</p> <p>Superintendents tracking of planning time verifies that collaborative planning has increased.</p> <p>Increased use of collaborative planning time to focus on the three key questions from DuFour:</p> <ol style="list-style-type: none"> 1. What do students need to learn? 2. How will we know if they've learned it? 3. What will we do if they have not? 	<p>August conference planned and hosted by the Y.C.D.S.B. and attended by teachers and administrators from boards across the G.T.A.</p> <p>The Director shared our focus on Catholic Learning Communities at the annual conference of the Catholic Principals Council of Ontario (C.P.C.O.).</p>	<p>Release time for teachers to collaborate during the day.</p> <p>Catholic Learning Community Continuum Rubric</p>	<p>Director of Education</p> <p>Executive Superintendent of Instructional Services</p> <p>Superintendent of Curriculum & Assessment</p> <p>Superintendents of Schools</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Principals</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Principals and Teachers - Program Resource Teachers (P.R.T.)</u></p> <p>Five (5) Program Resource Teachers were assigned to fifteen (15) to twenty (20) schools each, one teacher per Family of School grouping. P.R.T. provide support to Principals and Teachers from Kindergarten to Grade 8 in all areas of the curriculum.</p> <p>Five additional Program Resource Teachers provide support for the Student Success initiative in Grades 7-12.</p> <p>Program Resource Teachers are responsible for Board in-services, Parent Nights, School Literacy and Numeracy Nights and After School Workshops. They are involved in Literacy and Numeracy Secretariat training at the Provincial and Regional levels.</p> <p>Program Resource Teachers work directly with the Superintendents of Schools to model lessons in classrooms, plan with school teams, provide direct in-service etc.</p> <p>One model classroom has been established in each of the Board's five areas (Area 1 has three (3) model classrooms). A secondary school model classroom has been located at one (1) secondary school. These model classrooms are equipped as regular classrooms and are used to demonstrate best practices and classroom organization across all divisions.</p>	<p>Continue to provide on-going support through the Program Resource Teachers initiatives to Principals, Teachers and Students.</p> <p>Provide elementary schools with additional Program Resource Teacher support.</p> <p>Continue to track methods of assistance provided to schools through the Program Resource Teachers.</p>	<p>Student data from report cards and provincial assessments indicates improvements in student learning and achievement.</p> <p>Positive feedback is received from Principals, Teachers and Superintendents of Schools.</p> <p>Teachers are implementing effective strategies and practices in classrooms to support increases in student learning.</p> <p>Board-wide school visit database reflects increased professional development opportunities provided for Teachers.</p>	<p>Opportunities to share model with G.T.A Boards e.g., visit model classroom.</p> <p>Presentation of Program Resource Teacher model at conferences.</p>	<p>Release time for Classroom / Subject Teachers for in-servicing by Program Resource Teachers.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Co-ordinator of Secondary Programs</p> <p>Program Resource Teachers</p> <p>Curriculum Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>
<p><u>Capacity Building for Teachers - A.Q. courses.</u></p> <p>A.Q. courses, run by Board staff, were offered to teachers.</p>	<p>Continue to subsidize A.Q. courses as a means to build capacity in the system.</p>	<p>Course and Instructional Leaders' evaluations indicate ongoing success of A.Q. courses.</p>	<p>York University</p> <p>O.I.S.E.</p> <p>(Summer program)</p>	<p>Additional funds are required to facilitate future direction of initiative.</p>	<p>Executive Superintendent of Instructional Services</p>	<p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Principals and Vice Principals</u></p> <p>P.D. focused on Principal as Instructional Leader:</p> <ul style="list-style-type: none"> ▪ in-service on Ministry initiatives ▪ Carmel Crévola Conference, March 2006 ▪ C.P.C.O. Conference, April 2006 ▪ monthly meetings with Superintendents of Schools. <p>Thirty-eight (38) Elementary Principals and Vice Principals were trained as Board Trainers for Literacy and Numeracy initiatives.</p> <p>Ten (10) elementary schools and one (1) secondary school are piloting the data warehouse project and web grades.</p> <p>Principals taught A.Q. courses in partnership with York University teaching staff.</p> <p>Principals were seconded to the Board to support the M.I.S.A. Project and Leadership Development.</p> <p>Researcher was hired to support schools in the use of data for evidence informed decision-making and to identify effective practices that best serve the needs of students.</p>	<p>Continue to build leadership capacity, in school administrators, in support of the shared vision.</p> <p>Continue to provide instructional leadership learning opportunities for principals and vice-principals in the areas of literacy and numeracy.</p> <p>Superintendents model coaching and instructional leadership strategies.</p> <p>Review meeting structures and opportunities to increase Principal/ Vice-Principal capacity to coach teachers with a focus on instructional leadership.</p> <p>Expand the number of schools involved in the data warehouse project.</p> <p>Implement the web grades project.</p> <p>Support principals in the use and interpretation of student data to refine their school improvement planning process through the M.I.S.A. initiative.</p> <p>Continue to develop elementary and secondary data holdings in support of student achievement through the M.I.S.A. initiative.</p> <p>Continue to develop a process to link and track elementary and secondary school data for effective planning and decision-making through the M.I.S.A. initiative.</p>	<p>Increased numbers of Principals and Vice-Principals are involved in literacy and numeracy training and in-services.</p> <p>Superintendents report increased time engaged in Professional/Catholic Learning Community dialogue during school visits.</p> <p>School improvement plans demonstrate an alignment to the Board Improvement Plan.</p>	<p>Director is keynote speaker at C.P.C.O. Professional Learning Community conference and panel participant at July 2005 EduLaw conference for administrators.</p> <p>Strategies shared with Superintendents attending regional and provincial Ontario Catholic Supervisory Officers' Association (O.C.S.O.A.) meetings and conference.</p>	<p>Coordination of workshops, in-services, leadership team meeting agendas.</p> <p>Participation at conferences.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendents of Schools</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Leadership Development Administrator</p> <p>Principal Responsible for M.I.S.A. / Capacity Building Advisor</p> <p>Board Trainers for Literacy and Numeracy initiatives</p> <p>Additional support also provided by:</p> <p>Co-ordinator of Elementary Programs</p> <p>Curriculum Team</p> <p>Student Services</p> <p>Researcher</p>	<p>Planning: April 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building – Leadership Development Program</u></p> <p>A leadership plan has been developed to identify the skills, knowledge and attitudes required to inform the practice of Aspiring Leaders, Principals and Vice-Principals in support of faith development and improved student achievement.</p>	<p>Develop both current and aspiring school administrators through the following programs:</p> <ol style="list-style-type: none"> 1. Discernment Series for Aspiring Leaders 2. Foundation Series for Short listed and new Vice-Principals 3. In-service Series for Experienced School Administrators focused on major themes identified as system priorities — ‘Safe and Welcoming Schools’, ‘Quality Learning for All’, and ‘Catholic Learning Communities’. 4. Self-Directed Series of learning opportunities and professional readings club 5. Mentorship Network Program for new Principals and Vice-Principals 6. Cyclical Technical Series for practicing administrators (2x annually) 7. Cyclical Special Education Series for practicing administrators (2x annually) 8. Cyclical Management Series for practicing administrators (2x annually). <p>Review meeting structures and opportunities to increase Principal/ Vice-Principal capacity to coach teachers with focus on instructional leadership.</p> <p>Expand opportunities for Principals and Vice-Principals to become board literacy and numeracy trainers.</p> <p>Model coaching and instructional leadership strategies through Superintendents’ meetings.</p>	<p>A well-prepared and successful group of candidates going forward for the Vice-Principals’ Interviews in the 2006-2007 academic school year.</p> <p>Short-listed and new Vice-Principals equipped with the basic skills and understandings required to be successful in Y.C.D.S.B. schools.</p> <p>Principals and Vice-Principals are equipped with the knowledge, resources and skills to lead safe schools and Catholic Learning Communities.</p> <p>Participation in self-directed learning opportunities and professional readings club.</p> <p>Mentorship program participation and feedback via participant surveys.</p> <p>Participation in and feedback from all cyclical series.</p>			<p>Superintendent of Curriculum & Assessment</p> <p>Superintendents of Schools</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Leadership Development Administrator</p>	<p>Planning: April 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 6

GOAL # 4 (1): CATHOLIC LEARNING COMMUNITY To promote effective <u>Catholic Learning Communities</u> as the process through which capacity is built to increase student learning and achievement.						
BUILDING CATHOLIC LEARNING COMMUNITIES: <u>KINDERGARTEN – GRADE 6</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Teachers - Divisional Program Teachers (D.P.T.)</u></p> <p>Highly skilled and experienced teachers share their expertise with other teachers by inviting them into their classrooms for two (2) days of observation and discussion. The visitors observe for the first day and a-half, and then both teachers are released to discuss the experience, plan and share ideas and materials.</p> <p>Divisional Program Teachers receive ongoing in-service from the Curriculum Team (Consultants and P.R.T.), to keep them informed and trained on current Literacy and Numeracy Secretariat initiatives.</p> <ul style="list-style-type: none"> ▪ 2001-2002: Sixteen (16) Divisional Program Teachers were active in the primary, junior, and intermediate divisions. ▪ 2003-2004: Expansion of program to include two (2) Teacher Librarians, two (2) French as a Second Language Teachers, and three (3) Special Education Teachers. 	<p>Continue to provide ongoing support to the system through the Divisional Program Teacher Initiative.</p>	<p>Positive feedback received from visiting teachers supports efficacy of Divisional Program Teacher Initiative.</p>	<p>Opportunities to share model with G.T.A. Boards e.g., visit model classroom.</p> <p>Presentation of Divisional Program Teacher model at conferences.</p>	<p>Release time for Divisional Program Teachers for in-servicing.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Elementary Programs</p> <p>Divisional Program Teachers</p> <p>Curriculum Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 4 (1):
CATHOLIC LEARNING COMMUNITY

To promote effective Catholic Learning Communities as the process through which capacity is built to increase student learning and achievement.

BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 6

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Teachers - Boys' Literacy</u></p> <p>E.Q.A.O results indicate a narrowing of the gap between boys' and girls' achievement.</p> <p>Annotated bibliography of preferred reading material for boys is continually updated and shared with Teacher Librarians and Principals.</p> <p>Attendance at voluntary after school workshop is low.</p>	<p>Research, support and update information provided to schools and posted on First Class.</p> <p>Provide copies of David Booth's, <i>Even Hockey Players Can Read</i> to each school.</p> <p>Provide articles to teachers on Boys' Achievement in Curriculum Connections Newsletters (3x annually).</p> <p>Update information on Boys Literacy conference within First Class for access by all Teachers and School Administrators.</p>	<p>E.Q.A.O. results indicate that the achievement gap between boys and girls is narrowing.</p>	<p>Boys' Achievement Conference co-sponsored by Y.C.D.S.B. and Y.R.D.S.B.</p> <p>"Literacy Links" resources shared between boards.</p>		<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Equity Consultant</p> <p>Curriculum Team</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 6

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Schools - E.S.L. / E.L.D. Programs and Services</u></p> <p>Provided opportunities to build capacity among Classroom and E.S.L. / E.L.D. Teachers with a focus on program adaptation and literacy strategies.</p> <p>Provided guidelines to all schools regarding:</p> <ul style="list-style-type: none"> ▪ the identification and participation of students with E.S.L./E.L.D learning needs; ▪ the provision of accommodations, special provisions and exemptions. <p>Provided in-services for E.S.L./E.L.D. Teachers to support students in the development of literacy skills.</p> <p>Provided in-services for E.S.L./E.L.D. Teachers to support Classroom Teachers in the implementation of accommodations and special provisions for students with E.S.L./E.L.D. learning needs during the administration of the E.Q.A.O. assessments.</p>	<p>Continue to build the capacity of Classroom Teachers and E.S.L. / E.L.D. Teachers in order to adapt the curriculum and support literacy development for students with E.S.L. / E.L.D. learning needs.</p> <p>Develop subject-specific adapted units for use in Junior-Intermediate classrooms (i.e., Social Studies).</p> <p>Continue to support Catholic Learning Communities by providing and communicating guidelines regarding:</p> <ul style="list-style-type: none"> ▪ the identification and participation of students with E.S.L./E.L.D learning needs. ▪ the provision of accommodations, special provisions and exemptions. <p>Continue to support classroom teachers, implement accommodations and special provisions, during the administration of the E.Q.A.O. assessments, for students with E.S.L./E.L.D. learning needs as required.</p> <p>Collaborate with the Curriculum team in the provision of professional learning opportunities to support improvements in learning and achievement for E.S.L./E.L.D. learners.</p>	<p>E.Q.A.O. results indicate that the achievement gap between students with E.S.L. / E.L.D. learning needs and the general student population is narrowing.</p> <p>Teachers are providing students with appropriate accommodations and special provisions to demonstrate their learning.</p> <p>Positive feedback is received from E.S.L./E.L.D. teachers as indicated through survey data specifically in relation to the following:</p> <ul style="list-style-type: none"> ▪ Collaborative problem-solving; ▪ Sharing of successful strategies; ▪ E.S.L. /E.L.D. area / Family of Schools networked learning communities. 	<p>E.S.L./E.L.D. Resource Group of Ontario (ERGO)</p> <p>Settlement and Education Partnership of York Region (S.E.P.Y.R.)</p>	<p>In-service opportunities focused on program adaptations for Classroom and E.S.L. / E.L.D. Teachers</p> <p>Establishment of writing teams to create adapted units</p> <p>Text resources to complement the units</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Curriculum Team</p> <p>Additional support also provided by:</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 – September 2006</p> <p>Development of Units: September 2006 – June 2007</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

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BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 6

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Students - Primary Power Program</u></p> <p>The Primary Power Program is designed as an integrated program of Reading, Writing and Mathematics to help students:</p> <ul style="list-style-type: none"> ▪ improve literacy skills ▪ improve numeracy skills ▪ build confidence in reading, writing and mathematics ▪ develop a positive attitude toward school ▪ develop social skills through the participation of hands-on, cooperative activities. <p>The program runs on Saturdays for 9 weeks from March to June, and is offered in July.</p>	<p>Continue to offer the program annually.</p> <p>Continue to promote the Primary Power Program.</p>	<p>E.Q.A.O. results indicate an increase in achievement for students in the primary division who attended the Primary Power program.</p> <p>More students are enrolled in the Power Program.</p> <p>Positive feedback is received from parent surveys.</p>	<p>Invite participation from Y.R.D.S.B.</p>	<p>Big books</p> <p>Levelled books</p> <p>Math manipulatives</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Principal, Adult and Continuing Education</p> <p>Additional support also provided by:</p> <p>Co-ordinator of Elementary Programs</p> <p>Curriculum Team</p> <p>Student Services</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: March 2006 – August 2006</p> <p>Implementation: August 2006 – July 2007</p> <p>Review: February 2007 June 2007</p>

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<p><u>Capacity Building for Students - Junior Power Program</u></p> <p>The Junior Power Program is designed as an integrated program of Reading, Writing and Mathematics to help students:</p> <ul style="list-style-type: none"> ▪ improve literacy skills ▪ improve numeracy skills ▪ build confidence in reading, writing and mathematics ▪ develop a positive attitude toward school ▪ develop social skills through the participation of hands-on, cooperative activities. <p>The program is intended to provide additional support rather than enrichment.</p>	<p>Continue to offer the program annually to support the junior learner.</p> <p>Review the junior curriculum offered in the Power Program.</p> <p>Develop and distribute lists of required books.</p>	<p>EQAO results indicate an increase in achievement for students in the junior division who attended the Junior Power program.</p> <p>More school sites offer the Junior Power Program.</p> <p>More students are enrolled in the Power Program.</p> <p>Positive feedback is received from parent surveys.</p>	<p>Invite participation from Y.R.D.S.B.</p>	<p>Levelled books for Junior Division</p> <p>Shared Reading resources</p> <p>Math manipulatives</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Principal, Adult and Continuing Education</p> <p>Additional support also provided by:</p> <p>Co-ordinator of Elementary Programs</p> <p>Curriculum Team</p> <p>Student Services</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – July 2007</p> <p>Review: February 2007 June 2007</p>

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<p><u>Capacity Building for Parents</u></p> <p>Best Practice Conference for Catholic School Council members is offered annually.</p> <p>Curriculum workshops were provided.</p> <p>Individual schools have provided parent in-services and workshops with support from their Catholic School Councils.</p> <p>Board support staff and Principals have made presentations to Parents in the areas of Literacy, Numeracy, Faith Development and Anti-Bullying Prevention.</p>	<p>Continue to build capacity with parents by offering conferences and workshops.</p>	<p>Parents involved in their children’s education and effectively support their learning.</p> <p>Positive feedback from School Council members and parents as indicated through survey data.</p> <p>Increased parental involvement at schools and in capacity building sessions.</p> <p>Members of the Curriculum team are invited to present strategies for parents to use to support literacy and numeracy development.</p>	<p>Invite School Council members from G.T.A. Boards.</p>	<p>Guest speakers and conference materials.</p> <p>Workshop materials to assist principals to work with their parent communities.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Principal responsible for Catholic School Councils and Parental Involvement</p> <p>Curriculum Team</p> <p>Additional support also provided by:</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>
<p><u>Family Literacy</u></p> <p>The Family Literacy Program is intended to address the needs of Parents and Students in school communities where assistance could be provided in developing a literacy rich environment at home.</p> <p>Families with children in Junior Kindergarten through Grade 6 are eligible.</p> <p>Program is under development.</p>	<p>Pilot the program in three (3) elementary schools.</p> <p>Explore partnerships with Boards that have implemented the program.</p>	<p>More school sites offer the Family Literacy Program.</p> <p>More parents and students are enrolled in the Family Literacy Program.</p> <p>Positive feedback is received from parent surveys.</p>		<p>Literacy based resources needed to implement and support the program, which are connected to school goals and curriculum implementation.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Principal, Adult and Continuing Education</p> <p>Additional support to be provided by</p> <p>Literacy Support Teachers</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: September 2006 – December 2006</p> <p>Implementation: January 2007 – June 2007</p> <p>Review: June 2007</p>

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BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 6

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<p>Provincial Capacity Building</p> <p>As the lead board for G.T.A. boards, Y.C.D.S.B. coordinated Literacy and Numeracy Secretariat (L.N.S.) training for board-level training teams.</p> <p>Sixty (60) participants from T.D.S.B., T.C.D.S.B., Y.C.D.S.B. and Y.R.D.S.B. attended Literacy and Numeracy Secretariat training sessions.</p> <p>Y.C.D.S.B completed training for area boards in the following areas: Primary Reading, Primary Number Sense and Numeration (June 2004), Primary Assessment for Learning and Geometry (January 2005), Primary Writing (January – March 2005), Junior Literacy, Junior Numeracy, Grade 5 Shared Reading, Grade 2 Differentiated Instruction (May 2006).</p> <p>Members of the Curriculum Team participated in various provincial networks including:</p> <ul style="list-style-type: none"> - Catholic Curriculum Cooperative - Literacy Coach initiative - Barrie Region Curriculum Council - Various subject specific associations and councils. 	<p>Continue to co-ordinate regional training and networking sessions as a lead board in the provincial learning community.</p> <p>Schedule trainers to present at provincial training sessions.</p> <p>Continue to provide opportunities for Teachers and Administrators to participate in Literacy and Numeracy Secretariat training sessions.</p> <p>[Future direction for capacity building will depend on upcoming Literacy and Numeracy Secretariat initiatives.]</p>	<p>Feedback forms provided after each session indicate a positive response from all participants.</p> <p>The Curriculum team implements strategies obtained at various provincial learning and network opportunities.</p>	<p>T.D.S.B.</p> <p>T.C.D.S.B</p> <p>Y.R.D.S.B.</p>	<p>Release time for trainers</p>	<p>Executive Superintendent of Instructional Services</p> <p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Co-ordinator of Elementary Programs</p> <p>Co-ordinator of Secondary Programs</p> <p>Additional support also provided by:</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Implementation: September 2006 – June 2007</p> <p>Review: June 2007</p>

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<p><u>Capacity Building for Schools – Computers in Education (C.I.E.)</u></p> <p>Supported the integration of I.C.T. into all workshops provided</p> <p>Introduced an I.C.T. Learning Centre area in the elementary Model Classroom</p> <p>Provided I.C.T. Workshops</p> <p>Conducted classroom visits</p> <p>Supported on-line collaboration and on-line resource development</p> <p>Supported in-services for the integration of I.C.T. into the new media literacy strand, assistive/adaptive technologies and the new Kindergarten Ministry Program</p> <p>Conducted follow-up meetings with Literacy Support Teachers and P.A.C.E. teachers and new meeting with I.S.A. teachers</p>	<p>Provide capacity building workshops</p> <p>Support Differentiated Instruction, Literacy and Critical Thinking Skills through Visual Learning</p> <p>Refine the development of Critical Thinking Skills with WebQuests.</p> <p>Continue to support the Literacy Support teachers and P.A.C.E. and I.S.A. centres through workshop series focusing on integrating the following software into the programs: SMARTIdeas, Clicker 5, TinkerPlots, T.L.C. Math & More, Write: OutLoud, and Co-Writer.</p> <p>Provide a Think Literacy and I.C.T. Workshop Series with Teacher-Librarians and literacy leads (include focus on Clicker 5, SMART Ideas).</p> <p>Expand and promote FirstClass content developed by board resource staff and workshop attendees.</p> <p>Promote integration and designing for learning through Curriculum Connections Newsletter, and new integrated I.C.T. newsletter</p>	<p>Teachers use technology in the classroom – as reflected in critical thinking projects, and the use of technology to support Differentiated Instruction.</p> <p>An increase in the number of expert teachers within the Board delivering technology integrated workshops regularly, especially on P.A. Days and contributing resources to the Curriculum Resources area on First Class.</p> <p>Ongoing development of workshops and resources based on feedback obtained in surveys.</p> <p>FirstClass Curriculum Resources bank of content is expanded by C.I.E. and other teaching personnel.</p> <p>Increased number of individuals reading and downloading of files in the Curriculum Resources area on FirstClass.</p>	<p>Y.C.D.S.B. Technology Steering Work Group</p> <p>Special Education Technology Team (Student Services team with Curriculum reps)</p> <p>Central Ontario Computer Association (C.O.C.A.)</p> <p>Catholic Curriculum Corporation (C.C.C.) Tech Council</p> <p>Regional Computer Advisory Committee (R.C.A.C.)</p> <p>Ontario Educational Software Support (O.E.S.S.) Representative</p> <p>Settlement and Education Partnership of York Region (S.E.P.Y.R.)</p>	<p>Release time for workshops</p> <p>Base configuration of hardware/software in the schools</p> <p>Workshop materials</p> <p>Additional support also provided by:</p> <p>Information Systems</p> <p>Night School staff</p> <p>Adult Day School staff</p> <p>Summer School Teachers and Principals</p> <p>Teacher-Librarians</p> <p>Student Services</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment</p> <p>Superintendents of Elementary Schools</p> <p>Superintendent of Student Services</p> <p>Principal Responsible for M.I.S.A. & Capacity Building</p> <p>Co-ordinator of E.S.L./E.L.D. Programs and Services</p> <p>Co-ordinator of Religious Education / Family Life</p> <p>Co-ordinator of Student Services – Elementary</p> <p>Program Resource Teachers</p> <p>Literacy Support Teachers</p> <p>Divisional Program Teachers (including Special Education)</p> <p>Consultant, Computers in Education</p>	<p>Planning: June 2006- September 2006</p> <p>Implementation: September 2006-June 2007</p> <p>I.C.T. newsletter: Fall 06</p> <p>Review: February 2007 June 2007</p>

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<p>Revised the DRAFT Elementary I.C.T. Curriculum (Ministry Expectations, Y.C.D.S.B. I.C.T. Expectations, and Literacy / Numeracy Foci) (written 04/05).</p> <p>Identified focus I.C.T. software titles for in-services.</p> <p>Developed a Board-wide software list for elementary panel (for new schools and XP Image) (May 2006).</p>	<p>In-service teaching staff on the software titles specifically related to literacy, numeracy, critical thinking, differentiated curriculum and the revised subject-specific curriculum (Social Studies, Math, Language and Kindergarten).</p> <p>Assess the current state of educational technologies and their uses in the elementary and secondary panels in the Board.</p>	<p>All resources are identified in a database.</p>	<p>Y.C.D.S.B. Technology Steering Work Group</p> <p>Special Education Technology Team (Student Services team with Curriculum reps)</p> <p>Central Ontario Computer Association (C.O.C.A.)</p> <p>Catholic Curriculum Corporation (C.C.C.) Tech Council</p> <p>Regional Computer Advisory Committee (R.C.A.C.)</p> <p>Ontario Educational Software Support (O.E.S.S.) Representative</p>	<p>Base configuration of hardware/software in the schools</p> <p>Review of previous survey results</p> <p>Curriculum Connections newsletter</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment</p> <p>Superintendents of Elementary Schools</p> <p>Superintendent of Student Services</p> <p>Principal Responsible for M.I.S.A. / Capacity Building Advisor</p> <p>Co-ordinator of Special Programs (Elementary)</p> <p>Co-ordinator of E.S.L./ E.LD. Programs and Services</p> <p>Co-ordinator of Religious Education / Family Life</p> <p>Consultant, Computers in Education</p> <p>Information Systems</p>	<p>Planning: June 2006- September 2006</p> <p>Implementation: September 2006-June 2007</p> <p>Review: February 2007 June 2007</p>

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<p>Review of Hardware Technology</p> <p>Technology Working Group presented a working paper on base configuration hardware to match the technology needs as identified in the Elementary Curriculum and to support a community of information literate learners.</p>	<p>Develop guiding documents for disposal of old hardware, school based renewal and expansion plans, and developing technology “SMART” goals for schools.</p> <p>Continue to meet with the Working Group and the larger Technology Visioning Committee to gather feedback and direction for the future.</p>	<p>Technology Development documents will focus on moving beyond hardware and software renewal to using technology for teaching and learning purposes.</p>		<p>Base configuration of hardware/software in the schools</p> <p>Scheduling of school-based technicians for the installation of the base configuration</p>	<p>Technology Working Group including:</p> <p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment</p> <p>Superintendent of Student Services</p> <p>Principal Responsible for M.I.S.A. / Capacity Building Advisor</p> <p>Coordinator of Elementary Programs</p> <p>Coordinator –Special Programs (Elementary)</p> <p>Consultant, Computers in Education Information Systems</p> <p>Technology Visioning Committee</p>	<p>Planning: June 2006- December 2006</p> <p>Phase 1 Implementation: Jan 2007 – June 2007</p> <p>Review: February 2007 June 2007</p>

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<p>Piloted Boy's Literacy project using Interactive Whiteboards, Assistive Technology and First Class conferences to empower student learning.</p> <p>Implemented Assistive Technology and First Class conferences to empower student learning, and facilitate the writing of the E.Q.A.O. assessments.</p> <p>Developed a Collection Policy for School Library Information Centres.</p>	<p>Pilot First Class Online Discussion tools with I.C.T. Tech committees in schools.</p> <p>Publish Curriculum Connections newsletter articles (copied to First Class and Elementary Website) on communications technologies and strategies for integration into elementary classrooms.</p> <p>Assist Elementary Teachers in the integration of assistive technologies into classroom programming.</p>	<p>SMART goals focus on moving beyond hardware and software renewal to using technology for teaching and learning purposes (2-year implementation).</p> <p>Increased numbers of individuals are using O.E.S.S. and Assistive Technology that assists students with accessing the elementary curriculum electronically.</p>	<p>Y.C.D.S.B. Technology Steering Work Group</p> <p>Special Education Technology Team (Student Services team with Curriculum reps)</p> <p>Central Ontario Computer Association (C.O.C.A.)</p> <p>Catholic Curriculum Corporation Tech Council (CCC Tech Council)</p> <p>Regional Computer Advisory Committee (R.C.A.C.)</p> <p>Ontario Educational Software Support (O.E.S.S.) Representative</p>	<p>Release time for workshops</p> <p>Base configuration of hardware/software in the schools</p> <p>Workshop materials</p> <p>First Class / R.W.D. licenses for teachers</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment</p> <p>Superintendents of Elementary Schools</p> <p>Superintendent of Student Services</p> <p>Principal Responsible for M.I.S.A. & Capacity Building</p> <p>Co-ordinator of E.S.L./E.L.D. Programs and Services</p> <p>Co-ordinator of Religious Education / Family Life</p> <p>Co-ordinator of Student Services, Elementary</p> <p>Program Resource Teachers</p> <p>Literacy Support Teachers</p> <p>Divisional Program Teachers (including Special Education)</p> <p>Consultant, Computers in Education</p>	<p>Planning: June 2006- September 2006</p> <p>Implementation: September 2006-June 2007</p> <p>Review: February 2007 June 2007</p>

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<p>Information and Media Literacy (new Language Curriculum Document)</p>	<p>Pilot FirstClass licenses to a selected group of Elementary Students to allow for classroom supports to be provided online.</p> <p>Pilot fully featured FirstClass Online Discussion tools with selected Teachers and Students (e.g., e-mail, threaded discussion, forums).</p> <p>Support C.O.D.E. and Boy's Literacy pilots.</p>	<p>FirstClass accounts and fully featured Online Discussion Tools are activated for pilot group of elementary students.</p> <p>Students use communications technologies with increased awareness of literacy, safety and moral issues.</p> <p>Students (and parents) have online access to classroom supports.</p>	<p>Y.C.D.S.B. Technology Steering Work Group</p> <p>Special Education Technology Team (Student Services team with Curriculum reps)</p> <p>Central Ontario Computer Association (C.O.C.A.)</p> <p>Catholic Curriculum Corporation (C.C.C.) Tech Council</p> <p>Vendors of pilot I.C.T. technologies, such as: SMART Technologies, Strategic Transitions</p>	<p>Release time for workshops</p> <p>Base configuration of hardware/software in the schools</p> <p>Workshop materials</p> <p>FirstClass student licenses</p> <p>FirstClass/R.W.D. licenses for teachers and students</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment</p> <p>Superintendents of Elementary Schools</p> <p>Superintendent of Student Services</p> <p>Principal Responsible for M.I.S.A. & Capacity Building</p> <p>Co-ordinator of E.S.L./E.L.D. Programs and Services</p> <p>Co-ordinator of Religious Education / Family Life</p> <p>Co-ordinator of Student Services, Elementary</p> <p>Program Resource Teachers</p> <p>Literacy Support Teachers</p> <p>Divisional Program Teachers (including Special Education)</p> <p>Consultant, Computers in Education</p>	<p>Planning: June 2006- September 2006</p> <p>Implementation: September 2006-June 2007</p> <p>Review: February 2007 June 2007</p>

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BUILDING CATHOLIC LEARNING COMMUNITIES: KINDERGARTEN – GRADE 6

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p>Information Literacy</p> <p>Reviewed and coordinated online resources for use in the elementary panel.</p> <p>Implemented Internet Safety and CyberBullying initiatives.</p>	<p>Continue to review and refine the Library website templates and pathfinder content with Teacher Librarians.</p> <p>Develop content for Orientation sessions: Information Literacy and Internet Safety.</p>	<p>Increased number of individuals are reading and downloading files to support implementation of the elementary curriculum.</p> <p>Increased teacher and student awareness of Information Literacy skills and resources is supported through StudentLink2 and the online resources, and the Virtual Library websites.</p> <p>Ongoing development of workshops and resources based on feedback obtained in surveys.</p>	<p>Y.R.D.S.B.</p> <p>C.A.Y.R.E.</p> <p>York Region Police Dept.</p>	<p>Online Databases: E.B.S.C.O. (Elementary), Hachette, SCOOP, Student Link 2</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment</p> <p>Superintendents of Elementary Schools</p> <p>Superintendent of Student Services</p> <p>Principal Responsible for M.I.S.A. & Capacity Building</p> <p>Co-ordinator of E.S.L./E.L.D. Programs and Services</p> <p>Co-ordinator of Religious Education / Family Life</p> <p>Co-ordinator of Student Services – Elementary</p> <p>Program Resource Teachers</p> <p>Literacy Support Teachers</p> <p>Divisional Program Teachers (including Special Education)</p> <p>Consultant, Computers in Education</p>	<p>Planning: June 2006- September 2006</p> <p>Implementation: September 2006-June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

GOAL # 4 (1): CATHOLIC LEARNING COMMUNITY						
To promote effective <u>Catholic Learning Communities</u> as the process through which capacity is built to increase student learning and achievement.						
BUILDING CATHOLIC LEARNING COMMUNITIES: <u>GRADE 7 – GRADE 12</u>						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Schools - Family of Schools</u></p> <p>“Quality Learning by All” Y.C.D.S.B. Plan – The development of collaborative teams within Families of Schools and regular Families of Schools meetings.</p> <p>Families of Schools’ meetings include a focus on the following:</p> <ul style="list-style-type: none"> ▪ Literacy ▪ Mathematical Literacy ▪ Program Pathways ▪ Development of Family of Schools Business Plans ▪ Review of resources ▪ Sharing of best practices. <p>These meeting provide professional learning opportunities in the following areas: reading literacy strategies; introduction to T.I.P.S. and manipulatives; an overview of information and resources available for Program Pathways; Enduring Expectations and Writing Strategies; Enduring Expectations and Mathematical Literacy, Program Pathways; students deemed at risk.</p>	<p>Continue to support curriculum implementation through collaborative teams within Families of Schools and at regular Families of Schools meetings in the following areas:</p> <ul style="list-style-type: none"> ▪ Literacy ▪ Mathematical Literacy ▪ Program Pathways ▪ Development of Families of Schools’ Business Plans ▪ Review and selection of resources ▪ Sharing of best practices. <p>Schedule meetings for regular sharing of student information between Grades 6 & 7 Teachers, Grades 7 & 8 Teachers and Grades 8 & 9 Teachers.</p>	<p>Increased percentages of students will successfully complete the O.S.S.L.T. / O.S.S.L.C.</p> <p>Two (2) curriculum pieces:</p> <ul style="list-style-type: none"> ▪ St. Joan of Arc CHS graphic organizers for Science ▪ Geography <p>Positive feedback received from Classroom / Subject Teachers and School Administrators as indicated through survey data.</p>		<p>Pathways for Success</p> <p>Think Literacy Success</p> <p>Think Literacy: Cross Curricular Approaches</p> <p>Building Pathways to Success</p> <p>Leading Math Success – Mathematical Literacy Grades 7-12</p> <p>e-Learning modules</p> <p>Lesson Plans Grade 7-10 (from Durham DSB)</p> <p>Appropriate Ministry software</p>	<p>Executive Superintendent of Instructional Services</p> <p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Pathways Consultant</p> <p>Consultant, Computers in Education</p> <p>Additional support is provided by:</p> <p>Literacy Program Resource Teachers</p> <p>Curriculum Team</p> <p>Information Systems</p>	

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Schools - Student Success Initiative</u></p> <p>The Literacy Program Resource Teachers provided in-services to secondary school Teachers of Locally Developed Compulsory Credit (L.D.C.C.) and Applied courses on differentiated instruction.</p> <p>Developed and distributed Reading and Writing strategy packages.</p> <p>e-Learning modules and web based applications were posted on the Board server for home access by students.</p> <p>SMART Ideas templates were developed to support the implementation of Think Literacy Documents.</p>	<p>Develop a resource package addressing differentiated instruction.</p> <p>Continue to develop SMART Ideas templates to support Think Literacy Documents.</p>	<p>Teachers and Students are using resources developed which impact student learning and achievement.</p> <p>Positive feedback received from Classroom Teachers and School Administrators as indicated through survey data.</p>		<p>Resource package on differentiated instruction</p> <p>SMART Ideas templates</p> <p>Think Literacy Documents</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Program Consultant, School to Work</p> <p>Consultant, Computers in Education</p> <p>Literacy Program Resource Teachers</p> <p>Student Success Program Resource Teachers</p> <p>Additional support is provided by:</p> <p>Curriculum Team</p> <p>Information Systems</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 – September 2006</p> <p>Development of Units: September 2006 – June 2007</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Schools - E.S.L. / E.L.D. Programs and Services</u></p> <p>Provided opportunities to build capacity among Classroom / Subject and E.S.L. / E.L.D. Teachers with a focus on program adaptation and literacy strategies.</p> <p>Provided guidelines to schools regarding:</p> <ul style="list-style-type: none"> ▪ the identification and participation of students with E.S.L./E.L.D learning needs; ▪ the provision of accommodations, special provisions and exemptions. <p>Provided in-services for elementary E.S.L./E.L.D. Teachers to support students in the development of literacy skills.</p> <p>Provided in-services for elementary E.S.L./E.L.D. Teachers to support Classroom Teachers in the implementation of accommodations and special provisions for students with E.S.L./E.L.D. learning needs during the administration of the E.Q.A.O. assessments.</p> <p>Piloted IBM Comprehension Upgrade in ten (10) intermediate classroom and three (3) secondary E.S.L./E.L.D. classes.</p>	<p>Continue to build the capacity of Classroom / Subject Teachers and E.S.L. / E.L.D. Teachers in order to adapt the curriculum and support literacy development for students with E.S.L. / E.L.D. learning needs.</p> <p>Develop subject-specific adapted units for use in Intermediate classrooms (i.e., Social Studies).</p> <p>Provide T.I.P.S. for English Language Learners in Mathematics in-service for E.S.L. / E.L.D. Teachers and Teachers of Mathematics.</p> <p>Continue to support Catholic Learning Communities by providing and communicating guidelines regarding:</p> <ul style="list-style-type: none"> ▪ the identification and participation of students with E.S.L./E.L.D learning needs. ▪ the provision of accommodations, special provisions and exemptions. <p>Continue to support classroom and E.S.L. / E.L.D. teachers, implement accommodations and special provisions, during the administration of the E.Q.A.O. assessments, for students with E.S.L./E.L.D. learning needs as required.</p> <p>Collaborate with the Curriculum team in the provision of professional learning opportunities to support improvement in learning and achievement for E.S.L./E.L.D. learners.</p> <p>Continue to provide congregated sections of Ontario Secondary School Literacy Course (O.S.S.L.C.) and Mathematics courses for secondary E.S.L. / E.L.D. learners in the E.S.L. / E.L.D. Centres.</p>	<p>E.Q.A.O. results indicate that the achievement gap between students with E.S.L. / E.L.D. learning needs and the general student population is narrowing.</p> <p>Teachers are providing students with appropriate accommodations and special provisions to demonstrate their learning.</p> <p>Positive feedback is received from E.S.L./E.L.D. teachers as indicated through survey data specifically in relation to the following:</p> <ul style="list-style-type: none"> ▪ Collaborative problem-solving; ▪ Sharing of successful strategies; ▪ E.S.L. /E.L.D. area / Family of Schools networked learning communities. 	<p>E.S.L./E.L.D. Resource Group of Ontario (ERGO)</p> <p>Settlement and Education Partnership of York Region (S.E.P.Y.R.)</p>	<p>In-service opportunities focused on program adaptations for Classroom and E.S.L./E.L.D. Teachers.</p> <p>Establishment of writing teams to create adapted units for elementary.</p> <p>Text resources and software programs to complement adapted units.</p>	<p>Superintendent of Curriculum & Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Curriculum Team</p> <p>Additional support also provided by:</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 – September 2006</p> <p>Development of Units: September 2006 – June 2007</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Parents and Students in Grades 7 to 12 – Program Pathways</u></p> <p>Developed an awareness of pathways and career options among Parents and Students in Grades 7-12 through the following initiatives:</p> <ul style="list-style-type: none"> ▪ Co-op education program ▪ Technological Studies ▪ Guidance ▪ Alternative Education program - Co-operative Education ▪ Student Success ▪ Ontario Youth Apprenticeship Program (O.Y.A.P.) ▪ Community Outreach. <p>Supported students planning to seek employment upon graduation from secondary school, as well as students who may be at risk of not completing their high school studies.</p>	<p>Promote diverse pathways and career options to Teachers, Parents and Students in Grades 7-12.</p> <p>Continue to offer Career Studies Resource Symposium for Teachers.</p> <p>Expand the Career Awareness resource package to Students in Grades 7 & 8 to include the links to curriculum.</p> <p>Promote College Awareness and Experience events to Students in Grades 7-12.</p> <p>Develop and implement Health Care Pathways chart.</p> <p>Co-host regional Health Care Symposium for Senior Science Students.</p> <p>Expand Co-operative education opportunities through the Crossroads Alternative Education board-wide sites.</p> <p>Establish baseline data on the numbers of students, level of study and success rates in experiential learning programs.</p>	<p>Credit accumulation rates increase</p> <p>Students are choosing courses on appropriate levels leading to credit accumulation.</p> <p>Teachers are using diverse strategies for all Students to select appropriate pathways and destinations.</p> <p>Students are exhibiting greater awareness of secondary and post-secondary career options and destinations.</p>	<p>George Brown College</p> <p>Humber College</p> <p>Seneca College</p> <p>Local 27 General Carpenters’ Union</p> <p>Interior Finishing Systems Training Centre</p> <p>Georgina Trades and Technology Institute (GTTI)</p> <p>Region of York</p> <p>York South Simcoe Training and Adjustment Board</p> <p>The Learning Partnership - Passport to Prosperity</p> <p>Y.R.D.S.B.</p>	<p>Pathways for Success</p> <p>Think Literacy Success</p> <p>Think Literacy: Cross Curricular Approaches</p> <p>Cooperative Education and Other Forms of Experiential Learning</p> <p>Building Pathways to Success</p> <p>e-Learning modules</p> <p>Appropriate Ministry software</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to the Superintendent of Curriculum and Assessment</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Program Consultant, School to Careers</p> <p>Pathways Program Resource Teacher</p> <p>Program Resource Teachers</p> <p>Additional support also provided by:</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Students at Risk of School Failure – Alternative Learning Communities</u></p> <p>Alternative education programs are offered to students who are disengaged from school, vulnerable and at risk of school failure. These programs, provided to students, focus on credit acquisition and the development of social/emotional competencies, in a safe, flexible and alternative learning environment.</p> <p>Alternative Education programs offered through the board include:</p> <ul style="list-style-type: none"> ▪ Launch (SALEP) (14- & 15- year olds) ▪ Choices (16- & 17- year olds on long-term suspension or limited expulsion) ▪ Crossroads (16- & 17- year olds) ▪ Supports for Grades 7/8 students on long-term suspension or limited expulsion (as needs basis). 	<p>Continue to provide off-site Alternative Education programs to support a smooth transition to the student’s home school, Adult and Continuing Education or to post-secondary destinations and careers.</p> <p>Pilot on-site alternative education program in two (2) secondary schools.</p> <p>Provide support to Alternative Education Teachers through the Student Success initiative in the following areas:</p> <ul style="list-style-type: none"> ▪ Differentiated instruction ▪ Strategies for successful outcomes on the Ontario Secondary School Literacy Test (O.S.S.L.T.) ▪ Credit accumulation ▪ Student engagement and responsibility for learning. 	<p>More students enrolled in Alternative Education programs experience successful outcomes, i.e., successful complete the Ontario Secondary School Literacy Test (O.S.S.L.T.), obtain a diploma or certificate, gain employment, return to secondary school or register for credits courses through Adult and Continuing Education.</p> <p>Fewer students drop out of the Alternative Education programs for reasons unrelated to school or employment.</p> <p>Students on limited expulsions or long-term suspensions continue their learning by accessing the Alternative Education program and demonstrate successful student outcomes on the report card and the Ontario Secondary School Literacy Test (O.S.S.L.T.).</p>	<p>Breakfast for Learning</p>	<p>Behavioural Resources and Psychology Services support</p> <p>Child & Youth Worker support</p> <p>Educational Intervener (E.I.) support</p> <p>Program Resource Teachers</p>	<p>Executive Superintendent of Instructional Services</p> <p>Superintendent of Curriculum and Assessment</p> <p>Assistant to the Superintendent of Curriculum and Assessment</p> <p>Vice-Principal of Alternative Learning Communities</p> <p>Superintendent of Schools</p> <p>Co-ordinator of Secondary Programs</p> <p>Program Consultant, School to Careers</p> <p>Additional support also provided by:</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: September 2006 – June 2007</p> <p>Review: February 2007 – June 2007</p>

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN AND MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p><u>Capacity Building for Elementary and Secondary Students - Adult and Continuing Education (A.C.E.)</u></p> <p>Adult and Continuing Education (A.C.E.) offers a wide variety of opportunities designed to develop and improve the skills of learners while building on their strengths.</p> <p>Programs offered through Adult and Continuing Education (A.C.E.) include:</p> <p>Reaching Up</p> <ul style="list-style-type: none"> ▪ Learning Strategies (<i>Students in Grade 8 earn a High School credit</i>) ▪ Getting Ready for High School (Students in <i>Grade 8</i>) ▪ Elementary International Languages Programs (Non-Credit Program) <p>Reinforcement of Literacy & Numeracy Skills</p> <ul style="list-style-type: none"> ▪ Skills Development (Students in Grades 7 & 8) ▪ After-School High School Programs <p>High School Credits</p> <ul style="list-style-type: none"> ▪ Summer School ▪ Night School (Students in Grades 10, 11 & 12) ▪ St. Luke Learning Centre (Ontario Youth Apprenticeship Program (O.Y.A.P.) and Cooperative Education Programs) <p>International Languages</p> <ul style="list-style-type: none"> ▪ Saturday International Languages Credit ▪ York Catholic Centro Scuola (Semestered Program in Italy) ▪ French Language & Culture (Secondary Summer School Credit in Paris for High School Students) ▪ Italian Language & Culture (Secondary Summer School Credit in Italy for High School Students) <p>Early School Leavers Program</p> <ul style="list-style-type: none"> ▪ Prior Learning Recognition and Assessment (P.L.A.R.) (Students in Grades 9 to 12) <p>Adult Day School</p> <ul style="list-style-type: none"> ▪ St. Luke Learning Centre ▪ Mature Prior Learning Recognition and Assessment (M. P.L.A.R.) 	<p>Continue to offer programs through Adult and Continuing Education (A.C.E.) to enhance student achievement in the classroom in support of successful pathways and destinations for learners of all abilities.</p>	<p>More students enrolled in Adult and Continuing Education experience successful outcomes (i.e., obtain a diploma or certificate, gain employment, return to secondary school or register for credits courses through Adult and Continuing Education.</p> <p>E.Q.A.O. results and report card data indicate an increase in achievement for students enrolled in the Adult and Continuing Education (A.C.E.) programs.</p>	<p>Centro Scuola</p> <p>China Overseas Exchange Association</p> <p>C.O.S.T.I. Training Renewal Foundation</p> <p>Consulate General Offices</p> <p>Invite participation from Y.R.D.S.B.</p>	<p>Guidance Teachers</p> <p>Chaplains</p> <p>Teacher Librarians</p> <p>Student Success initiative</p> <p>Secondary School</p> <p>Elementary Schools</p>	<p>Executive Superintendent of Instructional Services</p> <p>Superintendent of Curriculum & Assessment</p> <p>Assistant to the Superintendent of Curriculum & Assessment, Secondary</p> <p>Principal, Adult and Continuing Education</p> <p>Additional support also provided by:</p> <p>Co-ordinators of Elementary and Secondary Programs</p> <p>Vice-Principal of Alternative Learning Communities</p> <p>Principal, Community Outreach and Partnerships</p> <p>Curriculum Team</p> <p>Student Services</p>	<p>Planning: June 2006 – September 2006</p> <p>Implementation: August 2006 – July 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 4 (1):
CATHOLIC LEARNING COMMUNITY To promote effective Catholic Learning Communities as the process through which capacity is built to increase student learning and achievement.

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN & MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p>Capacity Building for Schools - Computers in Education (C.I.E.)</p> <p>Integration of Information Communication and Technology (I.C.T.) into the Core Curriculum through the following:</p> <ul style="list-style-type: none"> ▪ Supported schools through the following activities: Workshops, Classroom visits, On-line collaboration, On-line Resource Development for regular and e-Learning programs ▪ Introduced a technology infused area in the Secondary Model Classroom ▪ Assisted Subject Councils with P.A. Day workshops. <p>Supported Differentiated Instruction orientations and follow-up meetings with E.S.L./E.L.D. Teachers.</p>	<p>Provide capacity building workshops to promote the use of Technology for Learning in the following areas:</p> <ul style="list-style-type: none"> ▪ Project Based Learning with Multimedia; ▪ Developing Critical Thinking Skills with WebQuests; ▪ Supporting Differentiated Instruction ▪ Literacy and Critical Thinking Skills through Visual Learning Technologies; ▪ Boy’s Literacy Research Project. <p>Continue to support the E.S.L./E.L.D. programs.</p> <p>Integrate I.C.T. and Think Literacy skills in workshops for Teachers of Grades 9 and 10 L.D.C.C. courses and Teacher Librarians.</p> <p>Expand and promote First Class content developed by board resource staff and workshop attendees.</p>	<p>Teachers use technology in the classroom as reflected in critical thinking projects and the use of technology to support Differentiated Instruction.</p> <p>An increase in the number of expert teachers within the Board delivering technology integrated workshops on P.A. Days and contributing resources to the Curriculum Resources area on First Class.</p> <p>An increase in the number of individuals reading and downloading files in the Curriculum Resources area on First Class.</p>	<p>Y.C.D.S.B. Technology Steering Committee</p> <p>Central Ontario Computer Association (C.O.C.A.)</p> <p>Catholic Curriculum Cooperative (C.C.C.) Tech Group</p> <p>Regional Computer Advisory Committee (R.C.A.C.)</p>	<p>Information Systems</p> <p>Release time for workshops</p> <p>Base configuration of hardware/software in schools</p> <p>Workshop materials</p> <p>Teacher librarians support and library resources</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment, Secondary</p> <p>Superintendents of Secondary Schools</p> <p>Principal Responsible for M.I.S.A. / Capacity Building Advisor</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Co-ordinator of Secondary Programs</p> <p>Co-ordinator of Religion Education</p> <p>Co-ordinator of Student Services (Secondary)</p> <p>Program Resource Teachers</p> <p>Subject Councils</p> <p>Consultant, Computers in Education</p> <p>Additional support also provided by:</p> <p>Principal, Community Outreach and Partnerships</p>	<p>Planning: June 2006 - September 2006</p> <p>Implementation: September 2006 - June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 4 (1):
CATHOLIC LEARNING COMMUNITY To promote effective Catholic Learning Communities as the process through which capacity is built to increase student learning and achievement.

BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12

STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN & MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p>Review of Software Technology</p> <p>Collaborated with Information System and Subject Councils of those subjects that have undergone recent curriculum revisions to determine:</p> <p>a) What educational technologies are presently being used? b) Where are software and hardware located in the schools? c) What is the status of the technology available to teachers?</p> <p>Developed a Board-wide software list for newly revised curriculum.</p>	<p>Collaborate with Subject Councils to develop a base configuration of software to support the curriculum.</p> <p>Continue to develop a Board-wide software list for newly revised curriculum.</p>	<p>All resources are identified in a database that principals and Board staff access for planning purposes.</p>	<p>Y.C.D.S.B. Technology Steering Committee</p> <p>Central Ontario Computer Association (C.O.C.A.)</p> <p>Catholic Curriculum Cooperative (C.C.C.) Technology Group</p> <p>Regional Computer Advisory Committee (R.C.A.C.)</p>	<p>Base configuration of hardware/software in the schools</p> <p>Curriculum Connections newsletter</p> <p>Scheduling time with the Subject Councils to refine the base configuration of software</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment, Secondary</p> <p>Superintendents of Secondary Schools</p> <p>Superintendent of Student Services</p> <p>Principal Responsible for M.I.S.A. / Capacity Building Advisor</p> <p>Co-ordinators of Special Programs (Elementary and Secondary)</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Co-ordinator of Secondary Programs</p> <p>Consultant, Computers in Education Information Systems</p>	<p>Planning: June 2006 - September 2006</p> <p>Implementation: September 2006 -June 2007</p> <p>Review: February 2007 June 2007</p>
<p>Review of Hardware Technology</p> <p>Technology Working Group presented a working paper recommending a base configuration for computer hardware and software.</p>	<p>Develop technology guiding documents for disposal of old hardware, school based renewal and expansion plans, and developing technology “SMART” goals for schools.</p> <p>Continue to meet with the Working Group and the larger Technology Visioning Committee to gather feedback and direction for the future.</p>	<p>Schools will be equipped with hardware which meets the Board standard for base configuration.</p>		<p>Base configuration of hardware/software in the schools.</p> <p>Scheduling of school based technicians for the installation of the base configuration.</p>	<p>Technology Working Group including:</p> <ul style="list-style-type: none"> ▪ Superintendent of Curriculum and Assessment ▪ Assistant to Superintendent of Curriculum and Assessment, Secondary ▪ Superintendent of Student Services ▪ Principal Responsible for M.I.S.A. / Capacity Building Advisor ▪ Co-ordinator of Secondary Programs ▪ Co-ordinators of Special Programs (Elementary and Secondary) ▪ Consultant, Computers in Education Information Systems ▪ Technology Visioning Committee 	<p>Planning: June 2006 - December 2006</p> <p>Phase 1 Implementation: Jan 2007 - June 2007</p> <p>Review: February 2007 June 2007</p>

GOAL # 4 (1): CATHOLIC LEARNING COMMUNITY To promote effective <u>Catholic Learning Communities</u> as the process through which capacity is built to increase student learning and achievement.						
BUILDING CATHOLIC LEARNING COMMUNITIES: GRADE 7 – GRADE 12						
STATUS OF CURRENT INITIATIVE	STRATEGIES 2006-2007	INDICATORS OF SUCCESS	PARTNERSHIPS	HUMAN & MATERIAL RESOURCES REQUIRED	RESPONSIBILITY	TIMELINES
<p>Supported Literacy, Numeracy and Information Literacy Development through Information and Communication Technology (I.C.T.).</p> <p>Worked with e-Learning schools on using Interactive Whiteboards and First Class Conferences and Web Pages to empower student learning.</p>	<p>Expand the number of First Class licenses to more secondary students to allow classroom supports to be provided online.</p> <p>Pilot First Class Online Discussion tools with e-Learning schools.</p> <p>Publish Curriculum Connections newsletter with articles on communications technologies and strategies for integration based on Grades 9 and 10 curriculum.</p>	<p>Students use communications technologies with increased awareness of literacy, safety and moral issues.</p> <p>Students have online access to classroom supports.</p> <p>Increased numbers of individuals are reading and downloading files in the Curriculum Resources area on First Class for implementation in the Grades 9 and 10 programs.</p>	<p>Central Ontario Computer Association (C.O.C.A.)</p> <p>Catholic Curriculum Cooperative (C.C.C.) Tech Group</p> <p>Regional Computer Advisory Committee (R.C.A.C.)</p> <p>Vendors of pilot I.C.T. technologies</p>	<p>Release time for workshops</p> <p>Base configuration of hardware/software in the schools</p> <p>Workshop materials</p> <p>First Class student licenses</p> <p>First Class / R.W.D. licenses for Teachers and Students</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment, Secondary</p> <p>Superintendents of Secondary Schools</p> <p>Principal Responsible for M.I.S.A. / Capacity Building Advisor</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Co-ordinator of Secondary Programs</p> <p>Co-ordinator of Student Services (Secondary)</p> <p>Program Resource Teachers</p> <p>Consultant, Computers in Education</p>	<p>Planning: June 2006-September 2006</p> <p>Implementation: September 2006-June 2007</p> <p>Review: February 2007 June 2007</p>
<p>Information Literacy</p> <p>Reviewed, recommended and coordinated online resources for use in Secondary Schools.</p> <p>Developed a virtual library interface with Teacher-Librarians.</p>	<p>Post activity development for Information Literacy with Grade 9 Teachers of Geography, Science, E.S.L./E.L.D., Religious Education and Teacher Librarians on First Class.</p> <p>Continue to review and refine the website templates and pathfinder content with Teacher Librarians.</p> <p>Work with Subject Councils to populate a Matrix of web resources for StudentLink2 - Secondary.</p>	<p>Increased Teacher and Student awareness of Information Literacy skills and resources is supported through the StudentLink2 secondary matrix and Virtual Library websites.</p> <p>Board statistics on use of online resources purchased continues to increase.</p> <p>Increased number of individuals are reading and downloading files in the Curriculum Resources area on First Class for implementation in the Grade 9 programs.</p>	<p>Y.R.D.S.B.</p> <p>York Region Police</p> <p>Vendor of Web Resource Matrix - StudentLink2</p>	<p>Board license of Media Awareness “Web Workshop Series”</p> <p>Online Databases: Ebsco, Opposing ViewPoints</p> <p>StudentLink2 – for secondary schools</p>	<p>Superintendent of Curriculum and Assessment</p> <p>Assistant to Superintendent of Curriculum and Assessment, Secondary</p> <p>Superintendents of Secondary Schools</p> <p>Principal Responsible for M.I.S.A. / Capacity Building Advisor</p> <p>Co-ordinator of E.S.L./ E.L.D. Programs and Services</p> <p>Co-ordinator of Secondary Programs</p> <p>Consultant, Computers in Education</p> <p>Subject Councils</p>	<p>Planning: June 2006-September 2006</p> <p>Implementation: September 2006-June 2007</p> <p>Review: February 2007 June 2007</p>