





# BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

## KINDERGARTEN TO GRADE 12

# Goals & Strategies



PILLAR	GOAL	STRATEGIES
<b>CATHOLIC FAITH, COMMUNITY &amp; CULTURE</b>  The Catholic Faith Community & Culture pillar focuses on enhancing the opportunities provided for York Catholic students from Kindergarten to Grade 12 to exemplify Catholic virtues, attitudes and actions, celebrate our Catholic faith, and demonstrate respect for human dignity and the environment within safe and inclusive learning communities. Successful implementation of the Catholic Faith, Community & Culture pillar will foster discerning, respectful and caring believers who are collaborative contributors and citizens.	<b>GOAL</b> Students will demonstrate enhanced knowledge of the faith, sense of belonging, stewardship, and student engagement, within respectful, equitable and inclusive Catholic learning communities.	<b>STRATEGIES</b> Engage students, in all grades and subjects, through the following: <ol style="list-style-type: none"> <li><b>High-yield strategies to enhance faith formation:</b> <ul style="list-style-type: none"> <li>Explicitly teach Church doctrine / catechesis (e.g., sacraments of the faith, gifts of the Holy Spirit) through the delivery of the Religious Education &amp; Family Life program</li> <li>Provide opportunities to gather in sacred places</li> <li>Foster communities of compassion and respect (e.g., restorative justice, community circles, Tribes)</li> <li>Reinforce the Catholic Graduate Expectations (e.g., monthly virtue, Virtue Books)</li> </ul> </li> <li><b>Faith-based leadership and mentorship activities:</b> <ul style="list-style-type: none"> <li>Provide opportunities for student voice to reflect the diversity of learners</li> <li>Promote a sense of belonging and participation</li> <li>Foster and sustain Social Justice Groups</li> <li>Support peer mentoring and peer mediation opportunities for students</li> </ul> </li> <li><b>Assessment for/as/of Learning:</b> <ul style="list-style-type: none"> <li>Common understanding of learning goals</li> <li>Co-construction of success criteria</li> <li>Descriptive and timely feedback</li> <li>Self-reflection and assessment (i.e., metacognition)</li> <li>Multiple and varied ways to demonstrate learning</li> </ul> </li> <li><b>Differentiated instruction</b> to meet individual learning needs (i.e., boys, girls, English Language Learners, students with IEP goals and expectations, First Nations, Métis and Inuit (FNMI) and Crown Wards) and enhance student engagement and meaningful inclusion by:                             <ul style="list-style-type: none"> <li>Promoting various career pathways and all destinations</li> <li>Adapting curriculum for English Language Learners and students with special education needs</li> <li>Using a repertoire of resources that reflect the diversity of culture, gender &amp; ethnicity</li> <li>Using technology, including assistive and interactive technology and resources, to provide access to text and explicitly teach moral and ethical uses of technology</li> <li>Using Applied Behaviour Analysis (ABA) for students who are not accessing the curriculum</li> </ul> </li> <li><b>Parent involvement and participation</b> to foster faith formation through school, area and/or cluster-based approaches</li> </ol>
<b>LITERACY</b>  The Literacy pillar focuses on enhancing the opportunities provided for York Catholic students from Kindergarten to Grade 12 to improve their reading, writing, listening, speaking, viewing and representing skills across all curriculum and subject areas. Successful application of the literacy skills and achievement of related curriculum expectations will empower all learners to be effective communicators, reflective and creative thinkers and self-directed, responsible life-long learners.	<b>GOAL</b> Students will demonstrate improved achievement in reading for explicit and implicit meaning in all curriculum areas.	<b>STRATEGIES</b> Engage students, in all grades and subjects, through the following: <ol style="list-style-type: none"> <li><b>High-yield strategies to support reading for explicit and implicit meaning, in all curriculum areas:</b> <ul style="list-style-type: none"> <li>Scaffolded learning through teacher questioning and prompts (modelled, shared, and guided instruction prior to independent application)</li> <li>Three-part-lesson to promote learning: Before (Minds-On) → During (Action) → After (Consolidation)</li> <li>Higher order thinking tasks:                                     <ul style="list-style-type: none"> <li>use of critical thinking processes within authentic contexts</li> <li>use of details from text and prior knowledge to support opinions / ideas</li> <li>use resources that reflect diversity and multiple perspectives</li> </ul> </li> <li>Accountable student talk &amp; active listening:                                     <ul style="list-style-type: none"> <li>planned opportunities across the curriculum for students to express ideas, opinions and knowledge</li> <li>explicit teaching of how to listen to and respond to others in a meaningful and respectful manner</li> </ul> </li> <li>Explicit teaching of various text forms such as graphic, informational and literary across the curriculum</li> </ul> </li> <li><b>Assessment for/as/of Learning:</b> <ul style="list-style-type: none"> <li>Common understanding of learning goals</li> <li>Co-construction of success criteria</li> <li>Descriptive and timely feedback</li> <li>Self-reflection and assessment (i.e., metacognition)</li> <li>Multiple and varied ways to demonstrate learning</li> </ul> </li> <li><b>Differentiated instruction</b> to meet individual learning needs (i.e., boys, girls, English Language Learners, students with IEP goals and expectations, First Nations, Métis and Inuit (FNMI), and Crown Wards) and enhance student engagement and meaningful inclusion by:                             <ul style="list-style-type: none"> <li>Adapting curriculum for English Language Learners and students with special education needs</li> <li>Using a repertoire of resources that reflect the diversity of culture, gender and ethnicity</li> <li>Using technology, including assistive and interactive technology and resources, to provide access to text, support literacy development and engage students</li> <li>Implementing the Early Literacy Intervention Program (ELIP), Reading Recovery™, and Later Literacy programs for struggling readers</li> <li>Using Applied Behaviour Analysis (ABA) strategies for students with special education needs who are not accessing the curriculum</li> </ul> </li> <li><b>Parent involvement and participation</b> through school, area and/or cluster-based approaches</li> </ol>
<b>NUMERACY</b>  The Numeracy pillar focuses on enhancing the opportunities provided for York Catholic students from Kindergarten to Grade 12 to improve their problem-solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing and communicating across all curriculum and subject areas. Successful application of the mathematical literacy skills and achievement of the related curriculum expectations will empower all learners to be successful in the workplace and in daily life as effective communicators, reflective and creative thinkers and collaborative contributors.	<b>GOAL</b> Students will demonstrate improved achievement in Mathematical Problem Solving within a cross-curricular context.	<b>STRATEGIES</b> Engage students, in all grades and subjects, through the following: <ol style="list-style-type: none"> <li><b>High-yield strategies to enhance problem solving and communication:</b> <ul style="list-style-type: none"> <li>Using a three-part-lesson to promote learning: Before (Minds-On) → During (Action) → After (Consolidation)</li> <li>Open-response questions or problems that focus on big ideas and build consolidation of core concepts</li> <li>Using manipulatives, concrete materials and technologies to investigate mathematical concepts and solve problems</li> <li>Using group problem solving approaches when learning new concepts and applying skills and knowledge related to real-world mathematical applications across the curriculum</li> </ul> </li> <li><b>Assessment for/as/of Learning:</b> <ul style="list-style-type: none"> <li>Common understanding of learning goals</li> <li>Co-construction of success criteria</li> <li>Descriptive and timely feedback</li> <li>Self-reflection and assessment (i.e., metacognition)</li> <li>Multiple and varied ways to demonstrate learning</li> </ul> </li> <li><b>Differentiated instruction</b> to meet individual learning needs (i.e., boys, girls, English Language Learners, students with IEP goals and expectations, First Nations, Métis and Inuit (FNMI), and Crown Wards) and enhance student engagement and meaningful inclusion by:                             <ul style="list-style-type: none"> <li>Adapting curriculum for English Language Learners and students with special education needs</li> <li>Using a repertoire of resources that reflect the diversity of culture, gender and ethnicity</li> <li>Using technology, including assistive and interactive technology and resources, to provide access to text</li> <li>Using Applied Behaviour Analysis (ABA) strategies for students with special education needs who are not accessing the curriculum</li> </ul> </li> <li><b>Parent involvement and participation</b> through school, area and/or cluster-based approaches</li> </ol>
<b>PROGRAMS AND PATHWAYS</b>  The Pathways pillar focuses on enhancing the opportunities provided for York Catholic students from Kindergarten to Grade 12 to improve their ability to make successful transitions from grade to grade and to life after school. Successful implementation of the Pathways pillar will foster self-directed, responsible, life-long learners who demonstrate their God-given potential and who find meaning, dignity and vocation in work that respects the rights of all and contributes to the common good.	<b>GOAL</b> Students will apply knowledge of their gifts, interests and abilities, and make appropriate decisions about educational possibilities and career opportunities.	<b>STRATEGIES</b> Engage students, in all grades and subjects, through the following: <ol style="list-style-type: none"> <li><b>Guided, self-reflection activities</b> ("Knowing Self") that make explicit the connection to the "Learning Skills and Work Habits" focused on:                             <ul style="list-style-type: none"> <li>Identifying one's gifts to develop a sense of vocation</li> <li>Using personal interest and learning style inventories</li> <li>Engaging in goal setting activities</li> </ul> </li> <li><b>Authentic learning experiences and opportunities</b> ("Exploring Opportunities," "Making Decisions" &amp; "Preparing for Transitions"); Activities to guide decision-making:                             <ul style="list-style-type: none"> <li>Resources to support guidance and career education activities at the elementary level</li> <li>Career Cruising / The Real Game</li> <li>"Exploring the Possibilities"</li> <li>Guidance visits</li> <li>"Course Selection" information evenings</li> <li>School- and community-based career education resources and activities</li> <li>Pathways Picture Books Project (K-3) with critical literacy focus and cross-curriculum connections</li> <li>Resources to support transition information nights (Gr. 8-9)</li> <li>Career fairs</li> <li>Guest speakers (including Skills Canada)</li> <li>YCDSB resources (e.g., "After the Bell", "Design, Build, Fix, Create and Innovate Your Future", Ontario Skills Passport)</li> <li>Reach ahead activities (e.g. industry tours and college reach-ahead activities like "Promoting Skilled Trades and Technology", "Camp Choice", "Women in Technology")</li> <li>Symposia and Conferences (e.g. Fast Track to the Workplace)</li> <li>Skills competitions (e.g. board-wide competitions, Skills Canada)</li> <li>Individualized programming:                                     <ul style="list-style-type: none"> <li>Cooperative Education</li> <li>Ontario Youth Apprenticeship Program (OYAP)</li> <li>Specialist High Skills Major (SHSM) Programs</li> <li>Accelerated and Focus programs</li> <li>Dual Credit courses</li> </ul> </li> </ul> </li> <li><b>Parent and student involvement and participation</b> ("Making Decisions" &amp; "Preparing for Transitions") in transition and career planning through school, area and/or cluster-based approaches</li> <li><b>Kindergarten to Grade 10 Guidance and Career Education program</b> to be developed, and piloted, with a cross-curricular focus that is based on 4 key components: Knowing Self; Exploring Opportunities; Making Decisions; and, Preparing for Transitions.</li> </ol>

The full Board Improvement Plan for Student Achievement (BIPSA), including measures of student success, resources, professional learning opportunities and timelines, is available on the board website at [www.ycdsb.ca](http://www.ycdsb.ca)

### GLOSSARY

**Accountable Talk**  
 Meaningful and respectful talk where students:  
 • Focus on the topic and purpose of the discussion  
 • Attend to listener's needs and what others are saying  
 • Respond to and build on what others have said  
 • Give evidence to support their points of view  
 • Help each other to reach a common understanding  
 • Share responsibility for the learning of the whole group

**Assessment FOR Learning**  
 Gathering and interpreting evidence about student learning to determine what students know, where they need to go, and how best to get there. Evidence is used to provide feedback, adjust instruction and focus student learning. Co-constructing success criteria engages students in assessment for learning.

**Assessment AS Learning**  
 Students monitor their learning and use feedback from teacher, self, and peers to set learning goals. Students need a clear understanding of the learning goals and success criteria to connect assessment and learning. Co-constructing success criteria engages students in assessment as learning.

**Assessment OF Learning**  
 Collecting and interpreting evidence to make judgements about the quality of student learning, based on established criteria. This occurs at or near the end of a cycle of learning in order to communicate achievement to parents, students themselves, and others. Assignments for evaluation do not include ongoing homework that students do to practise skills, consolidate knowledge, prepare for the next class or introduce new content.

**Authentic Learning**  
 Learning derived from experiences that are relevant and meaningful to students' lives.

**Descriptive Feedback**  
 Provides students with strengths and areas for improvement related to the identified success criteria in order to meet the learning goal. Timely and continual feedback, guidance, and opportunities to revise lead students to excellence.

**Differentiated Instruction (D.I.)**  
 D.I. responds to the needs of individuals or groups by shaping the content, process, product and learning environment. D.I. recognizes different learning styles, cognitive abilities, second languages and exceptionalities.

**Inquiry-based Learning**  
 Students ask questions and explore a variety of possible answers to those questions using information from a variety of sources. They observe, locate, question, evaluate and draw conclusions.

**Learning Goals**  
 What students should know and be able to do by the end of a period of instruction. They represent the knowledge and skills that must be mastered to successfully achieve the overall curriculum expectations.

**Metacognition**  
 Thinking about one's own thought processes: how I learn; what I know and need to know; and what strategies I need to make sense of what I see, hear, and say.

**Open Questions**  
 Provide opportunities for students to use a variety of approaches in seeking a solution, where many responses are possible.

**Peer Assessment**  
 A reflective practice linked to success criteria. Students make observations about their peers' performance (e.g., checklist, interview). Evaluation of student learning is the responsibility of the teacher and must not include the judgement of a student's peers.

**Professional Judgement**  
 Judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction.

**Scaffolded Learning**  
 Strategies that facilitate a 'gradual release of responsibility' and help students develop skills and understanding before independent application.  
 • Modelled instruction – "I do, you watch." – Explicit teaching through teacher demonstration.  
 • Shared practice – "I do, you help." – Teaching with questioning and prompts.  
 • Guided practice – "You do, I help." – Demonstrate and practice new learning.  
 • Independent practice – "You do alone" – Application and consolidation.

**Self Assessment (See Metacognition)**  
 A reflective practice based on established success criteria in which students make observations about their own performance. Evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student.

**Success Criteria**  
 Describe what 'success' looks like, and allow the teacher and students to gather information about the quality of learning. Success criteria describe successful attainment of learning goals.  
 They are co-constructed by teachers and students or developed by teachers and discussed and agreed upon in collaboration with students.

**Three Part Lesson**  
 A planning framework which involves purposeful attention to 3 facets:  
 • Before (**Minds On**) – activate students' prior knowledge  
 • During (**Action**) – engage students in active and authentic learning tasks  
 • After (**Consolidation**) – students reflect on their learning

**21st Century Skills**  
 Ways of thinking, working and living in the world that include:  
 • creativity and innovation • use of technology  
 • critical thinking and critical literacy • local and global citizenship  
 • problem solving and decision making • personal and social responsibility  
 • learning to learn (metacognition)  
 • communication  
 • collaboration (teamwork)  
 • cultural awareness and competence

### Dear Colleagues,

Thank you for your tireless work in the pursuit of success for every student. Through your efforts, we provide a wide range of opportunities for students to develop the knowledge, skills and confidence they need to be successful in school and to contribute to their communities for years to come. We remain among the highest performing boards in the province, and there can be no doubt that this is borne of the hard work that leads to student engagement, well-being, and achievement.

Our Board Improvement Plan for Student Achievement (BIPSA) for 2011-2012 remains focused on four important goals and key strategies to enhance the learning of all, with special emphasis on those who most need our support to meet their full potential. The full BIPSA is available on the board's website and outlines multiple measures of success, resources, professional learning opportunities and timelines.

Thank you for your commitment to our Shared Vision. Indeed, 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". God bless our staff, students and school-communities as we work and pray together each day.

Sincerely,  
  
 Susan LaRosa  
 Director of Education