BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT, 2010-2011

High Leverage Actions in
Catholic Faith, Community and Culture, Literacy, Numeracy and Pathways to Support Student Learning and Success
from Kindergarten to Grade 12

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FOREWORD

"The group of believers was one in mind and heart. None of them said that any of their belongings were their own, but they all shared with one another everything that they had. With great power, the apostles gave witness to the resurrection of the Lord Jesus, and God poured rich blessings on them all." [Acts 4 32:33]

We, the York Catholic community:

- **Believe** in God's unending love for us;
- **Belong** to a community marked by common commitment and mutual service;
- **Become** one community that is blessed – and blesses – with our intellectual, moral and spiritual gifts[1].

Our community is called to exemplify the Catholic Virtues, attitudes and actions. Guided by the Ontario Catholic School Graduate Expectations, our students learn, grow and seek to transform the world through faith, hope and love. Woven through each of the expectations for the Catholic learner can be found the Framework for 21st Century Learning and the vision for 21st Century Student Success[2] in the new global economy. Together, we celebrate our Catholic faith, demonstrate and model respect for human dignity and ecological responsibility, and nurture safe and inclusive environments for all.
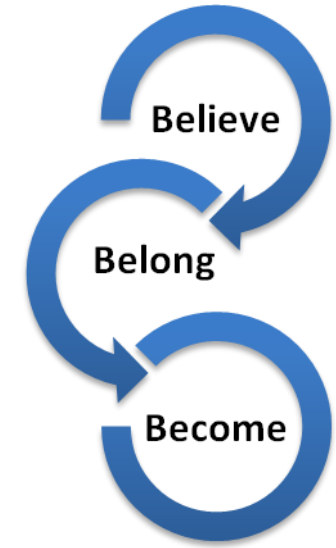
The Board Plan to Improve Student Achievement provides guidance to schools on the process of improving student learning outcomes and the refinement of school improvement plans in the context of collaborative Catholic Learning Communities and instructional and transformational leadership. The plan builds on successes from previous years and provides future direction and resource support in the context of the board's strategic themes – Catholic Communities of Faith, Quality Learning by All and Safe and Caring Schools – and the four pillars that support improvements in student learning and achievement from Kindergarten to Grade 12.

Overview of YCDSB Student Learning Outcomes, 2010-2013: Kindergarten to Grade 12 outcomes identified for each pillar of the Board plan to support improvements in student learning and achievement

Catholic Faith Community & Culture	Literacy	Numeracy	Programs & Pathways
• Student engagement, sense of belonging and stewardship within respectful, equitable and inclusive Catholic learning communities	• Reading for explicit and implicit meaning in all curriculum areas	• Problem solving across all curriculum and subject areas	• Apply knowledge of one's gifts, interests and abilities to make appropriate decisions about educational possibilities and career opportunities

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[1] "Believe, Belong, Become" is the theme of the 2010 Faith Day in YCDSB and is inspired by the "Spirituality of Communion" outlined by Pope John Paul II in his Apostolic Letter to the Bishops, Clergy and Lay Faithful at the Close of the Great Jubilee of the Year 2000

[2] Reference: Partnership for 21st Century Skills (www.21stcenturyskills.org)

INTRODUCTION

The York Catholic District School Board Improvement Plan for Student Achievement, Kindergarten to Grade 12: 2010-2011 is the second year of a two year plan which provides direction for the board and the school improvement planning process. The plan, which is aligned to the School Effectiveness Framework (Literacy & Numeracy Secretariat, 2007), outlines the goals, strategies and partnerships needed to support the success of students of all abilities from Kindergarten to Grade 12.

The board improvement plan is intended to be used as a working document to:

- Guide the ongoing process of planning and action for each school and division;
- Outline the efforts of the central team in supporting school improvement with a focus on knowledge and skill capacity building and student learning and engagement;
- Support the critical role of the School Superintendent in supporting schools, with assistance from their area resource teams.

Comprehensive Needs Assessment

The initiatives and strategies identified in this document are based on an historical and broad analysis of qualitative and quantitative data, including school assessment data, report card data, student success indicator data, and the board's performance on the assessments administered by the Education Quality and Accountability Office. The board continues to maintain high levels of school and student performance on all provincial assessments, the indicators of Student Success and the Ontario Secondary School Literacy Test. For additional board information on student and school performance and achievement of performance targets, please refer to the reference section at the end of this document.

Implementation of Priorities

This year's plan will continue to build and sustain staff capacity and improve student outcomes through job-embedded professional learning, target setting, and focussed collaborative inquiry. The primary focus of this plan is one of consolidation and "going deeper" through:
- the instructional and assessment practices that support and enhance understanding, application and communication of learned skills and knowledge;
- what students, at all ability levels, need to know and do in order to demonstrate learning and achievement of the curriculum expectations and standards;
- the leadership practices that foster and enhance teaching, learning and engagement.
- leadership development opportunities for administration;
- network learning sessions for administration and teachers;
- differentiated supports and facilitated network sessions for under-performing elementary and secondary schools.

CATHOLIC FAITH COMMUNITY & CULTURE

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, 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.

Needs Assessment	SMART Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
A positive disciplinary learning environment that is respectful, inclusive and caring enhances each student's sense of belonging. Reduction in absenteeism and student behaviour incidents is required to facilitate student learning and peer leadership. Lessons learned from climate surveys and "Student Voice" are needed to inform practice and enhance student learning and engagement for all students throughout the school system.	From June 2010 to June 2013, there will be an increase in **student engagement, sense of belonging and stewardship within respectful, equitable and inclusive Catholic learning communities**, as measured by: • An increase in students in Grade 1 to 12 receiving "G" or "E" in the Learning Skills and Work Habits of *Collaboration* and *Responsibility* on the report card (baseline to be determined in 2010-11) • A decrease in the 10-day Kindergarten to Grade 12 daily absenteeism rate from 38.6% to 34.7% • An increase in student and school participation in the "Healthy Schools Recognition Program" from 96.4% to 100.0% in the elementary panel and from 86.7% to 97.0% in the secondary panel	Engage students, in all grades and subjects, through the following: a. **High-yield strategies to enhance faith formation**: • Provide opportunities to gather in sacred places • Foster communities of compassion and respect (e.g., restorative justice, community circles, Tribes) • Reinforce the Catholic Graduate Expectations (e.g., monthly virtue, Virtue Books) b. **Faith-based leadership and mentorship activities**: • Provide opportunities for student voice to reflect the diversity of learners • Promote a sense of belonging and participation • Foster and sustain Social Justice Groups c. **Assessment for/as/of Learning**: • Descriptive and timely feedback • Self-reflection and assessment (i.e., metacognition) • Co-construction of rubrics and success criteria • Multiple and varied ways to demonstrate learning	Differentiated and strategic financial and human supports based on local school needs and an analysis of school data • Coordinators and Consultants • Faith Leadership & Student Engagement Consultant • School Success Teams • School Administrators • Religion Department Heads • Settlement and Education Partnership in York Region • ESL/ELD Centres • York Secondary	Leadership training and network learning focused on: • Religion curriculum and an integration of the Catholic world-view, the Catholic Graduate Expectations and 21st Century Skills • Learning Skills • Peer Leadership program • Character Education initiatives • Restorative Justice • Catholic Virtues • Tribes • Environmental Education • Equity and Inclusive Education • Student engagement strategies • Cultural Proficiency	Annual Review: • Aug/Sept • Jan/Feb • May/June Types of school data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs: • Teacher / Student feedback • Behaviour referrals, bullying incidents, suspensions and expulsions • Attendance, lates, learning skills and student achievement	Superintendents of Education: School Leadership Elementary & Secondary Superintendent of Education: Curriculum & Assessment Superintendent of Education: Exceptional Learners & Safe Schools	Planned Outcomes: • There is a culture of high expectations that supports the belief that all students can learn. • More students demonstrate student leadership, engage in peer leadership opportunities and actively participate in Youth Ministries. • Students in all grades demonstrate greater resiliency and motivation in their academic and non-academic endeavours resulting in more students achieving successful outcomes. • Student engagement is enhanced as evidenced by increases in attendance and achievement. • Student surveys indicate, particularly for students at risk: an increase in spiritual and intellectual engagement;

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Needs Assessment	SMART Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
	• An increase in school participation in "SpeakUp" programs from 8.4% to 15.5% in the elementary panel and from 62.5% to 87.5% in the secondary panel • Climate survey data identifying strengths, needs and recommended next steps for improvements in student learning and engagement (baseline to be determined in 2010-11)	d. **Differentiated instruction** to meet individual learning needs (i.e., boys, girls, English Language Learners, and students with IEP goals and expectations): • Promoting various career pathways and destinations • Adapting curriculum for English Language Learners and students with special education needs • Using a repertoire of resources that reflect the diversity of culture, gender & ethnicity • Using technology, including assistive and interactive technology and resources, to provide access to text e. **Parent involvement and participation** to foster faith formation through school, area and/or cluster based approaches	Catholic President's Council • Catholic School Advisory Councils • Parishes		Ongoing feedback from: • Curriculum and Student Services staff • Subject Council meetings • Principals and Supervisory Officers • York Catholic Presidents of Student Council		high academic expectations; increased confidence in their skills and abilities; increased sense of belonging and responsibility for one's actions and the actions of others; high levels of respect for self, others and the community; increased participation in school and community activities; higher attendance rates; and, achievement of the goal of equity of outcomes for all students. Application of lessons learned: • Student achievement data along with demographic, program and perceptual information outline progress made and identify strengths, needs and next steps.

LITERACY

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.

Needs Assessment	SMART Performance Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
Grade 1 report card data indicates a greater percent of students achieving Level 2 or below in reading with the majority of those students being male. There has been little movement over the last five years in student performance on the Junior Division Assessment of Reading. Over the last three years, Grade 3 and Grade 6 students have been most challenged by questions assessing 'reading with fluency'. Students in Grade 6 and Grade 10 struggle with demonstrating their understanding of 'explicitly stated information' on EQAO assessments. There continues to be a need to significantly narrow and/or eliminate	From June 2010 to June 2013, there will be an overall increase in **student achievement in reading for explicit and implicit meaning in all curriculum areas**, as measured by increases in: • Marks at B or above in Grade 1 Reading from 69.2% to 72.0% • Primary EQAO Reading (Level 3,4): 67% to 75% • Junior EQAO Reading (Level 3,4): 77% to 82% • Marks at B or above in Reading by the end of Grade 2 from 71.5% to74.5%, Grade 5 from 61.4% to 65.4% and Grade 8 from 60.1% to 64.0% • Grade Average for Applied English by the end of Grade 9 from 65.7% to 68.7% and Grade 10 from 63.3% to 66.3%	Engage students, in all grades and subjects, through the following: a. **High-yield strategies to support reading for explicit and implicit meaning, in all curriculum areas:** Scaffolded learning through teacher questioning and prompts (modelled, shared, and guided instruction prior to independent application) Three-part-lesson Before (Minds-On) → During (Action) → After (Consolidation) to promote learning Robust thinking tasks: • use of higher order and critical thinking • use of details from text and prior knowledge to support opinions / ideas • use resources that reflect diversity and multiple perspectives Accountable student talk & active listening: • planned opportunities across the curriculum for students to express ideas, opinions and knowledge • explicit teaching of how to listen to and respond to others in a meaningful and respectful manner Explicit teaching of various text forms such as graphic, informational and literary across the curriculum	Differentiated and strategic financial and human supports based on local school needs and an analysis of school data • Program Resource Teachers • Coordinators and consultants • Divisional Program Teachers • Teacher Librarians • School Success Support Teams • School Administration • Superintendents of Education • Information Technology staff • Research Officer • Settlement and Education Partnership in York Region	Leadership training and network learning focused on: • Luke & Freebody's "Four Roles of the Literate Learner" (meaning maker, code user, text analyser, text user) • Literacy GAINS • Differentiated instructional strategies • Cross-curricular strategies for enhancing student learning and engagement • Co-learning / co-planning Job-embedded and inquiry-based professional learning opportunities provided for schools identified for additional support New Teacher Induction Program	Annual Review: • Aug/Sept • Jan/Feb • May/June Types of school data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs: • EQAO results and student survey data • DRA, CASI and Report Card marks • Teacher / Student feedback • Student data on attendance, lates and learning skills Ongoing feedback from: • Curriculum and Student Services staff • Subject Council meetings • Principals and	Superintendents of Education: School Leadership Elementary & Secondary Superintendent of Education: Curriculum & Assessment Superintendent of Education: Exceptional Learners & Safe Schools	Planned outcomes: • All students are intellectually engaged in tasks which require higher-order thinking skills throughout the curriculum. • Improvements in student learning are evidenced by increases in student achievement (i.e., DRA, CASI, report card marks, credit accumulation and the provincial assessments), as well as lower absenteeism and failure rates. • Fewer students achieve levels 1 and 2 as assessed by report card data. • More students pass their courses. • More students achieve the standard on the Primary and Junior Division Assessments of Reading & Writing. • OSSLT results

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Needs Assessment	SMART Performance Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
the achievement gap in the OSSLT for students enrolled in an applied English course, as well as students with special education needs.	• Grade Average for Academic English by the end of Grade 9 from 73.6% to 76.5% and Grade 10 from 73.1% to 76.0% • OSSLT (Pass Rate): 88% to 93%	b. **Assessment for/as/of Learning**: • Descriptive and timely feedback • Self-reflection and assessment (i.e., metacognition) • Co-construction of rubrics and success criteria • Multiple and varied ways to demonstrate learning c. **Differentiated instruction** to meet individual learning needs (i.e., boys, girls, English Language Learners, and students with IEP goals and expectations) and enhance student engagement by: • Adapting curriculum for English Language Learners and students with special education needs • Using a repertoire of resources that reflect the diversity of culture, gender and ethnicity • Using technology including assistive and interactive technology and resources, to provide access to text • Implementing the Early Literacy Intervention Program (ELIP), Reading Recovery™ , and Later Literacy programs for struggling readers d. **Parent involvement and participation** through school, area and/or cluster based approaches			Supervisory Officers		indicate an increase in the success rate for students with special needs and students in all programs of study. • All student groups indicate growth in achievement on the Primary and Junior Division Assessment of Reading and the OSSLT. Application of lessons learned: • Student achievement data along with demographic, program and perceptual information outline progress made and identify strengths, needs and next steps.

NUMERACY

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.

Needs Assessment	SMART Performance Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
Grades 1 and 3 Report card data from terms 1 and 2, and Grade 3 EQAO data indicate the greatest need in the area of number sense and numeration. EQAO assessment results indicate that students assessed in mathematics in all three grades are challenged by questions that require them to demonstrate problem-solving. Over the last five years, there has been inconsistent performance on the Junior Division Assessment of Mathematics. Students in academic math programs continue to demonstrate strong performance on the Grade 9 Assessment of Mathematics.	From June 2010 to June 2013, there will be an increase in **student achievement in the area of Problem Solving, across all curriculum and subject areas,** as measured by increases in: • Primary EQAO Math (Level 3,4): 78% to 84% • Junior EQAO Math (Level 3,4): 68% to 74% • Grade 9 EQAO Applied Math (Level 3,4): 47% to 58% • Grade 9 EQAO Academic Math (Level 3,4): 89% to 93% • Marks at B or above in Number Sense and Numeration by the end of Grade 2 from 76.1% to 80.0%, Grade 5 from 66.7% to 71.8% and Grade 8 from 57.3% to 61.5% • Grade Average for Applied Math by the end of Grade 9 from 62.4% to 65.5% and Grade 10 from 64.7% to	Engage students, in all grades and subjects, through the following: a. **High-yield strategies to enhance problem solving and communication**: • Using a three-part-lesson Before (Minds-On) → During (Action) → After (Consolidation) to promote learning • Open-response questions or problems that focus on big ideas and build consolidation of core concepts • Use of manipulatives, concrete materials and technologies for investigating mathematical concepts and solving problems • Using group problem solving approaches when learning new concepts and applying skills and knowledge related to real-world math applications across the curriculum b. **Assessment for/as/of Learning**: • Descriptive and timely feedback • Self-reflection and assessment (i.e., metacognition) • Co-construction of rubrics and success criteria • Multiple and varied ways to demonstrate learning	Differentiated and strategic financial and human supports based on local school needs and an analysis of school data • Program Resource Teachers • Coordinators and consultants • Divisional Program Teachers • Teacher Librarians • School Success Support Teams • School Administration • Superintendents of Education • Information Technology staff • Research Officer • Settlement and Education Partnership in York Region	Leadership training and network learning focused on: • Teacher moderation • Use of assistive and interactive technologies • Fostering "math talk" learning communities • Differentiated instruction • Analysis of school data Job-embedded and inquiry-based professional learning opportunities provided for schools identified for additional support	Annual Review: • Aug/Sept • Jan/Feb • May/June Types of school data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs: • EQAO results and student survey data • Student work samples • Feedback from teachers and "Math Talk" Learning Communities • Report card marks • Learning skills Ongoing feedback from: • Central staff	Superintendents of Education: School Leadership Elementary & Secondary Superintendent of Education: Curriculum & Assessment Superintendent of Education: Exceptional Learners & Safe Schools	Planned Outcomes: • Anecdotal evidence from observations and feedback received, as well as report card data for students indicate: - Increased use of journal writing and improvements in problem solving abilities mathematics. - Increased use of technology and manipulatives to build understanding of math concepts. • Report card data indicate that fewer students achieve Levels 1 and 2 in mathematics on the report card in all grades. • Report card data indicate that more

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Needs Assessment	SMART Performance Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
Significant improvement was demonstrated on the 2009 assessments by students in the applied math program indicating the effectiveness of the strategies implemented the previous year. Over the past two years, teachers in Grades 7, 8 and 9 Applied Math learning networks, having taught through problem solving open questions or parallel tasks, found students to be more engaged during the lesson.	68.6% College Preparation Math credits earned by the end of Grade 11 from 92.5% to 95.5% and Grade 12 from 92.5% to 95.4%	c. **Differentiated instruction** to meet individual learning needs (i.e., boys, girls, English Language Learners, and students with IEP goals and expectations): - Adapting curriculum for English Language Learners and students with special education needs - Using a repertoire of resources that reflect the diversity of culture, gender and ethnicity - Using technology, including assistive and interactive technology and resources, to provide access to text d. **Parent involvement and participation** through school, area and/or cluster based approaches			• Principals and Supervisory Officers		students are passing their math courses. • Improved alignment between report card marks and EQAO results. • EQAO results indicate an increase in student achievement on all three provincial Assessments of Mathematics. Application of lessons learned: • Student achievement data along with demographic, program and perceptual information outline progress made and identify strengths, needs and next steps.

PROGRAMS AND PATHWAYS

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.

Needs Assessment	SMART Performance Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
There continues to be a need to better help students, with the support of their parents: • Make informed decisions about the options they will encounter especially those they make as they transition from Grade 8 to Grade 9 and as they prepare to leave secondary school; • Select from a wide variety of course offerings that reflect multiple interests, abilities, aptitudes, special needs and pathways / career options; • Obtain information about post-secondary education, training and careers options; • Demonstrate their understanding of employability skills and work habits; • Set appropriate goals.	From June 2010 to June 2013, students will **apply knowledge of their gifts, interests and abilities, and make appropriate decisions about educational possibilities and career opportunities** as measured by increases in: ● The percentage of students in Grade 1 to 12 receiving "G" or "E" in the Learning Skills and Work Habits of **Initiative** and **Self-Regulation** on the report card (baseline to be determined in 2010-11) ● Participation in experiential learning opportunities (baseline to be determined in 2010-11) ● The percentage of students earning eight or more credits by the end of grade 9 from 88.6% to 92.5% ● The 5-year graduation rate for students in the 2007-08 and 2008-09 grade 9 cohorts (baseline	Engage students, in all grades and subjects, through the following: a. **Guided, self-reflection activities** that make explicit the connection to the "Learning Skills and Work Habits" focused on: ● Identifying one's gifts in the context of underlining developing a sense of vocation ● Personal interest and learning style inventories ● Goal setting b. **Authentic learning experiences and opportunities:** Activities to guide course and program selection: ● Career Cruising / The Real Game ● "Exploring the Possibilities" ● Guidance visits ● "Course Selection" information evenings School- and community-based career education resources and activities: ● Career fairs ● Guest speakers (including Skills Canada) ● YCDSB resources (e.g., "After the Bell", "Design, Build, Fix, Create and Innovate Your Future",	Differentiated and strategic financial and human supports based on local school needs and an analysis of school data • Program Resource Teachers • Coordinators and consultants • Divisional Program Teachers • Teacher Librarians • School Student Success Teams • Student Success Support Teams • School Administration • Superintendents of Education • Adult & Continuing Education • Information Technology staff • Research Officer • Settlement and Education Partnership in York Region	Leadership training and network learning focused on: • Learning Skills, Class and Learner Profiles • Identification of opportunities for career awareness and pathways exploration throughout the curriculum • Experiential learning activities and resources to address skills, abilities, strengths, needs aptitudes, learning styles and interests of all students • Effective use of data to ensure precision in planning for student and school improvement Strategic training of School Success Teams and Student Success Support Teams Job-embedded and	Annual Review: • Aug/Sept • Jan/Feb • May/June Types of school data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs: • EQAO & OSSLT results and student survey data • Report Card data • Student success indicator data • Teacher / Student feedback on experiential learning opportunities • Student data on attendance, lates and learning skills	Superintendents of Education: School Leadership Elementary & Secondary Superintendent of Education: Curriculum & Assessment Superintendent of Education: Exceptional Learners & Safe Schools	Planned Outcomes: Anecdotal evidence from observations and feedback received, as well as report card data indicate: - Increased use of class profiles to tap interests, abilities and attitudes of students. - The learning needs and interests of all students are reflected in coherent programs, pathways and career planning options. - Authentic experiences and experiential learning are built into all subject areas and programs. - Students, parents, and teachers understand the full range of pathways, options, relevant programs and supports that are available. - Students have opportunities to build on in-school and out-of-school experiences and activities to further

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Needs Assessment	SMART Performance Goals	Targeted, Evidence-based Strategies	Resources	Professional Learning	Monitoring	Responsibility	Evaluation
	to be determined in 2010-11) • Grade 12 credit accumulation: **90.9%** to **93.9%**	Ontario Skills Passport • Reach ahead activities (e.g. industry tours and college reach-ahead activities like: Promoting Skilled Trades and Technology, Camp Choice, Women in Technology) • Symposia and Conferences (e.g. Fast Track to the Workplace) • Skills competitions (e.g. Skills Canada) Individualized programming: • Cooperative Education • Ontario Youth Apprenticeship Program (OYAP) • Specialist High Skills Major (SHSM) programs • Accelerated and Focus Programs c. **Parent involvement and participation** in transition and career planning through school, area and/or cluster based approaches		inquiry-based professional learning opportunities for schools identified for additional support	Ongoing feedback from: • Curriculum and Student Services staff • Subject Council meetings • Area Leadership Team meetings with Superintendents of Schools		explore personal interests, strengths and career options. - Schools report increased participation in School-College-Work Initiatives. - Lower absenteeism, fewer school leavers and higher credit accumulation and pass rates. - Increases in student performance as indicated by student success indicator data. Application of lessons learned: • School by school and high school by feeder school outcomes are used to identify groups of schools for additional support.

COLLABORATIVE RESPONSIBILITIES FOR CURRICULUM IMPLEMENTATION: KINDERGARTEN TO GRADE 12

In collaboration with the Superintendents of Schools and Student Services, the Superintendent of Curriculum & Assessment and the Curriculum Team support improvements in student outcomes and increased local capacity through the provision of resource support, professional development and collaborative partnerships.

- *Students* are responsible for:
    - demonstrating engagement in the learning process;
    - achieving their highest potential;
    - meeting the expectations for the Ontario Catholic School Graduate School Expectations and The Ontario Curriculum or an alternative curriculum.
- *Parents/guardians* nurture and support student learning and faith development at school and the home.
- *Teachers* facilitate student learning and engagement through:
    - quality assessment, evaluation and instructional strategies that reflect a focus on a variety of data / evidence sources;
    - the co-construction of rubrics and success criteria;
    - the development of class and learner profiles which inform the design of formative assessments and delivery of instructional practices to better meet the needs of all learners;
    - adapt curriculum for English-language learners and students with special education needs
    - activities that promote moral, spiritual and cognitive development across the curriculum and promote student engagement in learning.
- *Principals* provide leadership and build local capacity for sustained student achievement in their schools through:
    - whole school approach to cross-curricular integration of religious education, literacy & numeracy instruction;
    - the promotion of high standards, effective discipline and a safe atmosphere of caring and commitment to student learning through inclusive Catholic Learning Communities;
    - informal classroom visits and conversations with staff, parents and students;
    - regular use of the data warehouse for improvement planning purposes;
    - school improvement plans that are informed by data and aligned with board goals and priorities;
    - the implementation of school resources that reflect local needs and are aligned with the school's SMART goals;
    - the provision of parent engagement opportunities to support literacy and numeracy skill development and decrease barriers to learning;
    - meaningful relationships between home, school and parish that support faith development, student achievement and school success;
    - community partnerships that are aligned with our Catholic values and beliefs and support a safe and caring learning environment.
- *Superintendents of Education: School Leadership* oversee the school and student improvement process including:
    - regularly monitoring implementation of school goals, strategies and student outcomes with principals during monthly visits;
    - the provision of bimonthly leadership development opportunities;
    - supporting the effective use of data in schools for evidence-based decision-making;
    - collaborating with school administration to support the implementation of school plans and make improvement planning a key focus of regular school visits;
    - Professional / Catholic learning community dialogue with administrators;
    - monthly meetings with area resource teams.
- The *Superintendent of Education: Curriculum & Assessment* oversees and monitors professional learning opportunities provided by the Curriculum Team, to teachers and administrators and supports the effective use of data for evidence-based decision-making across the system.
- The *Superintendent of Education: Exceptional Learners & Safe Schools* oversees and monitors resources and supports provided by Student Services and Special Services, to ensure that all students are provided with the most enabling learning environment possible.
- The *Superintendent of Education: Information Systems and MiSA lead* oversees data collection, data access and technology resources and supports.

- The *Student Success Leader* assists with professional learning opportunities, provides human and material resources through the school success team and supports the effective use of data for evidence-based decision-making.
- *Co-ordinators of Elementary & Secondary Programs, Religious Education, Special Education and ESL/ELD* work collaboratively to provide integrated professional learning opportunities, curriculum resources and supports to schools.
- The *Leadership Development Administrator* collaborates with Superintendents, Principals and board staff to oversee and provide leadership development opportunities and resources to principals, vice-principals and aspiring leaders.
- The *Community Partnership Administrator* works collaboratively with Superintendents, Principals and board staff to develop community partnership opportunities in support of successful transitions including the early years, entry to school and the transition to high school.
- *Board Resource Teams* collaborate with the Superintendents of Schools, Student Services and Curriculum & Assessment, to support improvements in student outcomes and increased local school capacity through the provision of resource support, professional development and collaborative partnerships.
- The *York Catholic Parent Involvement Committee* promotes effective parent involvement which empowers parents to play a stronger role in supporting student learning and achievement.

Key Partnerships
- Ministry of Education (including Literacy & Numeracy Secretariat and Student Success Leaders - Barrie Region)
- Catholic Curriculum Cooperation
- Toronto MiSA Professional Network Centre
- Member boards of the Barrie Region Curriculum Council
- York University
- The Learning Partnership
- Ontario Early Years Centres
- Provincial associations (e.g., OECTA, CPCO, OCSOA, CODE, CCC, OCSTA, OAME, ERGO, AERO)
- Settlement and Education Partnership in York Region
- Region of York (including Community Alliance for York Region Education; York Region Consortium for the Community Social Data Strategy and Community Reference Group)
- Community agencies and business/industry partners

Timelines

- Planning: March - May
- Implementation, Monitoring & Evaluation: August - July
- Review: August/September; January/February; May/June

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- Superintendents of Education for Curriculum & Assessment, School Leadership, Exceptional Learners & Information Systems
- Assistant to the Superintendent of Exceptional Learners
- Coordinators of Elementary Programs, Secondary Programs, ESL / ELD Programs & Services and Religion, Family Life Education, Adult Faith & Equity
- Principals responsible for Student Success and Alternative Education and Leadership Development
- Principals and Vice-Principals representatives of the Elementary and Secondary Panels
- Teacher representation from the Ontario English Catholic Teachers Association
- Research Officer
- Curriculum Team

The curriculum team is comprised of Coordinators, Consultants, Program Resource Teachers, Literacy Support Teachers and Teachers from the following groups: Curriculum, Program & Assessment; Curriculum and Program Support; Library Automation Services; English as a Second Language / English Literacy Development; Religious Education, Family Life Education, Adult Faith Development, Equity and Student Engagement.

REFERENCES

For additional sources of information, including performance on provincial assessments and achievement of improvement targets, please refer to the following documents:

- York Catholic District School Board (2010). *EQAO Profile on Student Achievement, 2010*. Aurora, ON: Author.
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