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YORK CATHOLIC DISTRICT SCHOOL BOARD INNOVATION & IMPROVEMENT LEARNING CYCLE FOR STUDENT ACHIEVEMENT, FAITH DEVELOPMENT & WELL-BEING, 2017-2018

Innovation & Improvement Cycle #1: September 2017 – January 2018

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Multi-Year Strategic Plan Framework

Mission Statement

Guided by Gospel values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

Vision Statement

Our students will become creative and critical thinkers who integrate Catholic Values into their daily lives, as socially responsible global citizens.

Core Values



Strategic Commitments

Integration of Our Catholic Faith

Continuous Improvement of Student Achievement

Effective Use of Our Resources

Engaging Our Communities

FOREWORD

As Catholics, we are called by Pope Francis to dedicate our spiritual lives to exemplify the Catholic Virtues, attitudes and actions, through Love and Service. Guided by the Ontario Catholic School Graduate Expectations and the Ontario Catholic Curriculum Policy Document for Religious Education, our students learn, grow and seek to transform the world through faith, hope, love and service by: Believing, Celebrating our Faith, Living a Moral Life, Living in Communion, Living in Solidarity and Praying. Woven through all of the expectations for the Catholic learner can be found the framework for 21st century learning and the vision for success in an increasingly globalized world. Together, we celebrate our Catholic faith, strive for academic excellence, dedicate our lives to the service of others, demonstrate and model respect for human dignity and ecological responsibility, and nurture safe and inclusive environments for all.

Historically, the Board Improvement Learning Cycle for Student Achievement and Well-Being has provided 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 current plan, the Board Innovation and Improvement Learning Cycle for Student Achievement and Well-Being, continues to build on previous successes and provides direction and resource support in the context of the board's strategic commitments – Integrating Our Catholic Faith, Continuous Improvement of Student Achievement, Effective Use of Our Resources, and Engaging Our Communities – and the four pillars that support improvements in student achievement and well-being from Kindergarten to Grade 12.

The plan will continue to build and sustain staff capacity and improve student outcomes through job-embedded professional learning, target setting, and focussed, collaborative inquiry.

More specifically, the plan will

- Implement focussed and precise innovation and improvement goals and strategies;
- Outline a framework for regular monitoring and review of student progress for continuous improvement;
- Promote instructional and assessment practices that support and enhance understanding (*and application*) of creativity, critical thinking and communication skills;
- Identify the global competencies that students of all abilities need to know and do in order to demonstrate learning and achievement of the curriculum expectations and standards and flourish in the 21st century;
- Use technology to enhance engagement, achievement and well-being and facilitate deep learning of the global competencies;
- Support the implementation of an electronic improvement planning application which will increase school ownership and create opportunities for illuminating, refining and spreading promising practices;
- Provide focussed professional learning opportunities in mathematics for lead teachers in elementary schools and the renewed math strategy teams in secondary schools;
- Promote enhanced productivity and technological efficiencies which improve principal leadership and pedagogical practices;
- Foster leadership practices that enhance teaching, learning, well-being and engagement.

Evidence-based high-yield strategies will continue to be implemented and maintained throughout the system including inclusive design and differentiated instruction to meet individual learning needs (i.e., boys, girls, English Language Learners, students with special education needs, students of Indigenous heritage and children and youth in care) and enhance intellectual engagement and meaningful inclusion by:

- Promoting various career/educational 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 a wide variety of text and to deepen learning for all.

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 feedback from the Multi-Year Strategic Plan survey, exit and climate survey data, 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 and the Ontario Secondary School Literacy Test. Notwithstanding, the results indicate a specific need to support improvements in the area of mathematics from grades 1 to 12, primary reading and closing the achievement gap for students with special education needs and students in the applied program, as well as improving respect for self and others. These key priority areas will be addressed through the promotion of academic excellence for success in the 21st century, which will provide students from Kindergarten to Grade 12 with opportunities to: practice critical thinking and problem solving, creativity and innovation, collaboration and communication; develop a unique Catholic character; and, guide global Catholic citizenship.

Note: 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.

Preparing Students for their Future: Life-long Learners for the 21st Century

The plan focuses on ten (10) key priorities to support continuous improvement in student achievement, faith development and well-being for the 21st century. These priorities address areas for improvement noted in the provincial assessment results and data gathered from five administrations of the exit survey, seven administrations of the climate survey, student perceptions and experiences learning French as a Second Language Survey and the impact of implementation of the Healthy Schools Strategy, as well as stakeholder feedback collected from the Multi-Year Strategic Plan survey. The key priorities are the following:

Student Achievement

- ✓ Promote academic excellence, through programs, educational experiences that prepare students to be globally competent for success in the 21st century;
- ✓ Improve student achievement in Primary Reading to support high levels of performance on the Ontario Secondary School Literacy Test (OSSLT);
- ✓ Improve student achievement in Mathematics from Kindergarten to Grade 12;
- ✓ Raise the achievement of all students and closing the gap for groups of students who historically achieve below expectations;
- ✓ Foster collaboration, coherence and commitment;

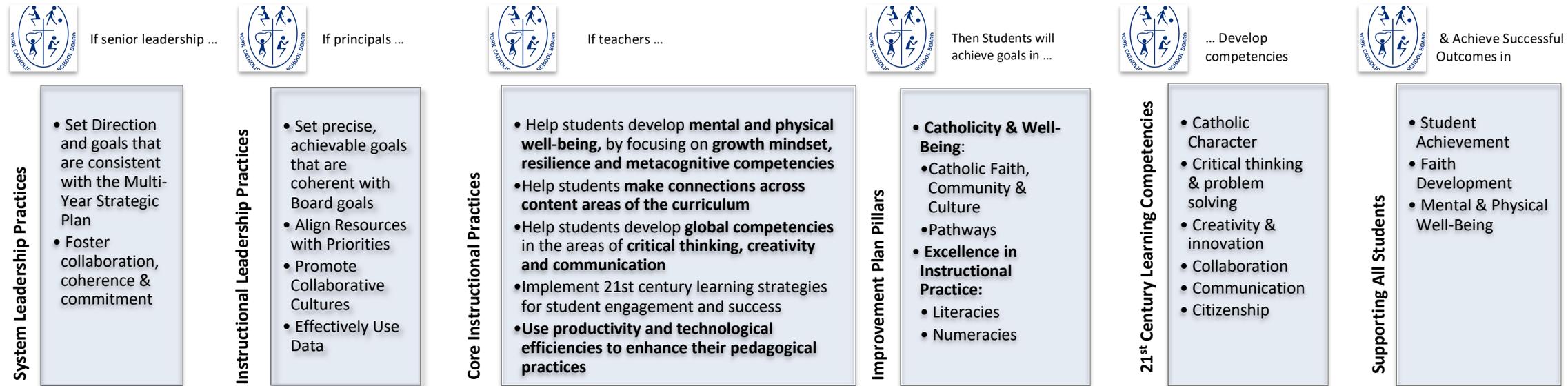
Student Well-Being

- ✓ Foster a culture of learning and instructional excellence that is welcoming, engaging and inclusive;
- ✓ Provide a safe, supportive and healthy environment;
- ✓ Help students develop mental and physical well-being to achieve their potential and thrive;
- ✓ Help students develop confidence and efficacy;
- ✓ Teach students, from Kindergarten to Grade 12, the skills and attitudes they need to be hopeful, optimistic, resilient and responsible.

Moreover, the current board improvement plan extends the work of previous plans, and improves focus, precision and personalization, through a greater emphasis on:

- Situating learning, at all levels, within the instructional core and school and board improvement planning, and creating opportunities for student identity, engagement and choice;
- Being more deliberate and intentional in selecting instructional strategies that are cross-curricular and cross-pillar;
- Valuing collaborative inquiry as central to professional learning that grows out of urgent student or class learning needs;
- Continuing to ground the work of the board improvement plan on Theories of Action with a focus on supporting students as 21st century learners;
- Integrating technology to enhance pedagogy and engage teachers and students;
- Continuing to transform the system into a learning organization and explore ways to spread new learnings, gained through monitoring, at all levels and across divisions and schools.
- Monitoring for evidence of impact, especially in the area of Mathematics, through enhancements to student learning and well-being, professional learning related to student learning and instructional and assessment practices.

Framework for the Board Innovation and Improvement Learning Cycle for Student Achievement, Faith Development & Well-Being, 2017-2018



CATHOLICITY & WELL-BEING
Catholic Faith, Community & Culture Goal

- Demonstrate *knowledge of the faith* [Believing], *a sense of belonging* [Celebrating, Living a Moral Life, Living in Communion], *stewardship* [Living in Solidarity], *student engagement and well-being within respectful, equitable and inclusive learning environments*.

CATHOLICITY & WELL-BEING
Catholicity & Well-Being Programs & Pathways Goal

- Demonstrate a growth mindset as learners and document evidence of their learning for Education & Career/Life Planning.

STUDENT ACHIEVEMENT
Literacies Goal

- Demonstrate improvement in reading for meaning, critical thinking and communication of ideas.

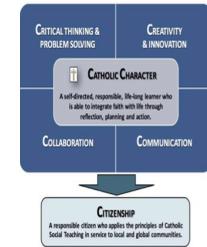
STUDENT ACHIEVEMENT
Numeracies Goal

- **Apply mathematical concepts in a variety of contexts and demonstrate flexibility in thinking**

YCDSB THEORY OF ACTION TO SUPPORT FAITH DEVELOPMENT, STUDENT ACHIEVEMENT AND WELL-BEING FROM KINDERGARTEN TO GRADE 12: 2017 - 2018

IF WE, collaboratively and consistently, engage in these practices:

- Help students develop **mental and physical well-being**, by focusing on **growth mindset, resilience and metacognitive competencies**;
- Help students **make connections across content areas of the curriculum**;
- Help students develop **global competencies** in the areas of **critical thinking, creativity and communication**;
- Provide **professional learning opportunities** to develop 21st century learning strategies for student engagement and success;
- Support **principal leadership and teacher pedagogical practices** with **enhanced productivity and technological efficiencies**.



CATHOLICITY & WELL-BEING		STUDENT ACHIEVEMENT	
CATHOLIC FAITH, COMMUNITY & CULTURE	PROGRAMS & PATHWAYS	LITERACIES	NUMERACIES
<p>THEN STUDENTS, from Kindergarten to Grade 12, will demonstrate <i>knowledge of the faith</i> [Believing], <i>a sense of belonging</i> [Celebrating, Living a Moral Life, Living in Communion], <i>stewardship</i> [Living in Solidarity], <i>student engagement and well-being within respectful, equitable and inclusive learning environments</i>.</p>	<p>THEN STUDENTS, from Kindergarten to Grade 12, will demonstrate a growth mindset as learners and document evidence of their learning for Education & Career/Life Planning.</p>	<p>THEN STUDENTS, from Kindergarten to Grade 12, will demonstrate improvement in Reading for meaning, critical thinking and oral communication of ideas.</p>	<p>THEN STUDENTS, from Kindergarten to Grade 12, will apply mathematical concepts in a variety of contexts and demonstrate flexibility in thinking.</p>
<p>AS MEASURED IN THE 2017-2018 PLAN BY, Learning Skills & Work Habits</p> <ul style="list-style-type: none"> • An increase in students from Grades 1 to 12 receiving “G” or “E” in the Learning Skills and Work Habits of Collaboration (from 91.5% to 91.7%) and Responsibility (from 85.3% to 85.6%) on the report card <p>Positive School Climate</p> <ul style="list-style-type: none"> • A decrease in the percentage of students in the elementary panel who indicate that they ‘sometimes’ experience i) verbal bullying from 30% to 28% and ii) social bullying from 26% to 24%. • A decrease in the percentage of students in the secondary panel who report that they have ‘serious’ concerns about verbal (11% to 9%) and social (11% to 9%) bullying. 	<p>AS MEASURED IN THE 2017-2018 PLAN BY, Learning Skills & Work Habits</p> <ul style="list-style-type: none"> • The percentage of students in Grade 1 to 12 receiving “G” or “E” in the Learning Skills and Work Habits of Initiative (from 84.9 % to 85.1%) and Self-Regulation (from 83.9% to 84.1%) on the report card. <p>Experiential Learning Opportunities</p> <p>Participation in experiential learning opportunities:</p> <ul style="list-style-type: none"> • <u>“Exploring the Possibilities”</u> • <u>Digital learning portfolio</u> • Qualitative and quantitative measures gathered indicate that 70%-100% students have had an opportunity to: articulate and connect their learning in different ways; and, place three (3) artefacts that they value in their digital learning 	<p>AS MEASURED IN THE 2017-2018 PLAN BY, Readiness to Learn</p> <ul style="list-style-type: none"> • An increase in performance on the language and cognitive development domain of the 2018 Early Development Instrument from 9.29 to 9.31 <p>Report Card Marks</p> <ul style="list-style-type: none"> • Marks at B or above in Reading for All Students by the end of Grade 1 from 75.2% to 75.4%, Grade 2 from 79.9% to 80.1%, Grade 5 from 81.9% to 82.1% and Grade 8 from 77.1% to 77.3% • Marks at B or above in Reading for Students with Special Needs by the end of Grade 1 from 61.6% to 61.7%, Grade 2 from 51.6% to 51.8%, Grade 5 from 62.9% to 63.0% and Grade 8 from 43.1% to 43.3% • Grade Average for Applied English by the end of Grade 9 for All Students from 69.2% to 69.4% 	<p>AS MEASURED IN THE 2017-2018 PLAN BY, Report Card Marks</p> <ul style="list-style-type: none"> • Marks at B or above in Number Sense and Numeration for All Students by the end of Grade 2 from 87.6% to 87.8%, Grade 5 from 83.7% to 83.9% and Grade 8 from 74.1% to 74.2% • Marks at B or above in Number Sense and Numeration for Students with Special Needs by the end of Grade 2 from 74.5% to 74.6%, Grade 5 from 72.5% to 72.7% and Grade 8 from 48.9% to 49.9% • Grade Average for Applied Math by the end of Grade 9 for All Students from 67.3% to 67.4% and Grade 10 from 66.5% to 66.7% • Grade Average for Applied Math by the end of Grade 9 for Students with Special Needs from 64.8% to 64.9% and Grade 10 from 61.8% to 61.9%

Well-Being (Growth Mindset, Self-Regulation, Resilience)

- A decrease in the percentage of students who indicate that they ‘sometimes’ feel so anxious, nervous or worried that they are not able to do what they would normally do (from 39% to 36% in elementary schools and 50% to 47% in secondary schools).

Healthy Eating

- An increase in the proportion of students who report in the School Climate Survey that they understand the value of healthy eating
 - Grades 4, 6 & 7: 65% to 67%
 - Grades 9, 10 & 11: 55% to 57%

Daily Physical Activity (DPA)

- An increase in the proportion of students who report in the Exit Survey that their school provides them with opportunities to:
 - i) **engage in** Daily Physical Activity
 - Grade 6: 93% to 94%
 - Grade 8: 83% to 84%
 - Grade 12: 61% to 63%
 - ii) **recognize the importance** of Daily Physical Activity
 - Grade 6: 94% to 95%
 - Grade 8: 85% to 86%
 - Grade 12: 64% to 66%

portfolio.

- Specialist High Skills Major (SHSM)
 - i) Increase the SHSM footprint in the Board (from 6% to 7%)
 - ii) Increase the SHSM Red Seal completion rate (from 76% to 78%)
- Ontario Youth Apprenticeship Program (OYAP)
 - i) Continue to maintain the percentage of students in the OYAP program with a Level 1 accelerated apprenticeship OR advanced standing status (from 100% to 100%)
 - ii) Increase the number of female applicants in a Level 1 accelerated apprenticeship program by 50%
- Dual Credit Programs
Increase the percentage of students who:
 - i) Earn a college credit from 85.5% to 86.7%;
 - ii) Meet the provincially recognized standard college pass rate from 83.0% to 84.2%;
- School Within a College (SWAC)
 - i) Increase the number of students participating in the SWAC program by 25% (from 16 to 20 seats)
 - ii) Increase the number of graduating students who apply to a full-time college program by 15% from (35% to 50%)

Credit Accumulation

- Grade 9 credit accumulation
 - All Students: 95.5% to 95.7%
 - Students with Special Needs: 90.5% to 90.6%
- Grade 12 credit accumulation
 - All Students: 96.2% to 96.3%
 - Students with Special Needs: 94.3% to 94.4%

Graduation Rate

- 5-Year Cohort Graduation Rate for the 2011-2012 Grade 9 cohort from 96.4% to 96.5%.

and Grade 10 from 67.0% to 67.1%

- Grade Average for **Applied English** by the end of Grade 9 for **Students with Special Needs** from 68.6% to 68.8% and Grade 10 from 66.3% to 66.4%
- Grade Average for Academic English by the end of Grade 9 from 76.1% to 76.3% and Grade 10 from 76.0% to 76.1%

EQAO & OSSLT Results

- Primary EQAO Reading (Level 3,4)
All Students: 81% to 82%
Students with special education needs: 51% to 52%
English Language Learners: 63% to 64%
- Junior EQAO Reading (Level 3,4)
All Students: 88% to 89%
Students with special education needs: 59% to 60%
English Language Learners: 65% to 66%
- OSSLT (Pass Rate) -
Participating Students: 87% to 88%
Students with special education needs: 54% to 55%
English Language Learners: 58% to 59%

- **College Preparation Math** credits earned by the end of Grade 11 from 88.9% to 89.1% and Grade 12 from 95.6% to 95.8%

EQAO Results

- Primary EQAO Math (Level 3,4)
All Students: 68% to 69%
Students with special education needs: 33% to 34%
- Junior EQAO Math (Level 3,4):
All Students: 58% to 59%
Students with special education needs: 20% to 21%
- Grade 9 EQAO Applied Math (Level 3,4):
All Students: 45% to 46%
Students with special education needs: 39% to 40%
- Grade 9 EQAO Academic Math (Level 3,4)
All Students: 86% to 87%
Students with special education needs: 75% to 76%

AND, WE WILL nurture life-long learners who will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.

CATHOLICITY & WELL-BEING: 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 working to realize the principles of Catholic Social Teaching.

CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>Urgent Learning Need To foster in students a greater sense of compassion and respect for self and others so that they become discerning, respectful and caring believers who are collaborative contributors and responsible citizens of the 21st century.</p> <p>How Do We Know? Strengths</p> <ul style="list-style-type: none"> • Most students who participated in the 2016-2017 School Climate Survey indicated that they feel safe, that they belong, and are respected and welcomed in their schools. Students felt that their schools: foster an appreciation of diversity; promote inclusivity and respect among students; and, encourage them to put their faith into action. • Most students who participated in the Grade 12 Exit Survey indicated that they are being helped to develop Learning Skills and Work Habits especially in the areas of Responsibility, Independent Work and Collaboration. • At the end of the school year, there continue to be overall improvements in learning skills for students from Kindergarten to Grade 12 and a decrease in the proportion of elementary students who report concerns of verbal and social bullying from the previous administration of the School Climate Survey. 	<p>1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <p>2.5 Staff, students, parents and the school community promote and sustain student well-being and positive student behaviour in a caring, safe, inclusive and healthy Catholic learning environment.</p> <p>3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy,</p>	<p>IF WE, collaboratively and consistently, engage in these practices:</p> <p>Catholicity</p> <ul style="list-style-type: none"> • Enhance faith formation through implementation of new Elementary and Secondary Religious Education; • Provide opportunities to gather in sacred places and celebrate liturgies; • Foster communities of compassion and respect; • Provide opportunities for faith-based leadership and mentorship activities. <p>Well-Being</p> <ul style="list-style-type: none"> • Help students develop mental and physical well-being, by focusing on growth mindset, resilience and metacognitive competencies; • Help students make connections across content areas of the curriculum; • Help students develop global competencies in the areas of critical thinking, creativity and communication; • Provide professional learning opportunities to develop 21st century learning strategies for student engagement and success; • Support principal leadership and teacher pedagogical practices with enhanced productivity and technological efficiencies. <p>Mental Health Strategy</p> <ul style="list-style-type: none"> • Implement Year 6 expectations of the Mental Health Strategy: <ul style="list-style-type: none"> - Build capacity with principals using “Leading Mentally Healthy Schools”; - Build awareness and literacy with teachers about healthy classrooms using “Supporting Minds”; • Increase awareness and provide strategies for implementing resilience; • Increase awareness of the dynamics of cyber-bullying to help students remain safe in their online interactions. 	<p>Annual Review:</p> <ul style="list-style-type: none"> • Aug/Sept • Jan/Feb • May/June <p>Data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs, students in applied and locally developed compulsory credit courses, English Language Learners, students of Indigenous heritage and children and</p>	<p>Superintendents of Education:</p> <ul style="list-style-type: none"> • School Leadership Elementary & Secondary • Curriculum & Assessment (/School Effectiveness Framework lead) • Exceptional Learners <p>Student Success Leader</p> <p>MISA lead</p>	<p>Leadership training and network learning focused on:</p> <ul style="list-style-type: none"> • Religion curriculum and an integration of the Catholic world-view, the Catholic Graduate Expectations and global competencies • Learning Skills & Work Habits • Peer Leadership program • Character Education initiatives • Restorative Justice • Catholic Virtues • Tribes • Equity and Inclusive Education 	<p>Differentiated and strategic financial and human supports based on local school needs and an analysis of school data</p> <ul style="list-style-type: none"> • Coordinators and Consultants • Faith Leadership & Student Engagement Consultant • School Success Teams • 21C Learning Teams • School Administrators • Area Lead Principals • Religion Department Heads • Settlement and Education Partnership in

<p>Concerns</p> <ul style="list-style-type: none"> • There is a need to support students, from Kindergarten to Grade 12, in the development of their Catholic faith and identity and their ability to discover their gifts, talents and strengths. • There is a need to foster mental and physical well-being and resiliency among elementary and secondary students to ensure the full development of their potential. Ensuring that students are listened to, valued and respected will lead to greater student efficacy, engagement and achievement. Moreover, there is a need to increase the capacity of staff to respond to students who experience anxiety, hopelessness, anger or depression. • There is a need to help students, from Kindergarten to Grade 12, develop their interests and provide them with strategies to achieve their goals and monitor their progress. • Students in both panels, who were surveyed, indicated that verbal or social bullying remains a concern. • Cyber-bullying remains a concern among high school students. • There is a need to continue to provide communication and information about the risks associated with drug/substance abuse to secondary students, and their parents. 	<p>leadership, global citizenship, and witness to Catholic social teaching.</p>	<p>THEN STUDENTS, from Kindergarten to Grade 12 will demonstrate: knowledge of the faith [Believing], a sense of belonging [Celebrating, Living a Moral Life, Living in Communion], stewardship [Living in Solidarity], student engagement and well-being within respectful, equitable and inclusive learning environments.</p> <p>AS MEASURED IN THE 2017-2018 PLAN BY,</p> <p>Learning Skills & Work Habits</p> <ul style="list-style-type: none"> • An increase in students from Grades 1 to 12 receiving “G” or “E” in the Learning Skills and Work Habits of Collaboration (from 91.5% to 91.7%) and Responsibility (from 85.3% to 85.6%) on the report card <p>Positive School Climate</p> <ul style="list-style-type: none"> • A decrease in the percentage of students in the elementary panel who indicate that they ‘sometimes’ experience i) verbal bullying from 30% to 28% and ii) social bullying from 26% to 24%. • A decrease in the percentage of students in the secondary panel who report that they have ‘serious’ concerns about verbal (11% to 9%) and social (11% to 9%) bullying. <p>Well-Being (Growth Mindset, Self-Regulation, Resilience)</p> <ul style="list-style-type: none"> • A decrease in the percentage of students who indicate that they ‘sometimes’ feel so anxious, nervous or worried that they are not able to do what they would normally do (from 39% to 36% in elementary schools and 50% to 47% in secondary schools). <p>Healthy Eating</p> <ul style="list-style-type: none"> • An increase in the proportion of students who report in the School Climate Survey that they understand the value of healthy eating <ul style="list-style-type: none"> - Grades 4, 6 & 7: 65% to 67% - Grades 9, 10 & 11: 55% to 57% <p>Daily Physical Activity (DPA)</p> <ul style="list-style-type: none"> • An increase in the proportion of students who report in the Exit Survey that their school provides them with opportunities to: <ol style="list-style-type: none"> engage in Daily Physical Activity <ul style="list-style-type: none"> - Grade 6: 93% to 94% - Grade 8: 83% to 84% - Grade 12: 61% to 63% recognize the importance of Daily Physical Activity 	<p>youth in care:</p> <ul style="list-style-type: none"> • Teacher/ Student feedback • Evidence from student voice and engagement • Behaviour referrals, bullying incidents, suspensions and expulsions • Attendance, lates, learning skills and student achievement • Learning skills and work habits • IEP collaborative review process • Feedback collected from the Multi-Year Strategic Plan Survey, the School Climate Survey and the Exit Survey <p>On-going feedback from:</p> <ul style="list-style-type: none"> • Curriculum and Student Services staff 	<ul style="list-style-type: none"> • Environmental Education • Student engagement strategies • Cultural Proficiency 	<p>York Region</p> <ul style="list-style-type: none"> • ESL/ELD Centres • York Secondary Catholic President’s Council • York Catholic Parent Involvement Committee • Catholic School Advisory Councils • Parishes
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- Grade 6: 94% to 95%
- Grade 8: 85% to 86%
- Grade 12: 64% to 66%

AND WE WILL nurture life-long learners who will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.

- Subject Council meetings
- Principals and Supervisory Officers

CATHOLICITY & WELL-BEING: PROGRAMS & 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 informed decisions and 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.

CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>Urgent Learning Need To help students develop reflective habits of mind where they think about their passions, purpose, skills, progress and aspirations through critical thinking and real-life problem solving.</p> <p>How Do We Know? Strengths</p> <ul style="list-style-type: none"> At the end of the 2016-2017 school year, there were noted improvements in student performance on the learning skills, as well as credit accumulation and the 5-year graduation rate. Nearly all of York Catholic secondary students successfully graduate from high school at the end of 5 years. Over time, there has been a fairly consistent pattern of improvement in credit accumulation for all secondary students and students with special education needs. Most students who 	<p>1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <p>1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>4.3 Teaching and learning in the 21st century using a Catholic worldview of the global context is collaborative, innovative and creative.</p>	<p>IF WE, collaboratively and consistently, engage in these practices:</p> <ul style="list-style-type: none"> Focus on making the curriculum relevant for students by encouraging them to Collect, Select and Reflect on their learning, as well as recognize their own achievements and participation, both in and outside of the classroom; Help students develop mental and physical well-being, by focusing on growth mindset, resilience and metacognitive competencies; Help students make connections across content areas of the curriculum; Help students develop global competencies in the areas of critical thinking, creativity and communication; Provide professional learning opportunities to develop 21st century learning strategies for student engagement and success; Support principal leadership and teacher pedagogical practices with enhanced productivity and technological efficiencies. <p>THEN STUDENTS, from Kindergarten to Grade 12, will demonstrate a growth mindset as learners and document evidence of their learning for Education & Career/Life Planning.</p> <p>AS MEASURED IN THE 2017-2018 PLAN BY, Learning Skills & Work Habits</p> <ul style="list-style-type: none"> The percentage of students in Grade 1 to 12 receiving “G” 	<p>Monitoring & Review:</p> <ul style="list-style-type: none"> Aug/Sept Jan/Feb May/June <p>Data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs, students in applied and locally developed compulsory credit courses, English Language Learners, students of Indigenous heritage and children and youth in care:</p> <ul style="list-style-type: none"> Evidence from student work Student data on learning skills, attendance, lates, suspensions and expulsions Report Card data 	<p>Superintendents of Education:</p> <ul style="list-style-type: none"> School Leadership Elementary & Secondary Curriculum & Assessment (/School Effectiveness Framework lead) Exceptional Learners <p>Student Success</p> <p>MiSA leader</p>	<p>Leadership training and network learning focused on:</p> <ul style="list-style-type: none"> Global competencies Learning Skills & Work Habits, 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 <p>Strategic training of School Success Teams and Student Success Support Teams</p>	<p>Differentiated and strategic financial and human supports based on local school needs and an analysis of school data</p> <ul style="list-style-type: none"> Coordinators and Consultants Divisional Program Teachers Teacher Librarians School Student Success Teams Student Success Support Teams 21C Learning Teams School Administration Area Lead Principals Superintendents of Education Adult & Continuing Education Information Technology staff

CATHOLICITY & WELL-BEING: PROGRAMS & 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 informed decisions and 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.

CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>participated in the Grade 12 Exit Survey indicated that: they have been encouraged to develop their areas of interest; they know what skills they need to be successful; and understand how their skills and strengths will help them be successful in school and later on in life.</p> <p>SHSM</p> <ul style="list-style-type: none"> The YCDSB Specialist High Skills Major (SHSM) footprint i.e., the number of Grade 11 and 12 students who are in SHSM as compared to the TOTAL number of Grade 11 and 12 students in the board remains unchanged at 6% (+0%), while the provincial rate is 13% (+1%). The SHSM Red Seal Completion Rate for YCDSB is above the provincial average. <p>OYAP</p> <ul style="list-style-type: none"> There has been no change in the proportion of both genders, who registered in the Ontario Youth Apprenticeship. 		<p>or “E” in the Learning Skills and Work Habits of Initiative (from 84.9 % to 85.1%) and Self-Regulation (from 83.9% to 84.1%) on the report card.</p> <p>Experiential Learning Opportunities Participation in experiential learning opportunities:</p> <ul style="list-style-type: none"> <u>“Exploring the Possibilities”</u> <u>Digital learning portfolio</u> Qualitative and quantitative measures gathered indicate that 70%-100% students have had an opportunity to: articulate and connect their learning in different ways; and, place three (3) artefacts that they value in their digital learning portfolio. <u>Specialist High Skills Major (SHSM)</u> <ul style="list-style-type: none"> i) Increase the SHSM footprint in the Board (from 6% to 7%) ii) Increase the SHSM Red Seal completion rate (from 76% to 78%) <u>Ontario Youth Apprenticeship Program (OYAP)</u> <ul style="list-style-type: none"> iii) Continue to maintain the percentage of students in the OYAP program with a Level 1 accelerated apprenticeship OR advanced standing status (from 100% to 100%) iv) Increase the number of female applicants in a Level 1 accelerated apprenticeship program by 50% <u>Dual Credit Programs</u> Increase the percentage of students who: <ul style="list-style-type: none"> i) Earn a college credit from 85.5% to 86.7%; ii) Meet the provincially recognized standard college pass rate from 83.0% to 84.2%; 	<p>(mid- and end of term/semester)</p> <ul style="list-style-type: none"> Student success indicator data Taking Stock data Teacher/Student feedback on experiential learning opportunities Student data on attendance, lates and learning skills EQAO & OSSLT results and student survey data IEP collaborative review Yearly transition plan, as per IEP standards and PPM 140 guidelines <p>On-going feedback from:</p> <ul style="list-style-type: none"> Curriculum and Student Services staff Subject Council meetings Area Leadership Team meetings with 		<p>Job-embedded and inquiry-based professional learning opportunities for schools identified for additional support</p>	<ul style="list-style-type: none"> Research Officer Settlement and Education Partnership in York Region

CATHOLICITY & WELL-BEING: PROGRAMS & 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 informed decisions and 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.

CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>Concerns</p> <ul style="list-style-type: none"> There remains a need to close the gap in achievement for students with special education needs across the grades, as well as students in applied and locally developed compulsory credit courses and English Language Learners. Fewer than 10% of secondary students do not graduate from high school. There continues to be a need to help all students, with the support of their parents, improve their learning outcomes and their abilities to make informed decisions and successful transitions based on an exploration of Self and Opportunities. There is a need to promote and support sustainability of the available programs and pathways through greater communication and awareness. 		<ul style="list-style-type: none"> <u>School Within a College (SWAC)</u> <ul style="list-style-type: none"> Increase the number of students participating in the SWAC program by 25% (from 16 to 20 seats) Increase the number of graduating students who apply to a full-time college program by 15% from (35% to 50%) Credit Accumulation <ul style="list-style-type: none"> <u>Grade 9 credit accumulation</u> <ul style="list-style-type: none"> All Students: 95.5% to 95.7% Students with Special Needs: 90.5% to 90.6% <u>Grade 12 credit accumulation</u> <ul style="list-style-type: none"> All Students: 96.2% to 96.3% Students with Special Needs: 94.3% to 94.4% Graduation Rate <ul style="list-style-type: none"> 5-Year Cohort Graduation Rate for the 2011-2012 Grade 9 cohort from 96.4% to 96.5%. <p>AND WE WILL nurture life-long learners who will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.</p>	<p>Superintendents of Schools</p>			

STUDENT ACHIEVEMENT: LITERACIES

The term Literacy refers to a conceptual understanding of ideas and vocabulary across many subjects. There are many different literacies. The Literacies 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 in order to make thoughtful decisions. 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.

CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>Urgent Learning Need To continue to improve student performance in reading in the primary division and close the achievement gap in reading for students with special education needs, students in locally developed compulsory credit English courses and students in the applied English program, as compared to all other students.</p> <p>How Do We Know? Strengths</p> <ul style="list-style-type: none"> Children’s readiness to learn among Senior Kindergarten students in the board continues to improve in the Language & Cognitive Development and Communication & General Knowledge domains of the Early Development Instrument (EDI). Students continue to demonstrate very high levels of performance on the writing components of all provincial assessments. Over the last ten years, there 	<p>1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <p>1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</p> <p>4.1 A culture of high</p>	<p>IF WE, collaboratively and consistently, engage in these practices:</p> <ul style="list-style-type: none"> Offer students multiple opportunities to demonstrate reading for meaning; Help students develop mental and physical well-being, by focusing on growth mindset, resilience and metacognitive competencies; Help students make connections across content areas of the curriculum; Help students develop global competencies in the areas of critical thinking, creativity and communication; Provide professional learning opportunities to develop 21st century learning strategies for student engagement and success; Support principal leadership and teacher pedagogical practices with enhanced productivity and technological efficiencies. <p>THEN STUDENTS, from Kindergarten to Grade 12, will</p> <ul style="list-style-type: none"> Demonstrate improvement in reading for meaning, critical thinking and oral communication of ideas <p>AS MEASURED IN THE 2017-2018 PLAN BY, Readiness to Learn</p> <ul style="list-style-type: none"> An increase in performance on the language and cognitive development domain of the 2018 Early Development Instrument from 9.29 to 9.31 <p>Report Card Marks</p> <ul style="list-style-type: none"> Marks at B or above in Reading for All Students by the end of Grade 1 from 75.2% to 75.4%, Grade 2 from 79.9% to 80.1%, 	<p>Monitoring & Review:</p> <ul style="list-style-type: none"> Aug/Sept Jan/Feb May/June <p>Data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs, students in applied and locally developed compulsory credit courses, English Language Learners, students of Indigenous heritage and children and youth in care:</p> <ul style="list-style-type: none"> Evidence from student work EQAO results and survey data Primary Reading Assessment (PRA), Comprehension Attitude Strategies Interests (CASI) Reading Assessment and Report Card marks Early Development 	<p>Superintendents of Education:</p> <ul style="list-style-type: none"> School Leadership Elementary & Secondary Curriculum & Assessment (/School Effectiveness Framework lead) Exceptional Learners <p>Student Success</p> <p>MiSA leader</p>	<p>Leadership training and network learning focused on:</p> <ul style="list-style-type: none"> Luke & Freebody’s “Four Roles of the Literate Learner” (meaning maker, code user, text analyser, text user) EDUGAINS: Literacy GAINS Guides to Effective Instruction (Literacy) Inclusive design and differentiated instructional strategies Cross-curricular strategies for enhancing student learning and engagement Co-learning/co-planning Co-teaching and 	<p>Differentiated and strategic financial and human supports based on local school needs and an analysis of school data</p> <ul style="list-style-type: none"> Coordinators and Consultants Student Work Study Teacher Intermediate Support Teachers Divisional Program Teachers Teacher Librarians School Success Support Teams 21C Learning Teams School Administration Area Lead Principals Superintendents of Education Information

STUDENT ACHIEVEMENT: LITERACIES

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CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>has been consistent improvement in student performance on the Junior Division Assessment of Reading.</p> <ul style="list-style-type: none"> Student performance on the Grade 3 Assessment of Reading has improved considerably over the last six years. A high proportion of students across the board continue to be successful on the Literacy Test. <p>Concerns</p> <ul style="list-style-type: none"> Despite consistent improvement across the EDI Language & Cognitive Development and Communication & General Knowledge domains, the rate of growth on the 2015 EDI cycle of the language and cognitive development domain remains small. This year, there was a decrease in performance on the primary division assessment of writing. There has been inconsistent growth on the OSSLT over the last 3 years. There continues to be a need 	<p>expectations supports the belief that all students can learn, progress and achieve.</p> <p>4.3 Teaching and learning in the 21st century, using a Catholic worldview of the global context, is collaborative, innovative and creative.</p>	<p>Grade 5 from 81.9% to 82.1% and Grade 8 from 77.1% to 77.3%</p> <ul style="list-style-type: none"> Marks at B or above in Reading for Students with Special Needs by the end of Grade 1 from 61.6% to 61.7%, Grade 2 from 51.6% to 51.8%, Grade 5 from 62.9% to 63.0% and Grade 8 from 43.1% to 43.3% Grade Average for Applied English by the end of Grade 9 for All Students from 69.2% to 69.4% and Grade 10 from 67.0% to 67.1% Grade Average for Applied English by the end of Grade 9 for Students with Special Needs from 68.6% to 68.8% and Grade 10 from 66.3% to 66.4% Grade Average for Academic English by the end of Grade 9 from 76.1% to 76.3% and Grade 10 from 76.0% to 76.1% <p>EQAO & OSSLT Results</p> <ul style="list-style-type: none"> <u>Primary EQAO Reading</u> (Level 3,4) All Students: 81% to 82% Students with special education needs: 51% to 52% English Language Learners: 63% to 64% <u>Junior EQAO Reading</u> (Level 3,4) All Students: 88% to 89% Students with special education needs: 59% to 60% English Language Learners: 65% to 66% <u>OSSLT</u> (Pass Rate) - Participating Students: 87% to 88% Students with special education needs: 54% to 55% English Language Learners: 58% to 59% <p>AND WE WILL nurture life-long learners who will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.</p>	<p>Instrument (EDI) data</p> <ul style="list-style-type: none"> Teacher/Student feedback Report card marks (mid-and end of term/semester) Student data on learning skills, <p>Attendance and lates</p> <ul style="list-style-type: none"> IEP collaborative review process Baseline achievement established for IEP expectations from common assessment tools for students with special education needs who are not accessing the curriculum <p>On-going feedback collected from:</p> <ul style="list-style-type: none"> Curriculum and Student Services staff Subject Council meetings Principals and Supervisory Officers 		<p>teacher moderation Job-embedded and inquiry-based professional learning opportunities provided for schools identified for additional support</p> <p>New Teacher Induction Program</p> <p>Learning networks focused on students with special education needs:</p> <ul style="list-style-type: none"> Early Literacy Intervention Program (ELIP) Later Literacy Digital Learning Applied Behaviour Analysis (ABA) 	<p>Technology staff</p> <ul style="list-style-type: none"> Research Officer Settlement and Education Partnership in York Region

STUDENT ACHIEVEMENT: LITERACIES

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CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
to significantly narrow the reading achievement gap for students with special education needs, as well as English Language Learners, in the Primary & Junior Division Assessments and the Ontario Secondary School Literacy Test.						

STUDENT ACHIEVEMENT: NUMERACIES

Numeracy focuses on enhancing the opportunities provided for York Catholic students from Kindergarten to Grade 12 to develop conceptual understanding and fluency in mathematics through problem-solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing and communication skills. The Numeracies Pillar focuses on successful application of the mathematical literacy skills and achievement of the related curriculum expectations, which will empower all learners to be successful in the workplace and in daily life as effective communicators, reflective and creative thinkers and collaborative contributors.

CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>Urgent Learning Need To improve student achievement in mathematics across all grades and close the achievement gap for students with special education needs and students in the applied mathematics program as compared to all other students.</p> <p>How Do We Know? Strengths</p> <ul style="list-style-type: none"> Both All Students and Students with Special Needs demonstrated improvement on the Grade 6 Assessment of Mathematics and the Grade 9 Assessment of Applied Mathematics. There continues to be improvement in the proportion of students in grade 3 who reported that ‘most of the time’ they think about the steps they will use to solve the problem and that they are able to answer difficult mathematics questions. Feedback from the Grades 4-9 Family of Schools networked learning series, as well as, the math inquiry projects implemented in the board indicate that teachers continue to value cross-panel dialogue and implement various new strategies/approaches using the co-teaching cycle, including: open question, critical thinking, parallel tasks, effective use 	<p>1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.</p> <p>1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP).</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>4.3 Teaching and</p>	<p>IF WE, collaboratively and consistently, engage in these practices:</p> <ul style="list-style-type: none"> Offer students multiple opportunities to demonstrate their conceptual understanding using oral, virtual and concrete representations; Help students develop mental and physical well-being, by focusing on growth mindset, resilience and metacognitive competencies; Help students make connections across content areas of the curriculum; Help students develop global competencies in the areas of critical thinking, creativity and communication; Provide professional learning opportunities to develop 21st century learning strategies for student engagement and success; Support principal leadership and teacher pedagogical practices with enhanced productivity and technological efficiencies. <p>THEN STUDENTS, from Kindergarten to Grade 12, will</p> <ul style="list-style-type: none"> Apply mathematical concepts in a variety of contexts and demonstrate flexibility in thinking. <p>AS MEASURED IN THE 2017-2018 PLAN BY, Report Card Marks</p> <ul style="list-style-type: none"> Marks at B or above in Number Sense and Numeration for All Students by the end of Grade 2 from 87.6% to 87.8%, Grade 5 from 83.7% to 83.9% and Grade 8 from 74.1% to 	<p>Monitoring & Review:</p> <ul style="list-style-type: none"> Aug/Sept Jan/Feb May/June <p>Data to be collected and analyzed with an added emphasis on closing the achievement gap for students with special education needs, students in applied and locally developed compulsory credit courses, English Language Learners, students of Indigenous heritage and children and youth in care:</p> <ul style="list-style-type: none"> Student work samples Feedback collected from Network Learning Series Feedback from teachers and “Math Talk” Learning Communities 	<p>Superintendents of Education:</p> <ul style="list-style-type: none"> School Leadership Elementary & Secondary Curriculum & Assessment (/School Effectiveness Framework lead) Exceptional Learners <p>Student Success</p> <p>MISA leader</p>	<p>Leadership training and network learning focused on implementation of a board-wide Mathematics Strategy:</p> <ul style="list-style-type: none"> Teacher moderation and interactive technologies Fostering “math talk” learning communities Inclusive design and differentiated instruction Analysis of school data <p>Network Learning Series that include inquiry-based and job-embedded professional learning (co-planning, co-</p>	<ul style="list-style-type: none"> TIPS4RM (Targeted Implementation and Planning Supports for Revised Mathematics) TIPS Mathematical Processes package EDUGAINS: Math GAINS Guides to Effective Instruction in Math Manipulatives Web-based resources (e.g. CLIPS, NLVM, Learn Alberta) Interactive Whiteboards Math diagnostic assessment tools (e.g., PRIME Math kit) Supporting

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CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
<p>of manipulatives, investigation, technology enabled learning and teaching through problem solving.</p> <p>Concerns</p> <ul style="list-style-type: none"> • There was a decrease in student performance, from the previous year. on the Primary Division Assessment of Mathematics. • When compared to all other students, there remains a persistent gap in mathematics achievement across the grades, especially among students with special education needs in the primary and junior division and among students in the applied math program. 	<p>learning in the 21st century using a Catholic worldview of the global context is collaborative, innovative and creative.</p>	<p>74.2%</p> <ul style="list-style-type: none"> • Marks at B or above in Number Sense and Numeration for Students with Special Needs by the end of Grade 2 from 74.5% to 74.6%, Grade 5 from 72.5% to 72.7% and Grade 8 from 48.9% to 49.9% • Grade Average for Applied Math by the end of Grade 9 for All Students from 67.3% to 67.4% and Grade 10 from 66.5% to 66.7% • Grade Average for Applied Math by the end of Grade 9 for Students with Special Needs from 64.8% to 64.9% and Grade 10 from 61.8% to 61.9% • College Preparation Math credits earned by the end of Grade 11 from 88.9% to 89.1% and Grade 12 from 95.6% to 95.8% <p>EQAO Results</p> <ul style="list-style-type: none"> • <u>Primary EQAO Math</u> (Level 3,4) All Students: 68% to 69% Students with special education needs: 33% to 34% • <u>Junior EQAO Math</u> (Level 3,4): All Students: 58% to 59% Students with special education needs: 20% to 21% • <u>Grade 9 EQAO Applied Math</u> (Level 3,4): All Students: 45% to 46% Students with special education needs: 39% to 40% • Grade 9 EQAO Academic Math (Level 3,4) All Students: 86% to 87% Students with special education needs: 75% to 76% 	<ul style="list-style-type: none"> • Report card marks (mid- and end of term/semester) • Learning skills • EQAO results and survey data • IEP collaborative review feedback • Baseline achievement established for IEP expectations from common assessment tools • PRIME Diagnostic Grades 4-9 network <p>On-going feedback from:</p> <ul style="list-style-type: none"> • Central staff • Principals and Supervisory Officers 		<p>teaching, co-debriefing; moderated marking; collaborative analysis of student learning) for schools identified for additional support</p> <p>Middle Years Mathematics Inquiry Project Supporting Students with Learning Disabilities in Mathematics</p> <p>Collaborative Inquiry and Learning in Mathematics</p> <p>West Schools Principals' Numeracy Network</p>	<p>Students with Learning Difficulties in Mathematics</p> <ul style="list-style-type: none"> • Homework Help for students enrolled in Grades 7 – 10 mathematics courses • Student Work Student Teacher • Intermediate Support Teachers • 21C Learning Teams

STUDENT ACHIEVEMENT: NUMERACIES

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CONTEXT SETTING	IMPLEMENTATION & MONITORING			SUPPORTS		
Needs Assessment	SEF Indicators	Theory of Action	Monitoring & Evaluation	Responsibility	Professional Learning	Resources
		<p>AND WE WILL nurture life-long learners who will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.</p>				

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 of 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 in the home.
- **Teachers** facilitate student learning, engagement and well-being 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;
 - An adapted 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;
 - The integration of technology to facilitate critical thinking, communication and collaboration.
- **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 Theory of Action or 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**, as the **School Effectiveness Framework (SEF) lead**, 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 Student Services: Exceptional Learners** 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 **Superintendents of Education with responsibility for Safe Schools & Alternative Education** collaborate with Superintendents, Principals and board staff to ensure that students are able to maximize their learning potential within a positive school climate that is safe, caring and inclusive.

- The **Principal of Student Success** assist with professional learning opportunities, provides human and material resources through the school success teams and supports the effective use of data for evidence-based decision-making, in both panels.
- **Co-ordinators of Elementary & Secondary Programs, Programs & Pathways, Religious Education and Special Education** work collaboratively with members of their teams to provide integrated professional learning opportunities, curriculum resources and supports to schools.
- The **Research Officer**, as the **EQAO Board Contact & MiSA lead**, supports Superintendents, Principals and board staff in the analysis and interpretation of data/evidence to inform decision-making and the strategic and improvement planning process.
- **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, achievement, well-being and faith development.

Key Partnerships

- Ministry of Education (including Literacy & Numeracy Secretariat, School Effectiveness Leads and Student Success Leaders - Barrie Region)
- Catholic Curriculum Cooperation
- Barrie MiSA Professional Network Centre
- Member boards of the Barrie Region Curriculum Council
- Education Quality and Accountability Office (EQAO)
- 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

GLOSSARY

21st Century (21C) Learning refers to learning that extends students' thinking to meet all of the expectations of the subject areas of “The Ontario Curriculum” and to develop additional attitudes and skills needed for future success. These 21st century learning skills, and the **global competencies**, are clustered within six key competencies, namely critical thinking and problem solving, communication, collaboration and teamwork, creativity and imagination, citizenship and character education (Fullan, 2013). From a Catholic world-view and the perspective of the Ontario Catholic School Graduate Expectations, the 21st century competencies that contribute to the well-being of students and society are the following:

Catholic character

A self-directed, responsible, life-long learner is able to:

- Demonstrate flexibility, adaptability, resilience and Christian leadership;
- Set and pursue goals and priorities based on personal values, abilities and aspirations;
- Be caring and compassionate to self and others, etc.;

in order to integrate faith with life through reflection, planning and action.

Collaboration

A collaborative contributor is able to

- use his/her God-given gifts to interact positively and contribute equitably in a variety of settings;
- be sensitive to cultural and social diversity;
- apply a variety of information, media and technologies, etc.;

in order to create products or provide services that foster a just society.

Communication

An effective communicator is able to:

- listen and respond actively and critically while integrating the values of our Catholic faith, community and culture;
- use a variety of information sources, media, and technologies to access, analyse, synthesize and share information;
- use a variety of forms and representations (e.g., written, oral, digital) and a variety of media and technologies, etc.;

in order to develop and strengthen relationships that promote hope and optimism.

Creativity and Innovation

A reflective, creative, holistic thinker is able to:

- Pursue curiosity and knowledge to act on opportunities for learning;
- Propose solutions and make responsible decisions with an informed moral conscience;
- Engage in social and economic innovation, etc.

in order to generate new ideas, address challenges and promote the common good.

Critical Thinking & Problem Solving

A discerning believer is able to:

- Access, analyse, interpret, synthesize, and evaluate information from a variety of sources;
- Seek understanding by asking meaningful questions;
- Think reflectively and creatively, etc.

in order to make thoughtful decisions and solve problems in light of criteria that reflect Gospel values.

Citizenship

A responsible citizen is able to

- Advocate for local and global issues;
- Act in solidarity and stewardship;
- Promote human dignity, the ethical and responsible use of technology, and environmental sustainability, etc.

in order to realize the principles of Catholic Social Teaching.

Catholic Social Teaching is a body of doctrine within the Catholic church focused on matters of local, national and global social significance. This doctrine is derived from concepts expressed in the Bible, which provide a framework for personal reflection and can help to raise awareness and inform action in the pursuit of justice.

Collaborative Inquiry (as professional learning) is a process in which a group of educators studies its practice and shares results of its studies to deepen the understanding of every group member in order to refine practice in a way that will respond to student learning needs. (SEF, 2013)

Descriptive Feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. (SEF, 2013)

Higher-Order Thinking refers to the transformation of information and ideas that occur when students combine facts and ideas and use them to synthesize, generalize, explain, hypothesize, or arrive at some conclusion or interpretation. By manipulating information and ideas through these processes, students are able to solve problems, acquire understanding and discover new meaning. In contrast, lower-order thinking occurs when students are asked to receive or recite factual information or to employ rules and algorithms through repetitive routines. (SEF, 2013)

Inquiry-Based Learning engages students in asking questions and problem solving to build knowledge. (SEF, 2013)

Job-embedded professional learning is learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with others. (SEF, 2013)

Learning Goals are brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations. (Growing Success, p.148)

Mathematical Processes refers to problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing and communicating – the processes through which students acquire and apply mathematical knowledge and skills. (SEF, 2013)

Metacognition refers to the process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning. (Growing Success, p.149)

Growth Mindsets are related to our beliefs about ability. A growth mindset is the belief that ability is not fixed and that it can change and grow over time, while a fixed mindset is the belief that a person's ability is fixed and cannot change. A growth mindset is a fundamental belief that will allow students to succeed in school and life through a love of learning and persistence. Individuals can have a 'fixed mindset' or a 'growth mindset' (Dweck, 2006). The adoption of a growth mindset supports the improvement of student achievement as a whole and narrows the achievement gap.



Pathways Thinking promotes success in school and life. It requires that each student be provided with the opportunities and support to plan their individual pathway through school and to make a successful transition to their initial post-secondary destination. "Pathways Thinking" involves:

- Supporting students in identifying their personal interests, strengths, abilities and aspirations and using this knowledge of themselves to inform their choice of learning opportunities and programs.
- Providing a range of diverse and engaging learning opportunities, courses and programs both in and out of school that meet the interests, strengths, needs and aspirations of the students and honours all post-secondary destinations — apprenticeship, college, community living, university, and the workplace. (SEF, 2013)

Scaffolding refers to an instructional approach that involves breaking down tasks so that students can concentrate on specific, manageable learning goals and gradually build understanding and skill, with the aid of modelling by the teacher and ample opportunity for practice. Scaffolding provides students with a supportive structure within which to learn, leading to a gradual release of responsibility. (SEF, 2013)

School Climate includes the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. (PPM 144 cited in School Effectiveness Framework, 2013)

Student Engagement is the extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling and make a serious personal investment in their own learning (i.e., the level of effort and motivation that students put into doing well in their classes). (SEF, 2013).

Student Well-Being represents a balanced state of social-emotional, physical and cognitive well-being. It means having a positive sense of how students feel, think and act which improves their ability to enjoy life, reach their full potential and thrive in the school and broader community. Optimal student well-being is characterized by positive attitudes about school, positive relationships with peers and teachers, resilience, and satisfaction with self and learning experiences at school. (Noble et al., 2008 cited in SEF, 2013).

Success Criteria refers to standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success "looks like", and allow the teacher and student to gather information about student progress and the quality of student learning. (Growing Success, p.155)

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- Chief Information Officer, Information Systems
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