Rooted in Faith ▪ Alive in Spirit

Board Improvement Plan for Student Achievement and Well-Being

K-12
2018-2021

Our Mission and Vision

The Nipissing-Parry Sound Catholic District School Board has the responsibility, as do all boards of the Province of Ontario, to promote academic excellence by providing quality educational programs and services. The distinctiveness of this Board, like all Catholic school boards, is derived from its added responsibility to integrate and proclaim God's love as committed witnesses and guides in the multi-faceted life of its schools. Central to Board improvement planning are our vision, mission and core principles, values and ENDS statements. These provide the framework for all decision making and guide our actions on a daily basis.

OUR VISION STATEMENT
Rooted in Faith, Alive in Spirit

OUR MISSION STATEMENT
As a faith community, we provide learning opportunities that inspire, nurture and celebrate each learner's journey to:

- Reach their full potential.
- Be a contributing member of society.
- Live the richness of their faith.
- Embrace lifelong learning.

Nipissing-Parry Sound Catholic ENDS
## Our Strategic Outcomes

The Nipissing-Parry Sound Catholic District School Board exists so that students, enlightened by their Catholic faith, become contributing, fulfilled, responsible citizens of a global society, at a justifiable use of resources.

NPSC ENDS Statements

Our Core Priorities
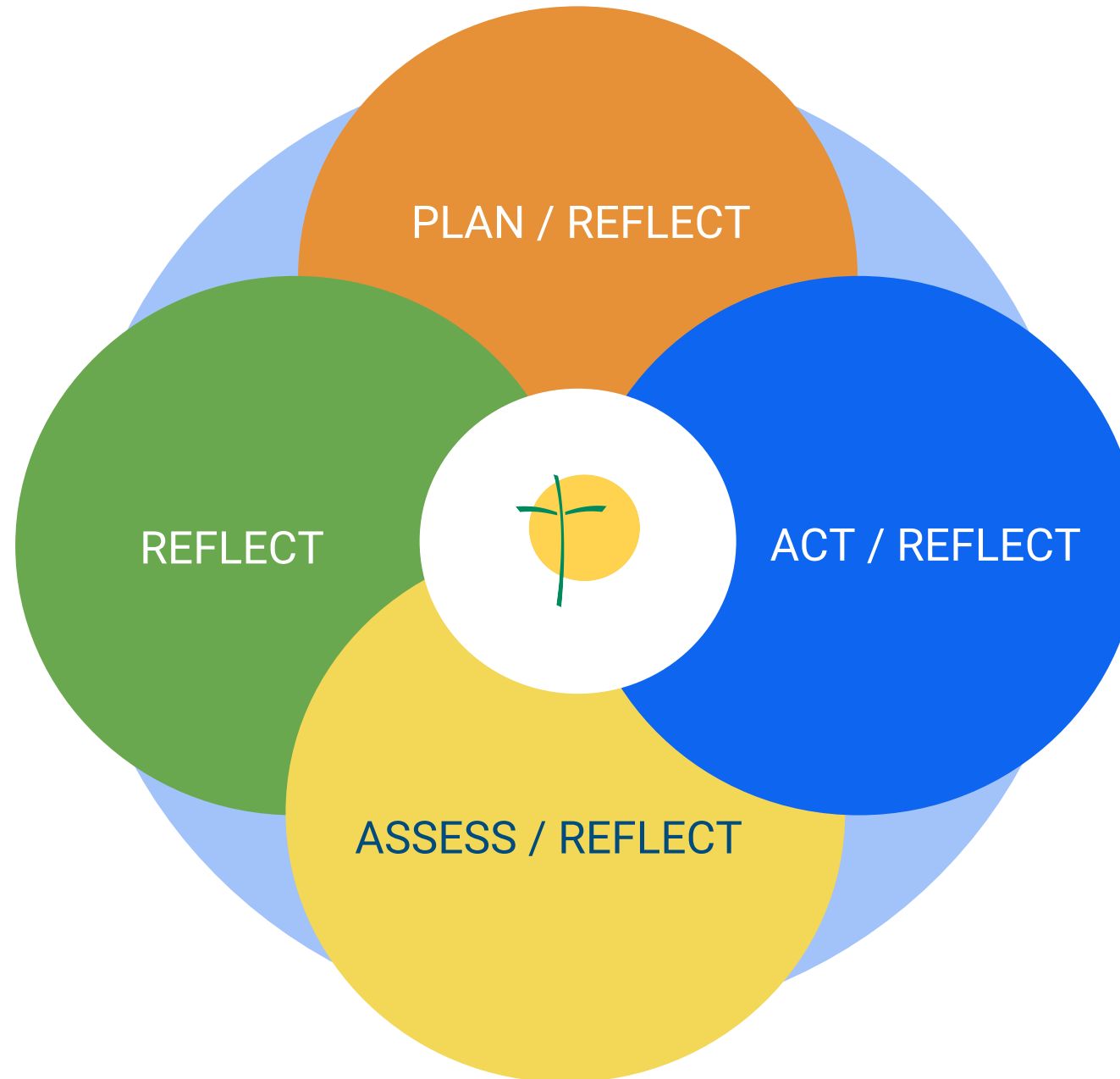
Global Competencies:

- **Critical Thinking & Problem Solving**

- **Innovation, Creativity & Entrepreneurship**

- **Collaboration**

- **Communication**

- **Citizenship**

- **Self-Directed Learning**
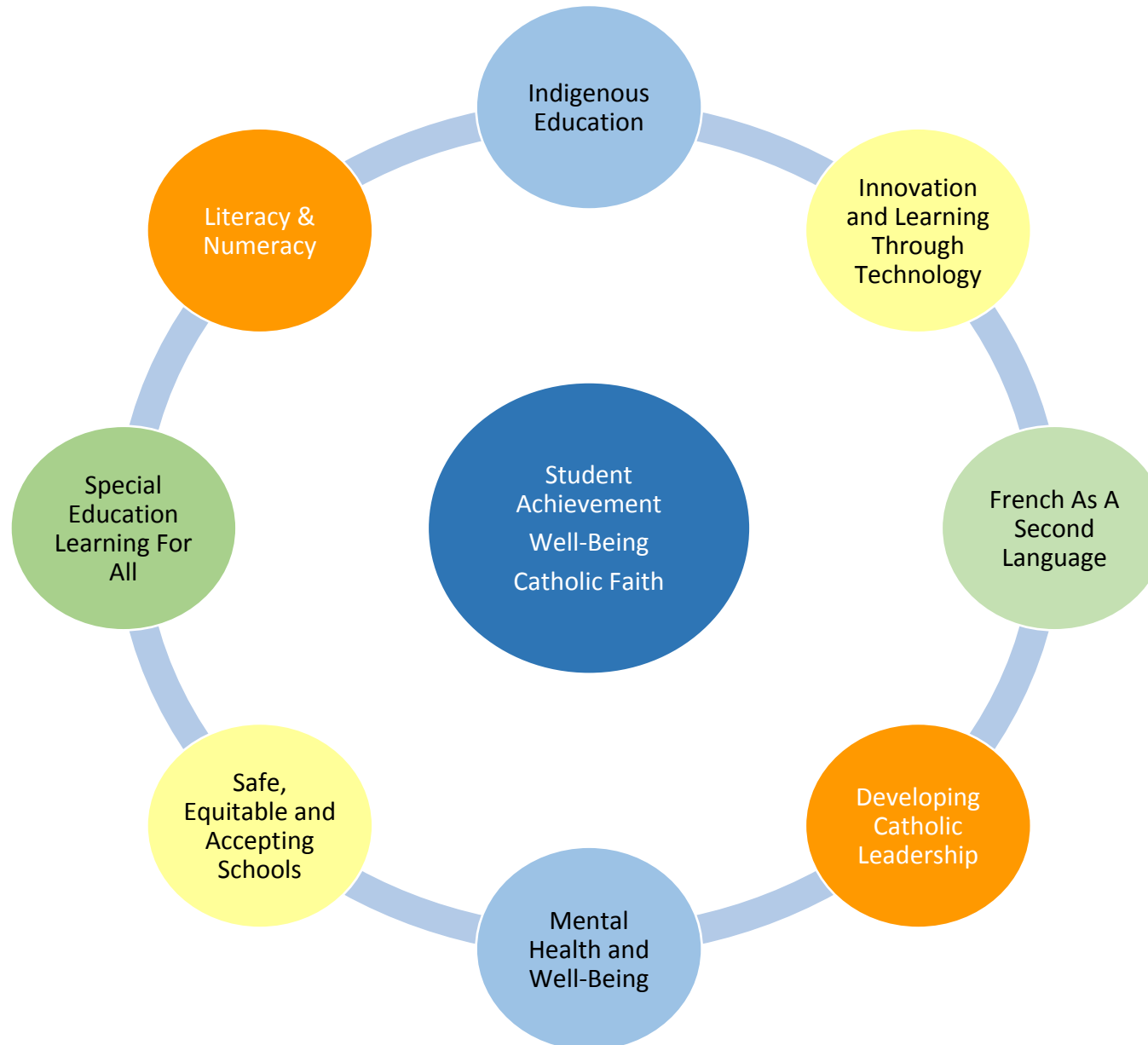
Ontario Catholic Graduate Expectations:

- **Discerning Believer**

- **Effective Communicator**

- **Self-Directed, Responsible Life Long Learner**

- **Collaborative Contributor**

- **A Caring Family Member**

- **Responsible Citizen**

Indigenous Education

Innovation and Learning Through Technology

Literacy & Numeracy

Special Education Learning For All

Student Achievement Well-Being Catholic Faith

French As A Second Language

Safe, Equitable and Accepting Schools

Mental Health and Well-Being

Developing Catholic Leadership

Nipissing-Parry Sound Catholic District School Board

Planning For Continuous Improvement in Student Learning

Goal

We are called to cultivate welcoming faith-filled, inclusive and culturally responsive learning environments that reflect the Ontario Catholic Graduate expectations, student voice, and positive sense of well-being.

Theory of Action

If we create safe and caring Catholic learning communities **then** students will feel a sense of inclusion, belonging and empowerment that will enable them to reach their potential in all areas of growth (academic, spiritual, emotional and physical).

If we involve students in regular faith celebrations and sacramental life, in programs that reflect the Catholic Graduate Expectations, and in social justice initiatives **then** students will have the opportunity to grow in their faith and school community.

Targeted Evidenced Based Strategies
SEF Indicators (2.5; 3.1-3.4; 6.1-6.4)

- SEF Focus: Student Voice; School and Classroom Leadership; Home, School and Community Partnerships.
- The integration of the virtues, Seven Grandfather Teachings and social justice in daily instruction and school life including religious retreats and community outreach.
- Facilitate culturally responsive instruction to ensure all students learn about Indigenous culture, traditions, language and perspectives.
- Teachers implement a differentiated approach to instruction in their classrooms and connect learning to outside the program (the local and global community).
- Celebrating the Eucharist as a Catholic school community.
- Specific strategies to support inclusive, safe and caring learning environments that maintain each student's dignity and supports the development of their well-being.

Professional Learning / Resources

- School PLCs utilize the Professional Learning Cycle to support school inquiries (Plan-Act-Reflect).
- "Fully Alive" Program supports the Health and Physical Education Curriculum.
- "Growing In Faith, Growing in Christ" Grade 1-5 is integrated into instruction and is the basis of Religious Education Instruction in conjunction with the Religious Education Ontario Curriculum.
- School Effectiveness Framework (2013).
- Continued implementation and learning opportunities for staff and students with "Tools for Life" social-emotional learning program and "Mentally Healthy School Reflection Tool for School Improvement Planning".
- Continued learning sessions and support for Education staff by NPSC Student Support Team to apply practices that support the Zones of Regulation by Stuart Shanker.
- Revised Social Studies (Gr. 4-6) and History (Gr. 7-10) Ontario Curriculum.

Monitoring

- School level and system student data are reviewed (academic, perceptual, contextual).
- EQAO results are reviewed and disaggregated to measure progress on goal and identify patterns and trends over time (review of Contextual and Perceptual Data), Report Card and Attendance, School Climate Survey Data, Referrals for Support Services.
- Professional Learning Cycle - 6 week Learning Cycle data are reviewed.
- School visits (e.g. Director, SO, System and Student Support Team).
- Mental Health and Well-Being Reflection Tool for Continuous School Improvement Planning.
- Evidence of proactive and differentiated strategies to support students such as Progressive discipline, Restorative Justice and Talking Circles.

Nipissing-Parry Sound Catholic District School Board

Goal

Primary: By the end of June 2020, the percentage of students achieving level 3 or above in reading and writing will be between 65% and 75%.
Junior: By the end of June 2020, the percentage of students achieving level 3 or above in reading and writing will be between 75% and 90%.
OSSLT: By the end of June 2020, the percentage of students achieving level 3 or above on the OSSLT will be between 82% and 87%.
Curriculum Focus Area: Reading: make inferences about texts using stated and implied ideas from the texts as evidence.
Writing: generate, gather and organize ideas using a model.

Literacy

Theory of Action

If system curriculum team consistently model and utilize evidence arising from Assessment for/as Learning to inform professional learning opportunities, with a focus across all content areas…**Then** student learning will improve in literacy and across the curriculum.

If Principals develop teachers' professional understanding of the teaching and learning of the reading comprehension strategies with a focus on inferencing…**Then** teachers' instruction will be more explicit and focused and student achievement in reading will improve.

If Principals develop teachers' professional understanding of the teaching and learning of generating, gathering and organizing of ideas for different written text formats…**Then** teachers will be more explicit and focused and student achievement in writing will improve.

If teachers intentionally model and explicitly teach the reading comprehension strategies using a variety of texts, and model and explicitly teach the generation of ideas and organizational strategies for various forms and formats of writing…**Then** student achievement in reading and writing will improve.

Targeted Evidenced Based Strategies
SEF Indicators (1.1-1.7; 3.1-3.4; 4.1-4.7)

- NPSC K-12 School Leadership Team network meetings three times per school year (September, February, May).
- French Second Language Infusion of the CEFR philosophy in planning, instruction and assessment.
- Use the communicative and the action-oriented approaches in FSL.
- Use an authentic oral language approach in the Native Second Language and FSL classroom.
- Supporting Balanced Literacy Framework instructional approach in all schools and working with NTIP teachers.
- 21st century global competencies and technology will be meaningfully integrated throughout curriculum areas to enhance student learning in the context of our Catholic Faith.
- Teachers will use a balanced literacy approach based on gradual release of responsibility.
- Teachers will implement a play-based learning model Kindergarten (Year 1 and Year 2).
- Effectively integrate technology with a particular focus for students with exceptionalities.

Professional Learning / Resources

- School PLCs utilize the Professional Learning Cycle to support school inquiries (Plan-Act-Reflect).
- Coordinators and Literacy SAT support Principals and Educators with specific literacy needs in the school and in individual classrooms.
- Linkage to FSL 3-year plan.
- Balanced Literacy Framework learning sessions with Primary & Junior Teachers and Principals.
- Grade 6 Capacity Building Sessions to focus on inferencing and using a model to generate, gather and organize ideas.
- Implementing High Yield Strategies - e.g. Moderated Marking: Deconstruct the curriculum expectations and develop a common understanding of the embedded learning in the expectations by co-creating learning goals and success criteria.
- Guides to Effective Instruction are used as a resource to support implementation of Balanced Literacy.
- Regular and focused professional learning opportunities for new teachers through NTIP.
- CRT Mentorship/Learning For All Coaching opportunities.
- Classroom and CRT mobile technologies training (i.e., iPad and related APPs).
- NPSC's Creativity and Innovation Initiative of implementing Cloud Based Resources (G Suite for Education, EDSBY).
- NSL community partnership with elders.

Monitoring

- School level and system student data are reviewed (academic, perceptual, contextual).
- EQAO results are reviewed and disaggregated to measure progress on goal and identify patterns and trends over time.
- Professional Learning Cycle - 6 week Learning Cycle data are reviewed.
- System curriculum team meets quarterly to review student data, reflect on implementation of system level strategies and analyze multiple sources of data to determine patterns, trends and next steps.
- Superintendents of Education will engage in learning walks with principals three times yearly (Fall/Winter and Spring) using the lens of instructional leadership and the Balanced Literacy Framework.
- Director of Education school visits.
- School teams identify and monitor progress of targeted student groups according to established checkpoints and timelines identified in the school improvement plans.
- Teams gather and analyze student learning tasks, video documentation and attitudinal surveys over time.
- Principals and teachers use school level data and engage in analysis of data to determine patterns, trends and next steps in 6-8 week cycles.
- Elementary Principals visit each classroom a minimum of once per month using the lens of the Balanced Literacy Framework.

Nipissing-Parry Sound
Catholic District School Board

Goal

By the end of June 2019, students will demonstrate improved proficiency in their computational fluency as measured by multiple sources of data including but not limited to EQAO data and report cards, observations, conversations and products.

Theory of Action

If teachers intentionally use the tools and models in their instruction and provide regular opportunities for students to compose and decompose numbers to facilitate computation…**Then** students will compose and decompose numbers to facilitate computations and use the tools and models to make this thinking visible.

If school instructional leaders share this understanding with teachers through PLC and support and monitor its implementation on an ongoing basis…**Then** teachers will intentionally use the tools and models in their instruction and provide regular opportunities for students to compose and decompose numbers to facilitate computation.

If system level math leaders develop an understanding of the big idea of composing and decomposing numbers to facilitate computation along with the tools and models to support this and share with school instructional leaders…**Then** school instructional leaders will share this understanding with teachers through PLC and be able to support and monitor the implementation on an ongoing basis.

Targeted Evidenced Based Strategies
SEF Indicators (1.1-1.7; 3.1-3.4; 4.1-4.7)

School staff develop *School Improvement Plans* that identify learning needs, set goals and monitoring actions to support improved achievement for all students and specific groups (e.g. Special Education, Indigenous Education, Early Years, etc.) and are aligned with our system Numeracy Action Plan: NPSC Numeracy Action Plan.

- Develop an understanding of Cathy Fosnot's Landscapes and Dr. Lawson's Numeracy Continuum.
- Plan a cycle of low floor and high ceiling tasks sequenced and aligned with curriculum expectations, learning goals and success criteria.
- 5 day intentional numbertalk and mini-lesson & annotate and model student thinking.
- Embed models and tools to support student thinking and the development of math concepts (ie: number line, array, relational rods, rekenrek, ratio table).
- Whole school assessment approach using the Professional Learning Cycle.
- Integration of technology and digital resources G Suite, Virtual Learning, Apps.
- Learning tasks reflect the NPSC Mathematics Pedagogical Framework **and the 5 Fundamentals of Mathematics.**
- Provide ongoing assessment and descriptive feedback and opportunities for self/peer assessment and goal setting.
- Apply the newly developed Grade 9 and 10 Applied Math Program including final culminating assessment.

Professional Learning / Resources

- Principal Learning Team & Math Leads Learning Community (Monthly System PLCs) focused on Mathematics Leadership and Content Learning (computational fluency).
- Northeastern Mathematics Learning Network Resources.
- School Math PLCs supporting a Whole School Assessment approach (Professional Learning Cycle Plan; Act; Reflect).
- Primary / Junior / Intermediate Learning Sessions focused on the developmental continuum of Numeracy by Dr. Alex Lawson and Cathy Fosnot's Learning Landscapes.
- Ministry AEAC Learning Sessions.
- Ministry of Education Virtual Learning Sessions: ie: Supporting Students with a Learning Disability.
- We will use the Focusing on the Fundamentals of Mathematics Teacher Guide & Focusing on Fundamentals of Mathematics videos as a support to facilitate the Mathematics Ontario Curriculum.

Monitoring

- EQAO results are reviewed and disaggregated to measure progress on goal and identify patterns and trends over time.
- School level and system student data are also reviewed (academic, perceptual, contextual).
- Whole School Assessment/6 week Learning Cycle data reviewed.
- System curriculum team meets quarterly to review student data, reflect on implementation of system level strategies and analyze multiple sources of data to determine patterns, trends and next steps.
- School teams identify and monitor progress of targeted student groups according to established checkpoints and timelines identified in the school improvement plans.
- Teams analyze student learning tasks, video documentation and attitudinal surveys.
- Elementary Principals visit each classroom a minimum of once per month using the lens of the Mathematics Pedagogical System in Mathematics.
- Superintendent of Education school visits a minimum of two times yearly (Fall/Winter and Spring) using the lens of the Pedagogical System in Mathematics.
- Director of Education school visits using the lens of the NPSC Numeracy Action Plan.

Nipissing-Parry Sound Catholic District School Board

Goal

We are called to provide all students with innovative and experiential learning experiences that are responsive to their interests and needs in order to support their desired future pathway(s).

Theory of Action

If we provide students with relevant learning opportunities that reflect their interests and learning needs through community connected experiential learning in all curriculum areas, **then** student engagement will increase, which will improve student achievement and well-being over time.

Targeted Evidenced Based Strategies
SEF Indicators (5.1-5.4)

- Community-connected experiential learning is embedded in any course or program K-12 to deepen understanding of curriculum expectation.
- Student have opportunities to learn through a variety of activities based on the Ontario expectation and includes their personal interests in order to learn more about their full potential and their learning: These activities include but are not limited to job shadowing, work experience, OYAP, COOP, and Dual-Credits.
- Student Portfolios reflect students' interests, strengths, next steps and are maintained in each grade.
- Students and teachers access the various program options and supports available to them.
- Students are exposed to a variety of hands-on learning opportunities including field trips, specialty programs and classroom instruction that is reflective of their learning styles, needs and interests.
- Social-emotional programming used to promote positive mental health in classrooms and schools.
- Culturally responsive perspectives and worldviews are integrated in schools and classroom environments to enhance learning opportunities and celebrate diversity.

Professional Learning / Resources

- School PLCs utilize the Professional Learning Cycle to support school inquiries (Plan-Act-Reflect).
- Students and parents have a good understanding of the course options and post-secondary destinations.
- Supports are in place to prepare students during transitions.
- Strong, faith-based positive learning cultures exist in our schools.
- Strengthen FOS Cross Panel Team structures and processes that improve the transition of students from elementary to secondary school.
- Increase awareness of available specialized programs (Co-operative Education, SHSM, dual credit, apprenticeship, AP and other program pathways) and opportunities (e.g. after school programs) among elementary school staff, parents and intermediate students.
- Develop a communication tool to improve communication with students at the system level.
- Utilize the students as researchers model at the secondary level.
- Support student career / life planning through the development of an Individual Pathways Plan (Gr. 7-12).

Monitoring

- The number and type of field trips as well as the sports and clubs will be monitored on a yearly basis to ensure that all students are provided with equitable experiential learning opportunities.
- The number of students and the success rate of students enrolled in OYAP, COOP and Dual Credit programs will be monitored on a yearly basis through the ENDS reporting process.
- Secondary credit accumulation data will be monitored by Principal, student success team and system curriculum team 4x per year (September/October/January/April).
- Completion and implementation of the IEP will be monitored by the Principal.
- Mental Health Lead will monitor evidence of implementation of mental health promotion and prevention evidence-based programs.
- Student Success Leader will monitor student success through the weekly Student Success Team meetings.
- Each school has an identified Crown Ward Champion who is aware of their role and knows the students.

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