



**NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD
K-12 BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT
2014-2017**

Revised October 2015 & February 2016

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.

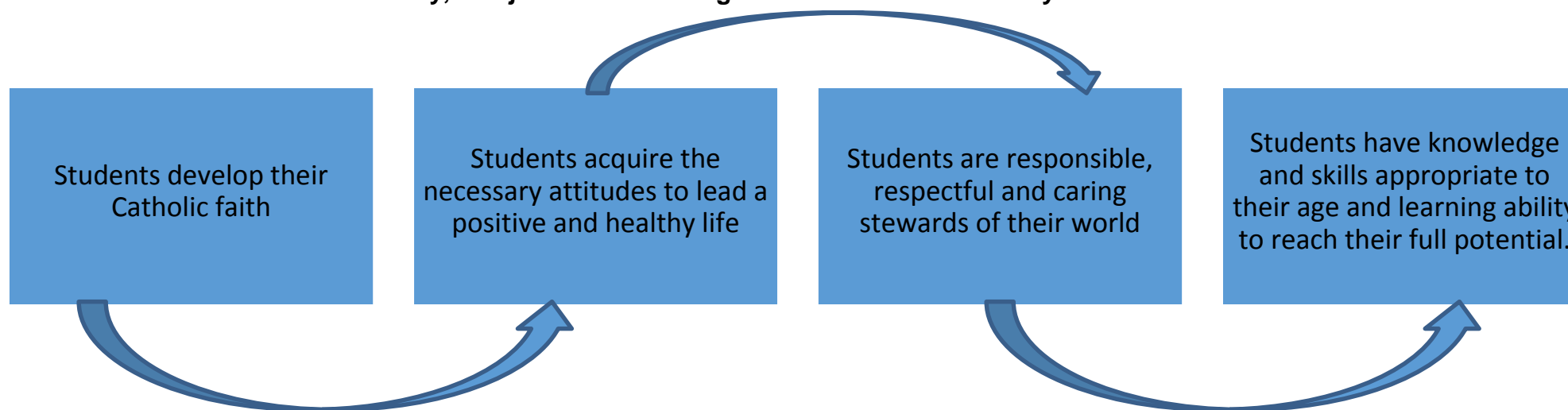
OUR VISION STATEMENT – *Rooted in Faith, Alive in Spirit*

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.

OUR ENDS STATEMENTS: The Nipissing – Parry Sound Catholic DSB exists so that students, enlightened by their Catholic faith, become effective contributing and fulfilled members of society, at a justifiable use of government and community resources:

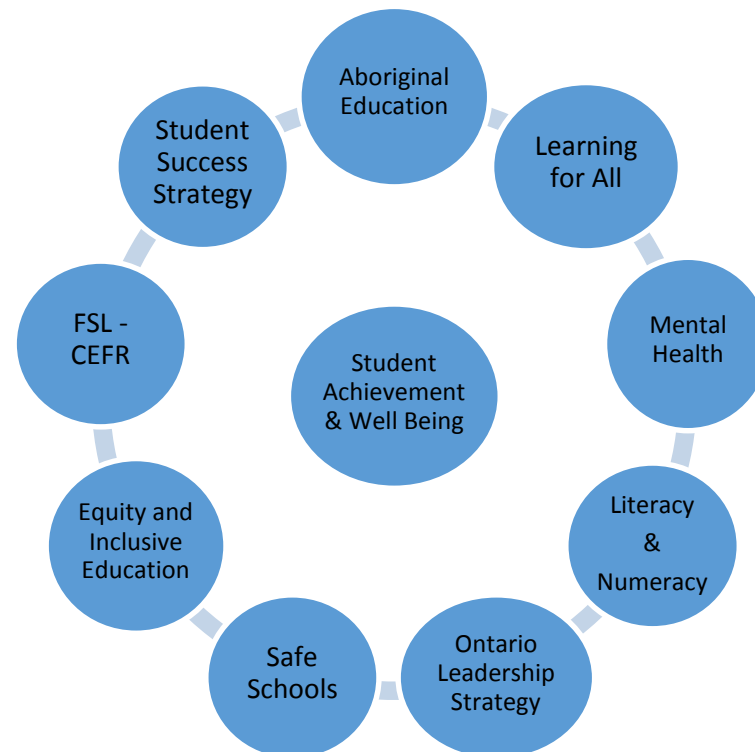


PLANNING FOR STUDENT IMPROVEMENT

The Board Improvement Planning Team is comprised of Secondary and Elementary Teachers, Vice-Principals, Principals, Curriculum Leads, Student Success Leader, Program Staff, Superintendents of Education, the Director of Education and the Board of Trustees. Together, through the School Improvement Planning for Student Achievement (SIPSA) process, they contribute to the Board Improvement Plan to improve learning and achievement for all students. The process begins by reviewing and analyzing available data including EQAO, DRA, CASI, Report Card, student attitudinal surveys, credit accumulation, pass rates, attendance and suspension data to determine trends in achievement, identify areas of strength and need and to establish the Board priorities for improvement. With a focus on student learning **for all**, the team in consultation with school and board staff establishes goals for improving student achievement in numeracy, literacy, pathways and Catholic graduate formation (community, culture & caring). Together they establish the timelines, resources, responsibilities and most importantly, a process for monitoring Board progress in achieving the identified goals. Critical to the planning process has been the involvement of the various stakeholder groups in establishing the goals for the system-wide improvement plan. The Board Improvement Plan identifies four focus areas which are critical to sustaining improved student learning: Catholic graduate formation, pathways, literacy and numeracy.

In preparing the Board Improvement Plan, the Literacy and Numeracy Secretariat's K to 12 School Effectiveness Framework is utilized to identify the strengths and needs, select high yield strategies and plan effectively for the ongoing monitoring of the goals identified in the 2014-2017 Board Improvement Plan for Student Achievement.

The BIPSA is informed by Ministry initiative and priority areas including:



PLANNING FOR STUDENT IMPROVEMENT PROCESS

A) In completing the plan the following data has been considered in our needs assessment:

- previous Board EQAO achievements;
- the 2013-2016 BIPSA
- other student achievement data such as Report Cards, DRA, CASI, student attitudinal surveys, credit accumulation, pass rate, attendance, suspension data and observations, including demographic data (gender, First Nations, Metis, Inuit, and students with special needs);
- feedback received from stakeholders;
- district review SEF Learning Walk trends;
- school surveys, including climate survey, FSL, SEAC parent engagement survey;
- School Effectiveness Framework School Self-Assessment Data;
- School target setting and improvement planning;
- Student Voice including student symposiums and focus group sessions.

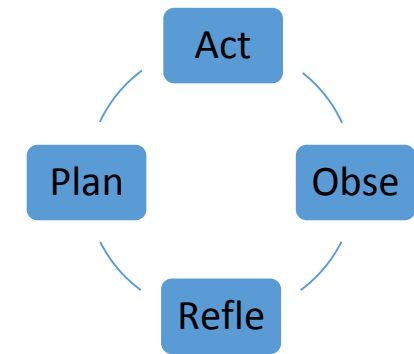


Figure 1

B) In completing the plan the professional learning cycle has been undertaken (Figure 1):

C) The following outlines the steps taken:

Step 1

The System Improvement Planning Team meets in January, May/June and September to accomplish the following:

- Review and identify the performance targets;
- Analyze multiple sources of data;
- Identify strengths and needs;
- Establish goals;
- Revise the improvement plan.

Step 2

The Improvement Plan is shared in the fall with teachers, school support staff, parents and the community through the Principal and the Board website to ensure that it reflects the needs of our staff and of our students and that it informs the work at all levels of the organization.

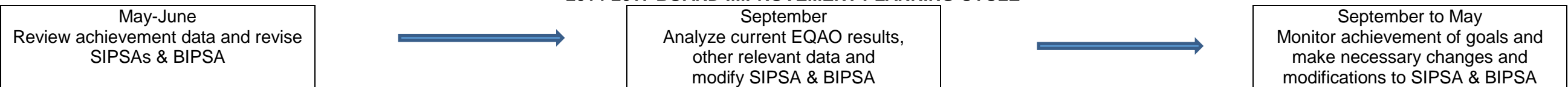
Step 3

The School and Board Leadership Teams come together to identify strengths, needs and establish focus areas for the Plan. Schools then complete their SIPSA using the system information gathered to complete the School Improvement Plan which then informs the Board Improvement Plan.

Step 4

The Board Improvement Plan is reviewed quarterly at the system curriculum team meetings and modified as appropriate. It is also reviewed at the January Leadership Team Professional Learning meeting.

2014-2017 BOARD IMPROVEMENT PLANNING CYCLE

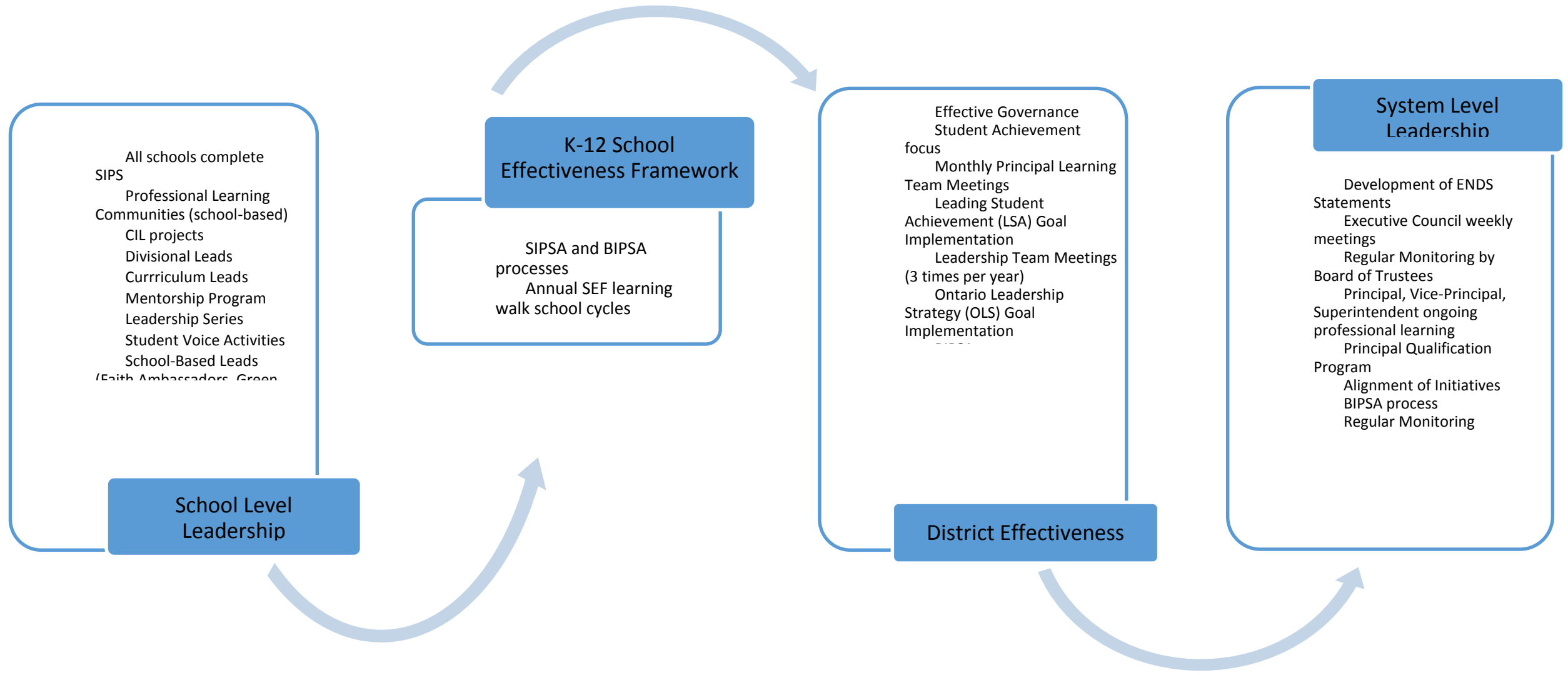


BOARD BELIEF STATEMENTS ABOUT LEARNING
(revised September 2014)

1. We believe that all teaching and learning must be 'Rooted in Faith' and 'Alive in Spirit'.
2. Given sufficient time, feedback and support, every child can reach their full potential to read, write and become mathematically literate.
3. All staff and students possess unique talents to make a difference.
4. Professional learning and collaboration are an ongoing and fundamental component of continuous improvement.
5. High expectations are essential for the whole school community.
6. Schools and classes must reflect the 21st century learner.
7. School and Board Improvement Plans must be specific, strategic and focused on improving student learning and achievement in all areas – spiritual, intellectual, emotional and physical.
8. A whole school and community approach is critical to improved student learning.

Leadership Framework

Goal: *If Leadership is developed at all levels of the organization based on the principles of the Ontario Leadership Framework and the Characteristics of High Performing School Systems in Ontario then we will enhance system-wide improvements and increase student achievement and well-being.*



BOARD EQAO ASSESSMENT DATA OVER TIME

BOARD EQAO ASSESSMENT RESULTS IN LITERACY

Year	Grade 3 EQAO				Grade 6 EQAO				Grade 10 OSSLT Data	
	Reading		Writing		Reading		Writing		Successful Completion	
	Province	Board	Province	Board	Province	Board	Province	Board	Province	Board
2010-2011	65%	57%	73%	69%	74%	66%	73%	66%	84%	87%
2011-2012	66%	58%	76%	70%	75%	74%	74%	72%	83%	84%
2012-2013	68%	62%	77%	70%	77%	72%	76%	75%	82%	84%
2013 - 2014	70%	64%	78%	69%	79%	70%	67%	78%	83%	79%
2014-2015	n/a	62%	n/a	74%	n/a	68%	n/a	73%	82%	82%

BOARD EQAO ASSESSMENT RESULTS IN NUMERACY

Year	Grade 3 EQAO		Grade 6 EQAO		Grade 9 Academic Math		Grade 9 Applied Math	
	Province	Board	Province	Board	Province	Board	Province	Board
2010-2011	69%	68%	58%	48%	83%	74%	42%	54%
2011-2012	68%	58%	58%	51%	84%	82%	44%	41%
2012-2013	67%	60%	57%	50%	84%	79%	44%	41%
2013 - 2014	67%	57%	54%	44%	85%	86%	44%	59%
2014-2015	n/a	60%	n/a	42%	n/a	82%	n/a	47%

BOARD EQAO ASSESSMENT RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

Year	Grade 3 EQAO						Grade 6 EQAO					
	Reading		Writing		Mathematics		Reading		Writing		Mathematics	
	Province	Board	Province	Board	Province	Board	Province	Board	Province	Board	Province	Board
2010-2011	30%	36%	48%	61%	34%	52%	36%	39%	36%	43%	20%	21%
2011-2012	31%	32%	52%	62%	34%	40%	40%	50%	40%	56%	20%	21%
2012-2013	36%	51%	53%	65%	34%	46%	44%	45%	43%	54%	21%	19%
2013 - 2014	40%	56%	57%	63%	33%	39%	47%	46%	46%	51%	19%	24%
2014-2015	n/a	50%	n/a	61%	n/a	39%	n/a	49%	n/a	49%	n/a	13%

GRADE 9 AND GRADE 10 RESULTS FOR STUDENTS IDENTIFIED WITH SPECIAL NEEDS

	2010-2011		2011-2012		2012-2013		2013 -2014		2014-2015	
	Province	Board	Province	Board	Province	Board	Province	Board	Province	Board
Applied Mathematics	33%	60%	35%	30%	35%	31%	39%	59%	n/a	41%
Academic Mathematics	73%	50%	72%	67%	73%	65%	74%	61%	n/a	68%
OSSLT (all students participating)	52%	62%	44%	50%	51%	57%	51%	61%	51%	71%

SECONDARY CREDIT ACCUMULATION DATA: 8 OR MORE CREDITS

	2010-2011		2011-2012		2012-2013		2013 -2014		2014-2015	
	Province	Board	Province	Board	Province	Board	Province	Board	Province	Board
Grade 9	83%	85%	80%	80%	85%	86%	TBD	88%	TBD	84%

SECONDARY CREDIT ACCUMULATION DATA: 16 OR MORE CREDITS

	2010-2011		2011-2012		2012-2013		2013 -2014		2014-2015	
	Province	Board	Province	Board	Province	Board	Province	Board	Province	Board
Grade 10	74%	79%	75%	75%	77%	78%	TBD	81%	TBD	83%

2014-2017 Nipissing-Parry Sound Catholic District School Board Improvement Plan for Student Improvement

Literacy	<p>If students, teachers and principals develop their competencies in learning, implementing and modelling the core practices of assessment <i>for and as</i> learning, then students will build their self-monitoring and critical thinking skills and all students will improve in their learning.</p> <p>Priority Area for 2015-2016 will be on rich task development and the continued development of oral language and strategies to improve the achievement of boys, students with special education needs and FNMI students performing below level 3.</p>
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SEF Component: Assessment for, as and of learning

Plan Design and implementation strategies			Monitoring Strategy	
Research Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our BISPA goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Embed the core practices of assessment for and as learning into instruction:</p> <p>Deconstruct the curriculum expectations and develop a common understanding of the embedded learning in the expectation</p> <p>Create rich tasks that are aligned with curriculum expectations, learning goals and success criteria</p> <p>Co-construct a common understanding of learning goals and success criteria</p> <p>Provide descriptive feedback (based on learning goal and co-created success criteria)</p>	<p>Literacy Facilitator support (Grades 7-12) in co-planning/co-teaching effective literacy instruction.</p> <p>Collaborative inquiry projects (i.e. Assessment, Junior Literacy, FSL, FNMI)</p> <p>Implementation of the FDELKP program for years 1-5 schools and early primary educators</p> <p>EFI Leadership Teams, CEFR Lead Team, Core and Extended French, FI PLCs (elementary and secondary) teachers will deepen their understanding of the CEFR and the action-oriented approach) through capacity building sessions, lesson study, PLCs, learning fair etc.</p>	<p>Early French Immersion Parent Handbook including newsletter items</p> <p>fslhomeworktoolbox.ca</p> <p>EFI Parent Information Evenings</p> <p>Early French Immersion Information shared at SJSH Parent Night</p> <p>Invite parents to attend Concours d'art oratoire</p> <p>Board and School Websites, including parent portal</p> <p>Literacy nights at schools</p> <p>Let the Learning Begin Conference ages 0-6</p>	<p>FSL teachers are effectively planning and implementing action-oriented tasks in their classrooms (authentic tasks, accountable talk, student engagement)</p> <p>Improved student achievement as evidenced by report card data in February and June (oral communication, reading and writing in English, NSL and in FSL), EQAO and observations.</p> <p>Balanced literacy framework evident in daily plans and observable through classroom visits.</p> <p>Students use higher order thinking to complete meaningful open-ended tasks as evidenced in student work.</p>	<p>School and system teams will analyze at the system level a variety of data: report card data, credit accumulation, perceptual data, student work, qualitative.</p> <p>Documentation of observations, conversations and products</p> <p>Principals, SOs, system support team work with school teams to moderate student work samples, engage in focused discussions about student work and plan instructional next steps.</p> <p>Teacher feedback forms will be completed following professional learning sessions</p>

<p>Provide opportunities for peer and self-assessment and goal setting (based on learning goals and success criteria).</p> <p>Model for students explicitly how to peer and self-assess (based on co-constructed success criteria and learning goal).</p> <p>Provide students with opportunities to practice and prepare for high stakes evaluations (e.g., full-length OSSLT pretest).</p> <p><i>Intentional and higher order questions are incorporated throughout the assessment for and as learning process</i></p>	<p>FSL new curriculum Ministry session(s)</p> <p>Board (i.e CEFR, cross-panel), school PLC's and department-based moderated marking sessions</p> <p>Grade 6 Literacy Task and deconstruction of Reading/Writing Expectations assessed on EQAO</p> <p>The use of exemplars for teachers and students in classrooms that reflect the co-constructed success criteria</p>			
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Plan Design and implementation strategies			Monitoring Strategy	
Research Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our BIPSA goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Key foundational instructional practices:</p> <p>A balanced literacy approach including:</p> <p>The Gradual Release of Responsibility Model:</p> <ul style="list-style-type: none"> ● modeling ● shared practice ● guided practice ● independent practice <p>Engage students in Accountable Talk (i.e. grand conversations)</p> <p>Use the communicative and the action-oriented approaches in FSL</p> <p>Use an authentic oral language approach in the NSL and FSL classroom</p> <p>Plan for and incorporate differentiated instructional strategies based on students learning styles and interests\</p> <p>Foster 21st century skills with students: creativity, innovation, critical thinking through creating authentic learning tasks</p> <p>Incorporate Student Voice through facilitating student focus group sessions (Gr 6 and/or 7).</p>	<p>French as a Second Language Special Education Project, providing opportunities similar to those from the project as well as, sharing of our learning and new resources developed</p> <p>Principal FSL lead team focused on CEFR and new FSL resources</p> <p>Principal Learning Team and School-based release for CPLC focused on assessment for learning</p> <p>Early Learning plan implementation which includes professional learning opportunities at the system, class and school levels.</p> <p>Regular and focused professional development opportunities for new teachers through NTIP</p> <p>CODE 21st Century Learning Innovation and Research Initiative: Cloud Based Resources implementation (Google Apps For Education implementation)</p>	<p>Welcome to Kindergarten orientation sessions</p> <p>Carousel Evening</p> <p>Special Education Services – A Guide For Parents & Students</p> <p>Ongoing communication through the CSAC</p> <p>Progress reports</p> <p>Report cards</p> <p>Case conferences</p> <p>Share OSSLT pre-test results with parents</p> <p>SEAC Parent Roundtable 2015</p>	<p>Teachers are planning assessment with instruction.</p> <p>Teacher planning is reflective of on-going assessment of students and student interest.</p> <p>Student retention in FSL programs increases.</p> <p>Students are engaged in oral language opportunities daily</p> <p>Co-construction of learning goals, success criteria, classroom norms evident in classrooms</p> <p>Feedback is descriptive, clear, meaningful, timely and ongoing and based on co-constructed success criteria</p> <p>Targeted interventions as per IEP</p> <p>The gap between boys and girls has been reduced and results for both improve by 2 to 5%</p> <p>The effective use of technology increases in the classroom as part of instruction.</p>	<p>Principals, SOs, Director will conduct classroom and school visits on an ongoing basis and observe evidence of the core practices of assessment</p> <p>School and Board teams will engage in the analysis and interpretation of data during, and at the end of the various collaborative inquiry projects</p> <p>SEF Learning Walks, School self-assessment data is collected by SEF lead in the fall and spring</p> <p>Board of Trustee will monitor the Director of Education through the presentation of the ENDS #4 monitoring report at the October Board meeting</p> <p>Monthly Principal Learning Team</p> <p>School Teams monitor school SIPs and provide SIP at a glance snapshot Jan/May 2016</p> <p>Elementary Principals visit each classroom a minimum of once per month (focus area student work, portfolios and learning environment)</p>

Research Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Effectively integrate technology with a particular focus for students with exceptionalities</p> <p>Develop intervention plans for high risk students P/J/I/S</p> <p>Use a variety of evidence to inform instructional decisions (conversations, observations and products), learning styles inventory, EQAO</p> <p>Implement a play-based learning model focused on improving reading and writing ensuring a strong foundation for future learning in kindergarten.</p>	<p>Integration of Blended Learning (virtual learning environment)</p> <p>Engage principals and school teams in School Leadership Team Sessions (September 2014, February 2016, April 2016)</p> <p>NSL community partnership with elders</p> <p>FNMI collaborative inquiry at Mother St. Bride, Our Lady of Sorrows, Our Lady of Fatima, St. Alexander, St. Victor</p> <p>NSL PLCs in selected schools and language conferences.(St. Alexander, Mother St. Bride, Our Lady of Sorrows)</p> <p>Principal Learning Team Inquiry focused on assessment for, as, and of learning (monthly)</p>		<p>Teachers show evidence of using a variety of assessment strategies (i.e. conversations, observations, products).</p> <p>Accommodations and modifications in the IEP are student specific.</p> <p>FSL Students successfully complete the DELF exam</p> <p>The number of students who participate in the DELF exam</p> <p>Parent Engagement in FSL programs increases</p>	<p>Parent, student and staff program surveys (SEAC, FSL, Technology, exit survey Grades 8 and 12)</p> <p>Principal Learning Team visits school sites to co-learn and engage in self-assessment of progress made and to co-plan next steps.</p> <p>The percentage of Grade 12 students who volunteer to participate in the DELF</p>

Next Steps: (are determined through the monitoring process at key times during the school year)

Literacy:

2014-2017 Nipissing-Parry Sound Catholic District School Board Improvement Plan for Student Improvement

Numeracy	<p>Elementary and Secondary Goal: If students, teachers and principals develop their competencies in learning, implementing and modelling the core practices of assessment <i>for and as</i> learning then students will build their self - monitoring and critical thinking skills and all students will improve in their learning.</p> <p>Priority Area for 2015-2016: all students performing below level 3 and providing a minimum of 60 minutes of mathematics per day</p>
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SEF Component: Assessment for, as and of learning.

Plan Design and implementation strategies			Monitoring Strategy	
Research Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Embed the core practices of assessment into instruction:</p> <p>Co-construct a common understanding of learning goals and success criteria</p> <p>Create rich tasks that are aligned with curriculum expectations, learning goals and success criteria</p> <p>Provide descriptive feedback and opportunities for self-assessment and goal setting.</p> <p>Model and promote peer and self-assessment skills</p> <p><i>Intentional and higher order questions are incorporated throughout the assessment for and as learning process</i></p>	<p>Primary Mathematics Delivery Continuum Network session (October 2015)</p> <p>Primary and Junior Mathematics Collaborative Inquiry Junior: Grades 3/4 -6/7 Hub Sessions and Lesson Studies (November 2015, January 2016, April 2016 and June 2016) focused on assessment, planning and instruction.</p> <p>Teachers are supported in building their understanding of mathematics curriculum expectations, resources essential concepts and assessment through PLCs, coaching and team teaching.</p>	<p>Ministry Mathematics Parent Resources</p> <p>Develop board website resources portal</p> <p>Nelson website for parents and students</p> <p>OERB and Homework Help program</p> <p>Math resources (print and electronic) sent home to all parents to support students in acquiring math skills (i.e Razkids)</p>	<p>Improved student achievement as demonstrated through the collection, disaggregation and interpretation of data throughout the year.</p> <ul style="list-style-type: none"> - EQAO - Report card data - Credit accumulation - Mark distribution - Mark distribution by gender - Student performance tasks (Junior Hub CI) - Student / Staff Perceptual Survey Data (Junior Hub CI) <p>Anchor charts reflecting the problem solving process are co-created by teachers and students.</p>	<p>School level data and system level data (i.e. descriptive feedback, report card, EQAO, flow chart).</p> <p>Principals and curriculum team monitor school level data and engage in analysis of data to determine patterns, trends and next steps (Sept /February/April)</p> <p>Collect and Analyze student learning tasks, video documentation and attitudinal surveys.</p> <p>Evidence of student work reflects the expectations and displayed prominently in the classroom and the school (portfolios are in place and up to date)</p> <p>School Teams monitor school SIPs and provide SIP at a glance snapshot Jan/April 2016</p>

Plan Design and implementation strategies			Monitoring Strategy	
Research Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Key foundational instructional practices:</p> <p>Integrate three-part problem solving based lesson</p> <p>Inquiry based learning approach</p> <p>Integration of manipulatives in problem solving</p> <p>Integration of technology/digital resources: ie: virtual/blended learning, Google Apps For Education (GAPE), APPS</p> <p>Establish classroom math-talk learning communities and planning (cross-panel and school based PLC)</p> <p>Number Talks Strategy</p> <p>Asking essential probing questions to move student thinking in mathematics forward.</p> <p>Incorporate gap closing strategies (differentiated instruction, scaffolding)</p> <p>Develop intervention plans for high risk students</p> <p>Apply the newly developed Grade 9 and 10 applied math program including final culminating assessment</p> <p>Use a variety of data to inform instructional decisions</p>	<p>Cross-panel OAME Applied Mathematics Project (Grades 7 - 10)</p> <p>Introducing Instructional Rounds (Junior/Intermediate CI's)</p> <p>Math Collaborative Inquiry through Assessment to build capacity in the core practices of assessment for and as learning in mathematics.</p> <p>Numeracy Facilitators support (K to Grade 6 and Grades 7-12) in co-planning/co-teaching inquiry based Math lessons</p> <p>Small and Northern Boards Spatial Reasoning Project</p> <p>Principal Learning Team Inquiry focused on assessment for, as, and of learning (monthly)</p>		<p>Evidence of scaffolding instruction, three-part lesson, DI, use of manipulatives and integration of technology.</p> <p>Accommodations and modifications in the IEP are student specific.</p> <p>Explicit teacher feedback, inclusive of next steps is evident in student work</p> <p>Students' use of higher order thinking is reflected in student Mathematics responses (open response tasks and/or through math talk communities)</p>	<p>Elementary Principals visit each classroom a minimum of once per month (focus area student work, portfolios and learning environment)</p> <p>SEF Learning Walks (three year cycle)</p> <p>Superintendent of Education school visits a minimum of three times yearly (Fall, Winter and Spring) to review SIP implementation and monitor programs</p> <p>System Curriculum Team analysis of system data quarterly January, March and May.</p> <p>Student Success Leader and Secondary Principal will monitor credit accumulation data in Math at the end of each term</p> <p>School self-assessment data is collected by SEF lead in the fall and spring</p> <p>Monitoring of the Director of Education by the Board of Trustees of ENDS #4 students have knowledge</p>

<p>(triangulation), learning styles inventory, observations, dialogue and conversations, common assessments, diagnostic assessments, student work samples, EQAO</p> <p>Implement a play-based learning model focused on improving mathematics through a strong foundation for future learning (ELKP).</p> <p>Presenting rich tasks and encouraging high-quality student interaction</p>				
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Next Steps: (are determined through the monitoring process at key times during the school year)

Numeracy:

2014-2017 Nipissing-Parry Sound Catholic District School Board Improvement Plan for Student Improvement

Pathways **Elementary / Secondary Goal: If we provide students with relevant learning opportunities that reflect their interests and learning needs then student engagement will increase which will improve student results over time.**

SEF components: Program and pathways; Home, school and community partnerships; student voice.

Plan Design and implementation strategies

Monitoring Strategy

Research Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Student have opportunities to experience a variety of activities both at school and extra-curricular based on their personal interests in order to learn more about their full potential and their learning: These activities include but are not limited to sports, clubs, OYAP, COOP, and Dual-Credits</p> <p>Student Portfolios reflect students' interests, strengths, next steps.</p> <p>Teachers implement a differentiated approach to instruction in their classrooms</p> <p>Students and teachers access the various program options and supports available to them</p> <p>The Coaching Youth for Success model will be implemented in all Intermediate classrooms</p>	<p>A board level team will plan to develop and implement the new K – 6 All About Me Portfolio</p> <p>Provide all intermediate teachers and principals with in-service opportunities focused on identifying student learning styles, interests and abilities, including the new IPP</p> <p>A board level team will plan for the new IPP roll out which includes a Learning Styles Survey</p> <p>Develop teacher awareness of the various career pathways, programs and support available for students K to 12</p>	<p>Ongoing communication with parents through parent-teacher interviews, reporting to parents sessions, website, home communication (report card, mid-year progress report), parent sessions and Board developed flyers</p> <p>Parent symposium focused on mental health</p> <p>Career fairs and college and university information sessions</p> <p>Regular CSAC meetings</p> <p>PIC meetings at least 3 times per year</p>	<p>All students K to 12 are exposed to a variety of opportunities both at school and extra-curricular and a high percentage of students participate in at least 2 opportunities per year.</p> <p>The number of students enrolled in OYAP or COOP programs is maintained over time</p> <p>All Grade 8 teachers are trained in the Coaching Youth for Success program and are implementing this program in their classroom.</p> <p>All teachers are aware of DI and are beginning to implement this approach in their classroom with some teachers at full implementation.</p>	<p>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 have the opportunity to participate in at least 2 activities per year.</p> <p>The number of students and the success rate of students enrolled in OYAP and COOP will be monitored on a yearly basis through the ENDS reporting process</p> <p>Secondary credit accumulation data will be monitored by Principal, student success team and curriculum team 4x per year (September/October/ January/April)</p> <p>Completion and implementation of the IEP will be monitored by the Principal</p>

Plan Design and implementation strategies			Monitoring Strategy	
Research Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our goal? (Success Criteria)	How will we monitor the achievement of our goal?
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.	<p>Hold PLC meetings with Gr. 8 and 9 teachers to strengthen transition</p> <p>Aboriginal Culture Educator Retreat April 2015 – Phase VIII FNMI Collaborative Inquiry</p> <p>Aboriginal student mentorship and leadership project to engage teachers in developing an awareness of possible career options</p> <p>Integrate the concepts of D.I. in all Professional development opportunities and explicitly demonstrate to teachers how to create D.I. classrooms.</p> <p>Increase the number of intermediate teachers trained in the Coaching Youth for Success program through funds received through Student Support Leadership Initiative (SSLI) and the Crown Ward (CW) initiative</p> <p>Continue to support the CW champion at each school</p>			<p>Student Success Leader will monitor student success through the weekly Student Success Team meetings</p> <p>The number of trained teachers in the Coaching Youth for Success will be monitored through SSLI Committee</p> <p>Each school has an identified CW Champion who is aware of their role and knows the students who are CW</p>

Next Steps: (are determined through the monitoring process at key times during the school year)

Pathways:

2014 - 2017 Nipissing-Parry Sound Catholic District School Board Improvement Plan for Student Improvement

Catholicity: Community Culture and Caring

Elementary/Secondary Goal: *If* we create safe and caring Catholic learning communities **then** students will feel included, engaged, have a sense of belonging and will be able to reach their potential in all areas of growth (academic, spiritual, emotional and physical).

SEF Components: Student voice; School and Classroom Leadership; home, school and community partnerships.

Plan Design and implementation strategies

Monitoring Strategy

Research Based Strategies	Professional Learning Strategies	Parent Engagement	How will we know that we achieved our goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Focus on building a trusting classroom environment/culture and relationships with students</p> <p>The teaching and the integration of the virtues, aboriginal perspectives and social justice in daily classroom practice and school life</p> <p>Student religious retreats and opportunities for community outreach</p> <p>Celebrating the Eucharist as a Catholic school community</p> <p>Integration of character education and bullying programs awareness and prevention student activities/programs K-12</p> <p>School participation in student led 'Speak Up' projects. Board to support additional projects through SSL</p>	<p>Principal faith retreat once a year</p> <p>School-based Faith Day once a year</p> <p>Staff attend conferences such as When Faith Meets Pedagogy</p> <p>Religious Education AQ courses offered for teacher</p> <p>Faith Ambassadors representing each school gather to plan school and system adult faith activities</p> <p>Equity/Inclusive Education Strategy Policy Development & Implementation</p>	<p>Parents as Partners Learning Together series sponsored by PIC</p> <p>Invitation extended to parents to celebrate school masses/ Para liturgical services and classroom/school celebrations</p> <p>Board /School newsletters include a focus on faith development</p> <p>Catholic School Advisory Committee assists in strengthening home - school - parish triad</p> <p>Promote our Catholic schools in the community</p> <p>Representative of parish on CSAC</p>	<p>All students participate in at least one retreat per year</p> <p>Daily prayer is observed in all schools</p> <p>Schools display visible signs of our Catholic faith including Interactive prayer centers established in all elementary classrooms and in many secondary classrooms</p> <p>Day plans reflect cross-curricular integration of Religion and Family Life</p> <p>A reduction in violent incidents/ expulsions and suspension</p> <p>Charity work increased (Holy Childhood/ Terry Fox Run)</p>	<p>Instruction in Religious Education in Gr. 1-8 for 30 minutes 4x a week and in Family Life Education in Gr. 1-8 for 30 minutes 1 day a week</p> <p>By October of each year, Principal/Senior Administration Team review classroom timetables to ensure that a 30 minute block is included for Religion 4 times a week and Family Life 1 day a week</p> <p>Principal's conduct walkthroughs to ensure the grade appropriate themes of the Born of the Spirit Catechetical Series, We Are Strong Together and the Fully Alive Family Life Program</p>

Plan Design and implementation strategies				Monitoring Strategy
Researched Based Strategies	Professional Learning Opportunities	Parent Engagement	How will we know that we achieved our goal? (Success Criteria)	How will we monitor the achievement of our goal?
<p>Secondary students involved in Students as Researchers Project.</p> <p>Secondary Student Symposium focused on creating safe and inclusive school community and I.C.E. (Innovation, Creativity, Entrepreneurship)</p> <p>Implementation of the Equity and Inclusive Education policy.</p>	<p>Projects: school based Anti-bullying awareness week: school based projects</p> <p>Professional development focused on building awareness of mental health and addictions</p> <p>Tools for Life Program</p> <p>Safe Talk and ASSIST training for teachers</p> <p>Collaborative Problem Solving Learning Group</p> <p>A system committee will review areas of priority and align and integrate equity strategies</p>			<p>Schools engage in focused discussion to further develop school culture based on CGE at the Full Day retreat</p> <p>School Climate survey every two years (January 2015 – Tell them from me)</p>

Next Steps: (are determined through the monitoring process at key times during the school year)

Community, Culture and Caring: