

2011/2012

# Catholic Board Improvement Plan for Student Achievement



Peterborough Victoria Northumberland and Clarington  
Catholic District School Board

1/18/2012

**P.V.N.C.C.D.S.B. BOARD IMPROVEMENT PLAN – 2011 - 2012 - LITERACY**

Needs Assessment	SMART Goals	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>Research indicates that there is significant power in Learning Communities. Learning from one another, with one another and on behalf of one another. Based on the research, PVNCCDSB needs to <b>continue to support the Inquiry</b> Process under the direction of the Building Capacity Committee.</p> <p><b>EQAO Primary Reading and Writing scores are slightly above the provincial average.Improvement is only in Level 3 with no improvement in Level 4.</b></p> <p><b>EQAO Junior Reading and Writing scores are below provincial average.</b></p> <p><b>OSSLT first time eligible students were 85% successful and 39% of previously eligible students were successful. 20% of previously eligible students took OSSLTC.</b></p>	<p>By June <b>2012</b>, all students will <b>improve in their ability to articulate which strategies proved most effective to support new learning.</b></p>	<p>All PVNC Catholic elementary schools will participate in <b>Inquiry-based learning</b> which uses an Assessment for Learning Framework.</p> <p><b>Gradual Release of Responsibility model</b></p> <p><b>School networks for Inquiry will be determined based on similar goals and needs.</b></p> <p>Use guiding questions and data to inform instruction. Focus will be on critical literacy skills: Reading expectations 1.4-1.9</p> <p>Literacy Nights Ontario Early Years School Programs: PALS, School Is Cool Program Ready For Kindergarten Program Welcome To Kindergarten Program</p> <p>e-learning literacy based pilot project</p> <p>The Literacy and Numeracy Secretariat Inquiries: Early Primary Collaborative Inquiry and Literacy Leaders Collaborative Inquiry (Schools in the Middle schools)</p> <p>Tutors in the Classroom Grant program</p> <p>Ongoing Assessment and Feedback Assessment for Learning Project</p>	<p>Ministry of Education Achievement Officers / The Literacy and Numeracy Secretariat: Robyn Welch,</p> <p><b>McKinsey Report 2010</b></p> <p>Guide To Effective Literacy Instruction: K-3 Guides To Effective Literacy Instruction Grades 4-6 Volume 1-7</p> <p>Think Literacy : Cross –Curricular Approaches 7-12</p> <p><b>Growing Success document</b> (Assessment for Learning framework)</p> <p>Instructional Rounds in Education <b>Building Capacity Building Series Monographs: Grand Conversations in Primary Classrooms 2011 Collaborative Teacher Inquiry 2010 Critical Literacy 2009 Student Self Assessment 2007</b></p> <p><b>Ideas Into Action Bulletins: Promoting Collaborative Learning Cultures: Putting Promise into Practice Using Data: Transforming Potential into Practice</b></p> <p>• <b>Literacy Through Drama (Grades 1 - 3 and 3 - 8) by Edmond J. Dixon</b></p>	<p><b>Collaborative Inquiry Model supported through Teaching-Learning Critical Pathway cycle-School Improvement Team Hubs and Early Primary Collaborative Inquiry</b></p> <p><b>Building Capacity Committee will lead professional learning for Family of Schools Principals and School Improvement Team members</b></p> <p><b>Professional Development for Principals and Lead Teachers of School Improvement Team</b></p> <p><b>Provided optional PD for teachers based on student needs</b></p> <p><b>Provided optional PD for teachers on administering and using the data from PM and DRA Assessments to drive instruction.</b></p> <p><b>Creation and implementation of common visuals and language at each school.</b></p> <p><b>Teacher participation in Inquiry projects.</b></p>	<p>September <b>30</b>, 2011- CSIP PD Day. Focus on EQAO Board and School Data</p> <p>Principal Learning Teams</p> <p>PM Benchmark Data DRA Data EQAO Data OSSLT</p> <p>Student work</p> <p>School Resource Team Screening Tool</p> <p><b>Regular</b> feedback from <b>Inquiry based learning initiatives</b></p>	<ul style="list-style-type: none"> <li>• Building Capacity Steering Committee</li> <li>• Student Achievement Committee</li> <li>• Superintendents</li> <li>• Principals</li> <li>• School Improvement Team Members</li> <li>• Learning Support Services Staff</li> <li>• Teachers</li> <li>• <b>RECE’s</b></li> <li>• SERTS</li> <li>• Special Education Consultants</li> <li>• ILP Teachers</li> <li>• Assessment Partners</li> <li>• Curriculum Chairs</li> <li>• English Language Learners Consultant</li> <li>• English Language Learners Itinerant teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing classroom assessment</li> <li>• Report Cards</li> <li>• Building Capacity Committee will gather evaluations from schools, review feedback and plan for next cycle of <b>Inquiry based learning.</b></li> <li>• Feedback at Family of Schools Meetings led by Principal reps from Building Capacity Committee</li> </ul>
		<p>Board Wide implementation of Elementary Music program. Eight Itinerant Music Teachers- targeting all types of learners with use of varied materials and lessons geared specifically towards each learning style. Focus on improving musical literacy, metacognitive skills, proficiency in theory, rhythm and ear training. <b>Focus on learning to</b></p>	<p>Music In Motion Music Kits for each school Ministry Documents: Kindergarten Program and Ontario Arts Curriculum Grades 1-8 LCD projectors, SMART Boards, Laptops, <b>Itinerant Music Teacher Music Kit</b></p>	<p><b>Itinerant Music Teachers complete 12 days of subject specific workshops and PD with Arts Consultant at Board Office for 2011-2012</b></p> <p><b>PD session early 2012 for some elementary teachers around Visual Art and Dance curriculum.</b></p> <p><b>PD session in November for all</b></p>	<p><b>Itinerant Music Teachers</b> Music Resource Itinerant Teachers Elementary Teachers Superintendent of HR and Learning Support Services Principals Teachers</p>	<p><b>Itinerant Music Teachers</b> <b>Arts Consultant</b></p>	

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		play an instrument and related skills (Grades 1-8). Music develops and expands cognitive abilities in all areas of the curriculum	Release time is provided by Itinerant Music Teachers in Elementary Panel. This consists of 3- 40 minute classes per month.	secondary Arts teachers with subject specific presenters.			
<p>Federal government strategy to increase numbers of functionally-bilingual high school graduates.</p> <p>Focus on strengthening French as a second language learning through increased resources to develop, support and retain Core, Immersion and Intensive FSL teachers.</p>	<p>Between 2008 and 2013 the number of high school graduates in Canada who are functionally bilingual will double.</p> <p>FSL immersion students will strengthen literacy skills in both their first and second languages.</p>	<p>Building Capacity for implementing effective practices for supporting the needs of the English Language Learners</p> <p>Support Intensive French Research Project</p> <p>Primary French Immersion teachers will participate in a Collaborative Early Learning Inquiry to develop writing in French.</p> <p>Facilitate Professional Learning Community for Core French teachers.</p>	<p>Intensive French resources and program guide.</p> <p>Junior French Reading Assessment Tool</p> <p>Littérature en Action 6</p> <p>Catholic Virtues in action – books in French</p> <p>Géographie / Histoire Texts</p>	<p>At least 2 more teachers to be trained to teach the Intensive French Program.</p> <p>Professional Development for all junior immersion teachers in the reading assessment tool In-service for grade 6 teachers in Littérature en Action</p>	<p>Superintendent of Learning Support Services</p> <p>French Learning Support Services Consultant</p> <p>Principals</p> <p>Teachers</p> <p>Retention of Core French students after Grade 9.</p> <p>Track assessment data to inform teaching.</p>	<p>Superintendent of Learning Support Services</p> <p>French Learning Support Services Consultant</p> <p>Principals</p> <p>Teachers</p>	
<p>Increasing English Language Learners population (63 Provincially-funded English Language Learners and 22 Canadian-born English Language Learners as of October 2010)</p>		<p>Building Teacher Capacity for the needs of English Language Learners</p>	<p>SWIS resources on Newcomers to Canada</p> <p>Bookmarks with Strategies for Accommodating English Language Learners &amp; recognizing the stages of Language Acquisition</p>	<p><i>Itinerant teacher will support English Language Learners and their teachers by providing strategies to enhance language acquisition</i></p>		<p>English Language Learners Consultant</p> <p>English Language Learners</p> <p>Itinerant teacher</p>	

**P.V.N.C.C.D.S.B. BOARD IMPROVEMENT PLAN – 2011 - 2012 - NUMERACY**

Vision of the PVNC CDSB Mathematics Learner	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p><b>NUMERACY IN THE 21<sup>ST</sup> CENTURY</b> The study of mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in society. Mathematic structures, operations, processes, and language provide students with a framework and tools for reasoning, justifying conclusions, and expressing quantitative and qualitative ideas clearly. Through mathematical activities that are practical and relevant to their lives, students develop mathematic understanding, problem-solving skills, and related technological skills they can apply in their daily lives and in the future workplace</p>	<p>1. Promote the use of problem-based learning through the three-part lesson as the main delivery of math lessons in all math classrooms, K - 12</p>	<p>MAC Framework (Minds On, Action, Consolidation) for math lesson planning  LNS Webcast Professional Learning Series: The Three-Part Lesson in Mathematics</p>	<p>Model MAC Framework in math professional learning opportunities</p>	<p>Qualitative data collected at District Support reflects that the three-part lesson is being used in all Mathematics classrooms</p>	<p>Math Consultants  District Support Team</p>	<p>Student Work Artifacts demonstrate evidence of problem-based learning</p>
	<p>2. Raise awareness of what a robust thinking task in mathematics looks like, e.g., open response questions on EQAO Assessments</p>	<p>EQAO anchor papers and scoring guides (with emphasis on Open Response Questions and Level 3 and 4 answers)</p>	<p>MiSA School Visits  Numeracy HUBS  Model robust thinking tasks in all mathematics professional learning opportunities</p>	<p>Moderation of student work samples around the kinds of thinking that has been evoked in a problem  Qualitative data collected at District Support reflects that the robust thinking tasks are being used in all Mathematics classrooms</p>	<p>Math Consultants  District Support Team</p>	<p>EQAO Item Information Reports will indicate a higher success rate on open response questions  The quality of student answers on EQAO open response questions will improve as reflected by the average code on open response questions</p>
	<p>3. Emphasis on the mathematical processes (problem solving, reasoning and proving, communicating, representing, connecting, reflecting, and selecting tools and computational strategies) and student justification of thinking (both orally and in written work)</p>	<p>Mathematical process posters (posted in every math classroom)  Math GAINS website: Professional Learning Series and Sample Lessons highlighting the Mathematical processes</p>	<p>Highlight the mathematical processes in PD sessions with teachers and principals</p>	<p>Moderation of student work samples will include justification of thinking (moving beyond “correct” answers)  Qualitative data collected at District Support reflects that the mathematical processes are being attended to in math lessons</p>	<p>Math Consultants  District Support Team</p>	<p>Student Work Artifacts demonstrate that the mathematical processes are being attended to in lessons, e.g., students have used manipulatives to mathematize and represent their thinking in multiple ways</p>
<p align="center"><b>Needs Assessment</b></p>						
<p>Currently there are gaps in student performance:</p> <ul style="list-style-type: none"> <li>Females are faring better than males in Primary and Junior assessments</li> <li>Males are faring better than females on Grade 9 Applied and Academic assessments</li> <li>Academic students are faring better than Applied students in Grade 9</li> <li>Performance of special needs students is declining</li> </ul>						
<p align="center"><b>SMART Goal</b></p>	<p>5. Support job-embedded/inquiry models of professional learning in schools that provide opportunities for teachers and administrators to build their knowledge of mathematics for teaching and learning</p>	<p>PRIME Kits and Professional Learning  Dr. Marian Small  PRIME Kits Making Math Meaningful</p>	<ul style="list-style-type: none"> <li><b>PRIME:</b> Monsignor Leo Cleary, Notre Dame St. Dominic, St. Mary (Grafton)</li> <li><b>Going Deeper with PRIME for Junior Grades</b></li> <li><b>CIL-M:</b> <u>Year 2</u> Good Shepherd, Holy Family St. Luke, St. Mary (Lindsay) <u>Year 1</u> St. Francis of Assisi, St. Patrick, St. Paul (Norwood), St. John, (Kirkfield), Pope John Paul II</li> </ul>	<p>Teachers will co-learn Mathematics for Teaching  Teachers will participate in a process of teacher moderation that focuses on the development of student mathematical thinking and understanding  Teachers will co-plan and debrief lessons that evoke student thinking and incorporate the use of effective practices such as the concrete manipulatives and Math Talk</p>	<p>Math Consultants</p>	<p>Teacher EQAO questionnaire data reflects that more teachers collaborating around Mathematics teaching  Teacher EQAO questionnaire data reflects that more teachers are consistently using manipulatives  Student questionnaire data show improvement around attitudes towards math</p>
<p>By June 2012, all students will show improvement in their ability to reason, prove, and effectively represent a solution to a mathematical problem  By September 2012, student achievement at Level 4 in Grades 3, 6, 9 Applied, and 9 Academic will mirror or surpass that of the province</p>						

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		<p>Making GAINS: Guide for Administrators and Other Facilitators of Teachers' Learning for Mathematics Instruction</p>	<ul style="list-style-type: none"> <li>• <b>DI Project:</b> St. Stephen Secondary, Holy Family Good Shepherd</li> <li>• <b>Principal Learning Teams with a Math Focus</b></li> </ul>		<p>Student Success Consultants Math Consultants</p> <p>Building Capacity Committee</p>	

**P.V.N.C.C.D.S.B. BOARD IMPROVEMENT PLAN – 2011 – 2012 - PATHWAYS**

Needs Assessment	SMART Goals	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>Continued implementation of Successful Pathways is needed for students.</p> <p>Continued support for students, parents, teachers, and administration is needed for implementation of Career Cruising course Planner.</p> <p><b>Grade 8 students need to begin an online Annual Education Plan that is chronological, consistent, planned, meaningful, and effective.</b></p> <p>Continued support for students, parents, teachers, and administration is needed for the implementation of e-learning courses (secondary).</p> <p>Continued support for students, parents, teachers, and administration for the implementation of Grade 12/12+ re-engagement opportunities.</p> <p>Currently within PVNCCDSB, there is a need for a centralized Implementation of the marketing materials to support Dual Credit programs.</p> <p>Based on the new School Effectiveness Framework, a Pathway for student achievement will include educational approaches to have proven to be effective to help all students learn. These will include Assessment for Learning, Universal Design for Learning and the tiered approach.</p> <p>PVNCCDSB needs a deeper understanding and implementation of Pathways for students K-8, in particular students who are performing at level 1 or 2.</p>	<p>By course selection time in February, 100% of students will use Career Cruising to enhance and support course planning directed toward a chosen career pathway.</p> <p><b>All Grade 8 teachers, Student Success teachers, and Grade 10 Career Education teachers will incorporate Career Cruising activities into their lessons.</b></p>	<p>Grade 7 - 12 students, teachers, administration, and parents will become effective users of Career Cruising both in and out of the classroom environment. Informal meetings and formal information sessions with stakeholders and newsletters to parents from PVNCCDSB schools.</p> <p>Students in Grades 8 - 12 will use the course planner component of Career Cruising to submit option sheets</p> <p><b>Grade 8 students will begin an Annual Education Plan (Portfolio) within Career Cruising. Grade 10 students will either continue their Annual Education Plan, if pre-existing, or begin an Annual Education Plan within Career Cruising through the Grade 10 Career Education course.</b></p>	<p>Training regarding Career Cruising and Course Planner <b>and Career Cruising Portfolio</b></p>	<p><b>Training for Grade 8 teachers – September 21, 2011 and October 7, 2011. Refresher course for Student Success teachers – October 7, 2011. Training for Career Education teachers – October 21, 2011. Training for Elementary Principals and Vice-Principals – October 26, 2011.</b></p>	<p>Ongoing communication between Board Lead and School partners regarding the implementation of Career Cruising. Service Provider for Career Cruising Superintendent of Student Success Student Success Consultant Student Success Teachers Guidance Curriculum Teachers Career Studies Teachers Grade 7/8 Teachers</p>	<p>Superintendent of Schools- Student Success Leader Student Success Consultant</p> <p>Guidance Department Curriculum Chairs</p> <p>Service Provider for Career Cruising</p>	<p>Collecting data through:</p> <p>Data collection from software company showing software usage by students, teachers and parents</p> <p>100% submission of student option sheets completed online (Grades 8 - 11)</p>
<p>By September 2011, students will have the option of enrolling in 12 different e-learning courses during the 2011/2012 school year.</p>	<p>All secondary schools will have staff who have been trained to offer two e-learning courses per school for the 2011/2012 school year.</p>	<p>All secondary schools will have staff who have been trained to offer two e-learning courses per school for the 2011/2012 school year.</p>	<p>Training for E-learning. Ontario Educational Resource Bank E-Learning Ontario, E-Community, Learning Management System. Student Orientation sessions, handbooks.</p>	<p>Continued e-learning training for e-teachers and those interested in becoming e-teachers.</p>	<p>Availability of courses in course calendars</p>	<p>Superintendent of Schools - Student Success Leader Student Success Consultant Secondary schools</p>	<p>Review in June 2012 to assess data and determine next steps</p> <p>Collective gathering of PVNCCDSB personnel to see if marketing plans have increased student, parent and community awareness of Dual Credits School College Work Initiative, expansion of Co-op and OYAP to Dual Credit opportunities. (Review will occur June 2012)</p>
<p>By June 2012, at least <b>50%</b> of Grade 12 students who dropped out of school will return to complete needed credits and/or other requirements in order to graduate.</p>	<p><b>All schools attempt to</b> contact all disengaged students, offer re-engagement opportunities to the disengaged students that they contact, and support students who re-engage towards credit completion and graduation.</p>	<p><b>Continuing Education</b> Re--Engagement teacher will assist schools with re-engagement initiative (contacting, monitoring, and mentoring).</p>	<p>Ministry Policy Documents / School College Work Initiative Dual Credit teacher Guide</p>	<p><b>October 26, 2012 – training for SHSM and Guidance Teachers.</b></p> <p>New Dual Credit Teachers will receive Professional Development on the new Guide for Teachers developed by the Eastern Lakeshore Regional Planning Team. One inservice per semester - Dates to be determined.</p> <p>Sharing of marketing resources across province- Eastern</p>	<p>Student registration and information from <b>Continuing Education</b> Re-Engagement Teacher</p>	<p>Superintendent of Schools - Student Success Leader Student Success Consultant Student Success <b>Continuing Education Re-Engagement</b> Teacher Secondary schools</p>	<p>School and Board Leads Dual Credit Teachers</p> <p>Superintendent of Student Success Student Success Consultant</p> <p>Draft material available by February 2012 and distribution of material in June 2012 – Updated information on Board Website</p> <p>School and Board Leads Dual Credit teachers and Specialist High Skills Major Teachers</p> <p>PVNCCDSB Communications Department</p>
<p>By June 2012, there will be full implementation of <b>Dual Credits in Day School, Night School and Intercession (May – June courses).</b></p> <p>By June 2012, there will be a <b>board-wide implementation of a marketing strategy for the SHSM programs that support Student success.</b></p>	<p>School College Work Initiative Consultant will work cooperatively with the Eastern Lakeshore Regional Planning Team, dual credit teachers, and PVNC communications department to produce materials to promote dual credits.</p> <p><b>By June 2012, a comprehensive marketing plan will be in place to support the Dual Credit Program in Secondary Schools.</b></p>	<p>Ministry Policy Documents / School College Work Initiative Dual Credit teacher Guide</p>	<p>Ministry Policy Documents / School College Work Initiative Dual Credit teacher Guide</p>	<p><b>October 26, 2012 – training for SHSM and Guidance Teachers.</b></p> <p>New Dual Credit Teachers will receive Professional Development on the new Guide for Teachers developed by the Eastern Lakeshore Regional Planning Team. One inservice per semester - Dates to be determined.</p> <p>Sharing of marketing resources across province- Eastern</p>	<p>School and Board Leads Dual Credit Teachers</p> <p>Superintendent of Student Success Student Success Consultant</p> <p>Draft material available by February 2012 and distribution of material in June 2012 – Updated information on Board Website</p>	<p>School and Board Leads Dual Credit teachers and Specialist High Skills Major Teachers</p> <p>PVNCCDSB Communications Department</p>	<p>School and Board Leads Dual Credit teachers and Specialist High Skills Major Teachers</p> <p>PVNCCDSB Communications Department</p>

Needs Assessment	SMART Goals	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	<p>All students on an IEP will be provided with the appropriate supports, staffing and programs to meet their needs. Through the use of Differentiated Instruction, Pathways K - 8 will be provided to allow for authentic learning opportunities to respond to the needs and learning styles of all students.</p>	<p>By June 2012, all students who are identified as exceptional will have an IEP on the Ministry template. Students with accommodations will be reviewed and an IEP on the Ministry template will be developed if significant regular accommodations are required.</p> <p>All students will be provided with Differentiated Instruction.</p> <p>SERTs will participate in at least one Teaching-Learning Critical Pathway.</p>	<p>The Teaching-Learning Critical Pathway model will provide authentic experiences and offer student voice through Differentiated Instruction in culminating tasks (K-12).</p> <p>Empower Reading Program Fifth Block Reading Program Soar To Success Expressive Writing Programs Differentiated Instruction resources from the Ministry entitled "Student Success Differentiated Instruction Educator's Package 2010" for intermediate teachers.</p> <p><a href="#">Student Success Differentiated Instruction Educator's Package (2010).</a></p> <p><a href="http://www.edugains.ca">www.edugains.ca</a></p>	<p>Lakeshore Regional Planning Team Meetings and School College Work Initiative Symposium</p> <p>CASA and BEST Programs Learning Centres Speech and Language Pathologist ( PVNC) Psychometrists PVNC Psychologist Special Education Consultants SERTS Student Success Teachers Implementation of Provincial IEP in all schools</p> <p>SERT Inservices</p>	<p>Class Profile Data charts through the Teaching-Learning Critical Pathway Process Data Walls with PM/DRA levels School Resource Team Process SRT Screening Tool TAPS KTEA Implementation of Assistive Technology to support learning IPRC Process Tracking of Grade 9-12 At Risk Students</p>	<p>Superintendent of Special Education Services Special Education Co-ordinator Special Education Consultants SERTS Principals <a href="#">Student Success Consultant</a> Classroom Teachers</p>	<p>Class Profile Data charts through the Teaching-Learning Critical Pathway Process Data Walls with PM/DRA levels School Resource Team Process SRT Screening Tool TAPS KTEA Implementation of Assistive Technology to support learning IPRC Process Tracking of Grade 9-12 At Risk Students</p>

**P.V.N.C.C.D.S.B. BOARD IMPROVEMENT PLAN – 2011 - 2012 – COMMUNITY, CULTURE AND CARING**

Needs Assessment	SMART Goals	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
	All members of members of the PVNCCDSB Community will welcome, accept, and include all students from diverse backgrounds.	Instructional Strategies to support equity will be provided for classroom teachers to improve student awareness and understanding of equity and inclusivity.	Diversity and Equity Board Policies and related Administrative Procedures	Ministry of Education Resources for support of Diversity and Equity  Diversity and Equity Board Policies and related Administrative Procedures	Equity Working Group sub-committee meets and develops outlines for projects.	Equity and Inclusive Education Advisory Committee Superintendent of Equity and Inclusive Education Barrie Region Working Group / Board Committee	
	All members (100%) of the PVNCCDSB Community will have an increased awareness of First Nations World View.	<p>In 2011-12, all staff members will receive Spirit Learning Resource developed by PVNCCDSB to help raise awareness regarding First Nation, Métis and Inuit perspectives.</p> <p>Native Studies teachers will provide feedback to curriculum review feedback consultations.</p> <p>Each school will be supported with funding to participate in a First Nations cultural experience.</p> <p>PVNCCDSB will assemble an Aboriginal Art Kit to be housed in the Central Library.</p>	<p>Spirit Learning Resource connecting Aboriginal Teachings to Catholicity developed by PVNCCDSB</p> <p>Ministry of Education Resources for support of Diversity and Equity</p> <p>Self Identification First Nations, Métis and Inuit Peoples. Board Policies and related Administrative Procedures</p> <p>Ministry of Education Resources for support of First Nations, Métis and Inuit Peoples</p> <p>Art Kit assembled / collected by PVNCCDSB</p> <p>Catholic Virtues into Action School Resource Catholic Virtues into Action Parent Supplement</p>	<p>Indian and Northern Affairs Resources</p> <p>Full day training for Aboriginal school contacts</p> <p>Barrie Region Curriculum Feedback Consultation for Consultant with feedback from Native Studies Teachers Barrie Region FNMI Networking Meetings (3 days)</p> <p>Raising awareness towards First Nation, Métis and Inuit perspectives throughout the curriculum and by all staff members</p>	<p>Communication with Aboriginal School Contact on a regular basis</p> <p>Superintendent of Learning Support Services</p> <p>Learning Support Services Consultant</p> <p>To receive feedback from FNMI working Group</p> <p>Feedback from Native Studies teachers</p>	<p>Superintendent of Learning Support Services</p> <p>Learning Support Services Consultant</p> <p>Project Team Members</p> <p>Learning Support Services Consultant</p> <p>FNMI Advisory Steering Committee</p> <p>Superintendent of Learning Support Services</p> <p>Learning Support Services consultant</p> <p>Teachers</p>	<p>Aggregated data to be collected centrally. Please refer to Voluntary Self-Identification Policy- PVNCCDSB</p> <p>Implementation of resource within each classrooms</p> <p>Monitor sign-out sheet for Art Kit.</p>
<p>Staff confidence in articulating the importance of Catholic Education and continuing to develop the Catholic ethos of the school community</p> <p>100% of PVNCCDSB classrooms need to draw attention to our faith with the use of prayer table in the classroom</p>	<p>In 2011-2012, the Office of Faith Development will assist staff in implementing the Canadian Council of Catholic Bishops Catechetical programs and creating links to allow for greater integration of Catholic Graduate Expectations into all areas of the curriculum</p> <p>As of March 2010, 100% of classrooms in PVNC will have a space that is reserved as Holy. To mark the area as a distinct place for Faith reflection. To use the space as a perpetual prayer place.</p>	<p>“Imparting the Spirit “ Catholic Student Leadership Award given to one student from each school that meets the Catholic Graduate Expectations</p> <p>NOCCC - Designing Prayer Centres</p> <p>Prayer Centres: Resource Document: (YCDSB)</p>	<p><b>Catholic Virtues Into Action</b> Binder</p> <p>Grade 1and 2 Catholic Integration Project: Focus on Literacy Through Religion and Family Life</p> <p>Ministry of Education curriculum</p> <p>Me to We program</p> <p>Pastoral letter on Catholic Secondary School Chaplaincy 2009 (Ontario Conference Of Catholic Bishops)</p> <p>NOCCC: <u>Designing Prayer Centres</u> Information to be included in November issue of “Faith</p>	<p>Re-introduction of <b>Catholic Virtues Into Action Binder</b> at PD inservice</p> <p>Full day PD for Grade 1 and 2 teachers with a focus on reviewing the theology and pedagogy of the grade level program from the Canadian Council of Catholic Bishops</p> <p>Full day meetings with Chaplaincy Leaders with a focus on their pastoral role carried out in a co-operative and collaborative manner in order to promote the spiritual and human development of all members of The Catholic School Community.</p> <p>Prayer Table modeling at Board</p>	<p>Office of Faith Development / School Visits</p> <p>Chaplaincy Leaders Religion Curriculum Chairs Teachers</p>	<p>Office of Faith Development</p>	<p>Office of Faith Development</p> <p>Meetings will occur once each semester with Office of Faith Development. In addition, informal meetings of Chaplaincy Team Leaders will occur.</p>

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			Matters” newsletter Information will be distributed to teachers in a pamphlet created by the Office Of Faith Development	Based PD sessions			
In response to new Ministry directives- continue to provide Safe Schools PD to all schools		Publication and Distribution of <b>A New Leaf</b> (suspension and expulsion program) brochure that is both school and parent friendly. This will allow for greater awareness of Bill 212 and Safe School Legislation	New Leaf Brochure PPM’s Bill 212 Bullying Prevention Maintaining Respectful and Compassionate Catholic School Communities: Waterloo Public Health Steps To Respect Program Second Step Program	Introduction of the Brochure at Family of Schools Meeting	Safe Schools Team Teachers Principals Superintendents	Safe Schools Team Teachers Principals Superintendents	<b>A New Leaf</b> Brochure Will assist Safe Schools to effectively communicate with schools and parents about the services and supports they provide  A survey of School stakeholders to be conducted by Safe Schools Team by June 2010
Increasing newcomer population.	All students, regardless of residence status will have access to safe, caring, supportive learning environment.	Multilingual Welcoming Plaques placed in entrances/offices of all schools.  Partnership Agreement between New Canadians Centre, the Kawartha Pine Ridge District School Board and PVNCCDSB for Settlement Workers in Schools (SWIS) to provide support to newcomer families.	ESL consultant, ELL resource teacher, Equity and Diversity Committee	Professional Development Program at no cost to PVNCCDSB employees. 4 sessions offered throughout 2011 - 2012 (October, December, February and April) Principals and Vice-principals, teachers and staff be made aware of the agreement and of the SWIS service.	Number of families availing themselves of the SWIS services.		
All participants in PVNCCDSB completed survey – June 2009. It was noted that PVNC has a need for strong Catholic Leadership and Adult Learning and opportunities to further develop leadership skills  PVNCCDSB needs to create an effective succession and talent development process	All staff within PVNCCDSB will be provided the opportunity to participate in the Catholic Leadership Development Series	Offer Catholic Principals Qualification Program in the jurisdiction of PVNC  Catholic Leadership Development Series to focus on the creation and development of employees professional skills and leadership potential  The Catholic Leadership Committee will review current practices and procedures and implement new programs to foster effective leadership opportunities and practices.			Catholic Leadership Committee will meet on a monthly basis from September - June 2012  Catholic Leadership Development Series Committee Members Committee members will meet 4 times per year to plan and discuss next steps	The Catholic Leadership Development Series is under the leadership of the Superintendents of HR and Learning Support Services  Catholic Leadership Committee OECTA members	Successful candidates will receive CPQP upon completion of the course  Participants are asked to commit to all four sessions and they will receive a certificate of participation upon conclusion of the series. Evaluations will be completed at the end of each session to assist in direction for planning and next steps. A survey is completed at the completion of the series. This data will be used to drive the next cycle.
Staff equipped with the tools to be effective Caring Adults for students.	Every PVNCCDSB “At Risk” student will be assigned to one <u>trained</u> Caring Adult within their school. Every PVNCCDSB “At Risk” student will meet with their Caring Adult at least twice during the 2011 - 2012 school year.	Administration teams, guidance teachers, student success teachers, co-op teachers, school-selected lead teachers, and social workers will receive One Caring Adult training.	Marta Koonz – One Caring Adult training and related resources.	Two-day training sessions during the week of November 21 - 25, 2012	Student Success Consultant Principal and Vice-Principal(s) Guidance Chairs Student Success team	Student Success Consultant	Student Success Consultant

**P.V.N.C.C.D.S.B. BOARD IMPROVEMENT PLAN – 2011 - 2012 – CATHOLIC FAITH LEARNING AND DEVELOPMENT**

Needs Assessment	SMART Goals	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>All Grade 6 teachers will be in-serviced about their catechetical program. A needs assessment will be collected from these teachers and in conjunction with the in-service with job-embedded professional learning goals will be shaped around expressed needs.</p>	<p>By June 2012, all Catholic elementary schools will deliver the required Grade 6 catechetical program, and the Family Life Education Fully Alive 6 in order to ensure that our students are being grounded in the faith on which our schools are based.</p>	<p>A Grade specific in-service session is being delivered to all Grade 6 teachers about the Grade catechetical programs, 'You shall be my witnesses' This is a mandatory in-service. Evidence of implementation is full provision of program resources, student work, prayer table aligning with Grade 6 program expectations and music instruction.</p>	<p>School Year, Church Year: Customs and Decorations for the Classroom, Laminated Liturgical Calendar</p> <p>Celebrating the Liturgy of the Word with Children; Masses with Children Sacramentary, Youth at Worship, The Catholic Youth Bible</p> <p>Office of Faith Development resource materials to support liturgical seasons, calendar of religious observances and consultant staff Parish Priests Chaplaincy Leaders</p>	<p>Whole group in-service session to review the theological foundations, students' stage of faith development, program learning goals and rituals/symbols distinct to the Grades 6 catechetical program.</p> <p>Follow-up consultant visits.</p> <p>When Faith Meets Pedagogy Conference</p> <p>National Catholic Educators Association Convention</p> <p>The Thought for the Day is e-mailed to all Board staff each day. Thought for the Day includes the liturgical season; colour of the liturgical season, saints' feast, solemnity or memorial days and readings cycle for Masses.</p>	<p>Teacher instruction and assessment of student learning and faith development in the catechetical programs of the Grades 6 program, planning/implementing the new Grade 8 Fully Alive.</p> <p>Principal Supervision of instructional practice related to distinct expectations at the grade 6 level.</p> <p>Catechetical program 30 minutes of instruction daily, prayer table aligning with respective grade program expectations, and music instruction.</p> <p>Planned implementation of the Grade 8 Fully Alive.</p>	<p>Grade 6 Teacher</p> <p>Religion and Family Life Education Consultants</p> <p>Principal</p> <p>Appropriate Superintendent of Schools</p> <p>Director of Education</p>	<p>Catechetical programs are delivered in 100% of the Grade 6 classrooms as reported and supervised by Principals; and supported by the evidence of student catechetical learning.</p>
<p>The Grade 8 Fully Alive program was published in 1990 and it has been revised in 2011. The new program includes updates appropriate for student learning in the context of advancements in Family Life Education.</p>	<p>By June 2012, all Grade 8 teachers will have received in-service on the new Grade 8 Fully Alive Family Life Education program in order to allow our students the opportunity to receive the most current and up-to-date Family Life Education available.</p>	<p>Guest speakers who are experts in their fields will be addressing some of the more poignant issues like homosexuality and family planning with a Catholic lens.</p>					<p>Grade 8 teachers receive in-service about the Grade 8 Fully Alive program and begin its implementation through an 80%/20% integrated approach during the 2011-2012 school year.</p>
<p>The Mass is being revised with respect to wording and music.</p>	<p>By June 2012, all students will be able to participate fully in school and parish masses using the revised mass translation.</p>	<p>The Office of Faith Development will inservice principals on October 28, 2012</p>					