



Lambton Kent
District School Board

Program Department

EQAO ACTION PLAN

2003-2004

LAMBTON KENT DISTRICT SCHOOL BOARD

Action Plan - Overview

The Lambton Kent District School Board is committed to continuous improvement in student achievement. To achieve this, a Board Growth Plan is developed on an annual basis. As part of the Growth Plan the Lambton Kent District School Board has identified student literacy as a major focus. This priority was identified based on data gathered from past E.Q.A.O. results and data gathered locally. E.Q.A.O. provides valuable data that, along with other district and school-based data, is utilized in assisting schools to identify areas for future growth. The LKDSB Action Plan is reviewed regularly and revised as new data is evaluated. This plan is a working document that is responsive to student learning needs.

The Director of Education has set clear expectations through the board's Growth Plan to ensure the improvement of educational programs and services. Budget decisions, meeting agendas, and professional development priorities are driven by the goal to improve literacy and overall student achievement. The Director of Education and Senior Administration provide information regarding progress in achieving goals and obtain on-going feedback from all stakeholders. The director organizes two annual meetings with school council chairs as well as attending individual school council meetings to obtain feedback regarding the board's Growth Plan and to provide data regarding progress in meeting goals. The trustees of the Lambton Kent District School Board are kept informed about student achievement through formal reports and presentations at public meetings. They have provided direct support to literacy initiatives and program enhancements through their budget decisions. Senior administration and central office support staff work closely with school staff to implement curriculum initiatives, measure progress, allocate appropriate resources, and conduct school visits in order to provide support.

While senior administration has made improved student learning the focal point of all board activities, school administrators are truly the key to school improvement. The Lambton Kent District School Board boasts exemplary school administrators. They participate in on-going professional development, provide curriculum leadership to their staff in order to improve student learning, and gather and analyze relevant data in order to establish school goals and measure progress. The leadership of the school principal is critical to improved student learning. It is through this effective leadership that our outstanding teaching staff receives the required support and encouragement to address the wide range of needs in each and every classroom. A dedicated teaching staff coupled with outstanding school leaders, all of whom are willing to work with senior administration and central office staff is the recipe for success that will lead to improved student achievement.

In determining the goals for the upcoming year, data was gathered in order to get a clear picture of student achievement and issues impacting student learning. Recognizing that data gathered solely in one year may not provide a reliable picture of student achievement over time, the Lambton Kent District School Board has used the Grade 3,6 ,9 and OSSLT data to assist in identifying areas for improvement. The data provided by E.Q.A.O. has provided a catalyst for discussion and data that can be compared to other pertinent district data. E.Q.U.I.P. is another valuable source of information that can assist schools and school boards when analyzing student achievement data. The E.Q.U.I.P. data was used when establishing targets for Grade 3 Reading. In addition schools are utilizing report card data, results from the Canadian Achievement Test, information from Developmental Reading Assessments, and other school based sources of information to assist them in setting their instructional priorities. Goals, strategies and measures of success are identified in School Growth Plans. These plans are developed in consultation with school staff and school councils.

Development of the Lambton Kent District School Board's EQAO Action Plan

The EQAO Action Plan for 2003-04 was developed by the Program Department staff. Previous goals and strategies were reviewed and progress measured. The plan was then revised. Critical to the improvement process is to maintain the focus and provide time and support for implementation. The EQAO Action Plan for 2003-04 continues the system focus on literacy and begins the process of providing direction and support for Mathematics.

The Plan is reviewed by senior administration and shared with principals so that School Growth Plans can be revised accordingly. The Action Plan is shared with trustees at public board meetings and the plan is posted on the LKDSB website.

All School Growth Plans are reviewed by the Superintendent of Education – responsible for Program.

The goals for the upcoming year include:

- **Improved student literacy**
- **Effective use of data at the district and school level to improve student learning.**
- **Improved student achievement in Mathematics**
- **Improved communication of EQAO Results**

General Strategies for Improving Student Learning:

- 1.0 Over the past few years a number of literacy and mathematics initiatives have been implemented. Schools will continue to review individual school results and identify school priorities and future initiatives.
- 2.0 Professional development opportunities are provided through after-school workshops to support instruction in mathematics, reading and writing.
- 3.0 Support is provided to teachers new to Grades 3 and 6 in order to strengthen their understanding of the links between the Ontario Curriculum and EQAO integrated assessment units.
- 4.0 Continue to provide support to teachers in the implementation of the Ontario Curriculum and the Provincial Report Card
- 5.0 Program councils will continue to meet to facilitate the process of priority setting, discussion of best practices and curriculum issues
- 6.0 Network meetings for teachers from various divisions and subject areas will be scheduled regularly throughout the school year
- 7.0 Principals will have opportunities through Principal Councils and Area Principal Meetings to discuss curriculum issues and receive on-going professional development
- 8.0 Program Consultants will provide on-site support to assist with literacy initiatives and other school based curriculum priorities
- 9.0 Program Consultants will provide program support for principal meetings
- 10.0 Opportunities, to attend selected conferences that support board priorities, will be made available to school administrators – planned sharing sessions will follow.
- 11.0 The Program Department will continue to provide resources that support board goals
- 12.0 Cross-panel networking will be facilitated through feeder school meetings and professional development opportunities to ensure the delivery of a continuum of literacy and mathematics skills

Monitoring Progress

In order to ensure that programs meet the needs of our students and help improve student learning, the following will take place:

- ✓ Annual analysis of the EQAO assessment results at the school and district level
- ✓ Publication of school and board results as required by legislation
- ✓ Analysis of aggregate report card data and Developmental Reading Assessment data
- ✓ Analysis of Board Growth Plans
- ✓ Analysis of School Growth Plans
- ✓ Forums for review of programs for teachers, principals, and school councils
- ✓ Program Effectiveness Surveys will be conducted in 2003-04

Goal – Improved Student Literacy

1.0 System Focus – On-going implementation of common elementary reading assessment tools throughout the district Indicators of Success –DRA data will be used to assist schools in setting reading targets

Strategies	Timeline	Responsibility
Purchase Developmental Reading Assessment for all grade 4 to 6 teachers and administrators	September 2003	- Program Department - Junior Consultant
Provide in-service for grade 4 teachers on DRA	October 2003	- Program Department - Junior Consultant
On-going in-service for school administrators focusing on assessment at Area Meetings and Principals' Council	January 2003 - June 2004	- Program Department
Provide in-service for teachers new to primary in DRA	October 2002-on-going	- Program Department - Primary Consultant
Provide specific diagnostic training for all primary teachers	February – April 2003	- Program Department - Primary Consultant
On-going support by Program Consultants for teachers in use of assessment tools	January 2003 -June 2004	- Program Department
Acquire leveled reading materials in junior grades	March 2003 – on-going	- Program Department - Junior Consultant

2.0 System Focus – Special supports for selected schools

Indicators of Success- Increase in the percentage of students achieving Level 3. T.E.A.M. Read schools achieve identified reading targets

Strategies	Timeline	Responsibility
T.E.A.M. Read teacher in selected schools	January 2003 – June 2004	- Program Department - Primary Consultant
Expand T.E.A.M. Read project to 6 additional schools	February – June 2003	- Program Department - School Administrators
Sustain T.E.A.M. Read support for schools in first and second phase of project	February – June 2003	- Program Department - School Administrators
Additional training for teachers in the use of DRA and Guided Reading	September 2003 – on-going	- Program Department - T.E.A.M. Read teacher - School Administrators
Participate in Early Reading Strategy - “Schools in Need of Extra Help” - Victor Lauriston Public School	September 2001-June 2004	- School Principal - Program Department - Ministry of Education
Purchase of Literacy Resources	January 2003 -June 2004	- Program Department

3.0 System Focus – Implementation of a Balanced Literacy Program JK- 8
Indicators of Success- A wide variety of reading materials will be available in every classroom
- Classroom plans will reflect the Balanced Literacy Approach

Strategies	Timeline	Responsibility
Monitor appropriate resources and acquire as needed (Core reading materials in all classes)	January 2003 – June 2004	- Program Department - School Administrators
Review and monitor subject time guidelines	March – April 2004	- Program Department - School Administrators
Implement and refine guided reading as the instructional focus	September 2002-on-going	- Program Department - School Administrators
Use of the resource “Early Reading Strategy” – Report of the Expert Panel	February 2003-on-going	- Program Department - School Administrators - School Staff
Continue focus on reading comprehension strategies	September 2002-on-going	- Program Department - School Administrators
Development of a School-based Literacy Project for literacy resources and professional development. Funding for each school = \$3000 per site plus \$10 per student	February – March 2003	- Program Department - School Administrators
In-Service the implementation of core language and leveled literature resources in primary FI classrooms	September 2002-ongoing	- Program Department - Junior Consultant
Develop an oral visual communication binder to support the intermediate English program	January-December 2003	- Program Department - Intermediate Consultant - Computer Consultant
Continue Early Identification Procedures, T.E.A.M. Read, Soar to Success	September 2003 – on-going	- Program Department - Special Education Department
In-school support from consultants	September 2003 – on-going	- Program Department
Support the reading and writing connections with a focus on writing process	September 2003 – on-going	- Program Department - School Administrators
Establish a district early reading training team	April 2003 – June 2004	- Program Department
Train a lead teacher for early reading in every school	September 2003 – on-going	- Program Department

Provide professional development for on-site learning teams in every school	September 2003 – on-going	- Program Department - School Administrators
Implementation of ministry “Early Reading Strategy” through training of district team, lead teachers, and school learning teams	April -December 2003	- Program Department - School Administrators - School Staff

4.0 System Focus – To assist students in developing skills necessary to achieve at Level 3 & 4 on the EQAO test of reading
Indicators of Success – By 2005 the percentage of Grade 3 students achieving Levels 3 & 4 will meet or exceed the provincial average

Strategies	Timeline	Responsibility
Gather and analyze school data on student reading levels	September 2003 – on-going	- School Administrators - Program Department
Target schools needing additional support through provision of resources, professional development, consultant support	September 2003 – on-going	- Program Department - School Administrators - Staff Development Manager
Provide in-service for all grade 3 & 6 teachers on classroom strategies to improve student performance	January 2003	- Program Department - Program Consultants
Provide in-service for principals and superintendents to develop a checklists that identify literacy strategies in the classrooms from primary to intermediate	February 2003	- Program Department - Program Consultants
Develop rich task assessments that reflect EQAO strategies	January – August 2003	- Program Department
Use ministry exemplars as regular classroom practice	September 2003 - June 2004	- Program Department - School Administrators
Utilize action research to identify successful strategies	September 2003 - June 2004	- Program Department
Continue support / in-service on assessment that focuses on higher level thinking skills and the four categories of knowledge and skills	January-December 2003	- Program Department

5.0 System Focus – All school growth plans must include the goal of improving student literacy
Indicators of Success- Analysis of School Growth Plans concludes literacy initiatives are in place

Strategies	Timeline	Responsibility
On-going review and revision of school growth plans involve staff and school councils	September 2003 - June 2004	- School Administrators - School Councils
Share successful practices at area principal meetings	September 2003 - June 2004	- Program Department - School Administrators - Superintendents of Education - Staff Development Manager
Monitoring of school growth plans by area superintendents	January 2003 - (annually)	- Superintendents of Education
Development of a standard template for school growth plans	June 2003	- Program Department - Computer Consultant
On-going conferencing between superintendent and school administrators	September 2003 – on-going	- Superintendents of Education

6.0 System Focus – Early Intervention
Indicators of Success- Reduction of the number of students requiring long-term resource support

Strategies	Timeline	Responsibility
Use of Kindergarten profile for tracking student development	September 2003 -on-going	- Program Department - School Administrators
Post on LKDSB web site reading and math support materials for parents	July – August 2003	- Computer Consultant
Revision of Administrative Procedures for Early and On-going Identification	September 2003	- Superintendent of Education – Program - Superintendent of Education – Special Education
Provide Early Intervention Support Personnel for every school in the District. Target high needs students in Kindergarten and Grade 1. Program Department assists with Guided Reading training	February – June 2003	- Program Department - Special Education Department

7.0 System Focus – Develop an Elementary – Secondary continuum for skills development

Indicators of Success- Elementary and secondary teachers meet together regularly for program planning

Strategies	Timeline	Responsibility
Area Principal (elementary and secondary) meetings to have a standing agenda item focusing on common program issues and concerns	September 2003 – on-going	- Superintendents of Education
Organization of feeder school meetings (grade 7,8,9 teachers) to discuss literacy initiatives	September 2003 – on-going	- Program Department - School Administrators - Intermediate Consultant
Establish a cross-panel literacy committee to identify current challenges, successes and future directions	February 2003 – June 2004	- Program Department - Intermediate Consultant - Consultant for Academic Research and Development (C.A.R.D.)
Introduction of the Skills Continuum (Reaching Higher: Supports for Higher Achievement) for use in grades 7, 8, 9	January 2003 - on-going	- Program Department - School Administrators - Intermediate Consultant

8.0 System Focus – To assist students in successfully completing the OSSLT

Indicators of Success – Annual improvement in students overall results

Strategies	Timeline	Responsibility
School Growth Plans to contain specific plans for preparing students	On-going	- School Administrators
All District Subject Meetings will include a literacy agenda item	February 2003- on-going	- Program Department - School Contacts
Provision of Co-curricular Tutoring Programs	On-going	- Program Department - School Administrators
Provide resources and support to improve reading comprehension across the curriculum	February 2003-2004	- Program Department - School Administrators
Investigate the creation of a Program Leader Position in every school responsible for literacy across the curriculum	February-March 2003	- Superintendent of Program - Executive Council - School Administrators
Establish school-based “literacy across the curriculum” committees	September 2003	- Program Department - School Administrators

9.0 System Focus: Use of technology to enhance literacy
Indicators of Success: Students and staff will be utilizing the literacy software

Strategies	Timeline	Responsibility
In-service for Wiggleworks	On-going	- Program Staff - Computer Consultant
Pilot grades 3/4, 5/6, 7/8 Language Trek – provide site administrator in-service	January – December 2003	- Program Department - Computer Consultant
Purchase Student Link 2 to promote educational links on the web – provide site administrator in-service	January – June 2003	- Program Department - Computer Consultant
Develop a partnership with the Ministry and computer industry for “Blended Solution Project” at Wallaceburg District Secondary School and High Park School	January 2003 – June 2004	- Program Department - Computer Consultant - School Administrators - IT Department - Superintendent of Program
Implement the use of “Reading and Writing Achievement” and “Academy of Reading 2000” software in all secondary schools	September 2003-June 2004	- Program Consultant - School Administrators - School Based Literacy Committee

Goal- To effectively use data at the district and school level to improve student learning

1.0 **System Focus:** To provide professional development for school administrators

Indicators of Success: Principals will demonstrate data based decision-making

Strategies	Timeline	Responsibility
Principal councils focus on data based decision-making	September 2003 -on-going	- Program Department - Consultant for Academic Research & Development - Superintendents - Staff Development Manager
Training in "Fathom" Software	Fall 2003	- Program Department - Consultant for Academic Research and Data (C.A.R.D.)
Investigate the use of ePrincipal for data analysis	January 2003 – June 2004	- Program Department - Consultant for Academic Research and Data (C.A.R.D.) - Computer Consultant
Provide school team workshops in "Data Driven Decision Making"	April – June 2003	- Program Department - Superintendent of Program - Consultant for Academic Research and Data (C.A.R.D.)
Provide professional resources and professional development for principals and teachers	February 2003 - on-going	- Program Department
Program staff consultation with school staff regarding data trends and issues	On-going	- Program Department - Consultant for Academic Research and Data (C.A.R.D.)
Provide an EQAO binder for each elementary principal with data related student performance (CAT Scores, EQAO performance over past 5 years, DRA data, report card results)	November – June 2003	- Program Department - Superintendent of Program - Consultant for Academic Research and Data (C.A.R.D.)

2.0 System Focus: To set improvement targets for Grade 3 and 6 Reading and Math
Indicators of Success: Schools review targets regularly and revise annually

Strategies	Timeline	Responsibility
Analysis of Grade 3 & 6 EQAO reading results	January 2003 -on-going	- Program Department - School Administrators
Analysis of Grade 3 EQAO math results	January 2003 -on-going	- Program Department - School Administrators
Comparison study of EQAO, DRA, CAT and EQUIP	January 2003 -on-going	- Program Department - School Administrators
Provide target setting training for school administrators	January 2004	- Program Department
I.T. support for Data Analysis	June 2003 -on-going	- Program Department - I.T. Department
Review and revise Grade 3 reading targets and establish grade 6 reading and grade 3 math targets	January 2004	- Program Department - School Administrators

GOAL – To improve student achievement in Mathematics

1.0 System Focus: Gap analysis to determine strengths and weaknesses in the area of mathematical literacy
Indicators of Success: Clearly articulated system goals to improve student achievement

Strategies	Timeline	Responsibility
Analysis of grade 3, 6, & 9 EQAO mathematics results	January 2003 – June 2004	- Program Department - Consultant for Academic Research and Development - School Administrators
Analysis of CAT grade 4 math	December 2003 – January 2004	- Program Department
Compilation of district report card data	June 2003 –on-going	- Program Department - School Administrators - I.T. Department
Use the Expert Panel Report on Early Mathematics as a basis for comparison	February 2003 – June 2004	- Program Department
In-service for principals	On-going	- Program Department

2.0 System Focus: Implementation of a balanced mathematics program JK - 8

Indicators of Success: EQAO mathematics results demonstrate improved student achievement

Strategies	Timeline	Responsibility
Establish a district early mathematics training team	April 2003 – June 2004	- Program Department
Train a lead teacher for early mathematics in every school	September 2003 – on-going	- Program Department
Provide professional development for on-site learning teams in every school	September 2003 – on-going	- Program Department
Purchase the necessary mathematics resources as identified in Early Mathematics Strategy	September 2003 – on-going	- Program Department - School Administrators
Purchase system license for MathStreets.com for each elementary school	September 2003	- Program Department - Computer Consultant

3.0 System Focus: Secondary School Growth Plans will focus on improved student achievement in Mathematics.

Indicator of Success: Improved scores on the Grade 9 EQAO Assessment of Mathematics

-School assessment materials will include questions from EQAO assessments	September 2003-June 2004	- Program Department - School Administrators - Math Program Leaders
-Provision of additional resources and professional support for teachers of Grade 9 Applied Mathematics	March 2003-on-going	- Program Department - Math Program Leaders - School Administrators
-Initiate cross panel feeder school mathematics meetings	April 2003	- Program Department - School Administrators
-Promote the use of technology to enhance student learning in Mathematics	September 2003-on-going	- Program Department
-Pilot new software at L.C.C.V.I. as an integrated means of addressing multiple ability levels in the applied grade 9 Mathematics classroom	March 2003 –June 2004	- School Administrator - School Staff - Program Department - Ministry of Education
Program staff to provide on-going school support	On-going	- Program Department
Incorporate components of the Grade 9 EQAO Math assessment into the regular Grade 9 course evaluation	On-going	- School Administrators - School Staff
Share best practices at District Mathematics Meetings	On-going	- Program Department
On-going professional development in Mathematics will be provided	On-going	- Program Department

Goal – Improved Communication of EQAO Results

1.0 System Focus: Provincial assessment results will be reported clearly and consistently to parents and the community

Indicators of Success: The public will be well informed about the EQAO results

Strategies	Timeline	Responsibility
Timelines and templates for release of EQAO school results will be consistent throughout the district	On-going	- Program Department
Results will be posted on the board's website	February 2003 - on-going	- Program Department
Reports will be made at public board meetings	January 2003	- Superintendent of Education