

Lambton Kent District School Board
IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT
 2010 - 2011
DRAFT: October 2010

Smart Goal: By June 2011, the graduation rate for the students in the Lambton Kent District School Board will be at or above the Provincial goal of 85% (5-year cohort rate).

PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
Needs Assessment and Analysis of Data	SMART Goals – Elementary Reading	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>Currently 69% of Primary students and 71% of Junior students achieved Levels 3 or 4 as measured by the EQAO Reading Assessments.</p> <p>Currently 43% of Primary students and 39% of Junior students with Special Education needs (excluding gifted) achieved Levels 3 or 4 as measured by the EQAO Reading Assessments.</p> <p>Within the EQAO Reading Assessment the percentage of students who demonstrated strength in making inferences is 66% in Primary and 73% in Junior.</p> <p>Within the EQAO Reading Assessment the percentage of students who demonstrated strength in making connections is 71% in Primary and 74% in Junior.</p> <p>Within the EQAO Reading Assessment the percentage of students who demonstrated strength in reading for meaning is 70% in Primary and 73% in Junior.</p> <p>Within the EQAO Reading Assessment the percentage of students achieving a level 2.7 or 2.9 is 24% in Primary and 26% in Junior.</p> <p>On the final 2009-2010 DRA reading assessment, 49% of</p>	<p>Reading: 76% of Primary and 78% of Junior students will achieve Level 3 or 4 in meeting the Reading Overall Expectation 1.0 and in applying Reading for Meaning:</p> <p>1.8 Responding to and Evaluating Texts, 1.5 Making Inferences/Interpreting Texts, 1.6 Extending Understanding, 1.9 Identifying Point of View,</p> <p>as measured by the 2010-2011 Primary and Junior EQAO Reading Assessments.</p> <p>Students achieving at or above the grade level will improve to 65% in the primary division, 70% in the junior division, and 75% in the intermediate division by the final DRA assessment during the 2010/2011 school year.</p>	<p>With the implementation of Growing Success, indicators from the 'Assessment for, as, and of Learning' component will be incorporated throughout the school year.</p> <p>Assessment for, as, and of Learning 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>Curriculum, Teaching and Learning 4.2 Clear evidence of high levels of achievement in literacy. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>	<p><u>Data-Informed Instruction:</u> Data from DRA, I.E.P., Early Literacy Assessments, Grade 3 and Grade 6 Common Assessments, report card and EQAO will be analyzed and acted upon to support student improvement.</p> <p><u>Explicit Teaching:</u> Reading strategies are explicitly taught in language blocks, according to student needs and profiles, within the whole class, small groups and individually. Differentiation of instruction will occur. Lessons will include scaffolding of student</p>	<p>LKDSB Primary DRA Support Document</p> <p>LKDSB Junior DRA Support Document</p> <p>LKDSB DRA Data Overview Reports by Division</p> <p>Literacy Coaches</p> <p>LKDSB Common Assessment</p> <p>LKDSB EQAO Analysis Forms</p> <p>Early Literacy Assessments</p> <p>School Administrators</p> <p>Resource Teachers</p> <p>Special Education Department</p> <p>Classroom Teachers</p> <p>Student Self Assessment</p> <p>Program Staff: Superintendent, System Co-ordinator, School Effectiveness Framework Lead, Principal Mentors, Program Consultants</p>	<p>Literacy Coach Meetings facilitate data analysis protocols with school principals and literacy coaches using DRA data.</p> <p>Principal Council Meetings, Area Meetings, Staff Meetings, School based PLCs focus on data analysis protocols and develop clear next implementation strategies for their classrooms using DRA, EQAO, and classroom assessment data.</p> <p>Literacy coach sessions, PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings</p>	<p>Term</p> <p>Fall</p> <p>School will conduct self assessments that consider:</p> <ul style="list-style-type: none"> - School Effective Framework Indicators from the Assessment and Curriculum components; - School assessment data <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including initial DRA results, and EQAO analysis.</p> <p>October DRA Overview Analysis (at board and school level) examined to determine the number and percentage of students below grade level, static or declining compared with previous assessment periods.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Family of Schools Superintendent, Administrators</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress from Spring to Fall 2010 at each benchmark.</p> <p>Observation of explicit teaching:</p> <ul style="list-style-type: none"> - Reading strategies being taught according to student need - Reading strategies in content areas - Ongoing assessment <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>

<p>Primary students and 45% of Junior students were below their grade level benchmarks.</p> <p>On the final 2009-2010 DRA reading assessment, 28% of Junior students' reading levels declined or remained static compared with the earlier assessments in the school year. The Primary students whose reading levels declined was 0% and 18% remained static compared with the earlier assessments in the school year.</p> <p><u>Analysis:</u> The EQAO Profile of Strengths and Areas for Improvement reveals a need for a continued focus on inference and making connections in board and school improvement plans.</p> <p>School visits indicate the need for an emphasis on a balanced literacy program in the junior division.</p> <p>DRA and EQAO results for students imply the need to continue an instructional focus on a targeted group of students.</p>			<p>learning and the gradual release of responsibility.</p> <p>Ongoing assessment, including descriptive feedback, will drive the instructional process.</p> <p>Reading strategies are reinforced in all content areas. (e.g., Reading expectation 1.9 Point of View is emphasized in Social Studies and History.)</p>	<p>Special Education Staff: System Co-ordinator, Co-ordinators, Area Resource Mentors</p> <p>Guides to Effective Instruction, Reading</p> <p>Literacy Coaches</p> <p>LKDSB Purchased Classroom Literacy Resources</p>	<p>will include discussion about explicit teaching of reading strategies.</p> <p>Focused school support by program and special education staff with principals, new teachers, and classroom visits.</p>	<p>and Administrators</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>School Principal, Teachers</p>	
			<p><u>Rich Tasks:</u> Rich tasks, including grade 3 and grade 6 common assessments, will be designed to focus on the following reading curriculum foci: 1.8 responding to and evaluating texts 1.5 making inferences / interpreting texts, 1.6 extending understanding, 1.9 identifying point of view.</p>	<p>Program Staff</p> <p>Special Education Staff: Area Resource Mentors, Assistive Technology Team</p> <p>Literacy Coaches</p> <p>Curriculum Documents</p> <p>Guides to Effective Instruction</p>	<p>Literacy coach sessions, PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about and development of rich tasks that align with the curriculum foci.</p>	<p>Winter</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including Progress Reports results.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers and Administrators</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress from Spring to Fall 2010 at each benchmark.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
			<p><u>Assessment for Learning:</u> Curriculum expectations will be clustered to determine learning goals. The success criteria for the learning goal will be determined by examining and deconstructing the individual curriculum expectations. This will form the basis of the ongoing descriptive feedback.</p> <p>Learning goals and success criteria will be shared with parents through school and classroom newsletters/websites as well as visits to school for interviews, conferences, special events, and volunteer opportunities.</p>	<p>Growing Success</p> <p>Program Staff</p> <p>Special Education Staff: Area Resource Mentors, Assistive Technology Team</p> <p>Literacy Coaches</p> <p>Curriculum Documents</p> <p>Guides to Effective Instruction</p>	<p>Literacy coach sessions, PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about learning goals, success criteria, and descriptive feedback.</p>	<p>Term 2</p> <p>Winter</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including Primary DRA results and Term 1 Report Cards.</p> <p>Primary DRA Overview Analysis (at board and school level) examined to determine the number and percentage of students below grade level, static or declining compared with previous assessment</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Area Resource</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress from Fall 2010 to Winter 2011 at each benchmark.</p> <p>Analyze the progress of target students toward their goals.</p> <p>Analyze the results of the Grade 3 and</p>

						<p>periods.</p> <p>Teacher moderation of rich tasks, including common assessments, determines student progress and next steps.</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Mentors, School Improvement Team, Family of Schools Superintendent, School Principal</p> <p>Program Department, School Principal, Literacy Coach</p> <p>School Principal, Teachers</p>	<p>Grade 6 common assessments to measure progress toward the board SMART goal.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
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						<p>Spring</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including DRA results and Term 2 Report Cards.</p> <p>DRA Overview Analysis (at board and school level) examined to determine the number and percentage of students below grade level, static or declining compared with previous assessment periods.</p> <p>Teacher moderation of rich tasks, including common assessments, determines student progress and next steps.</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments</p> <p>Family of Schools Superintendent, School Improvement Team</p> <p>Area Resource Mentors, School Improvement Team, Family of Schools Superintendent, School Principal</p> <p>Program Department, School Principal, Literacy Coach</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress from Fall 2010 or Winter 2011 to Spring 2011 at each benchmark.</p> <p>Analyze the progress of target students toward their goals.</p> <p>Analyze the results of the Grade 3 and Grade 6 common assessments to measure progress toward the board SMART goal.</p> <p>Determine next steps to sustain success and eliminate less successful practices and share lessons learned with all stakeholders.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
						<p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>		

Needs Assessment and Analysis of Data	SMART Goals – Elementary Writing	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>Currently 72% of Primary students and 65% of Junior students achieved Levels 3 or 4 as measured by the EQAO Writing Assessments.</p> <p>Currently 66% of Primary students and 37% of Junior students with Special Education needs (excluding gifted) achieved Levels 3 or 4 as measured by the EQAO Writing Assessments.</p> <p>Within the EQAO Writing Assessment the percentage of students who demonstrated strength in topic development is 76% in Primary and 65% in Junior.</p> <p>Within the EQAO Writing Assessment the percentage of students who demonstrated strength in using knowledge of form and style is 76% in Primary and 65% in Junior.</p> <p>Within the EQAO Writing Assessment the percentage of students achieving a level 2.7 or 2.9 is 34% in Primary and 31% in Junior.</p> <p><u>Analysis:</u> The EQAO Profile of Strengths and Areas for Improvement reveals a need for a continued focus on 2.1 Knowledge of Form in board and school improvement plans.</p> <p>School visits indicate the need for an emphasis on a balanced literacy program in the junior division.</p> <p>On Demand Writing Tasks and EQAO results for students imply the need to continue an instructional focus on a targeted group of students.</p>	<p>Writing: 79% of Primary and 72% of Junior students will achieve Level 3 or 4 in meeting the Writing Overall Expectations 1.0 and 2.0 to apply Using Knowledge of Form and Style in Writing:</p> <p>1.1 Purpose and Audience, 2.1 Form, 2.2 Voice, and 2.5 Point of View</p> <p>as measured by the 2010-2011 Primary and Junior EQAO Writing Assessments.</p> <p>All students will achieve levels 2 through 4 on the On Demand Writing Task. 75% of students will achieve level 3 or 4.</p>	<p>With the implementation of Growing Success, indicators from the 'Assessment for, as, and of Learning' component will be incorporated throughout the school year.</p> <p>Assessment for, as, and of Learning 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>Curriculum, Teaching and Learning 4.2 Clear evidence of high levels of achievement in literacy. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>	<p>School will conduct self assessments that consider:</p> <ol style="list-style-type: none"> School Effective Framework Indicators from the Assessment and Curriculum components; School assessment data. <p><u>Data-Informed Instruction:</u> Data from On Demand Writing Tasks (LKDSB common writing assessments) for each of the 6 forms of writing, I.E.P.s, EQAO, report cards, Grade 3 and Grade 6 Common Assessments, and will be analyzed and acted upon to support student improvement. Individual learner needs and profiles will be used to target groups of students to support differentiated instruction.</p> <p><u>Explicit Instruction:</u> Writing instruction during language blocks will move beyond form to include purpose and audience, voice, and point of view and reinforced in all content areas. Student choice will be incorporated during topic selection. Ongoing descriptive feedback provided on student writing will reflect the instructional foci listed above.</p>	<p>Program Staff</p> <p>Literacy Coaches</p> <p>School Administrators</p> <p>Resource Teachers</p> <p>Special Education Department</p> <p>Classroom Teachers</p> <p>Student Self Assessment</p> <p>Program Staff: Superintendent, System Co-ordinator, School Effectiveness Framework Lead, Principal Mentors, Program Consultants</p> <p>Special Education Staff: System Co-ordinator, Co-ordinators, Area Resource Mentors</p> <p>Guides to Effective Instruction, Writing</p> <p>Literacy Coaches</p> <p>District Wide Literacy</p>	<p>Literacy Coach meetings facilitate data analysis protocols with school principals and literacy coaches using writing data.</p> <p>School based PLCs focus on data analysis protocols and develop clear next implementation strategies for their classrooms using writing data.</p> <p>Literacy coach sessions, PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about explicit teaching of writing.</p> <p>Focused school support by program and special education staff with principals, new teachers, and classroom visits.</p>	<p>Term 1</p> <p>Fall</p> <p>School will conduct self assessments that consider:</p> <ul style="list-style-type: none"> School Effective Framework Indicators from the Assessment and Curriculum components; School assessment data <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including procedure and recount On Demand Writing Task results, and EQAO analysis.</p> <p>Procedure and recount On Demand Writing Task results will be examined to determine the number and percentage of students at each achievement level.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers and Administrators</p> <p>Teacher moderation of writing tasks at staff and division meetings determines student progress and next steps.</p> <p>Students are able to articulate the learning goal, success criteria,</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Family of Schools Superintendent, Administrators</p> <p>School Principal, Teachers, Literacy Coach, Program Staff</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress toward levels 3 and 4.</p> <p>Observation of explicit teaching including:</p> <ul style="list-style-type: none"> purpose and audience, voice, point of view writing strategies in content areas ongoing assessment <p>Consistency of teacher practice is evident throughout the school.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>

				Resources	Literacy coach sessions, PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about and development of rich tasks that align with the curriculum foci.	and their individual next steps.		
			<p><u>Rich Tasks:</u> Design rich tasks that will reflect student interests and incorporate the following writing foci:</p> <ul style="list-style-type: none"> - purpose and audience, - form, - voice, - point of view. <p><u>Assessment for Learning:</u> Curriculum expectations will be clustered to determine learning goals. The success criteria for the learning goal will be determined by examining and deconstructing the individual curriculum expectations. This will form the basis of the ongoing descriptive feedback.</p> <p>Learning goals and success criteria will be shared with parents through school and classroom newsletters/websites as well as visits to school for interviews, conferences, special events, and volunteer opportunities.</p>	<p>Program Staff</p> <p>Special Education Staff: Area Resource Mentors, Assistive Technology Team</p> <p>Literacy Coaches</p> <p>Curriculum Documents</p> <p>Guides to Effective Instruction</p> <p>Growing Success</p> <p>Program Staff</p> <p>Special Education Staff: Area Resource Mentors, Assistive Technology Team</p> <p>Literacy Coaches</p> <p>Curriculum Documents</p> <p>Guides to Effective Instruction</p>	<p>Literacy coach sessions, PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about learning goals, success criteria, and descriptive feedback.</p>	<p>Winter</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including narrative On Demand Writing Task results.</p> <p>Narrative On Demand Writing Task results will be examined to determine the number and percentage of students at each achievement level.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers and Administrators</p> <p>Teacher moderation of writing tasks at staff and division meetings determines student progress and next steps.</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>School Principal, Teachers, Literacy Coach, Program Staff</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress toward levels 3 and 4.</p> <p>Observation of explicit teaching including:</p> <ul style="list-style-type: none"> - purpose and audience, - voice, - point of view - writing strategies in content areas <p>Ongoing assessment</p> <p>Consistency of teacher practice is evident throughout the school.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
						Term 2		
						<p>Winter</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including Report On Demand Writing tasks.</p> <p>Narrative On Demand</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress toward levels 3 and 4.</p>

						<p>Writing Task results will be examined to determine the number and percentage of students at each achievement level.</p> <p>Teacher moderation of rich tasks, including common assessments, determines student progress and next steps.</p> <p>Teacher moderation of writing tasks at staff and division meetings determines student progress and next steps.</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Area Resource Mentors, School Improvement Team, Family of Schools Superintendent, School Principal</p> <p>Program Department, School Principal, Literacy Coach</p> <p>School Principal, Teachers, Literacy Coach, Program Staff</p> <p>School Principal, Teachers</p>	<p>Analyze the progress of target students toward their goals.</p> <p>Analyze the results of the Grade 3 and Grade 6 common assessments to measure progress toward the board SMART goal.</p> <p>Consistency of teacher practice is evident throughout the school.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
						<p>Spring</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals including explanation and persuasive On Demand Writing tasks.</p> <p>Explanation and persuasive On Demand Writing Task results will be examined to determine the number and percentage of students at each achievement level.</p> <p>Teacher moderation of</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Area Resource Mentors, School</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Analyze the change of individual student progress toward levels 3 and 4.</p> <p>Analyze the progress of target students toward their goals.</p> <p>Analyze the results of the Grade 3 and Grade 6 common assessments to</p>

						<p>rich tasks, including common assessments, determines student progress and next steps.</p> <p>Teacher moderation of writing tasks at staff and division meetings determines student progress and next steps.</p>	<p>Improvement Team, Family of Schools Superintendent, School Principal</p> <p>Program Department, School Principal, Literacy Coach</p> <p>School Principal, Teachers, Literacy Coach, Program Staff</p>	<p>measure progress toward the board SMART goal.</p> <p>Consistency of teacher practice is evident throughout the school.</p>
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Needs Assessment and Analysis of Data	SMART Goals – Elementary Mathematics	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>Currently 71% of Primary students and 55% of Junior students achieved Levels 3 or 4 as measured by the EQAO Mathematics Assessments.</p> <p>Currently 50% of Primary students and 26% of Junior students with Special Education needs (excluding gifted) achieved Levels 3 or 4 as measured by the EQAO Mathematics Assessments.</p> <p>The Primary and Junior EQAO Mathematics Assessments' Profile of Strength and Areas of Improvement reveal that there is neither an outstanding strength nor area for improvement for any one strand.</p> <p>Within the EQAO Mathematics Assessment the percentage of students achieving a level 2.7 or 2.9 is 26% in Primary and 21% in Junior.</p> <p><u>Analysis:</u> The EQAO Profile of Strengths and Areas for Improvement reveals a need to focus on mathematical process expectations between strands.</p> <p>School visits indicate the need for an emphasis on a balanced numeracy program, including teaching through problem solving and opportunities to use manipulatives at all grade levels.</p>	<p>Math: 78% of Primary and 62% of Junior students will achieve Level 3 or 4 in Mathematics by applying the mathematical processes expectations (problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating) across all the math strands.</p>	<p>With the implementation of Growing Success, indicators from the 'Assessment for, as, and of Learning' component will be incorporated throughout the school year.</p> <p>Assessment for, as, and of Learning 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>Curriculum, Teaching and Learning 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.</p>	<p>School will conduct self assessments that consider:</p> <ol style="list-style-type: none"> School Effective Framework Indicators from the Assessment and Curriculum components; School assessment data. <p><u>Data-Informed Instruction:</u> Data from I.E.P.s, EQAO, report cards, and Grade 3 and Grade 6 Common Assessments will be analyzed and acted upon to support student improvement. Individual learner needs and profiles will be used to target groups of students to support differentiated instruction.</p> <p><u>Explicit Teaching:</u> LKDSB Numeracy Framework will be consistently implemented from grade 1 to 8.</p> <p>Teachers will implement the 3 part lesson plan across mathematical strands:</p> <ol style="list-style-type: none"> Before: Getting Started During: Working On It After: Consolidation <p>Teaching Through Problem-solving will be introduced as a method of teaching mathematics throughout the school year.</p>	<p>Program Staff</p> <p>School Improvement Teams</p> <p>ONAP Project</p> <p>School Administrators</p> <p>Resource Teachers</p> <p>Special Education Department</p> <p>Classroom Teachers</p> <p>Student Self Assessment</p> <p>Program Staff: Superintendent, System Co-ordinator, School Effectiveness Framework Lead, Principal Mentors, Program Consultants</p> <p>Special Education Staff: System Co-ordinator, Co-ordinators, Area Resource Mentors</p> <p>Guides to Effective Instruction, Numeracy</p> <p>LKDSB Numeracy Resources</p> <p>LNS Monograph</p> <p>LNS Webcast</p> <p>CIL-M project, CIL-M SAO</p>	<p>School based PLCs focus on data analysis protocols and develop clear next implementation strategies for their classrooms using numeracy data.</p> <p>After-school divisional networking sessions will focus on the effective ongoing implementation of the LKDSB Numeracy Framework.</p> <p>PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about explicit teaching of problem solving, 3 part lesson plan, and the numeracy framework.</p> <p>Focused school support by program and special education staff with principals,</p>	<p>Term 1</p> <p>Fall</p> <p>School will conduct self assessments that consider:</p> <ul style="list-style-type: none"> School Effective Framework Indicators from the Assessment and Curriculum components; School assessment data <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers and Administrators</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Family of Schools Superintendent, Administrators</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Observation of explicit teaching including:</p> <ul style="list-style-type: none"> 3 part lesson plan teaching through problem solving <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
						<p>Winter</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers and Administrators</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Observation of explicit teaching including:</p> <ul style="list-style-type: none"> 3 part lesson plan teaching through problem solving <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
						Term 2		

			<p><u>Rich Tasks:</u> Open ended tasks will be developed that allow student opportunities to apply mathematical process expectations (problem solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating).</p>	<p>LNS Monograph LNS Webcast CIL-M Project</p> <p>Program Staff</p> <p>Special Education Staff: Area Resource Mentors, Assistive Technology Team</p> <p>Curriculum Documents</p> <p>Guides to Effective Instruction</p> <p>Growing Success</p> <p>Program Staff</p> <p>Special Education Staff: Area Resource Mentors, Assistive Technology Team</p> <p>Curriculum Documents</p>	<p>new teachers, and classroom visits.</p> <p>PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about and development of rich tasks that align with the mathematical process expectations.</p> <p>PLCs, Resource Teacher Meetings, Principal Council, Vice-Principal Council, and Area Meetings will include discussion about learning goals, success criteria, and descriptive feedback.</p>	<p>Winter</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers and Administrators</p> <p>Teacher moderation of rich tasks, including common assessments, determines student progress and next steps.</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Area Resource Mentors, School Improvement Team, Family of Schools Superintendent, School Principal</p> <p>Program Department, School Principal, Literacy Coach</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Observation of explicit teaching including:</p> <ul style="list-style-type: none"> - 3 part lesson plan - teaching through problem solving <p>Analyze the progress of target students toward their goals.</p> <p>Analyze the results of the Grade 3 and Grade 6 common assessments to measure progress toward the board SMART goal.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>
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			<p>Assessment for Learning: Curriculum expectations will be clustered to determine learning goals. The success criteria for the learning goal will be determined by examining and deconstructing the individual curriculum expectations. This will form the basis of the ongoing descriptive feedback.</p> <p>Learning goals and success criteria will be shared with parents through school and classroom newsletters/websites as well as visits to school for interviews, conferences, special events, and volunteer opportunities.</p>	<p>Guides to Effective Instruction</p>		<p>Spring</p> <p>During school visits and at area meetings, discussion between school superintendents and principals of progress toward individual school goals.</p> <p>Explicit teaching strategies listed will be evident during classroom observations by Supervisory Officers and Administrators</p> <p>Teacher moderation of rich tasks, including common assessments, determines student progress and next steps.</p> <p>Students are able to articulate the learning goal, success criteria, and their individual next steps.</p>	<p>Family of Schools Superintendent, School Principal</p> <p>Program and Special Education Departments, Family of Schools Superintendent, School Improvement Team</p> <p>Area Resource Mentors, School Improvement Team, Family of Schools Superintendent, School Principal</p> <p>Program Department, School Principal, Literacy Coach</p> <p>School Principal, Teachers</p>	<p>Analyze discussion notes to determine progress toward goals.</p> <p>Observation of explicit teaching including:</p> <ul style="list-style-type: none"> - 3 part lesson plan - teaching through problem solving <p>Analyze the progress of target students toward their goals.</p> <p>Analyze the results of the Grade 3 and Grade 6 common assessments to measure progress toward the board SMART goal.</p> <p>Observation of students' understanding of the learning goal, success criteria, and their individual next steps</p>	
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Needs Assessment and Analysis of Data	SMART Goals – Secondary Literacy	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>Currently 61% of students in applied level courses and 29% of students in locally developed courses were successful on the OSSLT.</p> <p>Currently 49% of students with Special Education needs (excluding gifted) were successful on the OSSLT.</p> <p>Within the OSSLT the percentage of students who demonstrated strength is consistent between each target skill.</p> <p>Within the OSSLT the percentage of students who were successful was 83% for female students and 78% male students.</p>	<p>By June 2011, 68% of fully participating FTE students taking applied level English courses and 41% of students taking locally developed English courses will be successful on the OSSLT.</p>	<p><u>Curriculum, Teaching and Learning</u> 4.2 Teaching and Learning 4.5 Instruction and Assessment is Differentiated 4.7 Timely and Tiered Intervention</p> <p><u>Assessment for, as, and of Learning</u> 1.1 Sharing Learning Goals 1.5 Variety of Assessment Data</p> <p><u>Student Voice</u> 3.1 Reflect strengths, needs, learning preferences</p>	<p>-Schools will complete an IIR analysis based on their EQAO OSSLT results then, based on the analysis, each school will identify a focused reading and writing strategy to be implemented consistently across the curriculum in applied and locally developed courses.</p> <p>-Teacher moderation activities will occur in all Grade 9 and Grade 10 applied and locally developed courses using a common reading and writing assessment.</p> <p>-Grade 9 Transition Report will be used by all grade 9 classroom teachers to identify individual student strengths and reading levels.</p> <p>-Schools will develop a School Improvement Plan (SIP)</p>	<ul style="list-style-type: none"> ▪ EQAO reports ▪ Program staff ▪ OCA and Moderated Assessments ▪ Literacy 9 ▪ Grade 9 Transition Report ▪ Special Assignment Teacher-Literacy ▪ Student Success Teachers ▪ Resource Teachers ▪ DI Team ▪ School Improvement Team ▪ Ministry Exemplars ▪ Think Literacy documents ▪ EduGains website ▪ Ministry DI Lessons ▪ Ministry Curriculum documents ▪ OERB ▪ Ministry Licensed Software 	<ul style="list-style-type: none"> ▪ Presentations at: Principals' Council ▪ VP Council ▪ System parameters ▪ NTIP ▪ Student Success meetings ▪ Conferences/Workshops ▪ District Subject Meetings 	<ul style="list-style-type: none"> ▪ School Improvement Continuum reviewed by superintendent at monthly school visits ▪ SIP 	<ul style="list-style-type: none"> ▪ Secondary Program team ▪ Secondary Program Superintendent 	<ul style="list-style-type: none"> ▪ 67% of fully participating FTE students taking applied level English courses and 35% of students taking locally developed English courses will be successful on the OSSLT

Needs Assessment and Analysis of Data	SMART Goals – Secondary Numeracy	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>Current data shows 36% of our applied students and 77% of our academic students achieved a Level 3 or 4 on the Grade 9 EQAO Math Assessment.</p> <p>Currently 31% of applied level students and 69% of academic level students with Special Education needs (excluding gifted) achieved a Level 3 or 4 on the Grade 9 EQAO Math Assessment.</p> <p>Within the Grade 9 EQAO Math Assessment the percentage of students who achieved a Level 3 or 4 was 32% for female students and 40% male students.</p>	<p>During 2010-2011, 48% of our Grade 9 applied students and 81% of our Grade 9 academic students will achieve Level 3 or 4 as measured by the Grade 9 EQAO Math Assessment.</p>	<p>Curriculum, Teaching and Learning 4.2 Teaching and Learning 4.3 21st Century Content, Resources, Technologies etc 4.5 Instruction and Assessment are Differentiated 4.7 Timely and Tiered Intervention</p> <p>Assessment for, as, and of Learning 1.1 Sharing Learning Goals 1.5 Variety of Assessment Data</p> <p>Student Voice 3.1 Reflect strengths, needs, learning preferences</p>	<p>-Schools will complete an IIR analysis based on their EQAO Gr 9 Assessment of Mathematics results then, based on the analysis, each school will identify a focused Numeracy strategy to be implemented consistently across the curriculum in grade 9 academic and applied Mathematics courses.</p> <p>-Teacher moderation activities will occur in all Gr 9 academic and applied Mathematics classes.</p> <p>-Grade 9 Transition Report will be used by all grade 9 classroom teachers to identify individual student strengths and reading levels.</p> <p>-Schools will develop a School Improvement Plan (SIP)</p> <p>-Cross Panel Meetings with a Numeracy focus</p> <p>-Focus on DI Through Open Questioning</p>	<ul style="list-style-type: none"> ▪ EQAO reports ▪ Program staff ▪ Grade 9 Transition Report ▪ Special Assignment Teacher-Numeracy ▪ Student Success Teachers ▪ Resource Teachers ▪ DI Team ▪ School Improvement Team ▪ Ministry Exemplars ▪ Think Literacy documents ▪ EduGains website ▪ Ministry DI Lessons ▪ Ministry Curriculum documents ▪ OERB ▪ Math Specific Technology ▪ E-Clickers ▪ Ministry Licensed Software 	<ul style="list-style-type: none"> ▪ Presentations at: Principals' Council ▪ VP Council ▪ System parameters ▪ NTIP ▪ Student Success meetings ▪ Conferences/ Workshops: including OAME, PLMLP ▪ Mathematics District Subject Meetings 	<ul style="list-style-type: none"> ▪ School Improvement Continuum reviewed by supt at monthly school visits ▪ SIP 	<ul style="list-style-type: none"> ▪ Secondary Program team ▪ Secondary Program Supt 	<p>47% of our Grade 9 applied students and 80% of our Grade 9 academic students will achieve Level 3 or 4 as measured by the Grade 9 EQAO Math Assessment.</p>

Needs Assessment and Analysis of Data	SMART Goals – Pathways/CCC	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>16 by 16 Report 2009 – 2010</p> <ul style="list-style-type: none"> 71.6% of Grade 10 have accumulated 16 credits or more. 81.9% of Grade 10 have accumulated 15 credits or more. 86.3% of Grade 10 have accumulated 14 credits. <p>OSSLT Previously Eligible Report</p> <ul style="list-style-type: none"> 55% of Fully Participating Students were successful 	<ul style="list-style-type: none"> All students will be aware of programs, pathways and post-secondary destinations Connect with our early leavers and re-engage 30% of them into regular day school or alternative programs 	<p><u>School and Classroom Leadership</u></p> <p>2.3 Organizations respond to needs of students 2.5 Safe Healthy Learning Environment Student Voice</p> <p>3.1 Reflect strengths, needs, learning preferences 3.2 School programs reflect needs of population</p> <p><u>Curriculum, Teaching and Learning</u></p> <p>4.7 Timely and Tiered Intervention</p> <p><u>Program and Pathways</u></p> <p>5.1 Meet Needs of All Students 5.2 Authentic and Experiential Learning 5.3 Understand Options and Supports 5.4 Further Explore Career Options</p> <p><u>Home, School and community Partnerships</u></p> <p>6.3 School and Community Partnerships</p>	<ul style="list-style-type: none"> Student Success team meetings are held in all secondary schools on a regular basis All students will have an appropriate education plan following a pathway leading to a post-secondary destination Clearly define and share the LKDSB definition of an “at risk student” for administrators, Guidance, and Student Success Teachers (SST’s) using the board ‘s Connections teacher for consistent understanding and application Guidance Counsellors and SST’s meet with grade 8 teachers in feeder schools to complete strengths and needs profiles for all students Guidance counsellors and SST’s individualize timetables for all “at risk students” Student Success teams formally designate a caring adult to each grade 9 and 10 “at risk student” Expand SHSM’s in secondary schools Regular contact between identified/at-risk students and SST members SST members communicate regularly with teachers of identified/at-risk students to monitor progress SST members will implement targeted strategies based on student needs to increase student success rates Connections meetings held on a regular basis to identify early leavers 	<ul style="list-style-type: none"> SCWI (OYAP, SWAC, Dual Credits, Bridging the Gap Camps) Credit Recovery Career Studies E-Learning Specialized Co-op ALPS SHSM’s Summer School ACEC Section 23 Student Success Teachers and Teams Guidance Counsellors Grade 8 Teachers School Improvement Team Secondary Program Team SALEP 	<ul style="list-style-type: none"> Presentations at: Principals’ Council VP Council System parameters Student Success meetings Conferences/ Workshops including Ministry training Guidance District Subject Meetings SHSM Lead Teacher and Sector meetings 	<ul style="list-style-type: none"> School Improvement Continuum reviewed by supt at monthly school visits SIP 	<ul style="list-style-type: none"> Secondary Program team Secondary Program Supt 	<ul style="list-style-type: none"> All schools will provide evidence that students are aware of programs, pathways and post-secondary destinations ie SHSM assemblies, post-secondary presentations, option sheet counselling 30% of early leavers have been reconnected into regular day school or alternative programs