



ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

NICHOLSON CATHOLIC COLLEGE

Secondary

School Improvement Plan
2009/2010



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School Improvement Plan 2009/2010

School Name:	Nicholson Catholic College	
School Improvement Team Members:	Karen Brooks-Cathcart	Charlene Landry-Kyte
	Anne Marie Barrett	Greg Popovich
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- Subgroup performance on provincial assessments indicates that specific attention is needed to align supportive strategies, e.g. Exceptional Learners show no improved performance over time on the OSSLT or the Grade 9 Mathematics assessment. There is evidence that males are underperforming on provincial assessments and students studying at the applied level continue to underachieve at levels 3 and 4 in mathematics.
- Appropriate pathways require further development for students studying at the locally developed and applied level of program. Parent and feeder school communication needs to be improved to facilitate greater understanding of these pathways and their related post secondary opportunities.
- Overall pass rate in 2009 for Grade 9 Locally Developed English was 33 %, females at 50 % and males at 20 % (total number of students 9)
- Transition Planning for students moving from Grade 8 in our feeder schools to Grade 9 needs to continue to be a focus as not all students are choosing NCC as their destination after elementary school. Relationship building with students in our designated elementary schools will now include Grades 6, 7 and 8 with specific, age appropriate strategies for each grade.
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School Initiatives (An opportunity to celebrate!! Please record the activities in your school that are NOT included in the SIP)

- E.g. peer mediation program, school reunion, summer math program
Nicholson offers extensive transition supports to new students including a formal peer mentor program, shadow day experiences, dances for students in Grades 7 and 8 and focused Guidance support within both elementary and secondary environments.
- Nicholson is expanding the broad number of community partnerships to support experiential learning for students of all Grade levels and to build bridges to Apprenticeships, College programs and University Programs.
- A Canadian Film Festival will be held at Nicholson Catholic College in April, 2010 with screenings of 6 Canadian films selected for viewing by Grades 11 and 12 students from Nicholson and St. Theresa. Workshops will be facilitated for participants after each film, hosted by those directly involved in the making of the film. This initiative is made possible by Reel Canada and will be linked to the Information and Communication Technology Secondary High Skills Major as a Reach Ahead experience. Selected students will work with the professional crew of Reel Canada to manage all technical aspects of this production.
- The Provincial Women's AA Secondary Basketball Championship will be hosted in December at Nicholson.
- A day of Aboriginal Art and Culture will be celebrated at Nicholson on December 14th with students and staff spending a day with Shannon Thunderbird.
- The school will host a Relay For Life fundraiser for the Canadian Cancer Foundation at the end of May, 2010.
- The Food For Learning Program operates on a daily basis providing hot breakfast and lunch for those who required this support in a vibrant, social atmosphere.

Needs Assessment

Summary of School Strengths Based on Data

- High credit accumulation rates (97.6 % Grade 9, 2007 and 98 % Grade 9, 2008 achieving all credits) and graduation rates.
- Parent engagement is considerable, high turnout rates for interviews, information nights, school council, etc.
- School Climate surveys (07 – 08) indicate that students feel safe at school and that staff are attentive and responsive to bullying behaviours.
- Teachers capably lead professional development for staff related to school improvement initiatives including facilitating workshops on critical literacy, integrating interactive technologies in instruction, e.g. Moodle.
- Enrolment has declined for the past two years. There were 650 students registered in 08-09 including 21 International students and in the current school year there are 615 students registered including 19 International students. The school is currently offering three High Skills Majors program; Health and Wellness, Communication Technology and Transportation Technology. NCC also features an International Baccalaureate program and an Extended French program and a licensed radio station which broadcasts live every day at lunch time.
- Nicholson will celebrate its 50th Anniversary in May of 2010.
- There are numerous clubs, activities and teams which operate under the direction of staff to provide students with a wide range of co-curricular learning environments including: Classic Movie Club, Ski Club, Shakespeare Appreciation Club, Games Club, Badminton, Sailing, Rowing, Yearbook, Eco-team, Social Justice, Duke of Edinburgh, the Lunch Bunch, Spirit Crew, NCC Band, Travel Club, Cheerleading Team, Golf, Cross Country, Soccer, Rugby, Basketball, Hockey, Gymnastics, Volleyball, Tennis, Swimming, Track and Field, Ski Team, Golf and Baseball. All activities are offered for both male and female participants.
- Student Leadership is a vibrant component of the Nicholson community as senior students provide ongoing mentorship to Grade 9 students and other students new to the school. The Peer Mentorship program and the Leadership Classes utilize student initiative to enhance the daily experience of high school for all members of the community, particularly students, by undertaking improvement initiatives each semester.
- Nicholson is a Silver Level Eco-school motivated to move to Gold level status within the next two evaluation periods. Stewardship of the environment and continuous public education to reform wasteful habits are two primary goals of the Nicholson Eco-team.
- Developing local and global social justice engagement is a fundamental component of Nicholson's Catholic Community outreach and students have a key role in determining which charities, organizations and fundraising initiatives they will focus on each year



Appendix: Information to support development of the School Improvement Plan

PROCESS	<ul style="list-style-type: none">• School administrators will collaborate with staff members and School Council in the development and monitoring of the School Improvement Plan. Where possible, students should also be included in the process.• Regular updates will be shared with staff and School Council.
DISCIPLESHIP: CATHOLIC CHARACISTER AND CULTURE	<ul style="list-style-type: none">• The purpose of school improvement planning for Catholic Character and Culture is to develop, enhance and celebrate our vision for fostering the faith and spiritual lives of students and staff in the school. At the school-level, our improvement planning efforts clarify and deepen our Catholic identity and guide the education and faith formation of the students and staff in our Catholic schools. Goals for faith formation do not required to use smart goal language.• For Ministry of Education purposes, , this component of the SIP addresses support for students as they meet key transition points between elementary and secondary, grade 10 and grade 11, and from grade 12 to post-secondary destinations, and addresses how the school will encourage and foster safe and healthy relationships and environment for students, staff and the wider community. Equity and inclusion strategies would also be part of this is component of the SIP. These goals will require SMART goal language.• The seven domains of the Ontario Catholic School Graduate Expectations create a common reference point from which our Catholic schools develop, more deeply, our Catholic character and culture within each community.• Resources to foster and nurture dialogue at the school-level include, for example:<ul style="list-style-type: none">• Renewing the Vision: Strengthening Catholic Character and Culture (http://ishare.alcdsb.on.ca/reledu/default.aspx)• The Ontario Catholic School Graduate Expectations (http://www.carfleo.org/linkscge.htm)• EOCCC: Curriculum Support for Catholic Schools (http://www.eoccc.org/csfcslresources/leadership.html)• Resources at the school level for Ministry strategies include:<ul style="list-style-type: none">• Transition Planning: A Resource Guide, 2002• Grade 8-9 Transition Fact Sheet (PDF, 39 KB)• Student Transition Experience Program Guide (PDF, 565 KB)• Transition and Pathway from Elementary to Secondary School: A Review of Selected Literature (PDF, 492 KB)• Shaping Safer Schools: A Bullying Prevention Action Plan, 2005 (PDF, 628 KB)• Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6, 2005 (for differentiated instruction)

	<ul style="list-style-type: none"> • Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs • Character Development in Action, K-12: Successful Practices in Ontario Schools (PDF, 1.7 MB) • Character Development Framework Document, 2008 (PDF, 1.17 MB) • Summary of Character Development Framework Document (PDF, 173 KB) • Guide to Character Development (PDF, 269 KB) • Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2009 • Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy • First Nation, Métis and Inuit Education Policy Framework (PDF, 264 KB) • Aboriginal Education in Ontario: New Resources and Opportunities for Parents, Educators and Students
<p style="text-align: center;">SCHOLARSHIP LITERACY AND NUMERACY</p>	<ul style="list-style-type: none"> • Resources at the school level for Ministry strategies include: <ul style="list-style-type: none"> • Think Literacy Cross-Curricular Approaches, Grades 7-12: • Boys' Literacy • Think Literacy Subject-Specific Examples • Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM) • TIPS for English Language Learners in Mathematics • Connecting Practice and Research in Mathematics Education (CPR-M) • Assessment • My Professional Practice • Professional Learning for Teachers • Principal's and Administrator's Resources • Technologies as Learning Tools • Family and Community Connections • Professional References • TIPS • Notable Strategies • Impact Math • Math GAINS http://www.edugains.ca/newsite/math/mathgains.htm for research and professional materials.
<p style="text-align: center;">PATHWAYS</p>	<ul style="list-style-type: none"> • The purpose of school improvement planning for Pathways is to ensure that all students, regardless of their choice of post-

(FOR SECONDARY SCHOOLS)	<p>secondary destination, are provided with an educational program that honours their choice, motivates, and allows for development of new interests and abilities. All students should feel welcome.</p> <ul style="list-style-type: none"> • At the school-level, our improvement planning efforts will focus on four core areas: tracking and monitoring of students at risk through Student Success teams, enhancing programming opportunities (e.g. through SHSM, dual credit programs, technological education expansion, OYAP, increased coop, etc.), and improved communication to staff, students, and the community regarding pathways opportunities. • School goals for Pathways should include SMART Goal language. • When developing school goals to foster Pathways, consideration should be given to how to improve learning opportunities for students and communicate those opportunities, for example: <ul style="list-style-type: none"> • Ensuring expanded coop opportunities for ALL students • SS teams track and monitor students weekly • School development of SHSM, dual credit programs • Credit intervention strategies (credit rescue, credit recovery) • Using data on course completion and results to improve programming and credit accumulation. • Communication plans to staff, students and parents regarding pathways and Student Success • Ministry resources to encourage dialogue at the school level include: <ul style="list-style-type: none"> • Ontario Ministry of Education for elements of student success strategy http://www.edu.gov.on.ca/eng/teachers/studentssuccess/index.html • Refining Our Practice: Reflective Learning in Cooperative Education • Passport to Prosperity – Tapping Into Your Future Workforce: Build the Relationship Now! • The Expansion of Co-op: An Administrator's DVD Guide <ul style="list-style-type: none"> • Co-op and Student Success (Windows Media, 2:47) • How Co-op Works (Windows Media, 8:35) • Workplace Health and Safety (Windows Media, 2:04) • Unique Delivery Models (Windows Media, 6:09) • Student Selection (Windows Media, 4:25) • Connecting with Community (Windows Media, 4:17) • Advice from Administrators and Program Leaders (Windows Media, 4:12)
SCHOOL SMART GOALS	<ul style="list-style-type: none"> • School goals for Catholic Character and Culture that are focused around faith formation do not require SMART goal language.

	<ul style="list-style-type: none"> • Each school will identify one or two SMART goals, in each category, that are stated in terms of what students will be able to consistently demonstrate. <u>School goals, at a minimum, will support BIP goals.</u> • The SMART goals are developed based on analysis of EQAO, school-level assessment data, the School Effectiveness Framework school self-assessment summary report and the Board Improvement Plan. In addition, secondary schools will also utilize school achievement data based on mark distributions for courses. • School-level SMART goals and resulting strategies are grounded in the overall and specific expectations of the Ontario Curriculum. • SMART goals: <ul style="list-style-type: none"> • help close the gap between our current reality and our vision of where we want to be. • help define exactly what the future looks like and how it will be measured. • reflect our school's top priority: student learning. • are derived from data and focus on the greatest areas in need of improvement. In other words . . . If all we did was spend time on our identified SMART goals, the time would be well-spent. • The length of time it takes to carry out the actions listed for each SMART goal can vary (monthly, yearly, by term). • SMART goals may target a whole school population or a particular sub-group (e.g., division, grade, gender) • Baseline data may not be available initially; specific percentages can be stated once it is collected.
<p>INDICATORS OF LEARNING</p>	<ul style="list-style-type: none"> • Wording: Students will _____.
<p>INSTRUCTIONAL STRATEGIES</p>	<ul style="list-style-type: none"> • Instructional strategies for Literacy and Numeracy will be based on the Ontario Curriculum, other Ministry resources and the School Effectiveness Framework indicators. Strategies for Scholarship, and for the other pillars on (where possible), will be based on sound research educational research.
<p>PROFESSIONAL LEARNING & RESOURCES</p>	<ul style="list-style-type: none"> • Professional learning must be coordinated, sequenced and connected to the instructional strategies. • Successful implementation of the school improvement plan is more likely if the number of specific actions are limited to 5 or fewer. • Job-embedded professional learning models are a mainstay of the school improvement plan (e.g., teacher moderation, collaborative planning, and professional gatherings).
<p>MONITORING STRATEGY</p>	<ul style="list-style-type: none"> • Monitoring involves reviewing implementation and progress in all areas of the school improvement plan (learning, instruction, professional learning). • Monitoring should occur regularly throughout the year at specific times to check progress toward achievement of SMART goals

	<p>and allow for possible mid-course corrections.</p> <ul style="list-style-type: none"> • Develop a comprehensive monitoring plan, to address the following: <ul style="list-style-type: none"> • Articulate specifically the data to be monitored. • How often will we monitor our plan? • Whose job will it be to monitor implementation of the plan? • Are we on track to meeting our goals? • How do we know that our targets and goals are being met? • In what ways is the data informing our practice?
<p>MEASURE OF LEARNING</p>	<ul style="list-style-type: none"> • Use a variety of measures: <ul style="list-style-type: none"> • Provincial assessment measures: EQAO • School based student achievement data • Survey data where available • Collaboratively created assessment measures: teacher designed common assessments (assessed with a rubric), observation and conference records, teacher created EQAO-like questions specific to a grade or division. • Schedule measures of learning to coincide with the beginning (baseline), points throughout the period of monitoring but not necessarily in the middle (mid-course), and end (summative) of the goal's timeframe.

PART 1: DISCIPLESHIP (COMMUNITY, CULTURE AND CARING)

We believe that every student, made in the image and likeness of God and being hope for the future, should know that they belong to a community of learners. Recognizing each student’s uniqueness, we devote our energy to ensuring an equitable and inclusive system where every student’s potential is realized. We do this through engaging students in their learning, offering a variety of career exploration opportunities, helping students to resolve conflict, and building relationships within the school and its wider community.

Students need to believe that they have a place in our schools, no matter their background, interests, abilities, or career aspirations. By emphasizing gospel values, Catholic virtues, and the Catholic Graduate Expectations, we support students as they meet key transition points, and help students build safe and healthy relationships with each other, staff and the wider community, support an equitable and inclusive school environment, and provide equity of outcomes through differentiation of instruction.

COMMUNITY, CULTURE, AND CARING (STUDENT ENGAGEMENT, TRANSITIONS, FAITH)

BOARD SMART GOAL:

By May 2010, 50% of a sample of disengaged grade 10 students will show improvement in their student achievement and engagement levels as a result of targeted interventions at the school level.

SCHOOL SMART GOAL:

Students and staff will dedicate time and resources to support those in need in our school, local community and globally contributing volunteer hours, financial resources and food supplies and clothing where appropriate.
 Students and staff will organize and participate in activities celebrating vocations and religious life in keeping with the Papal designation of the ‘Year for Priests’ , honouring the anniversary of St. John Mary Vianney, the Cure d’Ars.

TARGETED EVIDENCE-BASED STRATEGY

Should be grounded in research based practices. Specify the student subgroup targeted by the intervention. Can be supported through

- Students will collect items for the Gleaners Food Bank through out the year.
- Students will participate in the March For Life campaign in Ottawa and in the local Right to Life chapter.
- A Caring Catholic Community Committee will be organized to oversee the coordination of services for our most needy students in terms of social, emotional and physical support.
- The Social Justice Club will fundraise and promote awareness for a multitude of causes including the Tlama Water Project, an orphanage in India, Sponsorship of a Family in India, alleviation of poverty and many others. International Bazaar and “Rich/Poor” lunch held in March

<p><i>monitoring.</i></p>	<p>Fundraisers and education campaigns will be initiated to support the Terry Fox Foundation, the Heart and Stroke Foundation, the United Way, Three Oaks Foundation, War Child and other important causes. Environmental stewardship will increase significantly for all students and staff through daily attention to energy use, waste management and our consumption habits.</p> <p>A Vocations Day will be held in February to create awareness of vocations to Religious Life with special emphasis on the Priesthood The Nicholson Community will increase its commitment to Sacramental engagement.</p>
<p>RESOURCES <i>Differentiate human resources based on school need.</i> <i>Differentiate financial resources based on school need.</i></p>	<p>The Duke of Edinburgh Club will lead this initiative from October to May and will update the school community on the number of items collected. (J.Wood to confirm total weight) The collection of items will begin on October 1st, 2009 and continue throughout the year until May 15th, 2010</p> <p>Admission to all dances will be reduced for those who bring an item for the food bank.</p> <p>Students and Staff will travel to Jamaica to participate in a week of Mission Work building resources in impoverished communities. They will take needed medical and educational supplies with them which they will fundraise to purchase prior to their trip in March.</p> <p>Students attend the annual Right to Life rally with staff supervisors and liaison with the local chapter through correspondence.</p> <p>Minutes of the meetings will indicate that students in greatest need are being supported and monitored over time. CYW feeds lunch to approx. 30 students daily and provides healthy snacks as well.</p> <p>Over 90 % of the NCC community will participate actively in the campaigns. All campaigns will result in financial contributions to the identified agency and the generosity of the community will be celebrated publicly</p> <p>To Date: Terry fox Foundation: \$ 5 600 Sick Kids Hospital \$ 700 Tlama Water Project: Birthright:</p>

	<p>United Way: \$ 2000 Thinkfast: Sick Kids Hospital: \$ 900 Haiti Hurricane Relief: Jamaica Mission Project: NCC has accomplished Silver Certification as an Eco School As of June 26, 09 Two new filtration water coolers to be installed – Jan. 10 All students will participate in Vocations Day activities</p> <p>Fr. Brent Brennan will be celebrated as our School Chaplain through a presentation at the Christmas Assembly.</p> <p>Mass will be celebrated every Wednesday morning in the school chapel at 7:45 a.m. All staff and students are welcome and encouraged to attend.</p>
<p>PROFESSIONAL LEARNING <i>Focus on job-embedded professional learning. Strategically sequence coaching/mentoring strategies to support the transfer of learning into classroom practice.</i></p>	<p>Fr. Brent Brennan, School Chaplain and Pastoral Care Worker Joanne Belanger will facilitate student and staff spiritual development activities as outlined in the annual school plan. Resources support and ongoing professional learning for this team and for other aspects of religious instruction is supported by the Religious Education Department of the Board Office under the direction of Bronek Korczynski.</p>
<p>MONITORING <i>Outline explicit dates/weeks for monitoring. Articulate the type of data to be collected.</i></p>	<p>AN ONGOING RECORD OF FUNDS RAISED AND STUDENT PARTICPATION IN ORGANIZED LITERGIES, ASSEMBLIES AND MASSES IS MAINTAINED WITH PHOTOS FOR YEARBOOK, THE SCHOOL WEBSITE AND THE DISPLAY BOARDS AROUND THE SCHOOL. A LIST OF STUDENT PARTICIPANTS IN VARIOUS OUTREACH ACTIVITIES IS MAINTAINED BY THE PASTORAL CARE WORKER.</p>
<p>RESPONSIBILITY <i>Identify who is responsible for monitoring each part of</i></p>	<p>KAREN SHANNON, PRINCIPAL MONIQUE CHAPMAN, VICE PRINCIPAL FR. BRENT BRENNAN, PRIEST//CHAPLAIN</p>

<i>the SIP.</i>	JOANNE BELANGER, PASTORAL CARE WORKER
JANUARY UPDATE	FUNDRAISING PROJECTS UNDERWAY FOR SOCIAL JUSTICE INITIATIVES; JAMAICA MISSION PROJECT - \$ 4200 UNITED WAY - \$ 2000 BGH ONCOLOGY UNIT - \$ 12 000 TERRY FOX CAMPAIGN - \$ 5600 (ENTIRE SCHOOL INVOLVED IN WALK) SICK KIDS, TORONTO - \$ 600 MASS ON WEDNESDAYS, 5-8 STAFF MEMBERS ATTENDING NEW WATER COOLERS INSTALLED, JAN. 25 TH COMPOST BUCKETS ORDERED STUDENT/STAFF TEAM ASSEMBLED FOR RELAY FOR LIFE (CONFERENCE IN FEB) INCLUSIVE EDUCATION INITIATIVES UNDERWAY; MARK D'SOUSA PRESENTING MAY 4TH
JUNE UPDATE	
COMMUNICATION TO STAKEHOLDERS <i>Describe how results will be communicated to stakeholders.</i>	MONTHLY REPORTS PROVIDED TO SCHOOL COUNCIL AT SCHOOL COUNCIL MEETINGS REGULAR UPDATES ON ACTIVITIES AND RESULTS IN SCHOOL NEWSLETTERS STANDARD ACTION ITEM ON MONTHLY STAFF MEETING AGENDAS AND ON BI-MONTHLY SCHOOL ADMINISTRATIVE COUNCIL MEETINGS (WITH DEPT. HEADS). THIS REPORT IS PREPARED BY PASTORAL CARE WORKER, JO BELANGER.

PART 2: SCHOLARSHIP

We believe that every student, made in the image and likeness of God and being hope for the future, can learn at high levels with appropriate supports, reaching every student regardless of his or her personal circumstances. Recognizing each student's uniqueness, we devote our energy to ensuring an equitable and inclusive system where every student's potential is realized by achieving ambitious outcomes and improving in their learning to the highest possible level. We do this through a focus on increasing student achievement, engaging students in their learning and building respectful and professional learning communities at each of our schools.

Strong literacy and numeracy knowledge and skills are the critical foundation for student learning across all curriculum areas. Our goal is to develop, deepen and widen students' literacy and numeracy skills: develop by enabling every student to demonstrate and apply the knowledge and skills necessary to be successful in school and beyond; deepen by assisting students to critically understand and learn in light of gospel values; widen by emphasizing how literacy and numeracy contribute to the development of the whole student.

LITERACY

BOARD SMART GOAL:

By June 2010, 75% of all grade 9 students studying at the applied level will be able to demonstrate in compulsory subjects (Geography, Science, English, and Religion) will be able to demonstrate in a core subject writing task, at level 3 or 4, a clearly articulated point of view by development of a thesis, citing sufficient supporting details and organizing information in a coherent manner as measured by teachers through moderated marking.

SCHOOL SMART GOAL:

By June, 2010, 75% of all students studying at the Grade 9 applied level will be able to demonstrate proficiency (level 3 or 4) in a core subject writing task; either a clearly articulated point of view by development of a thesis, citing sufficient supporting details and organizing information in a coherent manner or a news article using appropriate writing conventions including inverted pyramid format. Achievement will be evaluated by classroom teachers through moderated marking.

By June, 2010, 75 % of students with special needs will be successful on the Ontario Secondary School Literacy Test the first time they write the assessment.

TARGETED EVIDENCE-BASED STRATEGY

Should be grounded in research based practices. Specify the student subgroup targeted by the

Students studying at the Applied level in Grade 9 will demonstrate their knowledge of how to write either an opinion piece with supporting ideas clearly communicated in a minimum of three paragraphs or a newspaper article using appropriate conventions including inverted pyramid structure with a minimum of 75 % achieving at levels 3 and 4.

All Grade 9 and 10 students will understand and apply instructional prompts with accuracy.

Students are reading for 15 minutes of uninterrupted time each day. The Literacy team is developing an assessment tool to monitor student

<p><i>intervention. Can be supported through monitoring.</i></p>	<p>attitudes and engagement in response to this initiative.</p> <p>Students will engage in critical thinking activities embedded across all areas of the curriculum.</p> <p>Students studying at the Applied level in Grade 9 will complete tasks designed to focus on higher order and critical thinking skills as participants in the board moderated marking project.</p> <p>Students who are identified as Exceptional Learners will develop significant proficiency utilizing assistive technology to support optimal learning conditions and will be facilitated to do so by all classroom teachers.</p> <p>All students studying at the Grade 10 level will complete a full program (Don't Panic Workbook) within the context of their English class to prepare for the OSSLT.</p> <p>All Grade 9 and 10 students will take a Literacy Pretest to evaluate their current skill level in reading and writing tasks.</p> <p>An after school literacy program will be offered to all students who appear to need further support to improve skill levels in reading and writing based on the results of the pretest.</p>
<p>RESOURCES <i>Differentiate human resources based on school need.</i> <i>Differentiate financial resources based on school need.</i></p>	<p>Teachers will administer an instructional sequence developed by the Moderated Marker project team at the Board Office and will plan specific, personalized strategies of intervention for under achieving students (i.e. critical learning pathway). This project will operate in each semester with teachers instructing in these designated subject/grade levels.</p> <p>Resources from the IB program will be utilized, "Glossary of Command Terms" with all Grade 9 and 10 classes.</p> <p>All classrooms will participate across the school with the time block rotating a period every 6 weeks. Literacy Team to create assessment tool.</p> <p>Resources and professional development for all staff to continue implementation of this strategy initiated in the fall of 08.</p> <p>Teachers will evaluate student work and develop differentiated instructional strategies to support learners who struggle in these tasks.</p> <p>Resources to support this work will be produced by board office staff.</p> <p>Further licenses will be purchased to enable access to scanners and kurzweil and dragon programs through the school.</p> <p>Resources have been purchased and distributed to all English teachers.</p> <p>The Literacy Team will prepare an assessment for distribution to all Grade 9 classes to be completed in a Period 4 class in early</p>

	December.
<p>PROFESSIONAL LEARNING <i>Focus on job-embedded professional learning. Strategically sequence coaching/mentoring strategies to support the transfer of learning into classroom practice.</i></p>	<p>Teachers will meet with colleagues teaching in the same disciplines and Grade levels through the scheduled meetings held at the board office.</p> <p>The Literacy Team, with cross-curricular representation will execute a plan to support instruction in all junior level classrooms.</p> <p>Garfield Gini-Newman to facilitate a Professional Learning Day for all staff on the topic of Critical Literacy and Student Engagement, October 23rd, 2009.</p> <p>Teachers will be encouraged to collaborate on how to utilize technology to support individual learner needs as promoted in Individual Education Plans.</p> <p>Literacy Team and English Teachers will meet to discuss preparation of Grade 9 and 10 students and to evaluate effectiveness of this resource.</p> <p>Four to Six members of the Literacy Team will collaboratively mark the Grade 9 and 10 Literacy Test and will identify students who are at risk of failure. Further classroom strategies will be recommended to their teachers and parents will be contacted to encourage participation in after school program.</p>
<p>MONITORING <i>Outline explicit dates/weeks for monitoring. Articulate the type of data to be collected.</i></p>	<p>Initial meetings: September with regular meetings through to January, 2010. The project will begin again in February and run through to May, 2010.</p> <p>Literacy Team to meet the week of Oct. 19 to plan timeline and instructional sequence. Initial discussion concerning the development of the assessment tool will take place on October 23rd during P.A. day meeting of Literacy Team.</p> <p>Numbers of students utilizing software programs and the resource room will be monitored. Bi-weekly contact with classroom teachers concerning identified students will be recorded by resource staff.</p> <p>Resources purchased and distributed September 09.</p> <p>Meeting to take place Nov. 2nd '09.</p> <p>Literacy Pretest to be administered and marked in December '09.</p> <p>Follow up communication to be undertaken by January 8, 2010.</p>

<p>RESPONSIBILITY <i>Identify who is responsible for monitoring each part of the SIP.</i></p>	<p>Karen Shannon, Principal, Monique Chapman, Vice Principal Literacy Team School Administrative Council</p>
<p>JANUARY UPDATE</p>	<p>Common Literacy Assessment administered to all Grade 9 and 10 students in December and marked by a team of 9 staff members using EQAO Anchor papers. Letters issued to parents informing of unsuccessful results and offering After School Literacy program. All results shared with students. Detailed feedback shared with all staff members (Jan. staff meeting) After School Literacy Program commenced Feb. 2nd. Critical Literacy Conference attended by 4 staff members in December. Moderated Marking experiences discussed at staff meeting – those involved shared details of their learning Dec. 09.</p>
<p>JUNE UPDATE</p>	
<p>COMMUNICATION TO STAKEHOLDERS <i>Describe how results will be communicated to stakeholders.</i></p>	<p>MONTHLY REPORTS PROVIDED TO SCHOOL COUNCIL AT SCHOOL COUNCIL MEETINGS REGULAR UPDATES ON ACTIVITIES AND RESULTS IN SCHOOL NEWSLETTERS STANDARD ACTION ITEM ON MONTHLY STAFF MEETING AGENDAS AND ON BI-MONTHLY SCHOOL ADMINISTRATIVE COUNCIL MEETINGS (WITH DEPT. HEADS)</p>

PART 2: SCHOLARSHIP

We believe that every student, made in the image and likeness of God and being hope for the future, can learn at high levels with appropriate supports, reaching every student regardless of his or her personal circumstances. Recognizing each student’s uniqueness, we devote our energy to ensuring an equitable and inclusive system where every student’s potential is realized by achieving ambitious outcomes and improving in their learning to the highest possible level. We do this through a focus on increasing student achievement, engaging students in their learning and building respectful and professional learning communities at each of our schools.

Strong literacy and numeracy knowledge and skills are the critical foundation for student learning across all curriculum areas. Our goal is to develop, deepen and widen students’ literacy and numeracy skills: develop by enabling every student to demonstrate and apply the knowledge and skills necessary to be successful in school and beyond; deepen by assisting students to critically understand and learn in light of gospel values; widen by emphasizing how literacy and numeracy contribute to the development of the whole student.

NUMERACY

BOARD SMART GOAL: By June, 2010, 75% of all grade 9 students studying at the applied level will be able to demonstrate problem solving in a mathematics investigation, at level 3 or 4, (where the teacher poses a complex problem, students collaboratively work on the problem, students share solutions, teacher consolidates understanding and summarizes discussion, students work on follow-up activities) as measured by teachers through moderated marking.

SCHOOL SMART GOAL: Students will complete investigations using TIPS lessons and pedagogy within each unit in Grade 9 and 10 Applied Mathematics classes in the 09 – 10 school year. By June 2010, 75 % of all Grade 9 and 10 students studying at the Applied level in mathematics will achieve at levels 3 and 4 on complex problems.

<p>TARGETED EVIDENCE-BASED STRATEGY <i>Should be grounded in research based practices. Specify the student subgroup targeted by the intervention. Can be supported through monitoring.</i></p>	<p>Students studying at the Applied level of Mathematics in Grades 9 and 10 will complete common assessments and a series of tasks within each unit based on TIPS resources.</p> <p>Higher order thinking skills and critical thinking will be embedded in weekly class activities in all Grade 9 and 10 Mathematics classes.</p> <p>Students in all Grade 9 and 10 Mathematics classes will use interactive technology and manipulatives where appropriate in their daily class work.</p>
<p>RESOURCES <i>Differentiate human resources based on</i></p>	<p>Smartboards, Interactive Whiteboards Math manipulatives and selected program resources will be made available in Math classrooms.</p> <p>TIPS, TIPS 4RM and Leading Math Success Mathematical Literacy Grades 7 – 12 are some of the key resources which will be utilized</p>

<p><i>school need.</i> <i>Differentiate financial resources based on school need.</i></p>	<p>by classroom teachers. Teacher participation encouraged and school sponsorship provided for up to 4 participants in the provincial conference on thinking skills, Toronto '09.</p>
<p>PROFESSIONAL LEARNING <i>Focus on job-embedded professional learning. Strategically sequence coaching/mentoring strategies to support the transfer of learning into classroom practice.</i></p>	<p>A Ministry trained instructional coach, Tom Chapman, will work with teachers in the math department to offer 'shoulder to shoulder' support in preparing and executing lessons based on GAINS and TIPS pedagogy.</p> <p>Release time will be made available to enable teachers to collaborate together for planning and evaluating student work.</p> <p>Professor Garfield Gini-Newman will work with staff and will provide resources to facilitate the integration of critical and higher order thinking skills in daily classroom teaching and learning. (P.A. Day October 23, 09).</p> <p>Mathematics Teachers will spend half a day working with Tom Chapman on Interactive Whiteboard instructional strategies (Oct. 09)</p>
<p>MONITORING <i>Outline explicit dates/weeks for monitoring. Articulate the type of data to be collected.</i></p>	<p>NUMERACY COMMITTEE MEETINGS ATTENDED BY M. CHAPMAN. COMMITTEE REPORTS TO STAFF AT EACH STAFF MEETING. STUDENT WORK ON COMMON ASSESSMENTS MARKED AND SHARED AT CENTRAL MEETINGS WITH BOARD COLLEAGUES.</p> <p>EARLY PROGRESS, MID-TERM AND FINAL REPORT CARDS MONITORED. THE QUALITY OF STUDENT RESPONSES TO COMPLEX PROBLEM SOLVING TO BE MONITORED THROUGH COMMON ASSESSMENTS, G. POPOVICH AND P. WHALEN. GRADE 9 MATHEMATICS EQAO DATA TO BE MONITORED AS WELL.</p>
<p>RESPONSIBILITY <i>Identify who is responsible for monitoring each part of the SIP.</i></p>	<p>PRINCIPAL, VICE PRINCIPAL, MATH DEPARTMENT HEAD (G. POPOVICH) AND MATH TEACHERS TO MONITOR AND REPORT ON PROGRESS.</p>
<p>JANUARY UPDATE</p>	<p>STUDENTS STUDYING AT THE APPLIED AND ACADEMIC LEVELS PARTICIPATED IN PREPARATION ACTIVITIES, TIPS, GAINS AND EQAO PRACTICE QUESTIONS PRIOR TO PROVINCIAL ASSESSMENTS. NUMEROUS STUDENTS AWARDED EXEMPTIONS FROM</p>

	<p>FINAL EXAMS BASED ON LEVEL 3 OR 4 ACHIEVEMENT IN CLASS AND ON PROVINCIAL ASSESSMENT. AT LEAST ONE STUDENTD ACHIEVED LEVEL 4 ON APPLIED EQAO ASSESSMENT.</p> <p>ALL MATH TEACHERS TRAINED ON SMARTBOARD INTERACTIVE TECHNOLOGY AND ALL MATH CLASSROOMS NOW EQUIPED WITH SMARTBOARDS.</p> <p>DEMONSTRATION LESSONS CONDUCTED ON SITE.</p> <p>MATH COACH, TOM CHAPMAN, IN SCHOOL MODELING AND COACHING LESSONS IN GRADE 10 APPLIED CLASSROOM. WORKSHOPS FACILITATED BY TOM WITH ALL MATH TEACHERS.</p>
<p>JUNE UPDATE</p>	
<p>COMMUNICATION TO STAKEHOLDERS <i>Describe how results will be communicated to stakeholders.</i></p>	<p>MONTHLY REPORTS PROVIDED TO SCHOOL COUNCIL AT SCHOOL COUNCIL MEETINGS REGULAR UPDATES ON ACTIVITIES AND RESULTS IN SCHOOL NEWSLETTERS STANDARD ACTION ITEM ON MONTHLY STAFF MEETING AGENDAS AND ON BI-MONTHLY SCHOOL ADMINISTRATIVE COUNCIL MEETINGS (WITH DEPT. HEADS)</p>

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PART 3: STEWARDSHIP (PATHWAYS)

PATHWAYS

BOARD SMART GOAL:

By June 2010, 50% of male grade 10 students identified as disengaged will report through a survey that they are planning career pathways as a result of their engagement with a guidance counselor.

SCHOOL GOAL:

CREDIT ACCUMULATION RATES WILL INCREASE BY 5 % FOR GRADE 10 MALES FROM 74.1 % TO 79.1 %.
CREDIT ACCUMULATION RATES FOR STUDENTS STUDYING AT THE APPLIED LEVEL AND FOR IDENTIFIED STUDENTS WILL EACH INCREASE BY 5 %.

TARGETED EVIDENCE-BASED STRATEGY

Should be grounded in research based practices. Specify the student subgroup targeted by the intervention. Can be supported through monitoring.

A CREDIT BEARING SECTION, GLS, HAS BEEN ADDED TO THE SCHOOL SPECIAL EDUCATION COMPLIMENT TO BE DELIVERED BY THE RESOURCE TEACHER SO THAT IDENTIFIED STUDENTS CAN ACCESS THIS CREDIT OPPORTUNITY ACROSS THE TIMETABLE (SEM 2, J. KAVANAUGH) AND RECEIVE NEEDED ACADEMIC SUPPORT AND IMPROVE ON THEIR FAMILIARIZATION AND UTILIZATION OF ASSISTIVE TECHNOLOGIES.

RESOURCES

*Differentiate human resources based on school need.
Differentiate financial resources based on school need.*

A HUMAN RESOURCE HAS BEEN ALLOCATED FROM SCHOOL BUDGET OF SECTIONS TO SUPPORT THIS STRATEGY.

PROFESSIONAL LEARNING

Focus on job-embedded professional learning.

STUDENT ENGAGEMENT WILL BE THE FOCUS OF SCHOOL ORGANIZED PROFESSIONAL DEVELOPMENT: CRITICAL LITERACY FOCUS – FACILITATOR, GARFIELD GENE NEWMAN USING INTEGRATED TECHNOLOGY IN THE CLASSROOM FOCUS – FACILITATOR STEVE GOYER.

<p><i>Strategically sequence coaching/mentoring strategies to support the transfer of learning into classroom practice.</i></p>	
<p>MONITORING <i>Outline explicit dates/weeks for monitoring. Articulate the type of data to be collected.</i></p>	<p>MONTHLY STAFF MEETINGS, FIRST TUESDAY OF EACH MONTH - A BEST PRACTICE WILL BE SHARED RE: STUDENT ENGAGEMENT.</p>
<p>RESPONSIBILITY <i>Identify who is responsible for monitoring each part of the SIP.</i></p>	<p>PRINCIPAL, VICE PRINCIPAL AND DEPARTMENT HEADS</p>
<p>JANUARY UPDATE</p>	<p>JAN. 30TH, 2010 CREDIT ACCUMULATION EVALUATED IN PROMOTION MEETINGS WITH MALE AND IDENTIFIED STUDENTS CROSS-REFERENCED IN ASSESSING CREDITS AT RISK. TWO DAYS WERE DEDICATED TO CREDIT RESCUE SPECIFICALLY FOR IDENTIFIED STUDENTS WITH THE FULL RESOURCE TEAM ATTENDING TO STUDENTS WITH LATE OR MISSING ASSIGNMENTS (VERY SUCCESSFUL RECOVERY OF WORK). TWELVE STUDENTS MOVED TO CREDIT RECOVERY AFTER SEMESTER ONE. SUPERVISION SCHEDULE REVISED SO THAT STUDENT SUCCESS ROOM IS NOW OPEN ALL DAY INCLUDING THE LUNCH HOUR. COOP SECTIONS INCREASED TO 5 THIS SEMESTER (2 LAST SEMESTER). SCHOOL INITIATIVE, "STUDENT VOICE", STUDENTS WILL EVALUATE NCC ON THE 9 INDICATORS SUGGESTED BY THE STUDENT CONGRESS FOR ALL SCHOOLS. FEEDBACK WILL BE COLLECTED BY TEACHER FACILITATORS (ALL CLASSES PERIOD 3). RESULTS WILL BE SHARED THROUGH CLOSED CIRCUIT T.V. AND AN ACTION PLAN WILL BE DEVELOPED. (FEBRUARY 12, 2010) GLE CLASS IS POPULATED AS ARE LEADERSHIP AND PEER TUTORING CLASSES. REPORT CARD COMMENTS INDICATE THAT HIGHER ORDER THINKING AND CRITICAL LITERACY ARE EMBEDDED COMPONENTS OF CLASSROOM LEARNING (REFLECTED IN</p>

	STRENGTH, WEAKNESS AND NEXT STEP COMMENTS).
JUNE UPDATE	JUNE 25 TH , 2010
COMMUNICATION TO STAKEHOLDERS <i>Describe how results will be communicated to stakeholders.</i>	HIGHLIGHTS OF ACTIVITIES POSTED ON SCHOOL WEBSITE PROGRESS SHARED AT EACH SCHOOL COUNCIL MEETING (8 PER YEAR) UPDATES SHARED WITH PARENT COMMUNITY THROUGH SCHOOL NEWSLETTER STRATEGY IMPLEMENTATION AND MONITORING REGULARLY REVIEWED AT STAFF MEETINGS AND DEPARTMENT HEAD MEETINGS EACH MONTH.

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