



Hamilton-Wentworth Catholic Schools
Believing, Achieving, Serving

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

IMPROVEMENT PLAN (JK – GRADE 12) 2011- 2012

Last Date Modified:

Tuesday, November 8, 2011



Hamilton-Wentworth Catholic Schools

Believing, Achieving, Serving

MISSION

The mission of Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which Our Lord Jesus Christ is the model.

The Catholic Community of Hamilton-Wentworth believes the learner will realize this fullness of humanity if the learning process

- begins at home and is part of family life
- is nurtured in the Parish
- is anchored in the Catholic Faith
- takes place within the context of worship, sacraments, and the life of the Church is enhanced by the school community
- is embraced by the learner as a personal responsibility for life.

If learning takes place in an appropriate and challenging environment

- in which members of the school community exemplify the teachings of Jesus Christ
- which reflects Gospel values and responsible use of human, financial and natural resources
- which promotes academic excellence and clear indicators of achievement.

VISION

Learners from Hamilton-Wentworth Catholic Schools will demonstrate

- knowledge and practice of their Catholic Faith
- the capability of nurturing a strong family unit
- esteem, respect and responsibility for self and others
- academic competence
- the ability to listen accurately and express knowledge clearly
- independence, critical thinking and effective problem solving
- proficiency with technology in order to adapt to a challenging world
- the values, attitudes and skills for effective partnerships
- the ability to transform our society

To enable learners to achieve this vision, the faith community of the Hamilton-Wentworth Catholic District School Board will reflect

- the centrality of Jesus Christ in our lives
- the teachings of the Catholic Church
- exemplary role models
- social justice, respect and fairness for all
- a dedicated staff
- a curriculum that is dynamic, practical and relevant
- high standards
- an environment conducive to learning
- effective partnerships
- accountability at all levels

(Approved by the Board of Trustees
November 3, 1992)

EACH BELONGS

*The philosophy of the Hamilton-Wentworth Catholic District School Board is to meet the needs of **all children** and to develop the fullness of humanity in a Catholic Community. **All students**, regardless of special talents or challenging needs can grow and they can grow best by attending their **neighbourhood schools**, along with their brothers and sisters.*

Every child with challenging needs requires a sense of belonging; every child needs reasonable and realistic success and every child requires concern for his or her dignity as a person. The child is not served by sympathy or sentimentality. Exceptional pupils share with their fellow pupils the responsibility to demonstrate acceptable behaviour and to strive for total growth and development.

*It is the responsibility of each individual who instructs children **to foster growth**. No handicap, however severe, no learning deficit, however persistent, should discourage our efforts. No special gift is to be neglected. All human and material resources must be used to meet the needs of the pupil.*

Provision of programs and services in the schools of the Hamilton-Wentworth Catholic District School Board is governed by principles of:

- **Inclusion:** *In which all children, able or disabled, attend their neighbourhood school, with their peers and siblings;*
- **Normalization:** *In which all individuals with disabilities experience patterns of life, and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society;*
- **Personalization:** *In which the learner is put at the centre of education, and they are provided with assessment and instruction that are tailored to the individuals' particular learning and motivational needs (Learning for All, K-12, p. 7).*

HCWDCSB Goals 2011-2012

The Hamilton-Wentworth Catholic District School Board Improvement Plan (JK-Grade 12) for the 2011-2012 school year has at its very core the Mission and Vision of the Board. The Board's Mission/ Vision truly captures the vision of the 21st century learner who is rooted in faith and who exemplifies the Ontario Catholic Graduate Expectations (see Appendix A). In addition, the philosophy of Each Belongs, permeates all aspects of teaching and learning in the schools of the Board and is fundamental in the improvement planning efforts of the Board and its schools.

LEARNING WITH FAITH: OUR CATHOLIC SCHOOL IDENTITY SYSTEM GOAL

The staff of the HCWDCSB will work with students, parents and the local parish to integrate knowledge and Catholic doctrine in order to promote students' growth in faith and virtue and to deepen commitment to Christ and the Church.

LITERACY SYSTEM GOAL

The staff of the HCWDCSB will work to foster the acquisition, understanding, and independent application of literacy competencies in all students across all curriculum areas.

NUMERACY SYSTEM GOAL

The staff of the HCWDCSB will work to improve student's ability to communicate and apply mathematical thinking and reasoning using oral language and written representations in order to deepen their understanding of mathematical concepts.

PATHWAYS SYSTEM GOAL

The staff of the HCWDCSB will work to implement equitable, innovative and supportive programming that reflects the learning needs and interests of all students in their development as independent, life-long learners.

CATHOLIC COMMUNITY, CULTURE & SERVICE SYSTEM GOAL

The Staff of the HCWDCSB will work to establish and foster equitable, inclusive and engaging school and classroom environments to increase student achievement.

Supporting and Monitoring the Board Improvement Plan

Board of Trustees

Parent/Guardian Involvement

- i) Provide leadership, service and a provincial voice in promoting and protecting Catholic education locally and provincially;
- ii) Embody and promote the values and traditions of the Catholic faith in all Board activities;
- iii) Promote public understanding of and support for Catholic education in Hamilton-Wentworth.

- i) Recognize that education in the Catholic faith begins at home and is part of family life. Parents and guardians are the first and most important teachers of their children;
- ii) Be actively involved, with their children, in the sacramental life of the parish and school;
- iii) Model for their children the importance of faith in life.
- iii) Be an advocate for the importance of Catholic Education

- i) Receive regular update reports (minimum three times per year) on the progress of the implementation of the strategies outlined in the Board Improvement Plan;
- ii) Through effective stewardship of available resources provide support for the implementation of the strategies outlined in the Literacy goal;
- iii) Emphasize and support accountability at all levels in pursuit of continuous improvement in literacy teaching and learning.

- i) Be a role model for their children. Read and write often with their children;
- ii) Work to create a literacy rich environment at home;
- iii) Supervise and explore 21st century technologies with their children. Actively model the appropriate and ethical use of the Internet and the World Wide Web;
- iv) Maintain close contact with their child's teacher.

- i) Receive regular update reports (minimum three times per year) on the progress of the implementation of the strategies outlined in the Board Improvement Plan;
- ii) Through effective stewardship of available resources provide support for the implementation of the strategies outlined in the Numeracy goal;
- iii) Emphasize and support accountability at all levels in pursuit of continuous improvement in numeracy teaching and learning.

- i) Let their child know that everyone can learn math and that they believe math is important and fun;
- ii) Be positive about their own math abilities and encourage their child to be persistent if a problem seems difficult;
- iii) Praise their child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time;
- iv) Maintain close contact with their child's teacher.

- i) Support effective partnerships with community members and organizations that can support multiple pathway opportunities for students;
- ii) Support opportunities for students in four pathways (apprenticeship and skilled trades, colleges of applied arts and technology, university and the world of work).

- i) Encourage their child to engage in the process of exploring career and education and training opportunities;
- ii) Maintain contact with their child's teachers and guidance counsellor;
- iii) Attend parent information sessions;
- iv) Talk to their child about the work they and other family members do.

- i) Provide leadership in maintaining a focus by all trustees, parents/guardians, staff and students on the Mission and Vision of the HWCDSB;
- ii) Work with board staff in creating equitable and inclusive environments in all schools in the HWCDSB that are conducive to learning and exemplify a strong faith community;
- iii) Support schools and Board staff in promoting academic excellence through the responsible use of human, financial and natural resources.

- i) Support Board staff to ensure, wherever and whenever possible, the Catholic faith is modelled and infused in the curriculum and learning environments of all schools;
- ii) Support (either as an active member or through regular dialogue) the Catholic School Council in the work of creating caring, welcoming and inclusive school communities;
- iii) Be regularly and actively involved in their child's education knowing that parental involvement directly benefits student achievement.

LEARNING WITH FAITH: OUR CATHOLIC SCHOOL IDENTITY SYSTEM GOAL

The staff of the HWCDSB will work with students, parents and the local parish to integrate knowledge and Catholic doctrine in order to promote students' growth in faith and virtue and to deepen commitment to Christ and the Church.

ELEMENTARY STRATEGIES/TARGETED ACTIONS

- 1.1 Give prominence to Religious and Family Life education and activities within the regular curriculum;
- 1.2 Strive continuously to strengthen the consistency and quality of prayer in schools;
- 1.3 Provide clear witness to the corporal and spiritual works of mercy in the school and wider community.

CSEF Focus Indicator(s): **F1.1:** Religious Education and activities are consistently given highest priority;
 F3.4: A vibrant sacramental life is evident.

SECONDARY STRATEGIES/TARGETED ACTIONS

- 1.4 Deepen the integration of faith and culture through continual development of Catholicity across the curriculum;
- 1.5 Strive continuously to strengthen the consistency and quality of prayer in schools;
- 1.6 Proclaim the Catholic tradition by displaying visible signs of Catholicity throughout the school and explicitly integrating gospel values into all aspects of school life;
- 1.7 Witness the prophetic role of the school by bringing the faith critique to bear on all issues of significance both within and outside the school.

CSEF Focus Indicator(s): **F3.2:** The routine of school life is enriched by a structure of meaningful worship
 F4.1: Witness to Christian principles is evident through observable action;

STRATEGIES/TARGETED ACTIONS SUPPORTING CATHOLIC STUDENT LEADERSHIP (JK-12)

- 1.8 Strengthen the inclusive atmosphere of the school through the active participation of Grade 7 students and Secondary Diversity Club members in the annual Diversity Conferences and the follow-up activities of their Diversity Action Plans.
- 1.9 Ensure the Catholic dimension of school leadership through participation by Student Council Leaders in the Student Council Leadership Retreat;
- 1.10 Actively support the Stewardship of Creation through environmental initiatives within the school, especially through participation and certification in the Ontario Eco-Schools program.

CSEF Focus Indicator(s): **F3.2:** The school reflects a welcoming and friendly Christian environment;
 F5.2: School activities and projects reflect Catholic values.

MONITORING STRATEGY

Senior Administration	Central Support	Principal/Vice-Principal	Division CPLC	Teacher
<p>i) Oversee courses for teachers in: Faith Formation, OECTA Religious Ed. AQ, ongoing Religious Renewal and NTIP, prayer workshops;</p> <p>ii) Conduct three District Reviews;</p> <p>iii) Lead FOS meetings and support Principal PD sessions.</p>	<p>i) Religion and Family Life Consultant visits each school annually and provides support for all teachers;</p> <p>ii) Consultant and Program Leader participate in District Reviews;</p> <p>iii) Consultant meets monthly with designated Religion Reps from each school.</p>	<p>i) Ensure that the Board approved Religion and Family Life programs are taught according to the scheduled timeline for the daily allotted period of time;</p> <p>ii) Ensure that prayer and worship are central in the life of the school;</p> <p>iii) Develop school policies to provide for students who are in need.</p>	<p>i) Share program information and prayer liturgies across the grades within the Division;</p> <p>ii) Ensure that prayer is modelled in all meetings and school activities.</p>	<p>i) Ensure that the classroom prayer centre is prominent, dynamic and interactive;</p> <p>ii) Teach and pray a variety of traditional prayers;</p> <p>iii) Teach and encourage students to pray spontaneously;</p> <p>iv) Encourage participation of students in annual Faith Fair when held in schools.</p>
Senior Administration	Central Support	Principal/Vice-Principal	Department CPLC	Teacher
<p>i) Oversee courses for teachers in Faith Formation, OECTA Religious Ed. AQ ongoing Religious Renewal and NTIP prayer workshops;</p> <p>ii) Conduct Student Achievement Visits</p> <p>iii) Lead FOS meetings and support Principal PD sessions.</p>	<p>i) Program Leader for Religion and Family Life meets monthly with Religious Studies Department Heads, Chaplaincy Leaders, and Christian Service Animators;</p> <p>ii) Program Leader participates in Student Achievement Visits.</p>	<p>i) Support Chaplaincy Leadership in ensuring that the chapel is well-kept and a focal point for the school;</p> <p>ii) Provide support for Grade Twelve Retreats;</p> <p>iii) Provide facilitation, support and supervision of all school liturgies;</p> <p>iv) Ensure that school dances, assemblies and activities reflect, support and promote Catholic values;</p>	<p>i) Monthly meetings of Religious Studies Department;</p> <p>ii) Chaplaincy Leader provides resources and support for daily morning prayer and celebration of Liturgical Seasons;</p> <p>iii) Christian Service Animators actively promote and set high expectations for voluntary Christian Service.</p>	<p>i) Ensure that each classroom has a prominent, dynamic and interactive prayer centre;</p> <p>ii) Establish a routine of beginning each class period with prayer;</p> <p>iii) Religious Education teachers assist with Grade 12 Retreats</p> <p>iv) Teachers instruct students on forms of prayer, skills in shared prayer, and provide opportunities for students to practise these in class.</p>
Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Organizes and provides support for annual Diversity Conference;</p> <p>ii) Supports the Social and Ecological Responsibility in Education Committee in implementation of Board Environmental Policy;</p> <p>iii) Organizes and provides support for annual Student Council Leadership Retreat.</p>	<p>i) Meet with organizers and attend Diversity Conference to monitor content;</p> <p>ii) Program Leader chairs SERE Committee and meets bimonthly with Elementary and Secondary Enviro-Reps to foster Stewardship of Creation;</p> <p>iii) Program Leader/Consultant assist organizers and attend the Student Council Leadership Retreat.</p>	<p>i) Provide support for Diversity training for all Grade Seven teachers;</p> <p>ii) Designate a staff person to act as Enviro-Rep and support environmental efforts within the school;</p> <p>iii) Provide support for Student Council leaders to attend annual Leadership Retreat.</p>	<p>i) Monitor and support implementation of Diversity Action Plan;</p> <p>ii) Plan environmental awareness days and events;</p> <p>iii) Student Council Moderators support Catholic values implicit in Student Council activities;</p> <p>iv) Chaplaincy Leaders assist in planning Student Council Leadership Conference.</p>	<p>i) Grade Seven and select Secondary teachers accompany students to Diversity Conference;</p> <p>ii) Monitor school recycling (waste streaming) and energy conservation practices within each classroom.</p>

LITERACY SYSTEM GOAL

The staff of the HWCDSB will work to foster the acquisition, understanding, and independent application of literacy competencies in all students across all curriculum areas.

ELEMENTARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

2.1 Promote student independence through the implementation of the gradual release of responsibility model in the readers' and writers' workshops in the context of the TLCP (Professional Learning Cycle);

2.2 Provide all students with daily opportunities across the curriculum for:

- accountable talk to share their thinking and to develop oral communication and meta-cognition;
- rich, robust reading responses (acknowledging multiple learning styles and promoting student inquiry) to deepen understanding, make meaning and think critically;
- authentic writing in a variety of text forms;
- critical thinking through the use of effective questioning to evaluate implicit and explicit messages in all types of text(oral, visual, media).

2.3 Emphasize Assessment FOR Learning and Assessment AS Learning to make student thinking and learning visible by:

- developing and implementing learning goals, success criteria and descriptive feedback;
- triangulating assessment data by examining conversations, observations and student products.

2.4 Develop the Learning Commons in each school to promote and teach inquiry-based learning through cross-curricular connections, multiple literacies, digital learning and collaboration (connected to the Ontario Catholic School Graduate Expectations).

CSEF Focus Indicator(s): 1.5: A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.

4.4: Learning is deepened through authentic, relevant and meaningful student inquiry.

SECONDARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

2.5 Explicitly integrate literacy skill instruction in all subject areas as outlined in The Ontario Curriculum, Grades 9-12 by developing literacy learning goals and success criteria as a regular part of instruction;

2.6 Increase the emphasis on Assessment FOR Learning and Assessment AS Learning to inform instruction in order to support literacy skill acquisition for all students;

2.7 Use high yield instructional strategies (i.e., gradual release of responsibility, visual and graphic organizers, cooperative learning, accountable talk, and differentiated instruction) to explicitly teach students to:

- read with meaning a variety of text forms;
- write effectively using the writing process;
- engage in effective oral communication.

2.8 Use effective questioning to foster the development of higher order thinking skills to support students in becoming critical users and creators of multi-media texts;

2.9 Develop the Learning Commons in each school to promote and teach inquiry-based learning through cross-curricular connections, multiple literacies, digital learning and collaboration (connected to the Ontario Catholic School Graduate Expectations).

CSEF Focus Indicator(s): 1.4: Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of the student learning analyzed to ensure consistency with success criteria;

4.4: Learning is deepened through authentic, relevant and meaningful student inquiry.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

2.10 Implement strategies aimed at reducing the gender gap in literacy achievement as outlined in *Me Read, No Way (2004)*: (e.g., differentiated instruction, use of technology; appealing to boys' need for social interaction and movement; making reading and writing relevant to boys and their interests etc.);

2.11 Implement a variety of instructional strategies that support English language acquisition for English Language Learners (ELL) as outlined in *Many Roots, Many Voices (2005)/Supporting English Language Learners (2007)* (e.g. pre-teaching vocabulary, using visual aids and graphic organizers, building basic and academic language through social interaction and direct instruction of English language, etc.);

2.12 Implement a variety of instructional strategies that promote oral language development and support second language acquisition that scaffold learning for French Language Learners and students of International Languages (CEFR)

2.13 Incorporate the use of culturally sensitive learning resources (e.g., Aboriginal levelled reading texts etc.) during instruction;

2.14 Ensure learning for all by:

- Planning, scaffolding and providing preventative interventions for students at-risk;
- Ensuring the collaborative development, implementation and regular review of the IEP to support students with special education needs in the acquisition, understanding, and independent application of literacy skills;
- Using assistive technology accommodations to support appropriate programming for students with special education needs;
- Incorporating the suggested practices and procedures outlined in the Ministry of Education support document *Learning for All (2009)*.

CSEF Focus Indicator(s): 4.7: Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

MONITORING STRATEGY

<p>Senior Administration</p> <p>i) Once per term: visit schools/classrooms and review components of the SIP; ii) Conduct three District Reviews; iii) Lead FOS meetings and support Principal PD sessions.</p>	<p>Central Support</p> <p>i) Provide professional learning opportunities on a monthly basis; ii) Provide targeted supported for SAD initiatives (e.g., OFIP etc.) as scheduled; iii) Participate in 7-8 District Reviews; Direct and deliver teacher PD; iv) Provide direction for purchase of literacy resources.</p>	<p>Principal/Vice-Principal</p> <p>i) Facilitate and lead monthly CPLC meetings; ii) Ensure implementation of BIP/SIP strategies throughout the school; iii) Conduct weekly classroom visits to support implementation of BIP/SIP strategies; iv) Review classroom data regularly (monthly/by term); v) Ensure interventions for students at-risk are provided.</p>	<p>Division CPLC</p> <p>i) Develop and monitors the TLCP; ii) Collaborate to examine student work and data to improve instruction.</p>	<p>Teacher</p> <p>i) Plan and facilitate instruction aligned with Language Curriculum Expectations which supports Bloom’s Taxonomy; ii) Use assessment to inform instruction and gather daily ongoing data about student progress; iii) Post learning goals and success criteria; iv) Collaborate with colleagues in CPLCs.</p>
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<p>Senior Administration</p> <p>i) Visit schools/classrooms to review SIP; ii) Support principal PD sessions through Family of Schools meetings; iii) Conduct either District Review or School Student Success School visits to monitor implementation of SIP; iv) Provide support for professional training for central support staff and curriculum coaches with respect to the high yield strategies and targeted actions.</p>	<p>Central Support</p> <p>i) Provide system and school professional development support to ensure that teachers receive information and resources to help them: align literacy instruction and the “Big Ideas” of curriculum; application of gradual release of responsibility and DI; use of accountable talk; etc.</p>	<p>Principal/Vice-Principal</p> <p>i) Conduct weekly classroom visits to ensure that instruction clearly aligns with the curriculum expectations and connects to literacy skills development as well as effectively incorporates high yield strategies; ii) Support in-school/board-wide networking of teachers to encourage co-planning/teaching which address “big ideas,” and high yield instructional strategies.</p>	<p>Department CPLC</p> <p>i) Lead monthly CPLC meetings, with focus on collaboration and dialogue among teachers and the literacy coach about “big ideas” and to ensure daily explicit literacy instruction is connected to the curriculum and to Catholic Graduate expectations.</p>	<p>Teacher</p> <p>i) Plan and collaborate with colleagues and with the literacy coach to ensure that Catholic values and traditions are infused in instructional approaches that reflect the Ontario curriculum, the Catholic School Graduate Expectations and evidence based strategies.</p>
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<p>Senior Administration</p> <p>i) Once per term: visit schools/ classrooms and review SIP; ii) In FOS networks examine school data for ELLs, Spec Ed, gender issues and share successful practices; iii) Support the purchase, implementation and training of technologies or resources beneficial for supporting boys’ literacy, ELLs, and students with special needs.</p>	<p>Central Support</p> <p>i) Provide professional learning and suggest resources to schools; ii) Lead and participate in action research projects; iii) Identify and deliver PD to teachers for the use of assistive technology, universal design for learning and DI.</p>	<p>Principal/Vice-Principal</p> <p>i) Collect student work and data to discern the needs of specific groups (minimum 3x per year); ii) Facilitate/lead monthly CPLCs and direct a focus on the learning needs of specific groups (e.g., ELLs); iii) Weekly classroom visits to ensure instructional approaches meet the needs of all learners, particularly boys’ literacy, ELLs, and students with special needs</p>	<p>Division/Department CPLC</p> <p>i) Develop and monitor the TLCP (Professional Learning Cycle - every 6-8 weeks); ii) Moderate/examine student work (monthly); iii) Regular examination of student data; iv) Implement explicit instructional strategies to address the learning needs of specific groups (e.g., boys).</p>	<p>Teacher</p> <p>i) Identify the learning needs of specific groups through ongoing assessment and implement evidence-based strategies. ii) Plan daily learning opportunities that reflect the principles of DI, the use of technology and high yield instructional approaches that meet the needs of all students, particularly boys’, ELLs, Second Language Learners, and students with special needs</p>
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NUMERACY SYSTEM GOAL

The staff of the HWCDSB will work to improve student's ability to communicate and apply mathematical thinking and reasoning using oral language and written representations in order to deepen their understanding of mathematical concepts.

ELEMENTARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

- 3.1 Ensure the use of the HWCDSB Scope and Sequence document to promote consistency of program delivery and to connect instruction to the expectations outlined in *The Ontario Mathematics Curriculum* and which also addresses the BIG Ideas of Mathematics;
- 3.2 Fully incorporate student-centred inquiry using the 3-part lesson model daily;
- 3.3 Ensure student work is the foundation of the development, planning and delivery of mathematics instruction;
- 3.4 Use effective questioning to deepen student understanding of mathematical concepts, foster accountable math talk, and promote the development of math talk learning communities in the mathematics classroom;
- 3.5 Explore opportunities to authentically engage parents in supporting their son/daughter in the development of mathematical understanding.

CSEF Focus Indicator(s): **4.2:** A clear emphasis on high levels of achievement in numeracy is evident throughout the school.
4.4: Learning is deepened through authentic, relevant and meaningful student inquiry.

SECONDARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

- 3.6 Explicitly connect instruction to the expectations outlined in *The Ontario Curriculum Grades 9-12* so as to address the “Big Ideas” of Mathematics;
- 3.7 Implement the three-part lesson (MATCH template) daily, incorporating student-centered inquiry when developing, planning and delivering instruction of mathematical concepts;
- 3.8 Use effective questioning to deepen student understanding of mathematical concepts, foster accountable math talk, and promote the development of a math talk learning community(MTLC) in the classroom.

CSEF Focus Indicator(s): **2.2:** Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement;
4.2: A clear emphasis on high levels of achievement in numeracy is evident throughout the school.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

- 3.9 Ensure the implementation of the principles of differentiated instruction to support students with special education needs by using differentiating strategies such as: using the PRIME resource to determine the learning gaps, using open response questions and parallel tasks to include all learners in the mathematics lessons, providing math problems relevant to the students' environment, providing manipulatives and technology, and using ministry materials such as *Gap Closing*;
- 3.10 Ensure the collaborative development, implementation and regular review of the IEP to support students with special education needs to improve their ability to communicate and apply mathematical thinking and reasoning using oral language and written representations;
- 3.11 Use a variety of mathematical tools, dynamic computer programs, groupings and assistive technology accommodations to support appropriate programming for students with special education needs;
- 3.12 Regularly incorporate the use of open questions and parallel tasks into instruction to further allow students with special needs the opportunity to be active and contributing members of the classroom math talk learning community.

CSEF Focus Indicator(s): **4.7:** Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

MONITORING STRATEGY

<p>Senior Administration</p> <p>i) Once per term: visit schools/classrooms and review components of the SIP; ii) Conduct district review visits; iii) Lead FOS meetings and support principal PD sessions; iv) Review Numeracy Professional Learning Cycles with Principal.</p>	<p>Central Support</p> <p>i) Support principals (FOS) in the facilitation of job-embedded PD aimed at the 4 Evidence Based Strategies; ii) Through the use of the Professional Learning Cycle provide targeted job-embedded PD to schools identified through ministry funding initiatives and District Reviews; iii) Provide manipulatives, software, and resources to support teachers and students.</p>	<p>Principal/Vice-Principal</p> <p>i) Support networking within the school to ensure co-planning, co-teaching and teacher moderation monthly; ii) Conduct weekly visits to observe three-part lesson, effective questioning and teaching through problem solving; iii) Facilitate Collaborative Inquiry Template (CIL-M) to support assessment for learning using student work (once per term).</p>	<p>Division CPLC</p> <p>i) Engage in teacher moderation via CIL-M Template to support all learners in mathematics (once per term); ii) Co-plan and co-teach three-part lessons (found in the HWCDSB Scope and Sequence) with a focus on the Consolidation methods (Gallery Walk, Math Congress, Bansho); iii) Engage in the Professional Learning Cycle which incorporate (i) and (ii)</p>	<p>Teacher</p> <p>i) Daily lesson planning designed using the Scope and Sequence; ii) Daily 60 minute teaching through problem-solving three-part lesson; iii) Daily student feedback from peers and teacher to support mathematical reasoning and communication outlined in the CIL-M template; iv) Regular use of manipulatives.</p>
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<p>Senior Administration</p> <p>i) Once per semester: visit schools/classrooms and review SIP; ii) Lead FOS meetings and support principal PD sessions; iii) Conduct District Reviews; iv) Support professional development opportunities for central support staff and math coaches on resources and evidence based strategies in mathematics.</p>	<p>Central Support</p> <p>i) Provide PD to support teachers and math coaches aimed at the three evidence based strategies; ii) Promote, facilitate and support Cross-Panel Mathematics CPLCs/ Professional Learning Cycles’ iii) Support Departmental Numeracy Professional Learning Cycles; iv) Provide manipulatives, software, and resources to support mathematical instruction and learning.</p>	<p>Principal/Vice-Principal</p> <p>i) Conduct monthly classroom visits to observe three-part lessons, student-based inquiry, effective questioning, and MTLCs; ii) Support in-school and board-wide networking to encourage the co-planning and co-teaching of mathematics lessons; iii) Review Numeracy Professional Learning Cycles with Mathematics Department Head each semester.</p>	<p>Department CPLC</p> <p>i) Engage in Professional Learning Cycles at least once per semester that incorporate teacher moderation, co-planning, and if possible, co-teaching; ii) Monthly meetings, led by the department head, will focus on collaboration and dialogue among teachers and the math coach about “big ideas”, the three-part lesson, student-centred inquiry, effective questioning and MTLCs.</p>	<p>Teacher</p> <p>i) Daily use of three-part lesson format (MATCH template); ii) Regular use of student-centered inquiry within units of study; iii) Provide daily feedback to students with regards to the communication and application of mathematical thinking and reasoning; iii) Collaborate weekly with colleagues/the math coach to encourage use of evidence based strategies. iv) Regular use of manipulatives.</p>
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<p>Senior Administration</p> <p>i) Ensure the SIP includes all learners in the planning of mathematics; ii) Support the purchase and implementation and training of any technologies or resources beneficial for supporting students with special needs.</p>	<p>Central Support</p> <p>i) Provide training for teachers in the use of diagnostic tools in planning for all learners; ii) Support all Special Education Teachers in understanding the Ontario Mathematics curriculum; and the use of dynamic software, manipulatives, evidence based strategies, and assistive technology to reach all students; iii) Provide PD to teachers to support the use of differentiated instruction in mathematics.</p>	<p>Principal/Vice-Principal</p> <p>i) Support networking , co-planning and co-teaching within the school to support teachers in program development for all ; ii) Conduct weekly classroom visits to observe all students participating in the three-part lesson, student-centred learning, and accountable math talk; iii) Review Numeracy Professional Learning Cycles with Mathematics Department Head each semester.</p>	<p>Division/Department CPLC</p> <p>i) Use diagnostic assessment tools to assist in unit and daily lesson planning to support learning for all; ii) Explore the use of open and parallel tasks to support all learners in the classroom ; iii) Engage in teacher moderation to brainstorm effective strategies to support all learners (monthly)</p>	<p>Teacher</p> <p>i) Daily lesson plans are designed to promote student-centred learning that involves all students (i.e., use of manipulatives, visual aids, open and parallel tasks, etc.) iii) Ensure all learners are engaged in accountable math talk daily; iv) Foster a safe learning environment to support MTLC.</p>
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PATHWAYS SYSTEM GOAL

The staff of the HWCDSB will work to implement innovative, supportive and equitable programming that reflects the learning needs and interests of all students in their development as independent, life-long learners.

ELEMENTARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

4.1 Explicitly connect instruction and programming to the areas of learning competencies outlined in *Choices into Action*, 1999 and the learning skills and work habits outlined in *Growing Success 2010* and the Ontario Report Card:

- Student Development: e.g., self-regulation, independence, organization and initiative
- Interpersonal Development: e.g., collaboration, responsibility
- Career Development: e.g., responsible decision making, self-assessment, awareness of opportunities

4.2 Engage and support students and parents through community building events to assist with the transition from home to school, between grades, between schools and from grade 8 to grade 9;

4.3 Establish a transition plan for all students progressing at key intervals (e.g., cross-panel transition meetings, Welcome to Kindergarten etc.);

4.4 Provide additional supports for Equal Opportunities schools through the best practices outlined in the Equal Opportunities initiative, tutor programs, out-of-school learning experiences, etc.

CSEF Focus Indicator(s): 5.2: Authentic learning experiences and experiential learning are built into all subject areas and programs.

SECONDARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

4.5 Explicitly connect instruction and programming to the areas of learning competencies outlined in *Choices into Action*, 1999 and the learning skills and work habits outlined in *Growing Success 2010* and the Ontario Report Card for post-secondary readiness:

4.6 Provide education and career pathway planning supports for all students. Grade Guidance Counsellors to review students' Annual Education Plan (e.g., MyBluePrint);

4.7 Align pathways programming with student destinations by ensuring sufficient course selections and access to appropriate technologies for students in all pathways;

4.8 Provide a transition plan for all students progressing at key intervals (e.g., cross-panel transition meetings, Grade 12 to post-secondary/career etc.);

4.9 Provide opportunities for students to maximize credit accumulation through varied programming and program delivery, including credit recovery, credit rescue, PASS/SOAR, SAL, Alternative Education, St. Charles Day Credit Program (18 years old +) etc.;

4.10 Engage and support students and parents through community building events to assist with the transition from grade 8 to grade 9, between grades, between schools and from Grade 12 to post-secondary/career/community living;

CSEF Focus Indicator(s): 5.2: Authentic learning experiences and experiential learning are built into all subject areas and programs.

5.3: Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

4.11 Provide a transition plan for all students progressing at key intervals: home to school, grade to grade, Grade 8 to 9, and Grade 12 to post secondary with particular emphasis on students at risk, ELL, students with IEPs and Aboriginal students through:

- Transition meetings to share knowledge and preventative and intervention strategies for students transitioning from home to school, grade 8 to 9, school to school, etc.
- Use Class Profile data and Individual Student Profile data to inform instruction;
- Personalized timetables reflecting student's areas of strengths and interests and pathways goals

4.12 Continue to support the learning and achievement of all students with special education needs in a fully inclusive setting;

4.13 Ensure the collaborative development, implementation and regular review of the IEP to effectively address student pathway opportunities

4.14 Ensure the school Catholic professional learning communities, through the continued use of school resource teams, will set goals and develop intervention plans for students with special education needs.

CSEF Focus Indicator(s):5.4: Students have opportunities to build on in-school and out-of-school learning and faith experiences that further explore personal interests, strengths and career options.

MONITORING STRATEGY

<p>Senior Administration</p> <p>i) Visit schools/ classrooms once per term; ii) Discuss with Principal how the Choices Into Action instructional and programming resources are used; iii) Ensure school’s transition planning is taking place and communicated to parents.</p>	<p>Central Support</p> <p>i) Provide professional learning on the Choices into Action document; ii) Provide resources for schools; iii) Network Principals and teachers to share transition plans.</p>	<p>Principal/Vice-Principal</p> <p>i) Dialogue with teachers to ensure the learning needs of all students are connected to the areas of learning outlined in Choices into Action; ii) Monitor Choices Into Action term plans; iii) Ensure transition plans for home-to-school, grade-to-grade, grade 8-to-9; iv) Support the role of the Equal Opportunities Project by participating in or contributing to its mandate.</p>	<p>Division CPLC</p> <p>i) Engage in professional dialogue to ensure that instruction clearly reflects the learning needs and interests of all students and connects to the learning skills outlined in <u>Choices Into Action</u>; ii) Monthly CPLC meetings will focus on collaboration and dialogue among teachers; iii) Facilitate and ensure opportunities for exploring career pathways.</p>	<p>Teacher</p> <p>i) Provide daily learning opportunities for personal, interpersonal and career development according to the learning skills outlined in <u>Choices Into Action</u>; ii) As part of the cross-panel transition team, meet yearly to identify struggling students transitioning to grade 9, and develop preventative strategies for at-risk, ELL, Aboriginal and IEP students.</p>
<p>Senior Administration</p> <p>i) Review school, department, and classroom Program Pathways data, student profiles and plans at Student Success annual school visits; ii) Ensure principal signed deliverables are forwarded to Superintendent, Student Success Leader, and to the Ministry of Education.</p>	<p>Central Support</p> <p>i) Provide system and school based PD to school personnel to support the implementation of strategies that enable learners to develop competencies outlined in Choices into Action; ii) Support parents through presentations at Secondary Parent Nights; iii) Promote increased use of online planning tools www.pathtosuccess.ca www.myBlueprint.ca www.oyaphwcdsb.com</p>	<p>Principal/Vice-Principal</p> <p>i) Visit classrooms monthly, to scan for visible indicators that connect to the learning skills outlined in <u>Choices into Action 1999</u> as outlined on the Principal’s Checklist and Look-fors Summary Sheet; ii) Lead monthly CPLCs, i.e., department heads meetings, to monitor implementation of Pathways pillar of SIP.</p>	<p>Department CPLC</p> <p>i) Department heads facilitate monthly sharing of best practices for creating contextualized lessons and experiential learning strategies that are used to ensure students develop the learning skills outlined in Choices into Action and support the career development for all 4 pathways.</p>	<p>Teacher</p> <p>i) Lessons provide opportunities for the development of Choices into Action learning skills (Student, Interpersonal and Career Development) and the use of online career and post-secondary planning tools www.pathtosuccess.ca www.myBlueprint.ca www.oyaphwcdsb.com on a daily basis; ii) Provide education and career pathway planning supports for all students.</p>
<p>Senior Administration</p> <p>i) Review school, department, and classroom Program Pathways data, student profiles and plans at Student Success annual school visits. Evidence signed by school Principal is forwarded to Superintendent, Student Success Leader, and to the Ministry of Education.</p>	<p>Central Support</p> <p>i) Provide system and school based PD to school personnel in implementing and monitoring high yield strategies; ii) Review Pathways action plan targets that consider: equitable access, pathways data, student course selections and sector needs; i) Identify pathway program enrolment, parent participation data, post-secondary transition</p>	<p>Principal/Vice-Principal</p> <p>i) Visit classrooms and program areas to view lesson plans and examples of how teachers are ensuring that instruction and counselling reflects all 4 pathways each month; ii) Review pathways data to determine evidence of an increase in the percentage of students in 4 destinations participating in OYAP, Co-op, SHSM, Dual Credit, Technology etc.</p>	<p>Division/Department CPLC</p> <p>i) Review Pathways reports and implement data driven decisions to identify programming options for students, in particular for targeted groups including students with IEPs, ELL, boys, applied and locally developed and aboriginal students in March and October.</p>	<p>Classroom Teacher</p> <p>i) Promote to at-risk students the availability and value of secondary Pathway programs in OYAP, SHSM, CLIP, Experiential Learning & Co-op (including virtual, continuous intake and paid co-op), Dual Credit, Technology pathways, and Christian Service; ii) Contextualize courses for SHSM students in their classes on a daily basis.</p>

CATHOLIC COMMUNITY, CULTURE & SERVICE SYSTEM GOAL

The Staff of the HWCDSB will work to establish and foster equitable, inclusive and engaging school and classroom environments to increase student achievement.

ELEMENTARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

5.1 Create equitable and inclusive school communities and cultures in which students see themselves in their curriculum, their surroundings and the broader environment and which respect and celebrate student voice and diversity;

5.2 Support the “whole” child and ensure the spiritual, academic and social well-being of **each** child;

5.3 Through the expansion of the Equal Opportunities initiative, support programs to ensure equitable access and maximum student engagement regardless of socio-economic or cultural background.

5.4 Collaborate with the child care sector and other service provider agencies to support children and families.

CSEF Focus Indicator(s): **6.3:** The school, parish, and community build partnerships to enhance learning and faith opportunities for students.

SECONDARY EVIDENCE BASED STRATEGIES/TARGETED ACTIONS

5.4 Create equitable and inclusive school and classroom communities and culture that respect and celebrate student voice and diversity, wherein students see themselves in their curriculum, their surroundings and the broader environment;

5.5 Align curriculum expectations with authentic experiences, and experiential learning, where students see themselves in their learning, where they feel a connection and purpose to the learning, and where they see the learning as relevant beyond the classroom;

5.6 Implement the protective factors below, which identify school, department, and classroom strategies and practices in four areas to support student achievement and engagement:

i) Procedures: e.g., proactive measures for late or missed assignments, parental contact, etc.;

ii) Social: e.g., classroom atmosphere of fearless speaking and listening;

iii) Academic: e.g., tutoring opportunities, application of gender based instruction, application of tenets of D.I.;

iv) Faith in Action: e.g., the actions are reflective of the Board’s Mission and Vision, philosophy of Each Belongs and Equity and Inclusive Education policy.

5.7 Establish mentorship programs for advocating, supporting, and monitoring students at risk:

adult mentor in school setting, school peer mentors, community mentoring partnerships, mentorship opportunities for ELLs, non-feeder school students, etc.;

5.8 Increase opportunities for student “voice” by developing and conducting student surveys, and by collecting and analyzing perceptual data, by facilitating “student forum” sessions, and by participating in student led projects. (See Appendix B)

CSEF Focus Indicator(s): **3.2:** Students see themselves in the faith life, curriculum, program, and culture of their school.

EVIDENCE BASED STRATEGIES/TARGETED ACTIONS SUPPORTING DISTINCT STUDENT GROUPS

5.9 Ensure instruction and learning resources reflect the Catholic faith and the cultural diversity of the school community, with consideration to Aboriginal students and culture, and English Language Learners, and other struggling students, in order to reduce the literacy and numeracy achievement gaps

5.10 Use student data to develop and implement school, department, and classroom strategies and practices to provide personalized specific and timely interventions to improve achievement (EQAO, formative assessments, report card data, credit accumulation, attendance, suspension, graduation, early leaver, etc.);

5.11 Continue to meet the learning and achievement needs of all students with special education needs in a fully inclusive setting;

5.12 Engage students, parents and classroom teachers in developing meaningful and appropriate IEPs which honour and respect individual student abilities.

CSEF Focus Indicator(s): **6.4:** Learning opportunities, resources and supports are provided to facilitate productive parent-teacher-student conversations that support student learning.

MONITORING STRATEGY

Senior Administration	Central Support	Principal/Vice-Principal	Division CPLC	Teacher
<p>i) Visit schools/classrooms once per term;</p> <p>ii) Dialogue with the Principal on school data related to student achievement, targeted interventions, attendance, suspensions, etc.;</p> <p>iii) Ensure the school focus in on closing achievement gaps.</p>	<p>i) Provides School, Board, and Provincial data to schools;</p> <p>ii) Provide system and school-based professional learning opportunities;</p> <p>iii) Provide networking opportunities for Principals to share successful practices;</p> <p>v) Implement innovative programs for disadvantaged students and their families.</p>	<p>i) Ensure Student Council and student participation in school procedures and events, e.g. announcements, assemblies, surveys, etc.;</p> <p>ii) Ensure the CSEF indicators for Learning With Faith are implemented;</p> <p>iii) Monitor social skills programs, e.g. anti-bullying, etc.</p> <p>iv) Use CPLCs to develop and implement strategies for struggling students.</p>	<p>i) Track and monitor progress of struggling students;</p> <p>ii) Discussions in CPLCs include the sharing of successes and struggles with regards to the integration of Aboriginal resources and perspectives;</p> <p>iii) Identify and implement strategies based on findings from student data.</p>	<p>i) Integrate resources into daily classroom expectations and program delivery which reflect different cultures and student diversity and interests;</p> <p>ii) Monitor progress of all students, but with increased monitoring of students identified as struggling, including gender-based achievement, Aboriginal students, ELLs, students with I.E.P.s,</p>

Senior Administration	Central Support	Principal/Vice-Principal	Department CPLC	Teacher
<p>i) Review CCCS pillar of SIPs for alignment with BIP;</p> <p>ii) Conduct minimum of once a year school visits to review implementation of CCCS pillar and ensure school practices regarding parental communication;</p> <p>iv) Conduct Student Success School visits a minimum of once a year;</p> <p>i) Ensure school focus remains on improving and closing achievement gaps.</p>	<p>i) Provide system and school based PD to school personnel in implementation and monitoring of high yield strategies for student engagement;</p> <p>ii) Recommend purchases of resources, with focus on engaging students (e.g., anti bullying materials etc.);</p> <p>iii) Provide schools with approved student surveys to include student perspectives.</p>	<p>i) Develop CCCS pillar of SIP Plan which aligns with BIP;</p> <p>ii) Conduct monthly classroom visits to review implementation of D.I.;</p> <p>iii) Support identification of caring adult mentors for students at risk;</p> <p>iv) Establish school learning opportunities for students at risk;</p> <p>v) Leads monthly CPLCs, (i.e., department heads meetings).</p>	<p>i) Department Heads facilitate monthly sharing of successful practices for creating engaging lessons and classrooms;</p> <p>ii) Establish department learning opportunities for students at risk;</p> <p>iii) Develop department guidelines consistent with school practices for parental contact;</p> <p>iv) Support purchases of resources that reflect student demographic population.</p>	<p>i) Implement D.I. in lesson planning;</p> <p>ii) Implement school and department developed protocols for parental communication, with special consideration for students at risk;</p> <p>iii) Implement experiential opportunities linking curriculum expectations with real world experiences;</p> <p>iv) Participate in system professional development for D.I.</p>

Senior Administration	Central Support	Principal/Vice-Principal	Division/Department CPLC	Teacher
<p>i) Review CCCS pillar of SIPs for alignment with BIP;</p> <p>ii) Conduct minimum of once a year school visits to review implementation of CCCS pillar and ensure school practices regarding parental communication;</p> <p>iv) Conduct Student Success School visits a minimum of once a year;</p> <p>i) Ensure school focus remains on improving and closing achievement gaps.</p>	<p>i) Provide system and school based professional development to school personnel in implementation and monitoring of high yield strategies, i.e., purposeful use of data, including perceptual data;</p> <p>ii) Facilitate school's access of relevant provincial, system, and school data during every reporting periods.</p>	<p>i) Conduct monthly classroom visits to review implementation of purposeful use of classroom data (i.e., student profiles, and knowledge of school and department student achievement trends).</p>	<p>i) Department Heads disaggregate and review department data with teachers during reporting periods to identify student achievement trends.</p>	<p>i) Use student data to develop student profiles for purpose of identifying struggling students with special consideration for students of Aboriginal status, students with an I.E.P., boys, etc.;</p> <p>ii) Use student perceptual data to create equitable and inclusive classrooms of fearless listening and speaking where student demonstrate acceptance and respect for teacher, self, and others.</p>

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

A DISCERNING BELIEVER FORMED IN THE CATHOLIC FAITH COMMUNITY

- Illustrates a basic understanding of the saving story of our Christian faith;
- Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures;
- Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- Speaks the language of life...”recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith);
- Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- Understands that one’s purpose or call in life comes from God and strives to discern and live out this call throughout life’s journey;
- Respects the faith traditions, world religions and the life-journeys of all people of good will;
- Integrates faith with life;
- Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith).

AN EFFECTIVE COMMUNICATOR

- Listens actively and critically to understand and learn in light of gospel values;
- Reads, understands and uses written materials effectively;
- Presents information and ideas clearly and honestly and with sensitivity to others;
- Writes and speaks fluently one or both of Canada’s official languages;
- Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A REFLECTIVE AND CREATIVE THINKER

- Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- Creates, adapts, evaluates new ideas in light of the common good;
- Thinks reflectively and creatively to evaluate situations and solve problems;
- Makes decisions in light of gospel values with an informed moral conscience;
- Adopts a holistic approach to life by integrating learning from various subject areas and experience;
- Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A SELF-DIRECTED, RESPONSIBLE, LIFE-LONG LEARNER

- Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- Demonstrates flexibility and adaptability;
- Takes initiative and demonstrates Christian leadership;
- Responds to, manages and constructively influences change in a discerning manner;
- Sets appropriate goals and priorities in school, work and personal life;
- Applies effective communication, decision-making, problem-solving, time and resource management skills;

- Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A COLLABORATIVE CONTRIBUTOR

- Works effectively as an interdependent team member;
- Thinks critically about the meaning and purpose of work;
- Develops one's God-given potential and makes a meaningful contribution to society;
- Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- Respects the rights, responsibilities and contributions of self and others;
- Exercises Christian leadership in the achievement of individual and group goals;
- Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A CARING FAMILY MEMBER

- Relates to family members in a loving, compassionate and respectful manner;
- Recognizes human intimacy and sexuality as God-given gifts, to be used as the creator intended;
- Values and honours the important role of the family in society;
- Values and nurtures opportunities for family prayer;
- Ministers to the family, school, parish and wider community through service.

A RESPONSIBLE CITIZEN

- Acts morally and legally as a person formed in Catholic traditions;
- Accepts accountability for one's own actions;
- Seeks and grants forgiveness;
- Promotes the sacredness of life;
- Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- Respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- Exercises the rights and responsibilities of Canadian citizenship;
- Respects the environment and uses resources wisely;
- Contributes to the common good.

The Hamilton-Wentworth Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Board to provide in all its operations an educational environment which supports and enables diversity within its Catholic community.

EQUITY: A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

INCLUSIVE EDUCATION: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

DIVERSITY: The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

STEWARDSHIP: An ongoing process of integration whereby we relate our whole person to the whole action of God. Responsible stewardship involves caring for and understanding the interdependence of the world's peoples, their talents, spiritual gifts and cultures and the entire created order.

SUGGESTED STRATEGIES

- Discuss key elements of equity and inclusive education at school assemblies, Staff and Catholic School Council meetings;
- Identify school-specific issues, addressing these according to board/ministry directives on equity and inclusive education and *Human Rights Code*;
- Create a welcoming and equitable school environment supportive of engaged students, parents and community members (e.g. Diversity Action Plan Activities);
- Strengthen school-community relationships and cultures through careful planning and programming (e.g. meeting individual needs of ESL/ESD/ELL students; multilingual books);
- Provide resources that reflect student identity, diverse experiences, situations and events;
- Ensure translation is provided to regularly communicate student achievement;
- Become familiar with the needs and rights of diverse religious/faith communities and of those persons not affiliated with religious/faith communities (See the *Multifaith Information Manual*);
- Create a respectful school climate, incorporating the equity policy in relevant documentation (e.g. school agenda, school improvement plan, school code of behaviour, school newsletters);
- Devise strategies/practices to address discrimination and harassment issues (e.g. respectful communication, use of inclusive literature, restorative practice, human rights/anti-oppression training, anti-bullying training, progressive discipline);
- Review/revise instructional and classroom strategies/practices to ensure compliance with principles of equity and inclusive education;
- Invite parents/community members/community partners to share expertise/talents;
- Increase awareness of, and implement, ways in which effective collaboration can be instrumental in school improvement;

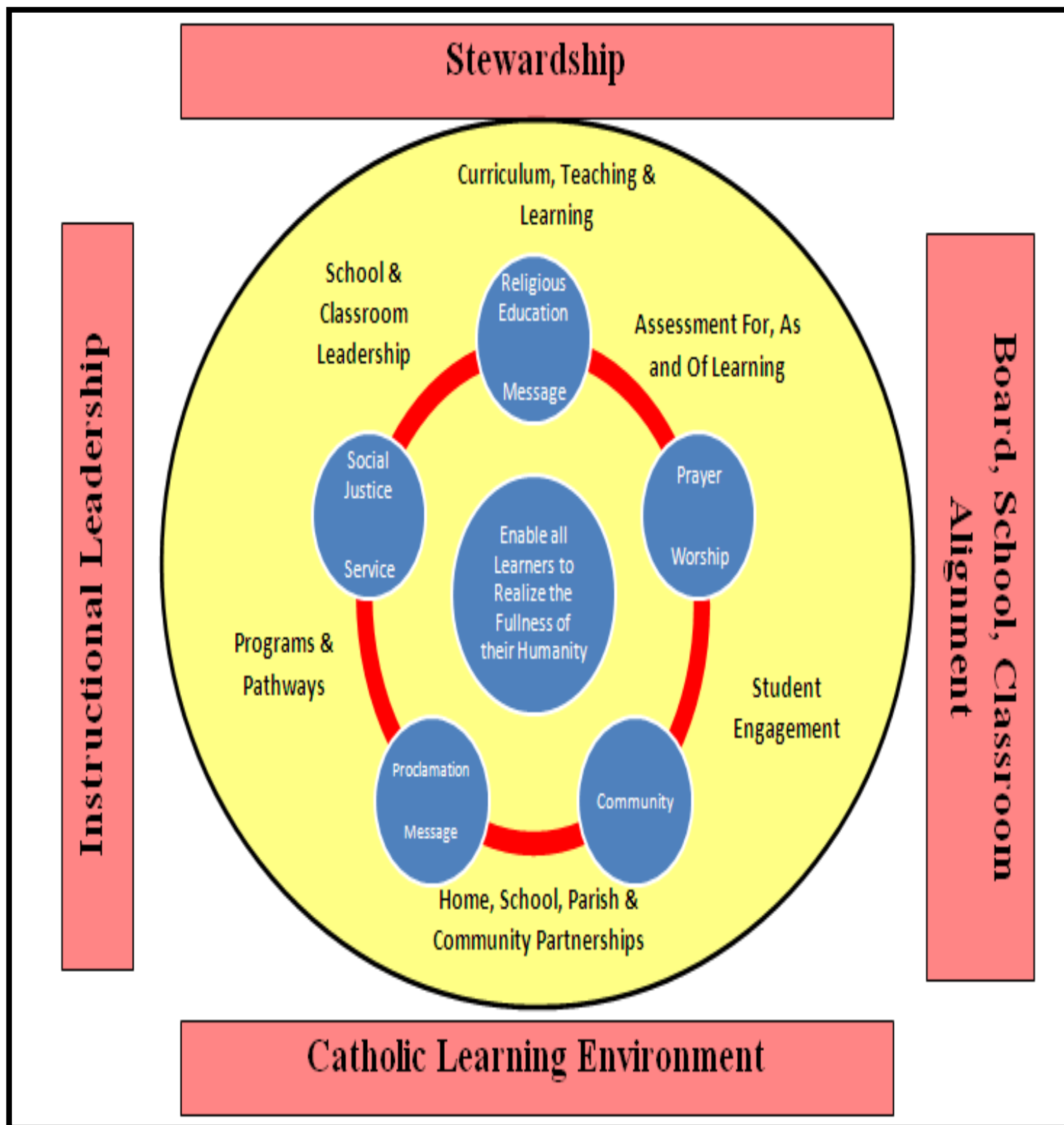
- Initiate challenging and thoughtful discussions on topics of discrimination (e.g. age, ability, class, faith, gender, race, sexual orientation) with all school partners;
- Ensure that school policies, programs and practices reflect responsible stewardship;
- Monitor the school community's commitment to Equity and Inclusive Education.

SOME SIGNIFICANT DATES FOR CONSIDERATION:

November (Fourth Friday):	Holodomor Remembrance
December 6:	National Day of Remembrance and Action on Violence Against Women in Canada
January 17:	Martin Luther King Day
January 27:	International Holocaust Remembrance Day
February:	Black History Month
March 8:	International Women's Day
March 21:	International Day for the Elimination of Racial Discrimination

THE CATHOLIC SCHOOL EFFECTIVENESS FRAMEWORK

(JK – GRADE 12)



Glossary of Terms

3-Part Lesson: The 3 Parts of the Numeracy Lesson include: **Before** (Getting Started) – Activate students’ prior knowledge, **During** (Working On It) – Students working in small groups to solve the problem, **After** (Consolidation) – Sharing of student solutions.

Accountable Talk: Accountable talk happens daily and encourages students to talk with each other to move their learning and thinking forward to new ideas, perspectives, and knowledge. Accountable talk engages the students’ minds as they develop their language and thinking to increase understanding and create meaning from texts and learning experiences in all areas of the curriculum.

AEP: Annual Education Plan. A plan completed by students each year outlining personal learning goals.

Alternative Education: Individualized programming for students that may involve timetable and location considerations (e.g., Wilma’s Place).

A.Q.: Additional Qualification – courses taken by educators to extend their qualifications.

A.T.: Assistive Technology – software and hardware used by students as part of their Individual Education Plan that supports their learning.

Bansho: A mathematic instructional strategy that is constructed collectively by the teacher and students in order to display the mathematical relationships derived from student solutions. Bansho means “board writing” in Japanese. The teacher annotates the mathematical notations, language, representations, and elaborations of students’ mathematical thinking. The Bansho is facilitated during the Consolidation portion of the 3-Part Lesson.

BIG Ideas (Numeracy): A statement of an idea that is central to the learning of mathematics, one that links numerous mathematical understandings into a coherent whole. Using BIG Ideas as a focus helps teachers to see that the concepts represented in the curriculum expectations should not be taught as isolated bits of information but rather a connected network of interrelated concepts.

BIP: Board Improvement Plan – outlines the goals and targeted actions that will guide board and school personnel throughout the school year.

CCCS: Catholic Culture, Community & Service – one of the pillars of the Board and School improvement plan.

CEFR: Common European Framework of Reference for Languages-defines and describes proficiency levels of language acquisition, the competencies necessary for communication, the related knowledge and skills and the situations and domains of communication. This framework is used to foster assessment for and assessment as learning.

Choices into Action: Ministry of Education curriculum document supporting career and pathways choices for students.

Christian Service Animators: A corps of primarily retired teachers who spend one day per week in the secondary schools coordinating and supporting the Christian Service of students engaged in fulfilling their forty hour community service graduation requirement.

CIL-M: Collaborative Inquiry and Learning in Mathematics. A Numeracy job-embedded learning group working collaboratively to co-plan and co-teach math lessons in order to further discuss and implement best practices in the teaching of mathematics.

CLIP: Catholic Leadership Interdisciplinary Program.

CPLC: Catholic Professional Learning Community – meetings of educators focused on collaboratively improving the teaching and learning in the school.

CSEF: Catholic School Effectiveness Framework – a tool used to conduct school self-analysis of effectiveness. It also serves as the framework for the District Review process.

D.I.: Differentiated Instruction – an instructional strategy in which teaching is designed to meet the unique needs of each student.

District Review: A process in which Curriculum and Religion and Family Life staff, under the leadership of a Superintendent of Education, observe the teaching and learning within a school and offer feedback and ongoing professional development to support school improvement efforts.

Diversity Conference: An annual conference that focuses on developing an understanding of the barriers that deny the full recognition, value, respect, equity and inclusion of every member of society. All Grade Seven students attend an Elementary Diversity Conference, and fifteen students from each secondary school attend the Secondary Diversity Conference.

Dual Credit: College delivered credit courses which are recognized as both secondary and college courses on the student transcript.

ESL: English as a Second Language - These students are usually proficient users of their own languages but require assistance to learn English.

ELD: English Literacy Development – Students who have not developed literacy skills in their first language because of limited access to schooling.

ELL: English Language Learners – students whose first language is one other than English.

Enviro-Rep/Religion Rep: Schools identify representatives to come to regular meetings to gather and share information regarding environmental and religious education issues.

Equal Opportunities Schools: Schools identified by the HWCDSB receiving differentiated support based on economic disadvantage.

FOS: Family of Schools monthly meetings of school principal with the appropriate Superintendent of Education.

Gallery Walk: an interactive discussion technique that allows students to view, give feedback, and reflect on student solutions to a mathematics problem. The Gallery Walk is facilitated during the Consolidation portion of the 3-Part Lesson.

Growing Success: Ministry of Education document outlining assessment and evaluation policies, procedures and practices - JK-Grade 12;

IEP: Individual Education Plan – a plan developed by the teacher in consultation with the parent and the Special Education Resource Teacher that outlines the personalized learning plan for a student.

MATCH Template: Three part lesson planning template from Targeted Implementation and Planning Supports for Revised Mathematics(TIPS4RM) which includes **M**inds On, **A**ction, **T**iming, **C**onsolidate/Debrief, and **H**ome Activity/Further Classroom Consolidation.

Math Congress: a mathematics instructional strategy that enables the teacher to focus the students on reasoning about the BIG mathematical ideas derived from the mathematical thinking present in students' solutions. The Math Congress is facilitated during the Consolidation portion of the 3-Part Lesson.

MTLC: Math Talk Learning Community.

NTIP: New Teacher Induction Program

OCSGE: Ontario Catholic School Graduate Expectations.

OECTA: Ontario English Catholic Teachers Association. The teacher federation at both the elementary and secondary level.

OYAP: Ontario Youth Apprenticeship Program – is a school-to-work transition program for students in Grades 11 and 12 which allow them to earn cooperative education credits through work placements in skilled trades.

PASS/SOAR: Program to Assist Suspended Students/Student Opportunity to Achieve Re-entry (for suspended and expelled students).

PD: Professional Development – ongoing learning opportunities for educators.

Professional Learning Cycle: A form of job-embedded learning which focuses educators on student's learning needs and is informed by data/evidence of student learning and engagement. During the Professional Learning cycles, the group moderates student work, refers to a variety of professional learning resources for further understanding, co-plans and co-teaches lessons, and reflects on the strategies implemented and discusses next steps (see also Teaching-Learning Critical Pathway).

PRIME: (Professional Resource & Instruction for Mathematics Educators): A diagnostic tool used to assess student's conceptual understanding of mathematic concepts).

Religious Renewal: As part of their ongoing professional development and faith formation, teachers with a permanent contract are required to fulfil thirty hours of approved religious renewal every five years. This requirement is mandatory for consideration of promotion to positions of responsibility within the school board.

SAD: Student Achievement Division. The division of the Ministry of Education with primary responsibility for teaching and learning JK-Grade 12.

SAL: Supervised Alternative Learning. A specialized alternative education program for students with excessive absenteeism or for those not attending school for a variety of reasons.

Scope and Sequence: A math resource, developed for Grade 1-8 teachers, that clusters the BIG Ideas and curriculum expectations for the two term reporting period. Each section lists lessons found in the core resource, lessons found in the Guides to Effective Instruction/TIPS4RM, activities in other resources, manipulatives, technology, and literacy links to support each concept in the unit.

SERE: Social and Ecological Responsibility in Education Committee is the board's advisory group which coordinates environmental stewardship in school communities and board buildings.

SHSM: Specialist High Skills Major – a specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma.

SIP: School Improvement Plan - outlines the goals and targeted actions that will directly guide the teaching and learning in the school. The SIP is based on the Board Improvement Plan but is more finely tuned to the unique needs of the school.

St. Charles Day Credit: Adult high school for students 18 years of age and older.

Teaching-Learning Critical Pathway (TLCP): The TLCP is a process which actualizes the school literacy goal at the elementary school level. It allows educators to identify a “big idea”, focused on curriculum expectations and based on student needs, to engage student thinking through a variety of learning opportunities related to elementary literacy. This whole school focus encourages reflection on teaching and learning to inform further pathways and school-wide changes (see also Professional Learning Cycle).