

Needs Assessment and Analysis of Data	SMART Goals	Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Profes
<p>Improved student learning requires equitable, engaging inclusive, and safe classrooms and schools</p> <p>An enhanced Catholic community requires the Ontario Catholic Graduate Expectations as well as the SMCDSB identified Catholic values integrated throughout the school culture and classrooms</p> <p>Improve the profile and importance of Community Service</p> <p>The info above came from the School Improvement Plans submitted by schools</p>	<p>School Improvement Plans will demonstrate a focus on equity, student engagement and inclusion with applications in the classroom, school and community.</p> <p>Ontario Catholic Graduate Expectations will be embedded in all subject areas and all grades.</p> <p>Schools will continue to foster faith-filled and welcoming learning environments.</p>	<p>3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.</p> <p>3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.</p> <p>3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork and advocacy.</p> <p>6.3 The school and community build partnerships to enhance learning opportunities for students.</p> <p>6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.</p> <p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</p>	<p>DI training for all teachers, consultants and VP/Principals.</p> <p>DI support within TLCP in elementary schools.</p> <p>DI training for all school staffs – November 19<sup>th</sup> supported by action Research projects at the school level</p> <p>Using the vehicle of Chairperson Curriculum Councils to improve and support Assessment for/as learning, common assessment tools, infusion of gospel values into each lesson, and effective differentiated instruction strategies.</p> <p>Ontario Catholic Graduate Expectations will guide the planning and teaching K-12.</p> <p>Establish an early intervention system for students not reaching the goal.</p> <p>School to school visits to identify and share effective strategies</p> <p>Development of school interdisciplinary teams and paraprofessional relationships between teachers and EAs.</p> <p>Special Education at interdisciplinary program discussion team meetings</p> <p>Helping educators work in teams to develop and implement effective IEPs.</p> <p>Students with special education needs transitioning to secondary need clarification on IEP development related to their pathway.</p> <p>Multiple school participation in Me to We Day</p> <p>Support for English Language</p>	<p>DI Resources: Teaching in a Mixed Ability Classroom, Integrating Diff. Instruction and Understanding by Design.</p> <p>Consultants supporting the implementation of DI.</p> <p>Guide to Effective Instruction for Junior Classroom Planning and Management Volume 3.</p> <p>Ontario Catholic Graduate Expectation Document.</p> <p>SMCDSB Catholic Values resources.</p> <p>Roots of Empathy program in place</p> <p>Schools social justice resources such as: Free the Children, eco-school resources, Catholic social teaching.</p> <p>Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy. Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation. (2009).</p> <p>Safe Schools Training document (2009).</p>	<p>NTIP/mentor focus on equ Ongoing DI w with small gro during secon</p> <p>Principal mee Ontario Catho Graduate Exp school, class</p> <p>Curriculum C integrating O Expectations courses (sec meetings)</p> <p>Release time Use of resour EduGAINS W Growing Suc SMCDSB AE supporting m</p> <p>Catholic Grad integrated in NTIP, Kinder TLCP proces</p> <p>Ongoing PD t Ambassadors meetings)</p> <p>In-service req Inclusive Edu Strategy.</p> <p>Board-wide F employees (\$</p> <p>Hire ELL itine</p>

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<p><b>Demographic Data</b></p> <ul style="list-style-type: none"> <li>- 6 of 9 families of schools draw students from communities where the average family income (ranging from \$60,507 to \$82,040) is significantly below the provincial average of \$87,713</li> <li>- 9 of 9 families of schools draw students from communities where the percentage of parents in households with at least some university education (ranging from 13% to 27%) are significantly below the provincial average of 31%</li> <li>- 3 of 9 families of schools have significantly higher percentage of students living in households identified as Aboriginal (ranging from 5% to 17%) versus the provincial average of 2%</li> <li>- 4 of 9 families of schools draw students in communities with significantly higher mobility (percentages of students in households that have moved in the past year – ranging from 11% to 16%) versus the provincial average of 9%</li> </ul>	<p>Schools will continue to foster faith-filled and welcoming learning communities</p> <p>School improvement plans will demonstrate a focus on equity, student engagement and inclusion with applications in the classroom, school and community</p>	<p>5.1 Programs, pathways and career planning meet the learning needs and interests of all students,</p> <p>5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.</p>	<p>Communication with the parent community regarding assessment, evaluation and reporting will be increased and varied to include letters, pamphlets, website information, meetings.</p> <p>Expansion of mentoring programs (NTIP, P/VP, SERT, EA).</p> <p>Presentations to chaplains, P/VPs on the non-profit SHSM to make connections to our strong, existing, faith-filled programs in the non-profit sector. Followed up with individualized meetings to support applications for this SHSM.</p> <p>Expansion of the Ojibway Language 1 dual credit to an Ojibway Language 2 as well in Midland. Addition of the Personal Growth and Development dual credit from the Native program at Georgian college in Orillia to serve our Aboriginal students in Orillia and Rama.</p> <p>Re-engagement strategies in each secondary school to address early school leavers – offer variety of programs – co-op, dual credit, e-learning</p> <p>School to school visits to identify and share effective strategies</p>		<p>Various meth schools with i</p> <ul style="list-style-type: none"> <li>- school te</li> <li>- supporte</li> <li>- modeling</li> <li>- school p</li> <li>- PD Day ;</li> <li>- AER Pro</li> <li>- Projects</li> <li>- and com</li> <li>- assessm</li> <li>- practices</li> <li>- assessm</li> <li>- co-plann</li> <li>- opportun</li> <li>- design a</li> <li>- support s</li> <li>- such as</li> <li>- Program</li> <li>- course</li> <li>- focus on</li> <li>- Learning</li> <li>- conjunct</li> <li>- Success</li> <li>- Curriculu</li> <li>- "Togethe</li> <li>- help tea</li> <li>- facilitator</li> <li>- colleague</li> <li>- working</li> <li>- teams to</li> <li>- profit SH</li> <li>- Catholic</li> <li>- commur</li> </ul>
	<p>To provide Catholic students around Ontario with the opportunity to take Catholic eLearning</p>	<p>6.2 Students, parents and community members are engaged and welcomed as</p>	<p>Participation and support for the creation of the Ontario Catholic eLearning Consortium (OCeLC).</p>	<p>Release time for Working group member</p>	<p>Training on e Reservation s</p>

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Gr 3 reading scores at 63%	Ensure inferencing is a focus in primary division by clustering reading expectation 1.5, oral 1.5, writing 4.2 and media literacy 1.2 across the curriculum.	<p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</p> <p>1.2 During learning students receive ongoing, descriptive feedback based on success criteria, from the teacher and peers,</p> <p>1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning.</p>	<p>Ensure proper use of the PM Benchmark – ensuring that assessment is understood and consistent</p> <p>Appropriate text selection (level and genre).</p> <p>Survey of interest</p> <p>Reading responses</p> <p>Explicit oral, reading, writing and media connections.</p> <p>Descriptive Feedback</p> <p>Literacy block that follows our balanced literacy plan.</p> <p>Reading recovery in all schools and supports early identification. Reading supported by primary leads and curriculum consultants.</p> <p>Kindergarten literacy assessment for JK/SK to inform practice.</p> <p>120 minute language block K-8 Ensure SEA equipment is used.</p>	<p>School based staff (R/R teacher, SERT, Primary Lead).</p> <p>PM Benchmark Kits 1 and 2</p> <p>LNS Monographs and DVD's</p> <p>Guides to Effective Instruction for Primary Balanced Language Framework for SMCDSB.</p>	<p>Teacher mod assessment</p> <p>Provide PROFE opportunities SERTS in scl and OFIP scl</p> <p>TLCP and H on agenda</p> <p>Descriptive fe</p>
There is a 20 % gap in gr 6 writing, 15 % gap in gr 3 writing as evidenced by the EQAO results	Reduce the gender gap by 5% in all grades.	<p>1.2 During learning students receive ongoing, descriptive feedback based on success criteria, from the teacher and peers,</p> <p>1.5 A variety of valid and reliable assessment data is used by students and teachers to</p>	<p>Focus on OEW 1 and 4</p> <p>Survey of Interest to promote engagement</p> <p>Exposure to a variety of text forms, media and genres.</p> <p>Writing a variety of text forms, media and genre.</p> <p>Oral, reading and media literacy expectation clustering.</p> <p>Descriptive Feedback</p> <p>Literacy block that follows our balanced literacy plan</p>	<p>LNS, Board (Consultants</p> <p>School Effectiveness Lead</p> <p>Superintendent</p> <p>LNS Monographs and DVDs. Guides to Effective Instruction (P/J).</p> <p>Balanced Language Framework for SMCDSB</p>	<p>Teacher mod</p> <p>Use of mento</p> <p>Gradual relea (modeled, sh independent)</p> <p>High yield str language fran resources)</p> <p>Descriptive F</p> <p>Use of higher SERTs in CC skills to supp learning in de</p>

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		<p>1.6 Assessment of learning provides evidence for evaluating the quality of student learning.</p>	<p>Referred students from Reading Recovery picked up by special education referral process and/or development of IEP (monitor/record)</p> <p>Writing supported by DSS and curriculum consultants.</p> <p>Reading and writing linked Kindergarten literacy assessment for JK/SK to inform practice - use of oral language.</p> <p>120 minute language block K-8 Ensure AT &amp; SEA equipment is Used for EQAO accommodations.</p>		
<p><b>Student Achievement Data</b></p> <ul style="list-style-type: none"> <li>- 84% of first-time eligible (FTE) students, overall, were successful on the OSSLT in 2009-2010 (+1%)</li> <li>- Among fully participating FTE students, 89% of female students were successful, compared to 78% of male students</li> <li>- Among fully participating FTE students with special education needs (excluding gifted), 51% were successful</li> <li>-</li> </ul> <p>Perceptual Data</p> <ul style="list-style-type: none"> <li>- Student's comfort in using computer technology to demonstrate learning</li> <li>- Teachers comfort in teaching and learning using computer technology.</li> </ul>	<p>By June 2011 Grade 9 and 10 applied English pass rates, credit accumulation and OSSLT pass rates will increase by 2%. Increase the # of students with an Accommodations only IEP in writing the OSSLT</p> <p>Improve Literacy test scores by improving student engagement</p>	<p>4.1 A culture of high expectations supports the belief that all students can learn.</p> <p>4.5 Instruction and assessment are differentiated in response to students strengths, needs and prior learning.</p> <p>4.6 Resources for students are relevant, current accessible and inclusive.</p>	<ul style="list-style-type: none"> <li>- Teachers will create differentiated learning and assessment tasks based on student learning/ needs profile</li> <li>- Secondary Literacy Teams develop evidenced informed school-wide literacy plans including strategies and support for student OSSLT success</li> <li>- Student Success teachers support credit accumulation, credit rescue and credit recovery for Grade 9 – 12 students at risk</li> <li>- Differentiated Instruction and Assessment</li> </ul> <p>Digital Literacy through the Blended Learning project. Use of the provincial LMS and course content provided by eLearning Ontario to support digital literacy and citizenship in grades 7 through 11.</p> <p>Teachers provide students with differentiated opportunities for using computer technology to demonstrate their learning.</p>	<p>Differentiated Support to schools through strategic deployment of human resources/ professional learning support based on student and teacher learning needs( action research opportunities)</p> <p>School based staff will be allocated in response to ongoing student achievement and behavioural data ( SST, Principal, Sert)</p> <p>Learning to develop SMART goals to develop effective "modified" IEPs.</p> <p>Access to Provincial LMS, course content provided by eLearning. Laptop to be provided for each participating teacher</p> <p>Access to OSAPAC and board licensed software using school computer resources</p>	<p>Professional embedded for Book clubs to strategies, gc</p> <p>School based target specific</p> <p>SST teacher accumulation implement Mi share and pla risk for Grade</p> <p>System level focuses on cr sharing of scl practices</p> <p>Co-planning ( for Gr. 9 and teachers, anc</p> <p>Selected tea the OCA reac apply the res</p> <p>Support scho the developr of data-basec plans (using l</p>

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	Improve retention rates in FSL classes after grade 9.		Engage students through differentiated instruction and use of technology in FSL classes.	FSL Consultant ICT Consultant  Smartboard LCD Projector  Tell Me More Licenses for students Microphone Headsets	Co-planning ( for Gr. 9-12 F

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<p><b>Student Achievement Data</b> <i>EQAO Grade 3 &amp; 6 Assessment of Mathematics</i></p> <p>Math scores in Grade 6 are at 60%</p>	<p>Use of the three part math lesson in 60% of the classes a minimum of three times this year.</p>	<p>1.2 During learning, students receive ongoing, descriptive feedback based on success criteria, from the teacher and their peers.</p> <p>1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers to ensure consistency with success criteria</p> <p>.4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve</p>	<p>Four new schools involved – 2 teams of 2 schools. Other schools can visit lesson to generate interest for their school 50-60 minute math block</p> <p>Use technology and manipulatives to support student learning.</p> <p>Bi-monthly moderation and instructional planning. TLCP using 3 part lesson, big ideas, and inquiry-based problem solving approach in P/J/I.</p> <p>Open and parallel questions for higher level thinking.</p> <p>Bansho.</p> <p>Use of learning materials appropriate to instruction.</p> <p>Cooperative activities for group work.</p>	<ul style="list-style-type: none"> <li>- consultants in-school</li> <li>- LNS Math Monographs</li> <li>- Release time for 8 hubs in Term I</li> <li>- All schools in Term II and III</li> <li>- Release time for co-coaching, co-planning</li> <li>- Model between two same grade teachers to focus on one math processes within a strand</li> <li>- Release time for CIL-M</li> <li>- Math manipulatives</li> <li>- TIPS 4M</li> <li>- Guide to Effective Math Instructions volume 1-6 Junior</li> <li>- Guide to Effective Math in Geometry and Spatial Sense K-3</li> <li>- Marian Small work on Big Ideas and Creating Comfort Zone for Teaching Mathematics</li> <li>- Instruction by Marian Small</li> </ul>	<ul style="list-style-type: none"> <li>- TLCP of Principal Consulta technolo</li> <li>- TLCP of good que mathema learning</li> <li>- Numerac intermed</li> <li>- Focus on open and bansho, vocabulary approach</li> <li>- OAME c squared</li> <li>- Participa in 4 schc Gr. 6 cla solving ir lesson, c differenti</li> <li>- Book stu Questior Mathema</li> <li>- Teacher: schools'</li> </ul>
<p><i>EQAO Grade 9 Assessment of Mathematics</i></p> <ul style="list-style-type: none"> <li>- improved results in line with 2009-2010 goals (+5%) in Academic versus previous year</li> <li>- Academic results lower than provincial results (-11%)</li> <li>- decreased results in Applied (-2%) versus previous year</li> <li>- Applied results lower than</li> </ul>	<ul style="list-style-type: none"> <li>- improve student achievement on EQAO Assessments of Grade 9 Mathematics by 5%</li> <li>- improve pass rates in Grade 9 and 10 Applied mathematics courses by 5%</li> <li>- improve pass rates in selected College level mathematics courses by 5%</li> </ul>	<p>2.4 Job embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning</p>	<p><i>Educators will adopt and use research-based instructional strategies for math, including:</i></p> <ul style="list-style-type: none"> <li>- teaching mathematics through problem solving and inquiry approaches</li> <li>- use of cooperative learning as a structure to support student learning</li> <li>- use of three part lesson structure, with particular emphasis on consolidation through activities such as</li> </ul>	<ul style="list-style-type: none"> <li>- district resources concentrated on lowest performing schools</li> <li>- school and classroom resources focused on developing differentiated interventions for lowest performing students</li> <li>- centrally assigned consultants offering differentiated in-school support based on school, teacher and student needs</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching-l Pathways teachers, &amp; consultant mathemati</li> <li>o</li> <li>o</li> </ul>

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<p>vs. 39% for Applied-)</p> <ul style="list-style-type: none"> <li>Common challenge areas include Linear Relations and Number Sense and Algebra</li> </ul> <p><i>Student Success Indicator data</i></p> <ul style="list-style-type: none"> <li>pass rates for Grade 9 and 10 Applied Mathematics lowest among all Grade 9 and 10 compulsory courses</li> <li>pass rates for selected Grade 11 and 12 College Mathematics courses improved but still lower in relation to University and Mixed courses</li> </ul> <p><b>Perceptual Data</b></p> <ul style="list-style-type: none"> <li>EQAO Student Questionnaire reveals Grade 9 student self-efficacy for learning math (I like math; I am good at math; I understand the math I am taught) is consistently 4% - 7% lower than Provincial results in Applied level courses and 2% - 3% lower in Academic level courses</li> <li>Academic students perceive Linear Relations and Analytic Geometry to be most difficult concepts; Applied students perceive Number Sense and Algebra to be most difficult</li> </ul> <p><b>Program Data</b></p> <p>Ministry-sponsored CLIPS research project in SMCD SB revealed that a blended mode of learning integrating teacher-led instruction and independent computer-based instruction supported student achievement and self-efficacy with Patterning and Algebra in intermediate grades</p>		<p>quality of student learning at or near the end of a period for learning</p> <p>2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.</p> <p>2.3 Organizational structures are coherent, flexible and respond to the needs of students</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths needs and prior learning</p> <p>4.7 Timely interventions are supported by a team approach, respond to individual student learning needs</p>	<p>relevant and differentiated learning tasks that support students' readiness, interests and learning styles</p> <ul style="list-style-type: none"> <li>effective questioning</li> </ul> <p><i>Educators will engage in collaboration through:</i></p> <ul style="list-style-type: none"> <li>coaching, co-planning, co-teaching and reciprocal visits</li> <li>release time for job-embedded professional learning</li> </ul> <p><i>Educators will align assessment and evaluation practices with Growing Success, including:</i></p> <ul style="list-style-type: none"> <li>use of assessment data to develop a precise focus on areas of greatest need with respect to student understanding</li> <li>use of narrative and descriptive feedback as part of ongoing assessment</li> <li>differentiation of instruction for students who do not respond to initial instructional methods</li> <li>development of common assessments by grade level / subject to support teacher moderation and ongoing collaboration between teachers focused on student achievement</li> </ul>	<p>opportunities such as, co-planning and co-teaching, teacher moderation, project-based learning opportunities, demonstration classroom visit</p> <ul style="list-style-type: none"> <li>External support achieved through project-based partnerships with Trent University and Lakehead University</li> <li>Hewlett-Packard technology grant, deployment of 1:1 laptops in Applied math classes at two secondary schools</li> <li>Collaborative Inquiry for Learning Mathematics (CIL-M) project involving several elementary schools in primary and junior divisions</li> <li>Purchase of manipulatives and effective learning resources such as TIPS 4M</li> <li>Guides to Effective Instruction in Math</li> <li>LNS Math Monographs and DVD's.</li> <li>Family of schools cross panel sessions focused on research, supporting and sharing school embedded best practices and research based strategies to support successful student transition including</li> </ul> <p>-cross-panel classroom visits for intermediate math teachers</p> <p>- Student Success teachers support credit accumulation, credit rescue and credit recovery for Grade 9 – 12 students at risk</p>	<ul style="list-style-type: none"> <li>three panel sessions, question to increase based on feedback</li> <li>OAME conference Squared mini</li> <li>Participatory mathematics</li> <li>-SHS to share</li> <li>-has a job embedded providing – so Schools Math review data c planning for M</li> <li>- school base teams to plan administration support base</li> <li>- SST teacher credit accumulation data, implementation initiatives support for Grades 9</li> <li>- Regional focused instructional Patterning Grades 7</li> <li>- MAPS for Development Plans with classroom in Applied classroom assessment achiever</li> </ul>

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<p>Pathways: Need for a process for transition and ongoing support of students between k to Gr 1, from Gr 1 to 2 and out of Reading Recovery</p>	<p>Student referrals or discontinued in and from RR program will have an appropriate alignment between the student instructional level and student learning.</p>	<p>5.1 Programs, pathways and career planning meet the learning needs and interests of all students.</p> <p>5.2 Authentic learning experiences are built into all subject areas and programs.</p> <p>5.3 Students, parents and teachers understand the full range of pathways, options and supports that are available.</p>	<p>SIT team meets to discuss students coming into RR and leaving (discontinued or referred).</p> <p>Track and monitor students in Reading Recovery, K - Gr. 3.</p> <p>DI to support student learning in literacy.</p> <p>RR in every school. Balanced language block including guided reading in all primary classrooms.</p>	<p>-Release time for SIT</p> <p>-RR support</p> <p>-Curriculum and Special Education consultant</p> <p>-Marie Clay An Observation Survey</p> <p>-PM Benchmark and strategies</p> <p>-Guide to Effective Reading K-3</p> <p>-Guide to Effective Writing K -3</p>	<p>-RR lead PLC team to focus referred or dis Students</p> <p>-Regular RR with moderati demonstratio</p> <p>-Learning ses teacher</p> <p>- teachers lea transition plan IEP (specific</p> <p>-new JK/SK t sessions with assessment i learning ie. P and moderati</p>
<p><b>SHSM</b> Approximately 9% of senior students in the Board are enrolled in an SHSM (09-10)</p> <p>Credits attempted and earned in SHSM programs was 93.4%</p> <p>13% of students registered in SHSMs have IEPs</p> <p>In 09/10 we had 9 SHSM programs in 7 schools</p> <p>27% of grade 12 SHSM students graduate with the Red Seal</p> <p><b>Program Data</b> 31 students competed in Ontario Technical Skills Competition – 7 of 9 schools had students report</p>	<p>Increase enrollment of senior students in SHSMs to 10%</p> <p>Increase credit accumulation in SHSMs to 94%</p> <p>Add SHSMs in more sectors, especially those that address both genders to our board, and build on established pathways program in both existing and new sectors</p> <p>Increase SHSM grade 12 grad rates with the Red Seal to 29%</p> <p>Increase the offerings of dual credits to 20.</p> <p>Provide dual credit options for students at all of our high schools.</p>	<p>5.4 Students have opportunities to build on in-school and out of school experiences to further explore personal interests, strengths and career options</p> <p>5.1 Programs, pathways and career planning meet the learning needs and interests of all students. 5.2 Authentic learning experiences are built into all subject areas</p>	<p>Work with SHSM school teams to identify effective strategies to increase awareness of the benefits of the SHSM program to students, parents, and program partners.</p> <p>Work with SHSM school teams, and SST to identify problem areas for SHSM students to help support both student and teachers. Increase delivery of CLAs in 'other' courses.</p> <p>Work with the SHSM team at SJO for the new Environment SHSM to ensure gender neutral promotion.</p> <p>Work with guidance counsellors as part of the school SHSM teams to enhance credit counselling provided to SHSM students. Work with Guidance curriculum council to improve knowledge and understanding</p>	<p>SHSM Ministry implementation guides.</p> <p>CLA board developed training and Ministry CLA resources</p> <p>School teams are supported by: -Principal of Student Success</p> <p>-Secondary programme team expertise</p> <p>Action Research Projects</p> <p>Ministry Documents -OSS - Choices Into Action -Curriculum Documents - Learning For All Growing Success - Building Pathways to Success 7-12 - Curriculum and Differentiated</p>	<ul style="list-style-type: none"> <li>- OYAP S</li> <li>- Co-op</li> <li>- Co-op w</li> <li>- PPLP &amp;</li> <li>- Ontario T</li> <li>- Competi</li> <li>- Industry</li> <li>- Career C</li> </ul> <p>SHSM schoo Board consul</p> <p>SHSM schoo Board</p> <p>CLA school b 'other' credit t</p>



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<ul style="list-style-type: none"> <li>- 987 students achieved credits through Cooperative Education Programs</li> </ul> <p><b>Perceptual Data</b></p> <ul style="list-style-type: none"> <li>- 2009-2010 Board wide survey of Grade 9 students regarding their perceptions of the transition from Grade 8 to 9 at the end of Semester 1 revealed:</li> <li>- 56% knew what to expect coming to high school</li> <li>- 47% had identified a caring adult they could talk to</li> <li>- 62% had thought about what they wanted to do after high school</li> <li>- 87% expected to be successful in Grade 9</li> <li>- 68% found the change from elementary to secondary to be easy / seamless</li> <li>- 61% found the workload of high school to be manageable</li> <li>- 43% felt they had a balanced timetable that met their learning needs</li> <li>- 79% attended their current high school's orientation program</li> <li>- 61% reported having a school visit from their high school's guidance department</li> </ul> <p><b>SCWI</b></p> <p>12 dual credits offered to students at 8 of our high schools, student participation in 11 of the 12</p>			<p>Implementation of the Career Cruising Course Planner and Online course registration system for grades 9 through 11.</p>	<p>Purchase Course Planner Module Export / Import integration with Student Management System</p>	<p>Release time Leads, Consi</p> <p>School based access and c</p>