



SIMCOE MUSKOKA CATHOLIC
DISTRICT SCHOOL BOARD

Board Improvement Plan for Student Achievement Simcoe Muskoka Catholic District School Board

Strategic Priority 1 - Nurturing a Distinct Catholic Identity

To foster an environment that supports the faith journey of each person in our community and will result in a rich, faith-filled Catholic education for our students.

Goal One

To support every member of our community on their faith journey by offering a wide variety of personal and professional faith development opportunities.

Goal Two

To foster a culture of teaching and learning in which the entire curriculum is distinctively Catholic and reflects the *Ontario Catholic School Graduate Expectations*.

Goal Three

To nurture the faith of all students by providing religious education programs that offer academic courses and spiritual experiences that are engaging, compelling, motivating, relevant and rich in content.

Goal Four

To develop and strengthen relationships based on mutual respect and support between the schools and the parishes.

Strategies

- K-12 implementation of Ontario Catholic School Graduate Expectations, including in workshops and central planning
- Promote ethical and respectful communications when using ICT tools useful in the teaching practice, including grade 9 and 10 Religion teachers PD
- Engage and motivate student learning, develop the essential skills for continuous lifelong spiritual growth, and promote student success through the use of technology in Grade 10 Religious Education
- Participation and support for the creation of the Ontario Catholic eLearning Consortium
- Promote student success for all through assessment and evaluation of Religious Education and Family Life for Grades 3 and 7 & 8
- Attend diocese zone meetings and meet with pastors to explore faith development and Religious Education



- Encourage the use of technology to assist in making global and community connections in Grades 7 and 8

Key SEF Indicators

- 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students

Professional Learning

All schools submit professional learning plans attached to key goal(s) on their SIPSA.

- Integration of Ontario Catholic School Graduate Expectations into all professional learning experiences
- Grade 10 teachers of Religion and providing workshops to promote religious literacy, differentiated instruction and assessment, engaging and motivating the learning
- continue to support Teachers of Philosophy to enhance using tools of the philosopher, including logic; applying effective instructional and learning strategies to teach from a Christian perspective
- Promotion of inclusion by increasing the knowledge of AT use in the regular classroom
- Professional Development Day focused on Students with Learning Disabilities and how to effectively use accommodations to support student learning.
- Workshop to Explore the Grade 3 Religion resource
- Workshop series exploring Religious Education and First Nations, Métis and Inuit issues in Grade 7 and 8 from a 21st Century Literacies perspective

Monitoring/Evaluation

- School Improvement Plans reflect response to Climate Survey Results.
- Use of school climate survey to measure well being and to track student participation in activities outside the classroom.
- Monitoring number of schools submitting Speak Up Grant applications
- Monitoring of registrations through the seat reservation system into catholic eLearning courses
- Monitoring the number of SIPSAs that include IEP work as part of the professional learning or strategy implementation
- Analysing the effectiveness of IEPs in supporting inclusive teaching and learning practices



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Strategic Priority 2 - Improving Student Achievement and Well-being

To increase student achievement and support student well-being by continuing to improve all educational programmes and services.

Goal One

To foster a culture that values inclusion and the belief that all students can learn.

Goal Three

To enable students and staff to benefit from, and to be confident with, the use of a variety of technologies that support teaching and learning.

Goal Five

To promote creative, innovative and expanded learning opportunities for all students within our diverse community that will enable them to flourish in the 21st century.

Well-Being Strategies

Goal

To promote a culture that values and supports the whole child in spiritual, social, emotional, intellectual, and physical development.

- SIPSA will demonstrate a focus on equity, mental health, student engagement and inclusion with applications in the classroom, school and community in light of our Catholic faith foundation
- Promotion of inclusion through differentiated instruction in teaching and professional learning opportunities
- Increase educators awareness of Applied Behaviour Analysis (ABA) and the PPM 140 when developing programmes for students with ASD
- Expand Restorative Practices to all schools
- Continue to support the Roots of Empathy program
- FMNI infusion
- Develop transition programs for FNMI students from First Nations to schools in SMCDSB in FDK and other grades
- Identify FNMI champion teacher in all schools
- Promotion of Grade 10 Aboriginal Peoples in Canada (NAC20) and introduction of Aboriginal Beliefs, Values and Aspirations (NBV3E)
- Implement Circle of Life teaching/learning model
- Use of evidenced-based Social Emotional Learning programmes to support emotional well-being e.g., Friends for Life, quiet environment strategies

- Implementation of the Mental Health and Addictions strategy as outlined in the document "Mental Health Key Initiatives", which identifies the Elementary and Secondary initiatives by Tier 1 - Promotion, Tier 2 - Prevention, and Tier 3 - Intervention

SEF Indicators

- 2.5 Staff, students and school community promote and sustain student well-being and positive student behavior in a safe and healthy environment
- 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences

Professional Learning

All schools submit professional learning plans attached to key goal(s) on their SIPSA

- Release time for school-based professional learning is provided through Curriculum, School Effectiveness and Student Success

Workshop based:

Building leadership capacity in mental health strategies

Using the Circle of Life model in the classroom

Release time for ABA training for school teams

Assistive Technology learner sessions and job-embedded learning opportunities

Monitoring/Evaluation

Participants in FNMI infusion activities complete survey

Analyze data from Climate Survey

SO SIPSA Review - integration of well-being strategies

Achievement Strategies

Literacy Goal

Increase students' inferencing skills and their ability to communicate their comprehension of text orally and in writing.

- Deepen our understanding of assessment *for, as* and *of* learning strategies
- Focus on reading and writing skills in Grade 10 applied English courses and targeted OSSLT preparation in secondary schools
- Increasing educator/administrator content knowledge in Literacy instruction
- Canoe Literacy and Canoe Numeracy projects (FNMI infusion)



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- Cultural Awareness and linkages between mission trip courses and FNMI issues here in Canada
- Engage all students in Language learning in English and French
- Consolidate understanding of CEFR principles - building oral fluency in French
- Speech and Language interventions - connecting oral language with reading and writing
- Further develop the entering Summer Learning Program (for students entering grades 2 and 3) including measures of outcomes
- Implementation of *English Language Learners Procedure Handbook*
- Foster development of 21st century skills such as communication and collaboration, cultural literacy and global awareness through Google Suite for Education
- Implement Religious Education expectations for Grades 1 to 8 - connecting religious literacy to language with a focus on Grades 3, 7 and 8

Numeracy Goal

(Classroom) If we increase the number of student centred, practical and relevant problem solving opportunities that students are exposed to, then problem solving skills and communication of thinking may improve, leading to an improvement in achievement

(School) If we build a common understanding of effective mathematics instruction, then we might increase the number of student centred practical and relevant problem solving opportunities that students are exposed to

(Board) If we provide collaborative professional learning opportunities for administrators and teachers in math, then we will build a common understanding of effective mathematics instruction

- Develop assessment *for, as* and *of* learning strategies with the use of Numeracy Nets in Grades 1 to 8
- Develop effective, timely descriptive feedback strategies
- Use technology, manipulatives and effective talk to support student's communication of thinking and understanding
- Use technology to explore and make connections between concepts
- Use technology to document learning
- Use of problems in an explore, consolidate, practice structure
- Deconstruct expectations to explore connections within and between strands
- Use of Moderated marking with cross panel team Grades 7 through 9.
- Developing content knowledge for the express purpose of giving feedback
- Developing content knowledge for mathematical leadership with administrators
- Further develop the entering Summer Learning Program (for students entering grades 2 and 3) including measures of outcomes
- After school numeracy program - Secondary

Key SEF Indicators

- 1.1 Students and teachers share a common understanding of the learning goals and related success criteria
- 1.2 During learning, students receive ongoing, descriptive feedback based on success criteria, from the teacher and their peers
- 1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers to ensure consistency with success criteria
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

Professional Learning

All schools submit professional learning plans attached to key goal(s) on their SIPSA Release time for school-based professional learning is provided through RMS funding

Centrally facilitated professional learning

- Cross Panel Collaborative Inquiry - intermediate grades, focus on assessment
- Facilitated Leadership Hub for Few and Some schools in elementary
- Coaching support in Few and Some schools in elementary
- COS Meetings Math Focus
- Consultant support for all schools to develop in-school professional learning
- Develop MFM1P Course outline with resource support
- Online modules for Literacy Assessments
- Common formative assessments and moderated marking sessions - focus on Grade 10 Math teachers
- Implementation of effective strategies to promote authentic communication in FSL lessons
- ABA-based teaching and learning strategies for children with ASD
- Online modules for Guided Reading and Balanced Literacy to be developed

Monitoring/Evaluation

- Analysis of EQAO data - Literacy/Numeracy (student achievement)
- Analysis of Report Card data - Literacy/Numeracy (student achievement)
- School based moderation of student work shared with SOs
- Analysis of documentation from schools based professional learning and facilitated professional learning
- Participant feedback from professional learning
- SO SIPSA review - Numeracy/Literacy (classroom impact, student achievement)



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- PPM 140: School self-evaluation of implementation of ABA principles
- Internal IEP audit (student achievement)

Pathways Strategies

Goal

Students of all ages will have opportunities to explore and evaluate a wide range of educational and career oriented destinations in the classroom:

- Implement Individual Pathways Plans (IPPs) in Intermediate and Senior Grades
- Create an awareness of, and respect for, all destinations and vocations across all subject areas
- Work with SHSM school teams to increase awareness of the benefits of the program to students, parents, and education partners
- Increase the number of credit opportunities offered through Adult and Continuing Education
- Development of meaningful plans for students:
 - Effective IEPs with meaningful goals, performance tasks and reporting;
 - Transition Plans with definite and appropriate timelines; Adopt the SMCDSB Career Continuum - including the development of Individual Pathways Plans and All About Me Profiles; Develop pathways plan using *CC Engage* (Career Cruising) and *CC Course Planner*
- Develop effective programming for students with Special Education needs in core French (including IEP development)
- Making Good Tracks (FNMI infusion and self-identity)

Key SEF Indicators

- 3.1 The teaching and learning environment is inclusive and reflects individual students strengths, needs and learning preferences.
- 5.1 Programs, pathways and career planning meet the learning needs and interests of all students.
- 5.3 Students, parents and teachers understand the full range of pathways, options and supports that are available.

Professional Learning

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Workshop based:

Career Cruising and the IPP

Effective transition strategies explored at Community of School Meetings (SERTS)

Effective strategies for content knowledge (Principal Meetings)

Effective strategies for transition planning (Principal Meetings)

Monitoring/Evaluation

- Analysis of Learning Skills report card data
- Analysis of Student Success indicators (e.g., lates, attendance, suspensions, credit recovery)
- Analysis of graduation rates
- SO monitoring
 - engaging at risk students
 - SIPSA review
- Career Cruising and CC Course Planner Reports
- Feedback from pilot group about All About Me portfolios



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Strategic Priority 3 - Using Resources Wisely

To foster a culture that demonstrates prudent stewardship of our resources and is faithful to the priorities of our Catholic school board.

Goal Two

To support a culture that nurtures staff engagement and encourages communication within and among all employee groups

Goal Three To support a faith-filled, Catholic working environment where staff experience fulfillment and growth is promoted through professional development

Goal Eight

To become an organization in which staff benefits from and becomes confident with the use of information, communication, and collaborative technology as they pertain to roles

Goal Nine

To establish international partnerships with organizations that will help us to achieve our strategic priorities

- Implement coordinated services with community mental health partners.
- Develop effective and engaging professional learning structures
- Encourage informal networking for teachers
- Implement educational technology policies and practices

SEF Indicators

2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement

6.3 The school and community build partnerships to enhance learning opportunities and well-being for students

Professional Learning

- Collaborative Inquiry Facilitators Inquiry
- Mathematics Hub Days (key messaging around effective instructional strategies, goal setting, and monitoring)
- School-based professional learning support days (Hub days to mobilize learning from SIM and Literacy/Numeracy face-to-face sessions)
- Pilot technology days (elementary and secondary)



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Monitoring/Evaluation

- SIPSA submission to Superintendents and for review by academic services support team
- SO/Principal collaboration on SIPSA implementation
- SO/Principal collaboration on Professional Learning Plan
- Director/SO/ASO/Coordinator meetings - review budget/professional learning/goals alignment