



Niagara Catholic District School Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2017-2018

The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.



Outcomes -
What We Impact

Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education and Advance Student Achievement for All

Outputs -
What We Do

**Develop and implement: strategies, practices, programs, services and supports to support our Pillars of Student Success: Catholic Faith, Community and Culture
Literacy and Numeracy
Pathways**

Inputs -
What We Invest

Time to Plan, Act, Assess and Reflect

Resources and Supports

Professional Learning and Training



Nurturing Souls and Building Minds

Provide Supports for Success

Outcome – What is our intended impact?	<p>Strengthen Catholic Faith, Community and Culture through programs, supports and services</p> <p>Increase student engagement and voice in achievement, well-being and mental health awareness</p> <p>Enhance learning experiences for Indigenous students</p>
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement specific self-regulation strategies in each elementary school ➤ Redesign processes/ protocols with Early Years stakeholders that support student transitions ➤ Facilitate a Mental Health and Well-Being Student Conference with the Mental Health Team ➤ Implement the Compassionate Care, Police and Suicide Protocols ➤ Increase the number of student voice events for Indigenous students
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Training school Kindergarten (K) teams in self-regulation strategies and programs, including <i>Zones of Regulation</i> and <i>MindUp Curriculum</i> ✓ Training Child and Youth Workers (CYW) in the <i>Superflex</i> program to support self-regulation ✓ Professional Learning session for school administrators about the Early Development Instrument (EDI) ✓ Engage Early Years stakeholders to determine best practices to support transitions to Kindergarten ✓ Redesign and administer online School Climate Surveys for students in Grades 4 to 12, families, and staff ✓ Support Student Senators’ design and delivery of the <i>Lead Out Loud Student Conference</i> ✓ Engage select secondary students in the <i>Youth Summit: Changing Mindset in a Changing World</i> ✓ Refine existing programs and develop new programs and opportunities to engage Indigenous students ✓ Promote awareness about Indigenous peoples’ cultures, histories, perspectives and contributions through curriculum delivery and course offerings
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Collect and review feedback from learning to determine the implementation of strategies and programs • Review, analyze, and share results of the School Climate Surveys with Senior Administrative Council, Principals and Safe and Accepting Schools’ Teams

Building Partnerships and Schools as Hubs

Outcome – What is our intended impact?	<p>Improve brand awareness and communication with stakeholders</p>
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement a strategy to improve and refine brand awareness and communication with students, parents/guardians and community members
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Engage the Alliance Committee, Special Education Advisory Committee (SEAC), Niagara Catholic Parent Involvement Committee (NCPIC) and Committee of the Whole, to develop strategies to improve brand awareness and communication ✓ Review results of the 2017 Student Voice Surveys and develop a knowledge mobilization strategy
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Collect recommendations that will inform brand awareness and communication • School Improvement Plans for Student Achievement and Well- Being will include strategies to support enrolment, retention and transitions

Outcome – What is our intended impact?	Enhance wrap around partnerships and community services
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Develop models of integrated service delivery ➤ Develop and deliver a series of family learning nights to help engage newcomer families
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Develop a plan to increase “before and after school child care programs” with child care providers and community agencies ✓ Establish a working group of Board staff and School Settlement Workers personnel to assess the needs of newcomer families
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Review models, plans and programs through a self-assessment process • Collect and review feedback from participating families

Strengthen Human Resources Practices and Develop Transformational Leadership

Outcome – What is our intended impact?	Enhance professional development opportunities for all staff
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Develop and implement a multi-year PD Plan for all staff groups ➤ Develop and share guides and resources to support end users and developers of PD to use <i>Thrive</i> ➤ Design and deliver a Customer Service model for all staff ➤ Engage staff in Health and Safety training
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Develop a cross-functional team to assess the needs for professional learning across the system ✓ Train select staff to use <i>Thrive</i> to plan for PD opportunities ✓ Train select staff groups to optimize customer service delivery in their respective areas of responsibility across the system ✓ Train staff in health and safety using online modules and other professional learning experiences
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Survey staff regarding PD experiences through <i>Thrive</i> • Collect and review feedback from stakeholders based on customer service delivery by Niagara Catholic staff

Enhance Technology for Optimal Learning

Outcome – What is our intended impact?	Improve access and use of technology for all students and staff
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement year two of the <i>Technology Blueprint (2016-2020)</i> ➤ Relocate the network infrastructure of Education Technology Services ➤ Implement a comprehensive Disaster Recovery Plan ➤ Promote technology-enabled learning through innovative practices from K to 12
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Budget allocations for technology according to the <i>Technology Blueprint</i> and relocation of Education Technology Services ✓ Training for each school Technology Champion to support innovative teaching and learning with the support of the Digital Learning Team
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Monitor recovery time for information technology • Monitor technology deployment using Special Equipment Amount (SEA) per pupil data • Survey Technology Champions to determine areas of need with respect to supporting their respective school staff members in accessing and using technology with students

Nurturing Souls and Building Minds

System Priority: Engage in a review of specific programs, pathways, services and supports provided for all students, K to 12

Outcome – What is our intended impact?	Improve student achievement in mathematics, especially in junior grades and Grade 9 Applied Mathematics courses
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement year two of the <i>Renewed Mathematics Strategy</i> that focuses on individual school needs ➤ Provide exemplars to include financial literacy in experiential ways across the curriculum, K to 12
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Training for Math Learning CIRCLE members and Educational Resource Teachers (ERTs) to support students' mathematical understanding and well-being by: knowing the learner, using evidence to inform instructional decisions, and focusing on the personalization and precision of learning through effective assessment practices ✓ Provide opportunities for ongoing professional learning in mathematics through Learning Networks and joint NCDSB-Brock University Additional Qualifications courses ✓ Targeted coaching for teachers and administrators in schools identified as intensive or increased support through the second year of the <i>Renewed Mathematics Strategy</i> ✓ Provide opportunities for teachers to learn how to include financial literacy in experiential ways across the curriculum
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Review and analyze student achievement data with a focus on Mathematics to monitor student progress • Collect feedback from trained staff about their new learning to improve achievement in Mathematics

Outcome – What is our intended impact?	Improved student achievement in literacy, especially in primary grades and on the Ontario Secondary School Literacy Test (OSSLT)
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Develop and share strategies to support disciplinary literacy, including how literacy supports mathematics teaching and learning
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Provide opportunities for ongoing professional learning for intermediate teachers to build capacity in the area of disciplinary literacy to help close gaps in literacy development ✓ Deliver after-school English language programs at specific schools in both the elementary and secondary panel ✓ Expand the partnership with the Brock Learning Lab to provide reading intervention for below grade level readers ✓ Continue to build teacher capacity to support English Language Learners (ELL), especially in schools with upward trends in newcomer and international and VISA student enrollment ✓ Train Core French teachers in using the <i>Common European Framework of Reference (CEFR)</i> to improve teaching and learning in the Listening and Speaking strands
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Review and analyze student achievement data to monitor student progress • Collect feedback from trained staff about their new learning to improve achievement

Outcome – What is our intended impact?	Enhance global competencies and experiential learning opportunities for all students
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Develop and implement a plan to develop global competencies and experiential learning ➤ Establish and develop strong relationships with community connected experiential learning partners
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ View the movie “Most Likely to Succeed” on a PA Day to facilitate discussion about innovation in professional practice, the classroom and the school ✓ Train teachers to implement Google Apps for Education (GAFE) in support of instruction and assessment ✓ Engage partners to collaborate in Board and school initiatives, to mentor students and to promote employment in local sectors
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Collect feedback from teachers and stakeholders about the implementation of global competencies, experiential learning and innovation • Collect feedback from students about their experiences with global competencies, experiential learning and innovation • Track the visibility of partners in schools, success of collaborative projects, student awareness and use of local and career opportunities

Outcome – What is our intended impact?	Improve data and assessment literacy of all school leaders and educators
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Develop and implement plans for using data tools for evidence-informed decision-making, privacy awareness and digital discipleship, and the documentation of student learning
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Train select staff on the use of Baragar’s District Intelligence, Maplewood RADAR, Board Interface Tools and the EQAO Reporting Tool ✓ Provide resources to administrators, staff and students about personal information, information management, consent, and responsible use of social media to develop a culture of privacy and digital discipleship ✓ Provide resources and training for educators about the use of documentation and student portfolios as assessment tools that support evaluation and reporting
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Collect feedback from training sessions to inform the plans

Nurturing Souls and Building Minds



Outcome – What is our intended impact?	Increase participation in Specialist High Skills Majors (SHSM) and dual credit programs Promote awareness about work and career opportunities
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Develop and share a communication strategy to promote increased student participation in SHSM and dual credit courses ➤ Develop and implement more SHSM and dual credit courses ➤ Adapt programs to meet changing economic environments ➤ Develop industry partnerships to support student inquiry and learning, program development and professional learning
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Collaborate with school staff and community partners to expand SHSM and dual credit course offerings, and to determine a plan of action to communicate with students and families about the programs ✓ Provide supports to schools to promote local career trends, needs and opportunities ✓ Provide resources for teachers, students, parents/guardians to support career/life planning and pathways
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> • Track student awareness, participation, and feedback for SHSM and dual credit programs, career life planning and pathways

Nurturing Souls and Building Minds

