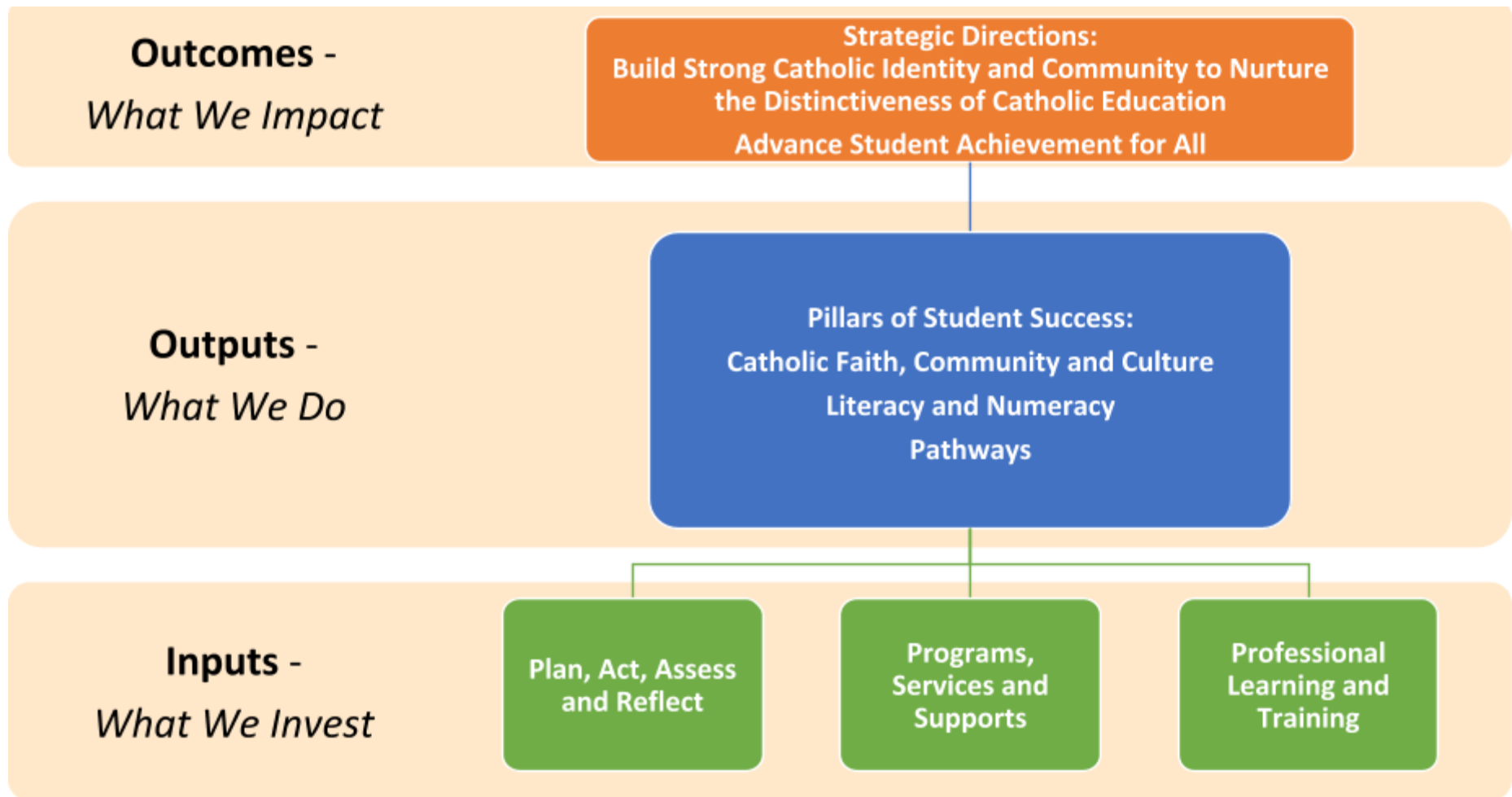


Niagara Catholic District School Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2019-2020



Nurturing Souls and Building Minds



Catholic Faith, Community and Culture

Strategic Direction: Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

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| Outcome – What is our intended impact? | Ensure that the principles of equity and inclusive education within a Catholic context support the needs and potential of all students. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Promote the theological theme of “mercy” as a call for each of us to be merciful to one another in support of positive relationships among all education stakeholders. ➤ Improve the consistency of classroom implementation for Universal Design for Learning (UDL), differentiated instruction and assessment, evaluation and reporting. ➤ Increase sense of belonging for all students by building educator capacity in Culturally Responsive and Relevant Pedagogy (CRRP). ➤ Expand opportunities in the area of Tier 1 mental health supports that will enhance a tiered approach to prevention and intervention. ➤ Facilitate the educational principles identified by the Truth and Reconciliation Commission (TRC) for Indigenous education. ➤ Create greater opportunities to implement an inclusive environment to further facilitate measurable independence. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Develop and implement resources that promote the theological theme of “mercy” among all staff, students and families, and with parish and community partners. ❖ Provide professional learning to promote CRRP through shifts in educator mindset and practices, including Critical Consciousness Practitioner Inquiry (CCPI) in support of racialized students. ❖ Set goals for equity and inclusion in School Improvement Plans for Student Achievement and Well-Being. ❖ Support Board and school programs and projects and student-led initiatives that support learning about equity and inclusion. ❖ Ensure implementation of culturally appropriate educational programs for Indigenous students in order to improve student success and graduation rates. ❖ Participate in the Landscape of Nations 360 degrees initiative and develop resources to support teachers. ❖ Promote the use of the <i>Rick Hansen Foundation School Program (RHFSP)</i> school accounts that promote accessibility and inclusion champions in schools through classroom lessons and resources connected to curriculum. ❖ Utilize the <i>Equity Continuum</i> to assess equitable and inclusive practices in classrooms and schools and to remove systemic barriers. ❖ Continue to support policy implementation and provide professional learning related to equitable and inclusive practices in assessment and evaluation for K-12 educators and administrators. ❖ Create a Board Safe and Accepting Schools Team with diverse education stakeholders to develop and implement the <i>Board Bullying Prevention and Intervention Plan</i> for 2019-2020. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● monitor alignment of supports provided in school improvement plans through School Effectiveness Framework reviews ● review and analyze EQAO results and graduation rates ● analyze data from the Indigenous Education Analytical Profile ● collect and review identity-based student data related to race and ethnicity ● collect feedback from School Improvement and Safe and Accepting Schools Teams to monitor and evaluate the outcomes of equity goals and the Board <i>Bullying Prevention and Intervention Plan</i> ● Consider multiple sources of data, including Census, Niagara Poverty Reduction Network, Maplewood, Baragar and Board Interface Tools, to review, analyze and evaluate initiatives |

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| Outcome – What is our intended impact? | Support the critical linkage between mental health and well-being and student success. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Support vulnerable students including youth-at-risk to stay in school to graduation. ➤ Continue to provide the resources and professional development for staff to improve mental health literacy through the implementation of the tiered approach to mental health services. ➤ Promote well-being through sustained implementation of physical and mental health supports, and social-emotional programs. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Deliver a tiered model of service to meet the needs of diverse learners. ❖ Continue to implement the Student Support referral process based on student goals and teaching to independence. ❖ Collaborate with internal and external partners to deliver an integrated service model to meet Individual Education Plan (IEP) goals. ❖ Continue to provide educators with strategies that promote trauma-sensitive classrooms and to implement mindfulness, Christian meditation and self-regulation practices in all classrooms. ❖ Continue to implement programs aligned with the <i>Healthy Schools Framework</i> and in collaboration with organizations and researchers, including Drop Everything And Move (DEAM), <i>Play Like a Champion</i>, EVERFI online learning modules related to health and wellness, <i>The Recess Project</i>, <i>Adolescent Social Relationships</i> and the <i>Brock Healthy Youth Project (BHYP)</i>. ❖ Integrate experiences and learning about the arts, health and wellness to develop initiatives for students that promote well-being. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● review and analyze data collected from activities outlined in the Board’s Mental Health Strategy ● review data related to support delivery and outcomes for students and staff with mental health challenges |

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| Outcome – What is our intended impact? | Enhance communication opportunities with parents, partners, schools and community. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Increase wrap-around services for students through community partners. ➤ Redesign and develop a new corporate website to enhance communication with partners. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Continue to work with community agencies to improve access and reduce wait times for student services. ❖ Work with IT and Communications staff responsible for website redesign. ❖ Collaborate with research partners and organizations in order to engage in evidence-informed practices and knowledge mobilization that supports learning about improving outcomes for all students. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● collect feedback about community partnerships and service access ● track website usage |

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| Outcome – What is our intended impact? | Promote partnerships that align with merging social service models and needs. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Create a parent support portal that provides resources and community contacts for families. ➤ Collaborate with community agencies through the Niagara Children’s Planning Council to address emotional vulnerability of students. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Develop a parent support portal. ❖ Administer the Middle Development Instrument (MDI) to support the Niagara Children’s Planning Council collective impact framework to address emotional vulnerability for elementary students. |

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| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● track access to parent portal ● review and analyze Board and individual school MDI results |
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| Outcome – What is our intended impact? | Enhance key professional development opportunities and resources for staff to build teacher capacity and efficacy for student success. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Strengthen partnership with Brock University to expand the offering of Additional Qualification (AQ) courses tailored to meet the ongoing needs of Niagara Catholic educators. ➤ Facilitate opportunities for teachers to share best pedagogical practices for teachers. ➤ Implement a virtual professional development plan to meet identified school and system needs. ➤ Increase the usage and leverage a virtual conferencing platform to deliver professional development remotely and increase collaboration between employees across Niagara Catholic. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Collaborate and leverage relationships with Brock University to deliver AQ courses. ❖ Plan and deliver professional learning experiences according to Ministry of Education mandates and staff needs, with a focus on mathematics, mental health assistance and management, Kindergarten, assessment and evaluation, MindUp curriculum and the Zones of Regulation, Christian meditation, technology-enabled learning, workplace violence awareness, coaching teachers to teachers, and online resources. ❖ Provide a variety of delivery models for professional learning including face-to-face, job-embedded, after-school/work and online. ❖ Collaboration among Board departments to plan and deliver professional learning training and sessions for staff. ❖ Use the Niagara Catholic Virtual Learning Environment (NCVLE) to share approved resources and deliver online professional learning modules. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● review and analyze staff feedback about professional learning, the effectiveness of delivery methods and resource usage ● track usage of the NCVLE |

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| Outcome – What is our intended impact? | Enhance and support staff wellness programs. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Develop the Terms of Reference for the Staff Wellness Committee to meet the needs of all employees. ➤ Implement a program to support the mental health of all staff to address the diverse needs of all students. ➤ Enhance programs and policies to improve return to work initiatives for all staff. ➤ Develop support programs through Chaplaincy and parish outreach initiatives. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Collaborate with the diverse members of the Staff Wellness Committee to determine mandates and terms of reference. ❖ Connect with community partners and agencies that can help determine the best programs to enhance the wellness of all staff. ❖ Work with Chaplaincy Leaders and parishes to examine existing programs that can support the well-being of staff. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● review Employee Assistance Program data ● track staff absence data ● collect and review staff survey data and feedback |



Literacy and Numeracy

Strategic Direction: Advance Student Achievement for All

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| Outcome – What is our intended impact? | Support student progress and improved achievement in literacy and numeracy for all students. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Support the instructional core and provide interventions for students to develop literacy skills. ➤ Provide supports for students and staff required for K-12 implementation of Ministry of Education mathematics initiatives. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Provide professional learning for intermediate teachers to meet the needs with persistent challenges in literacy. ❖ Continue to support implementation of the K-2 and K-3 Fountas and Pinnell Benchmark Assessment system. ❖ Deliver after-school English language programs at select elementary and secondary schools. ❖ Continue the partnership with the Brock Learning Lab to provide literacy and numeracy intervention for select students. ❖ Build teacher capacity to support English Language Learners (ELL), especially in schools with increased newcomer, international and VISA student enrolment. ❖ Promote arts-based learning and provide experiences for performance and self-expression through the arts. ❖ Continue to implement and use the <i>Common European Framework of Reference (CEFR)</i> with core FSL teachers in both elementary and secondary schools to build teacher capacity and student confidence. ❖ Build FSL teacher capacity in order for senior students in FSL to be successful in challenging the DELF (Diplôme d'étude de la langue Française). ❖ Continue to develop knowledge and expertise of French Immersion teachers in all disciplines. ❖ Advance educator knowledge using evidence from research-based resources (e.g., <i>PRIME, Numeracy Nets, Ontario Numeracy Assessment Package {ONAP}</i>) to inform precise and personalized instruction to improve math learning and achievement for every student. ❖ Continue implementation of PPM 160 <i>Protected Time for Daily Mathematics Instruction, Grades 1 to 8</i>, with an emphasis on supporting intentional number talks and games. ❖ Emphasize the use of research-based professional math resources available in all elementary and secondary schools to develop computational fluency in purposeful number talks. ❖ Focus on nurturing a community and culture of problem solving, as it is learning through problem solving that students are given numerous opportunities to connect mathematical ideas and to develop conceptual understanding. Problem solving forms the basis of effective mathematics programs and should be the mainstay of mathematical instruction. ❖ Expand implementation of the <i>MathUP</i> program for select elementary schools. ❖ Embed financial literacy across the disciplines to ensure teaching and learning in all elementary and secondary classrooms. ❖ Provide ongoing professional learning in mathematics through Niagara Catholic-Brock University Additional Qualification courses. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● review and analyze student achievement data ● review findings of teachers about mathematics common assessments by students ● review feedback from staff training and coaching sessions |

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| Outcome – What is our intended impact? | Improve the teaching and learning experience through access and technology enabled active learning to include global competencies. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Implement the Niagara Catholic Virtual Learning Environment (NCVLE) for all staff. ➤ Review and update the Technology Plan that builds in a renewal plan for the purchase of new technology. ➤ Design a plan which provides online options for students to align with e-learning strategies from the Ministry with a Catholic perspective. ➤ Explore the implementation of <i>Brightspace</i> communication platform within the NCVLE and a real-time platform between teachers and parents/guardians. ➤ Advance teaching practices that engage with global competencies for learning. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ❖ Provide training for staff to engage in technology enabled learning using the NCVLE. ❖ Support school administrators in planning for the purchase of new technology. ❖ Provide resources for student portfolios, including <i>Brightspace Portfolio</i>, to support assessment, evaluation and reporting. ❖ Provide resources to administrators, staff, students and families to develop a culture of privacy and digital discipleship. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● track utilization of technology platforms ● track investments in technology ● monitor support provided by Technology-Enabled Learning and Teaching contact (TELT) and coaching staff |

Strategic Direction: Advance Student Achievement for All

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| Outcome – What is our intended impact? | Enhance career pathway planning and opportunities for all students. |
| Outputs – What do we do? | <ul style="list-style-type: none"> ➤ Continue to explore and expand dual-credit courses, Specialist High Skills Major (SHSM) programs, Cooperative Education and the Ontario Youth Apprenticeship Program (OYAP) opportunities and the need for Advanced Placement courses for students. ➤ Increase opportunities for engagement of students and parents/guardians, particularly for intermediate students, led by secondary Guidance support. ➤ Support implementation of an enhanced career planning software with students, staff and parents/guardians. |
| Inputs – What do we invest? | <ul style="list-style-type: none"> ✓ Promote dual-credit and Specialist High Skills Major (SHSM) programs, Cooperative Education and OYAP among staff, students and families. ✓ Promote STREAM (Science, Technology, Religion, Arts and Mathematics) through curricular and co-curricular activities and experiential learning in schools and the community. ✓ Continue to implement programs to align with the “Recommendations for Highly Skilled Workforce” as well as local workforce indicators. ✓ Provide information sessions for students and parents/guardians about careers and pathway opportunities at both the elementary and secondary panels. ✓ Implement career planning software in Grades 7-12. ✓ Implement software for planning and tracking coop and OYAP students with their experiential learning. ✓ Facilitate early and ongoing communication with parents/guardians about transitions from elementary to secondary school for students with special needs. ✓ Increase partnerships with community agencies, post-secondary, business and industry. ✓ Continue implementation of the Ministry’s <i>Creating Pathways to Success</i> program in all schools supported by the implementation of career planning software. ✓ Connect schools with local industry businesses and communities. ✓ Conduct regular Student Support team meetings. ✓ Conduct early and ongoing transition meetings with parents/guardians. |
| Monitoring – How will we know we are successful? | <ul style="list-style-type: none"> ● review data from Supervised Alternative Learning Programs (SALPs) ● track graduation rates ● track Dual Credit, SHSM and OYAP enrolment and achievement/completion data ● monitor and evaluate career pathway programs and alternative education opportunities ● track the usage of the career planning software platform by Grades 7-12 students and educators |