



Board Improvement Plan

for Student Achievement

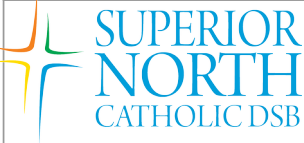
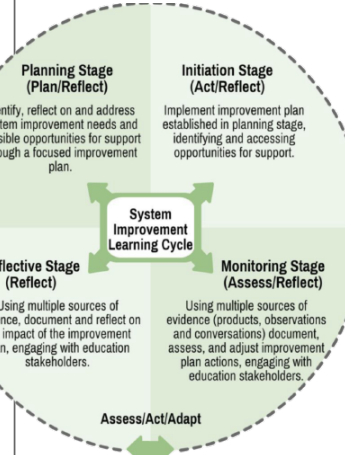
2020-2023

At Superior North Catholic District School Board, our *goal* is to strengthen and celebrate our identity and culture as a Catholic school system, explicitly living the Gospel of Jesus Christ *by*:

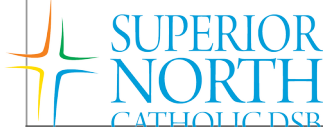
- Integrating Catholic culture and values throughout the curriculum and school/board cultures;
- Providing opportunities and resources to strengthen student and adult faith formation;
- Collaborating with partners in the Catholic School community; and
- Marking significant events and dates with liturgical and faith-based celebrations.

“Together We Educate Heart, Mind *and* Soul.”

Board Improvement Plan for Student Achievement

	Goal	Monitoring	Students and families will	Educators will	School Leaders will	System Leaders will
<p style="text-align: center;">Student Achievement</p>  <p>The diagram illustrates the System Improvement Learning Cycle as a continuous loop of four stages: Planning Stage (Plan/Reflect), Initiation Stage (Act/Reflect), Monitoring Stage (Assess/Reflect), and Reflective Stage (Reflect). Each stage includes specific actions and goals, such as identifying needs, implementing plans, using evidence for assessment, and reflecting on impact. The cycle is supported by 'Assess/Act/Adapt' at the bottom.</p>	<p>Literacy:</p> <p>Increase the Literacy achievement in the following strands:</p> <p>Target for:</p> <ul style="list-style-type: none"> *2021-2022 target data from report cards Primary Reading from 52% to 57% Primary writing from 50% to 55 % Junior writing 58 % to 63% Intermediate writing 65% to 70% <p>unusual 2019 to 2020 year.</p> <p>*2022--2023 target TBD</p>	<p>Supported by the learning cycle, SNCDSB will monitor the following:</p> <ul style="list-style-type: none"> → The collection and analysis of data to guide BIPSA / SIPSA and the building capacity of assessment practices → Systemwide implementation of an effective balanced literacy block → Monthly SO visits of schools → District Reviews 	<ul style="list-style-type: none"> → Student will read and comprehend grade appropriate text → Students will write and read for a number of authentic purposes and audiences → Students will create published pieces of writing that meet the established success criteria → Students will identify and reflect on next steps and areas of improvement in their reading and writing 	<ul style="list-style-type: none"> → Provide opportunities for students to read and write for authentic purposes → Use Learning Goals and Success Criteria to support learning → Utilize the optimal learning model (gradual release of responsibility) → Target useful mini-lessons which are intentional and explicit for various genres of writing (ex Procedural writing, procedures, fictional, biography, etc) 	<ul style="list-style-type: none"> → Provide resources for the teachers to understand and implement the optimal learning model → Ensure that high yield strategies in reading and writing are taught daily through the Balanced Literacy block → Monitor and support educators in their learning journey of adopting a balanced literacy block that incorporates time for students to read and write every day 	<ul style="list-style-type: none"> → Promote the implementation, usage and analysis of the VIRSA Data Collection Tool among all schools → Provide appropriate funding and support for educator professional development needs → Support principals in monitoring balanced literacy implementation by building their capacity as instructional leaders
	<p>Mathematics Goals:</p> <p>Increase the Mathematical achievement for students who have yet to meet the provincial standard.</p> <p>Target to be determined yearly:</p> <ul style="list-style-type: none"> • 2020--2021 we are in the process of collecting data that will reflect the current need of our students due to the unusual 2019 to 2020 year. • 2021-2023 target TBD • 2023-2024 target TBD 	<p>Supported by the learning cycle, SNCDSB will monitor the following:</p> <ul style="list-style-type: none"> → The collection and analysis of data to guide BIPSA / SIPSA and the building capacity of assessment practices → The effectiveness of the school based PLCs → Systemwide implementation of an effective balanced math block → Monthly SO visits of schools → District Reviews 	<ul style="list-style-type: none"> → Set personal goals for a given learning period based on learning goals and success criteria (i.e fact fluency, skills development) → Work collaboratively and independently to develop their problem solving skills → Use manipulatives effectively when representing mathematical concepts at school and at home 	<ul style="list-style-type: none"> → Use ongoing diagnostic and assessment tools to determine student needs and interventions to help students set achievable and attainable goals → Implement the components of a balanced math block with an emphasis on the implementation of guided math practices (minimum twice a week) → Provide opportunities for students to engage in task that develop problem solving strategies 	<ul style="list-style-type: none"> → Facilitate Professional Learning Communities (6 week cycle) that target a data driven decision making model → Promote an evidence based culture using the System Improvement Learning Cycle and SIPSA goals → Track and communicate the learning needs of students through VIRSA → Monitor and support educators in their learning journey of adopting a balanced math block and guided math practices 	<ul style="list-style-type: none"> → Promote the implementation, usage and analysis of the VIRSA Data Collection Tool among all schools → Provide appropriate funding and support for educator professional development needs → Support principals in monitoring balanced math implementation by building their capacity as instructional leaders → Set direction for school based PLCs

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	Goal	Monitoring	Students and families will	Educators will	School Leaders will	System Leaders will
Mental Health and Well Being	The Superior North Catholic DSB will promote student mental health and well-being through systematic actions that create a safe, healthy, inclusive learning environment for staff and students.	<ul style="list-style-type: none"> → Board Mental Health Scan → Suspension rates/ Safe Schools incident reports → Children and Youth in Care profile reports → Qualitative/Quantitative Data collection/ analysis through various means (e.g., use of surveys, questionnaires, interviews, consultations, ect.). 	Students and families will experience a sense of belonging and connectedness across all learning environments (in person and virtual / remote learning)	Educators will be equipped to support and foster positive student mental health and well-being through access to mental health literacy that is timely, and differentiated according to their role at the classroom and school level.	School Leaders (including student mental health and well-being support staff) will work as a team to identify needs, facilitate training, support Evidence Programming at the school and classroom level and monitor impact and progress to inform future planning.	Senior Leaders will demonstrate commitment through decisions and actions that consider mental health and well-being at the center for all staff and students.
Student Pathways	All students will be supported to learn, progress and achieve their own individualized pathway goals.	100%. of all students will be actively using digital pathway planning tools to document their own pathway aspirations and journey.	Students and families will: <ul style="list-style-type: none"> → Explore pathway opportunities and options together to better inform their planning and next steps. → Create, reflect on and maintain their own living, digital Pathway Portfolio. 	Educators will: <ul style="list-style-type: none"> → Build capacity on the effective use of technology to meaningfully explore and integrate the Catholic Graduate Expectations and 21st century learning competencies. → Support student tracking and monitoring of pathway goals. 	School Leaders will: <ul style="list-style-type: none"> → Support and nurture student participation in Experiential Learning opportunities. → Identify areas of need at the school level to support pathway planning and progress. 	System Leaders will: <ul style="list-style-type: none"> → Nurture, support and enhance partnerships that support Experiential Learning opportunities. → Communicate with all stakeholders to identify and remove pathway barriers and inform planning and next steps.
Indigenous Education	A team approach that supports academic achievement, well-being, history, culture, experiences and traditions will provide the foundation for life-long learning and student success.	Improved academic achievement and attendance data. Qualitative and Quantitative data collection from students and families.	Students will see themselves represented in their schools and curriculum. Parents and families will actively participate in the education of their children.	Educators will: <ul style="list-style-type: none"> → Integrate age-appropriate lessons on Treaties, culture, history, residential schools and Indigenous people's contribution to Canada in all subjects to support student engagement and achievement. 	School Leaders will: <ul style="list-style-type: none"> → Support Indigenous languages and identify needs to support capacity building for all educators on building an Indigenous presence in all curriculum. → Nurture parent and community partnerships. 	System Leaders will: <ul style="list-style-type: none"> → Respect and honour Education Service Agreements. → Hire staff that supports students seeing themselves in their schools. → Collaborate with stakeholders to inform planning and next steps.