



**Renfrew County Catholic District School Board
Board Improvement Plan 2010-2011**

Literacy SMART Goal	From November 2010 until June 2011, there will be an increase of students in the RCCDSB who will be able to read fluently and with meaning as well as extend their understanding of texts by inferring and connecting ideas in them to their own knowledge and experiences, to other familiar texts and to the world around them (Expectation 1.4 and 1.5 secondary; 1.5, 1.6 and 3.2 elem) at a considerable or high degree of effectiveness (Level 3 or 4) as measured by April 2011 OSSLT and May 2011 EQAO Primary and Junior assessments and school based assessments. Gr. 3 Reading from 78% to 80%; Gr. 6 Reading from 76% to 78%; OSSLT from 82% to 84% (Profile of Strengths and Areas for Improvement)					
Needs Assessment	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>1. <u>EQAO data</u> While our Board Profile indicates high achievement in reading for Grades 3 (75%) and 6 (79%), many of our schools are small and the EQAO data has been suppressed.</p> <p>2. Results from all schools overall indicate a need to focus on making meaning from text, inference, and making connections.</p> <p>3. EQAO results (profiles) and summaries as well as perceptual and anecdotal data derived from the District Review process indicate teachers require additional job embedded opportunities on asking/developing better questions that promote higher order thinking skills.</p> <p>4. Ministry of Education, Board and teacher groups indicate a need for additional capacity building in small groups (e.g., PLCs).</p>	<p>1. Focused support for lower-achieving small schools (with suppressed data and limited funding) will continue.</p> <p>2. Higher order thinking skills related to critical literacy; making connections and inference questions will be explicitly taught through the use of mentor texts and other up-to-date quality reading materials through <u>modeled, shared, and guided reading</u> and practised by students during <u>independent reading</u>.</p> <p>Anchor charts and power boards related to inference and making connections will continue to be used in all classrooms.</p> <p>3. Continued implementation of higher order questions written for PM Benchmarks Kit 1 as well as delivery and implementation of higher order thinking questions from EOCCC resource entitled Inference and Making Connections with PM Benchmark Kit 2.</p>	<p><u>Board-developed Resource</u></p> <p>- <i>Inference and Making Connections with PM Benchmark Kit 1</i></p> <p><u>EOCCC Resources</u></p> <p>- <i>Inference and Making Connections with PM Benchmark Kit 2.</i></p> <p>- <i>Lesson Plans for Literacy: Linking PM Benchmarks to Classroom Strategies</i></p> <p><u>Ministry of Education Resources</u></p> <p>- <i>A Guide to Effective Literacy Instruction, Grades 4 to 6</i></p> <p>- <i>A Guide to Effective Literacy Instruction, Grades K to 3</i></p> <p>- <i>Learning for All, K-12, 2009</i></p> <p>- <i>Think Literacy</i> subject-specific documents</p> <p>- <i>Me Read? No Way/Me</i></p>	<p>School-based PLCs related to higher order thinking skills, critical literacy, making connections and inference.</p> <p>Gap training for teachers new to EQAO, PM Benchmarks, and CASI.</p> <p>Sharing with LTM of EOCCC/Board developed NEW inference and making connections questions to support the PM Benchmark Kit 2 books.</p> <p>OSSLT data</p>	<p>Oct. 2010 primary teachers implement the revised MC & Inference questions for PM Kits 1 or 2, using the rubrics to develop school base-line data.</p> <p>Oct. 2010 junior and intermediate teachers administer CASI and use results to develop school base-line data.</p> <p>SMART goal baseline data will be completed by Nov. 12 (PM Benchmarks, CASI, OWA).</p>	<p>Overall responsibility, school visits, and District Reviews: Director and Superintendent of Education</p> <p>1. SEF Leads, Program Team.</p> <p>2. Classroom teachers and principals.</p> <p>3. Primary teachers, SEF Consultant.</p> <p>4. Classroom teachers and principals.</p> <p>5. SEF Consultant.</p> <p>6. Kindergarten teachers,</p>	<p>1. (EQAO) August, 2011, (OSSLT)</p> <p>Analysis of school-based SMART goal data will be collected and assessed in February and June, 2011 to determine next steps to sustain successes and eliminate unsuccessful practices. A second literacy goal will be created in February, 2011.</p>

<p>5. Teachers identified a need for additional higher order thinking questions to be developed to assist them with common assessments.</p> <p>6. Kindergarten teachers requested a common diagnostic early identification tool for the system.</p> <p>7. Analysis shows that First Nations tuition students' achievement is on par with non-aboriginal school results but well below Board results.</p> <p>8. Special Education students' achievement in reading (EQAO) is significantly lower than Board achievement data: Grade 3 (46 % - gap of 29%) and Grade 6 (50% - gap of 29%).</p> <p>9. Boys' achievement is significantly lower than girls' achievement in EQAO: Grade 3 Reading (7%) and Writing (10%), Grade 6 Writing (15%), and Grade 10 OSSLT (8%).</p> <p>10. The focus on 9-12 data needs to move beyond base-level credit completion to more detailed assessment of mark distribution within courses.(eg. number of level 4's, 3's, etc.)</p> <p>10. Gap exists in teacher knowledge and understanding of balanced literacy programs for grades 7 & 8.</p> <p>11. System-wide need for professional development in the area of word study in order to improve student ability to read with</p>	<p>4. During PLCs teachers will participate in moderated marking of student work in the area of literacy (i.e. CASI, PM Benchmarks, etc.).</p> <p>5. Higher order thinking questions will be developed for mentor texts which were purchased for all schools in order to support critical literacy, making connections and inference.</p> <p>6. A new early identification screening tool has been developed and is being piloted in all kindergarten classes throughout the Board during the 2010-2011 school year.</p> <p>7. In addition to focused support for lower-achieving small schools, the Early Learning Project, partnered with co-terminus school board and First Nations Daycare, will continue.</p> <p>8. Refine teacher use of PM Benchmark tool and running records, with a focus on the meaning, syntax and visual cueing systems (MSV), in order to drive instruction.</p> <p>9. Each school (elementary and secondary) will be allocated funds to purchase reading materials that have content relevant to adolescent boys.</p> <p>Gender specific classes will continue for math and English at the grade 8 and 9 levels at one site (Year 2 Pilot), with gap training in numeracy and literacy for the teachers involved.</p> <p>10. Literacy personnel have been hired in order to promote the "Gradual</p>	<p><i>Read and How!</i> - EQAO Board Profiles; <i>Summary of Results and Strategies for Teachers; Using Data to Promote Student Success</i> - OSSLT support materials: <i>Don't Panic Workbook</i> and <i>OSSLT Preparation Guide 2009.</i> -<i>DI Teaching/Learning Examples</i></p> <p><u>Program Team</u>; LNS Field Team Leader (Diane Jackson); SAO (Mary Lou McKinley); Student Success EO (Michael Laurie, Phil O'Brien) -<i>Critical Literacy: Enhancing Students' Comprehension of Text</i> (McLaughlin & DeVogd 2004); <i>Reading with Meaning</i> (Miller); <i>Strategies That Work</i> (Harvey & Goudvis)</p> <p>Funding for purchase of specific reading materials of interest to boys, aboriginal population, and students in special education.</p>	<p>analysis session with secondary principals and program leaders: September 17.</p> <p>Regional Leadership Symposia (Schools in the Middle, Oct. 21-22)</p> <p>All principals and vice-principals have been assigned a date to attend a District Review.</p> <p>Secondary program leaders will develop a Literacy plan in each subject department that includes a regular examination of student work samples.</p>	<p>Schools and secondary subject departments will have SMART goals set by Nov. 12, 2010.</p> <p>Progress Reports, Term 1 & 2 Report Cards (November, February, and June);</p> <p>Two PPLC's in 2011.</p> <p>Annual school visits by SO</p> <p>Ongoing VP/PPA</p> <p>8 School District Reviews (Nov. 23, Dec. 7, 9, 2010; Jan. 18, 25, March 2, April 5, 12, 2011).</p> <p>Students Achieve software available to all teachers to track and monitor PM, Casi (elementary) and mark book (secondary)</p>	<p>Coordinator of Special Education.</p> <p>7. Aboriginal Success Teacher.</p> <p>8. Program Team, principals, primary & junior teachers.</p> <p>9. Student Success Lead and School Student Success Team.</p> <p>10. SEF Consultant and school principals.</p> <p>11. Program Team, Coordinator of Elementary Program.</p> <p>12. Student Success Lead, Principal, program leaders</p> <p>13. 14. 15. Student Success Lead. Principal, program leaders</p>	<p>Smart goals to be submitted to SEF Leads or senior admin by Nov. 12, 2010, and Feb. 25, 2011.</p> <p>Completion of two PPLC's in 2011.</p>
---	--	--	---	--	--	---

<p>fluency (Overall Expectation 1) and read with meaning (Overall Expectation 3).</p> <p>12. Differentiated instruction implementation will continue in Grades 7-12.</p> <p>13. Secondary OSSLT and literacy System-wide need for planning for and embedding high-yield literacy strategies within departments and for capacity building with SMART-goal setting and monitoring.</p>	<p>Release of Responsibility” model and planning for balanced literacy</p> <p>11. Word Study (working with words, word walls) professional development after school sessions (Fall K-3, Spring 4-8).</p> <p>12. Differentiated Instruction strategies will continue to be modeled for all intermediate teachers.</p> <p>13. OSSLT preparation sessions in grade 9 and grade 10 Academic, Applied, and Locally Developed English classes to occur each semester.</p> <p>14. Secondary program leaders (all subject areas) will continue to receive training on OSSLT IIRs analysis, and related reading and writing skills.</p> <p>15. Secondary program leaders and respective departments will develop effective literacy plan and establish SMARTgoals</p>					
---	---	--	--	--	--	--

Numeracy SMART goal	From November 2010 to June 2011, there will be an increase from 80% to 82% for K-3, 73% to 76% for 4-6, 72% to 75% for 7-9 in the students' ability to solve and communicate their understanding of mathematical concepts with a considerable or high degree of effectiveness (Level 3 or 4) as measured by the "thinking" skill on the Profile of Strengths and Areas for Improvement on the EQAO Primary, Junior and Grade 9 assessment for 2011.					
Needs Assessment	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>1. Perceptual (EQAO student, teacher, administrator questionnaires, observational) data indicates a need for teacher professional development in the area of teaching mathematics through problem solving (i.e. three-part lessons) and moving away from textbook-driven instruction.</p> <p>2. Perceptual (EQAO student, teacher, administrator questionnaires, observational) data indicates a need for teachers to model effective use of language while teaching math (i.e. use of math vocabulary, etc.).</p> <p>3. Recent Primary and Junior Assessment data (EQAO) shows consistent performance among all strands, as well as in the area of knowledge and skills.</p> <p>4. Recent significant gains in both grade 9 applied and academic math assessments need to be analyzed to determine which strategies are proving effective.</p>	<p>Grades K-6</p> <ul style="list-style-type: none"> -address the mathematical process expectations by continuing to engage students in 3 part problem-solving math lessons. -use the third part of the lesson to direct classroom instruction and to consolidate the learning by communicating understanding of concepts -continue to encourage students to explore multiple problem-solving strategies and to collaboratively build a bank of problem solving strategies with an emphasis on explaining your thinking using mathematical terminology -encourage the use of subject-specific Math Word Walls -involvement of 4 schools (2 in each hub) in CIL-M 2010-2011 Replicating Project <p>The Early Learning Project, partnered with the co-terminus school board and First Nations Daycare, will focus on early mathematics exploration and teacher professional development.</p> <p>Grades 7-12</p> <ul style="list-style-type: none"> -support thinking processes by exploring a variety of strategies and alternative solutions, evaluating their results and engage students in solving problems by expressing ideas, questioning, defending solutions, comfortably discussing strategies and solutions in small or large groups, listening to the solutions of others -Continue with the focus on OPEN questioning, DI, 	<ul style="list-style-type: none"> -teacher developed rubrics created through moderated marking of student work. -monthly inserts for school newsletters re: mathematics <p><u>Ministry Resources</u> Guide to Effective Instruction in Mathematics K-6, Vol. 2; LNS Monograph: <i>Learning Blocks for Literacy and Numeracy</i></p> <ul style="list-style-type: none"> -LNS webcast: <i>Student Interaction in the Mathematics classroom.</i> <p>www.edugains.ca</p> <ul style="list-style-type: none"> - <i>Exemplars (all grade levels)</i> -<i>Differentiated Instruction resources (grades 7-10)</i> -www.edugains.ca -<i>TIPS4RM, CLIPS</i> -<i>Provincial Coaches</i> 	<p>K-6</p> <ul style="list-style-type: none"> -Collaborative Inquiry Learning (CIL-M) -focus on 3-part lesson/problem solving (Jean Rennie, LNS Math Lead) -meetings with LNS Field Team Leader (Diane Jackson); SAO (Mary Lou Kinley); Student Success EO (Michael Laurie, Phil O'Brien) -participation of Program Team at OAME Conference 2011 -Grade 7-12 math teachers will participate in job-embedded professional learning focusing on questioning and DI 	<p>Schools identifying math as a need to set SMART goal by Nov. 2.</p> <p>OECTA survey of teachers regarding professional development initiatives.</p> <p>Perceptual data collected from teacher and principal feedback at PLC sessions</p>	<p>Principal &/or VP; SEF Leads, Curriculum Coordinator, SPATs</p> <p>Teachers</p> <p>Aboriginal Success Teacher, Principal, Kindergarten Teacher</p> <p>SSL; principals, math coach</p>	<p>SMART goal submitted to SEF leads (elementary) by Nov. 3; SMART goals discussed with senior administration during school visits (secondary) November.</p> <p>November to April</p> <p>September, October, Spring</p>

<p>5. Grade 9 applied and academic EQAO math assessments need to be compared to in-house data to assess the degree of congruence or not between EQAO results and final course grades.</p>	<p>Parallel Tasks, and Big Ideas through the work with Dr. Small</p> <ul style="list-style-type: none"> - promote the modeling of the DI teaching/learning examples-grades 7-12 teachers (Ministry resources) -continue to promote the effective use of the MATCH lesson plan template and the three part lesson plan (Minds On, Action, Consolidation) -Use technology effectively (Smartboards, graphing calculators, senteos) and manipulatives (including virtual manipulatives) to engage students in their learning -demonstrate and promote the critical thinking and mathematics required to make decisions related to issues of fairness, equity, and social justice -involve students in assessing their learning by sharing learning goals daily, creating co-constructed success criteria; guiding them through the assessment for learning process, monitoring their own progress -Continue the Mathematics PLCs at the Grades 7/8 level with the Mathematics Coach (6 teams of grades 7/8 teachers) -Continue board-wide involvement in the Mathematics Homework Help Initiative -Continue with the Blended Learning e-Learning project at grades 7/8 <p>-Continue with Student Success initiatives involving PRIME, TIPS4RM, and CLIPS</p>	<p><i>Other resources:</i></p> <ul style="list-style-type: none"> -LNS DVD - <i>High-Yield Strategies for improving Mathematics Instruction and Student Learning</i>, Feb. 2009 -Learning for All, Oct 2009 -<i>Big Ideas by Dr. Small (Marian Small)</i> -<i>About Teaching Mathematics K-8 (Marilyn Burns)</i> -Indicators from the <i>Guide for Administrators and Other Facilitators of Teachers' Learning for Mathematics Instruction (GAINS)</i>. -NCTM -PRIME mathematics -PLMLP supports <p>-Numeracy SPAT/math coach for grades 7/8</p>	<ul style="list-style-type: none"> -PRIME gap training (Grade 7) in N & O and P & A modules -a portion of SS funding, Math/Literacy funding, and Differentiated Instruction funding will involve PLC and co-coaching opportunities that address higher level mathematical thinking (effective questioning, investigations, problem solving strategies) and formative assessment strategies. Provincial training for math coaches and math leaders 	<p>Math Homework Help Initiative monitoring and data collection.</p>	<p>Principals, teachers</p> <p>Math Homework Help Initiative eLC</p>	<p>Fall, Winter</p>
--	---	--	--	--	--	---------------------

<p>Pathways</p>	<p>There will be an increase from 86% to 88% of grade 9 students and an increase from 78% to 80% of grade 10 students in the RCCDSB who accumulate 8 credits in the 2010-2011 school year as measured by report card data.</p> <p>To engage students in selecting appropriate pathways, there will be an increase in specialized programming offered (e.g., e-learning, dual credits, SHSM, OYAP, Co-op, experiential learning opportunities) and an increase in enrollment in those offerings.</p>					
<p>Needs Assessment</p>	<p>SMART goals Targeted, Evidence-Based Strategies/Actions</p>	<p>Resources</p>	<p>Professional Learning</p>	<p>Monitoring</p>	<p>Responsibility</p>	<p>Evaluation Cycle</p>
<p>-Perceptual data from EQAO questionnaires indicate there is a need to make connections to careers and pathways (i.e. 49% of grade 9 students reported they see mathematics as connected to everyday life; -Observational data from use of resources such as Career Cruising, and OSP, indicate a need to engage students in earlier grades to develop an understanding of pathways and career opportunities and to engage students in discussions of various career choices and pathways across curriculum areas. -Need to work with teachers, parents and students in the grades 7, 8 settings to clarify and define academic, applied and locally developed programs so that informed and appropriate decisions regarding pathways can be made. -need to further examine with 9-12 teachers varied high yield strategies and differentiated instruction approaches that are</p>	<p>-primary, junior and intermediate level career carousels , guest speakers and career days/career fair -engage students at all grade levels and in all curriculum areas in discussions of various career choices to encourage students to visualize themselves in a variety of pathway -involvement in U of O research project on students' perceptions of mathematics and mathematicians - continue to promote the Career Cruising initiative; encourage teachers to sign up for the e-newsletter -Grade 7 and 8 job shadowing day -Career summer sampler at Algonquin College for grade 7/8 summer school students - take a student to work day (November 2010) -enhance SHSM offerings -enhance coop offerings and experiential learning opportunities, particularly for students in the college and workplace pathways. -credit accumulation (8 by the end of grade 9, 16 by age 16) -OPTIONS Career Fair</p>	<p>Ministry of Education Documents: -Learning for All K-12 (October 2009) -Choices Into Action K-12 (1999) Pathways for Success (2003) -Building Pathways to Success 7-12 (2003) -SHSM sector guides Career Cruising CD, http://www.careercruising.com, online resources and e-Newsletter -OSP (Ontario Skills Passport) website: http://skills.edu.gov.on.ca/OSPWeb/isp/en/introduction.jsp OCEA website http://www.ocea.on.ca -Stats Canada website and Ministry curriculum resources</p>	<p>-Skilled trades -job shadow -extend the use of the Passport to Safety to Grade 8 Teachers and students to learn job related safety skills -expand the CLA Writing Teacher Team for the SHSM being offered in the Board</p>	<p>-Monitor and track the percentage of grade 11s and 12s who are accessing at least 1 of the specialized programs and the percentage of credits that are being generated -Teach the students in M, C, O, Workplace, or Essential courses (Math or English) - Increased number of students enrolled in specialized programming (eLearning, Dual Credits, Coop/OYAP, SHSM) at end of each semester -As per Ministry requirements, continue to track students heading for graduation</p>	<p>Program superintendent Elementary Principals SSL Secondary Principals and Vice-Principals Program leaders Student Success teachers School Student Success Teams</p>	<p>Transitions planning monitoring software is used to support the review bi-monthly by SSTs; Bi-semester School Student Success Team Meetings</p>

<p>best suited for applied, academic, college, workplace, university and open level courses</p> <p>-need to further examine a range of performance and culminating tasks, observations and conversations that can be used in different types of courses (applied, academic, college, workplace, university and open level) to inform teacher professional judgment in the pupil evaluation process</p> <p>-In collaboration with teachers, guidance counsellors, Student Success school teams, and parents, students will receive guidance in selecting the appropriate pathway, areas of interest, and appropriate course selections for the pathway</p> <p>-Need to promote participation in experiential learning opportunities to increase the awareness and understanding of pathways and the educational opportunities associated with each</p> <p>-Need to help students engage in good citizenship practices by engaging them in tasks that allow them to explore and take a stance on social issues related to educational pathways and make societal contributions</p> <p>-need to continue and expand the <i>summer career sampler</i> offered at Algonquin College for students (more intermediate students)</p>				<p>-Track the students in grade 8 who are 'at risk'. Secondary Management Board team will meet and review data at the mid-term and end of semester.</p> <p>Student Success leaders and student success team will monitor students who are at risk of not having a successful pathway based on credit accumulation data from local course offerings</p>		
--	--	--	--	--	--	--

<p>-need to increase awareness of the SCWI (School to College Work Initiative), SHSMs, OYAP, and other specialized programs.</p> <p>-GLN courses need to be offered regularly</p> <p>-increase awareness of the need to begin the 40 hours community service early in their high school career</p> <p>-Students in locally developed courses not performing well on OSSLT (66% success rate).</p> <p>-continue with effective transition plans for students grades 7 to 8 and 8 to 9</p>					
---	--	--	--	--	--

Community, Culture, Caring	<ol style="list-style-type: none"> Promote and celebrate the gift that is Catholic education. Support the ongoing faith formation of students, staff and the broader Catholic School Community. Advocate and respond to the call of the poor; both locally and globally. Foster the local and global stewardship of God's creation 					
Needs Assessment	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>Catholic Education is challenged by popular culture and mainstream media.</p> <p>Meetings with Diocesan Liaison re: family engagement in Sunday Mass, participation in the life of the church and new diocesan model for sacramental preparation</p> <p>Stewardship of human resources in regards to spiritual, emotional and mental health is a concern.</p> <p>Ongoing communication and participation in the Child Poverty Action Network and with the Sisters of St. Joseph and Grey Sisters reveals that local poor measure over 20% in Renfrew. The issue of global poverty is one social justice.</p> <p>Environmental stewardship is being brought to the forefront by provincial Initiatives and via the board's Strategic Plan</p> <p>Perceptual need to implement Ministry mandated School Climate Survey</p>	<p>Publication of Notebook, "Good News from our Board" and Director's Annual Report</p> <p>Media promotion of Catholic Education Week</p> <p>Guest speaker series exploring stewardship through a Catholic lens</p> <p>Christian Community Day Professional Development Session April 8, 2011 will focus on stewardship</p> <p>Regional School Council evening – March 2011</p> <p>Both high schools participate in the Dominican Republic experience. Students and staff visit third world countries to distribute food and medical supplies on an annual basis</p> <p>CPAN and Srs. Of St. Joseph social justice initiatives supported by schools</p> <p>Utilization of Papal Encyclical <i>Caritas in Veritate</i> to inform dialogue around justice and charity.</p> <p>Green Schools Pilot Initiative - Students participating in Renewable Energy project with solar photovoltaic systems which are in place at BSCHS and are planned for four other schools.</p>	<p>Catechism of the Catholic Church</p> <p>New Revised Standard Bible</p> <p>Institute for Catholic Education curriculum documents</p> <p>Board Strategic Plan 2009-2012</p> <p>Eastern Ontario Catholic Curriculum Cooperative document: Our Language, Our Story</p> <p>Born of the Spirit religion programs</p> <p>Fully Alive Family Life program</p> <p>Safe Schools Legislation</p> <p>RCCDSB school climate survey</p>	<p>Fr. Ray Carey, LTM, Aug. 2010</p> <p>Annual leadership team retreat September 30, October 1st, 2010 – guest speaker Greg Lubimiv</p> <p>Christian Community Day - Sr. Marian Martin, April 2011</p> <p>School Council adult faith evening</p> <p>Trustee representation on the Child Poverty Action Network Social Inclusion Fund Committee</p> <p>Religious Education AQ course – OECA offering Parts 2 and 3 locally</p> <p>School liturgies</p> <p>National Evangelical Team retreats for students</p>	<p>Christian Community Day committee meets 6 times annually to plan. Monitor and evaluate the effectiveness of speaker and topic through an informal survey mechanism of all union and non-union staff</p> <p>Trustees meet annually with parent representatives of family of school councils with data relative to parent and student engagement</p> <p>Board Safe Schools team will analyze climate surveys to look for trends and areas of concern</p>	<p>Board of trustees</p> <p>Senior administration</p> <p>Principals and Vice-Principals</p> <p>System School Advisory Council</p> <p>Diocese of Pembroke (Iason Jason Dedo)</p> <p>Safe Schools SPAT, Cheryl Spotswood</p>	<p>Bi-monthly (Christian Community Day committee)</p> <p>Annually- Board of Trustees (Director's Annual Report)</p> <p>Board Strategic Plan 2009-2012 (January and June Exec, Council reviews)</p> <p>School Improvement Plan reviews by Supervisory Officer during school visits</p> <p>Annually when engaging in strategic planning with all partners (May/June)</p> <p>Safe Schools February 2010 Board Strategic Planning May/June 2010</p>

	<p>Student engagement and connectiveness survey for all schools led by our Safe Schools Teacher and Student Success Leader and facilitated by the Learning Bar</p> <p>Establishment of a Student Senate to inform board planning.</p>					
--	---	--	--	--	--	--