![Renfrew County Catholic District School Board logo]

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD ~ 2022-2023 BIEP ~ ACHIEVEMENT

LITERACY

RCCDSB STRATEGIC PLAN CONNECTION:

CGE: A Responsible Citizen
Vision Statement: As a community of believers, we strive to recognize and remove barriers to create just and equitable opportunities for all.

MINISTRY OF EDUCATION BOARD IMPROVEMENT AND EQUITY PLAN PRIORITIES:

Achievement ✔	Human Rights & Equity	Pathways & Transitions	Mental Health, Well-Being & Engagement	Learning Recovery & Renewal ✔

NEEDS ASSESSMENT:
-assessment for learning
-learner profiles
-high impact instructional practices

OVERALL PRIORITY:
Improving Equity of Access and Opportunity to Reach Every Reader

ACTION PLAN:

MOE BIEP Indicators	RCCDSB Specific Goals	Implementation / Action	Evidence / Data / Success Criteria	Resources	Monitoring
% of students who meet or exceed the provincial standard on Gr. 3, 6 EQAO in reading	Referencing the *Human Rights Commission: Right to Read* recommendations and *Effective Early Reading Instruction: A Teacher's Guide*,	Build educator understanding of phonological awareness, phonemic awareness and the use of decodable texts with PD sessions for K-2 teachers, SERTs, EAs, Ps and VPs, RECEs ☐ Purchase of resources	School leaders will observe Educators and SERTs leading lessons focused on phonological awareness, phonemic awareness, and small flexible guided groups using decodable texts. Compare and contrast diagnostic	SEFs Curriculum Team School Leaders *Human Rights Commission: Right to*	Education Superintendents Principal Learning Communities SEFs Board-generated walkthrough checklists

% of students who meet or exceed the provincial standard in reading report card assessments
 	
% of first time eligible fully participating students who are successful on the OSSLT
 	
% of students who received targeted early reading supports
 	
% of educators who received professional learning related to supporting students in early reading
	ensure evidence-based instructional practices are named and used across the system.	☐ Program Team school visits to most K-3 classrooms
		☐ Dr. David Kilpatrick Four Part Early Reading Series
		☐ Dr. David Kilpatrick professional learning for Sr. Admin, P/VPs and Program Team
		☐ Summer Institute sessions
		☐ Half day PA Day session for all K-3 educators
		☐ Promote & infuse Human Rights & Equity UDL goal
		
		Support K-2 educators in planning student-centred instruction using phonological awareness and phonemic awareness screening & assessment results
		☐ Purchase and promotion of resources
		☐ Program Team school visits to most K-3 classroom
		☐ Modeling of PASS assessment
		☐ SESH for SERTS
		☐ Dr. David Kilpatrick Four Part Early Reading Series
		☐ Dr. David Kilpatrick professional learning for Sr. Admin, P/VPs and Program Team
		☐ Summer Institute sessions
		☐ Half day PA Day session for all K-3 educators
			data from set points in the year - use of CLEVR
			
			2021-22 EQAO at Gr. 3 & 6 results in reading
			
			2021-22 OSSLT results
			
			Report card data in the area of reading
			
			SERT schedules demonstrating more T2, T3 support
			
			Classroom schedules demonstrating daily instruction in phonological and phonemic awareness and regular use of flexible guided groupings.
				Read
				
				Effective Early Reading Instruction: A Teacher's Guide
				
				Heggerty Phonemic Awareness Curriculum and Videos
				
				McCracken Phonics or Jolly Phonics
				
				Decodable Texts
				  • Flyleaf
				  • Raz Plus
				  • Headsprout
				  • Phonics Books Catch-Up Readers
				
				Funding to provide phonological awareness training and resources
				
				CLEVR
				
				Classroom and Learning, Recovery and Renewal Tutors
				
				RCCDSB Tiered Reading Instruction Overview
				
				Google Workspace For Education
					Long Range plans

		☐ Instruction on Board-wide data collection, storage and analysis on CLEVR ☐ Promote & infuse Human Rights & Equity UDL goal Build educator understanding of phonological awareness, phonemic awareness and the use of decodable texts as necessary with PD sessions for Gr. 3-12 teachers, SERTs, EAs, Ps and VPs ☐ Summer Institute Session with Dr. David Kilpatrick entitled, *Identifying and Supporting Students with Reading Difficulties from Grade 4 to 12.* ☐ SESH Session ☐ Creation of Board Tiered Intervention Resource ☐ PA Day professional learning ☐ P/VP professional learning ☐ Bridge the Gap Promotion and Training ☐ P/VP & SERT professional learning pertaining support scheduling Support Gr. 3-12 educators in planning student-centred instruction using phonological awareness and phonemic awareness screening & assessment results			
% of students who meet or	Promote writers workshop in K-8	Build K- 8 educator capacity in planning student-centred writing	School leaders will observe Educators delivering a writers	Curriculum Team	Principal Learning Communities

Schools to believe in!

exceed the provincial standard on Gr. 3, 6 EQAO in writing % of students who meet or exceed the provincial standard in writing report card assessments	classrooms with an emphasis on Narrative, Information, and Opinion writing	instruction using a writers' workshop model of delivery. ☐ Implementation and professional development with *Lucy Calkins Units of Study in Writing* resource ☐ Classroom visits and lesson modeling of the writers' workshop.	workshop in the classroom environment 2021-22 EQAO at Gr. 3 & 6 results in writing 2021-22 OSSLT results Report card data in the area of writing Classroom schedules demonstrating regular writers' workshop instruction and consistent student conferencing and small group support.	School Leaders Lucy Calkins, Units of Study in Writing Resource Google Workspace For Education	Board-generated walkthrough checklists Long Range plans
% of students in Gr. 4-12 who report they see themselves reflected and affirmed in their learning	Promote, develop and support equitable and culturally responsive practices and select resources and activities that promote a safe and inclusive environment	Build K- 12 educator capacity in selecting and using culturally appropriate and diverse use of resources. ☐ Black History month resources ☐ FNMI resources ☐ Researched culturally responsive novels ☐ Implementation of NBE 3U, 3C & 3E as the only Gr. 11 English credit in all high schools ☐ Adding specific questions to the school climate surveys to gain understanding	In depth inventory and research of both in house resources and new resources Curriculum team is represented and participates in both the Equity committee and the SPEC ED committee We are now inviting both Equity and the SPEC ED teams to participate in our meetings and discussions. Student responses to targeted questions on the school climate survey	Black History month lessons, texts and resources FNMI resources (Nelson - Under One Sun - K-8) and special guests Mentor texts Right To Read - Ontario Human Rights Commission FNMI resources J. Denmark video series	Principal Learning Communities FNMI Lead Equity and Inclusion communities Reflecting on the results of the school climate survey results

Schools to *believe* in!

NUMERACY

RCCDSB STRATEGIC PLAN CONNECTION:

CGE: : A Responsible Citizen Vision Statement: As a community of believers, we strive to recognize and remove barriers to create just and equitable opportunities for all.

MINISTRY OF EDUCATION BOARD IMPROVEMENT AND EQUITY PLAN PRIORITIES:

Achievement ✔	Human Rights & Equity ✔	Pathways & Transitions	Mental Health, Well-Being & Engagement	Learning Recovery & Renewal ✔

NEEDS ASSESSMENT:
-assessment for learning
-learner profiles
-high impact instructional practices

OVERALL PRIORITY:
Improving Equity of Access and Opportunity For All Students Learning Math

ACTION PLAN:

MOE BIEP Indicators	RCCDSB Specific Goals	Implementation / Action	Evidence / Data / Success Criteria	Resources	Monitoring
% of students who meet or exceed the provincial standard on Gr. 3, 6 & 9 EQAO math. % of students who meet or exceed the provincial	Promote the principles and guidelines of *Universal Design for Learning* and *Learning for All* to maximize learning and foster a sense of inclusivity, engagement, well-being and belonging in our diverse and equitable learning environments.	Build educator understanding of UDL, how to incorporate it effectively into lesson design and assessment practices. ☐ Building Thinking Classrooms ☐ Summer Institute session with Shelley Moore ☐ Summer Institute with Sandra Herbst Solidify past effective practices such as	Pre/Post diagnostic assessments (MathUp School, KR) Report Card Data Anecdotal Data of educators and students (i.e. Checklists, observations, conversations, use of co-constructed success	Long Range plans Number Talks Kathy Richardson Math Up Classroom and School diagnostics Zorbit's Math Adventure K-3	Principal Learning Communities Walkthrough checklists 7 Stage Learning Cycle in Math-Up School Long Range plans Use of models and strategies from previous focus -emphasis (Number lines, arrays, ratio

Schools to believe in!

standard in math report card assessments in Gr. 3, 6, and 9. % of students who received targeted early math supports % of educators who received professional learning related to supporting students in early math	Consolidate high impact instructional practices in mathematics through the implementation of the [Effective Mathematics Classroom Framework (K-12)](#) (EMCF)	assessment *for* learning, use of diagnostics from Kathy Richardson and Math Up to see individual learner needs ☐ Gap training for Kathy Richardson and Math Up for elementary ☐ Promotion of Math models ☐ Promotion of diagnostics (Math Up diagnostics, Math Gap Closing Materials & Prime) for J/I ☐ Instruction on Board-wide data collection, storage and analysis on CLEVR Focus student learning needs in Number ☐ Purchase and promotion of resources ☐ Program Team school visits to most K-3 classrooms ☐ Modeling of Kathy Richardson or Math Up assessment ☐ Summer Institute sessions ☐ Instruction on Board-wide data collection, storage and analysis on CLEVR ☐ Promote & infuse Human Rights & Equity UDL goal Unpack EMCF with direction to obtain feedback on topics of highest priority in individual school communities ☐ School PD in staff meetings and SIP reporting ☐ Promote & infuse Human Rights & Equity UDL goal	criteria) EQAO data from 2021-22	[Mathematics 2020 curriculum document](#) [Effective Mathematics Classroom Framework (K-12)](#) (EMCF) (videos available for staff PD) OAME Conference- professional development sessions Google Workspace For Education CS First For Scratch (Gr.4-8)	tables, multiplicative thinking)

	Build the confidence and competency of educators and students in the effective use of STEM, Coding, and other tools, to support the new 2020 Math and 2022 Science curriculum. Support educators with Board provided digital STEM resources	The following strategies may be used to support the K-8 Elementary community with coding and STEM education. ☐ Support educators with Board provided digital STEM resources through classroom visits ☐ Provide virtual professional development sessions on coding/STEM ☐ Introduce Scratch for CS First online coding program for grades 4-8. Facilitate virtual training sessions that include both staff and students		Makerspace Carts Micro:Bits Scratch/Scratch Jr. Lynx Coding Tinkercad Seesaw For Schools	
% of students in Gr. 4-12 who report they see themselves reflected and affirmed in their learning	Promote, develop and support equitable and culturally responsive practices and select resources and activities that promote a safe and inclusive environment	Build K- 12 educator capacity in selecting and using culturally appropriate and diverse use of resources. ☐ Building Thinking Classrooms ☐ FNMI Beading Project ☐ Experiential learning (Coding) ☐ PD Jenny Demark video series ☐ Adding specific questions to the school climate surveys to gain understanding	Curriculum team is represented and participates in both the Equity committee and the SPEC ED committee We are now inviting both Equity and the SPEC ED teams to participate in our meetings and discussions. Anecdotal Data of educators and students (i.e. Checklists, observations, conversations)	Building Thinking Classrooms In Mathematics, Grades K-12: Peter Liljedahl Exploring Math Through Indigenous Knowledge Systems Professional Development FNMI resources J. Denmark video series	Principal Learning Communities FNMI Committee Reflecting on the results of the school climate survey results

			Student responses to targeted questions on the school climate survey		
% of students achieving the provincial standard in Grade 9 de-streamed Math	Support the implementation of Grade 9 de-streamed Math	Build educator understanding of the research behind why de-streamed classrooms are necessary and why they remove barriers in education and support the transition planning and implementation ☐ Building Thinking Classrooms book club ☐ Creation of RCCDSB 10 day de-streamed Grade 9 lesson plans ☐ Summer Institute sessions that support the implementation of de-streaming: 　☐ Peter L. 　☐ Sandra Herbst 　☐ Shelley Moore ☐ PA Day session BSCH & SJHS focused on equity, inclusion, diversity and de-streaming 　☐ Noumen Ashraf 　☐ Jason To 　☐ Educator panel Three days of job-embedded professional learning with Peter Liljedahl on Building Thinking Classrooms (SJHS & BSCH)	Building Thinking Classrooms book club Summer Institute sessions that support the implementation of de-streaming: 　☐ Peter L. 　☐ Sandra Herbst 　☐ Shelley Moore PA Day session BSCH & SJHS focused on equity, inclusion, diversity and de-streaming 　☐ Noumen Ashraf 　☐ Jason To 　☐ Educator panel	Google Workspace For Education	

Student Success Gr. 7-12 goals

RCCDSB STRATEGIC PLAN CONNECTION:
CGE: A Self-Directed, Responsible Learner **Vision Statement: As a community of believers, we strive to instill a deep desire for life-long learning and a pursuit of excellence.**

MINISTRY OF EDUCATION BOARD IMPROVEMENT AND EQUITY PLAN PRIORITIES:				
Achievement ✔	**Human Rights & Equity** ✔	**Pathways & Transitions**	**Mental Health, Well-Being & Engagement**	**Learning Recovery & Renewal** ✔

NEEDS ASSESSMENT:
-learner profiles
-high impact instructional practices/Universal Design for learning
-staff training
-culturally responsive practices and resources

OVERALL PRIORITY:
Remove barriers to provide equitable access to learning opportunities for students

ACTION PLAN:

MOE BIEP Indicators	RCCDSB Specific Goals	Implementation / Action	Evidence / Data / Success Criteria	Resources	Monitoring
% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9	Promote the principles and guidelines of *Universal Design for Learning* and *Learning for All* to maximize learning and foster a sense of inclusivity, engagement, well-being and belonging in our diverse and equitable learning environments.	Build educator understanding of UDL, how to incorporate it effectively into lesson design and assessment practices. ☐ Building Thinking Classrooms ☐ September/November PD DAY focus on Universal Design and Learner Profiles	Report Card Data Anecdotal Data: ☐ Teacher Checklists ☐ Student success meetings ☐ Guidance Visits ☐ Student exit	Dr. Denmark Video Series Unlearning: Allison Posey and Kaie Novak Equity by Design: Mirko Chardin and Kaie Novak	Principal Learning Communities Walkthrough checklists 7 Stage Learning Cycle in Math-Up School Long Range plans

Schools to believe in!

% of student enrollment in University U) College (C) and University/ College (M) in grades 11 and 12 % of staff who have undertaken professional development to support fair student discipline practice % of schools that have implemented activities that promote school connections, including extra-curricular activities % of schools that have an intentional strategy to keep students engaged	Promote educator awareness of the principles of UDL and Learner profiles in a de-streamed classroom	Build Educator Understanding of Factors that influence student learning and belonging and strategies for effective classroom management ☐ Presentation by Dr. Demark on ADHD/ODD and hidden barriers, September ☐ Professional development for staff on Mental Health Tier one strategies for teachers, September ☐ Professional Development for staff on UDL from Board staff and Katie Novak, September, November Support and monitor intervention for students with special education needs in the de-streamed classroom at tier 1, 2 and 3 level	cards ☐ Data from Indigenous Graduation coach		Use of models and strategies from previous focus -emphasis (Number lines, arrays, ratio tables, multiplicative thinking)
% of students in Gr. 4-12 who report they see themselves reflected and affirmed in their learning	Promote, develop and support equitable and culturally responsive practices and select resources and activities that promote a safe and inclusive environment	Continue to focus on timely, culturally responsive and equitable lesson planning and assessment and evaluation practices, including triangulation of evidence, UDL, Visible Learning, Student Choice	Anecdotal Data of educators and students (i.e. Checklists, observations, conversations) Student responses to targeted questions on	FNMI Resources/Support of Indigenous Education Team Educator's Guide to LGBT+ Inclusion: Kryss Shane	Principal Learning Communities FNMI Committee Reflecting on the results of the school climate survey results

Schools to *believe in!*

		Continue implementation and enhancement of NBE grade 11 English, ☐ Robust coordination with the Indigenous Education team, supporting the program with professional development, presentations and cultural opportunities Schools to review resources to ensure that they are culturally relevant, represent diverse lived experiences, including exemplars and decision making tools so that students see themselves reflected in the curriculum Implement and create 8-12 student voice committees at SJHS and BSCHS to provide support for Board Equity planning	the school climate survey and Identity-Based Survey Anecdotal Data from IEAC Feedback from Student Forum Data from Indigenous Education Coach Implementation of face to face and virtual opportunities for feedback	Culturally Responsive Teaching and the Brain: Zaretta Hammond	Preliminary implementation and more strategic planning opportunities once data from Student Census is available.