

**DISTRICT IMPROVEMENT PLAN  
2008-09**

School District 17

**CURRICULAR AREA: Literacy K-2**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
<p><b>What is it we want teachers to know and do?</b></p>	<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Understanding of “best practice” instruction in literacy including all components of K-2 balanced literacy document</li> <li>• Provincial literacy curriculum outcomes for K-2</li> <li>• Provincial reading and writing achievement standards</li> <li>• Literacy based assessment</li> <li>• Scope and Sequence of Writing</li> <li>• Reporting Criteria</li> <li>• Literacy Curriculum Maps</li> </ul>
	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Use of daily, term and annual literacy assessments to monitor student growth</li> <li>• Planning for specific student needs as identified in literacy based assessments</li> <li>• Use of a variety of assessments, running records, HRSIW, CAP, etc.</li> <li>• Model reading comprehension strategies</li> <li>• Model forms and components of writing</li> <li>• Use provincial standards for marking writing samples</li> </ul>
<p><b>How will we know when each educator is working towards mastery of the essential learning?</b></p>	<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• Teachers will use assessment and best practice to promote student learning.</li> <li>• Student assessment results will indicate that students are improving in reading and writing skills.</li> <li>• Observations</li> <li>• Teacher Evaluation</li> <li>• Increased assessment scores on the Grade 2 provincial literacy assessments</li> <li>• Increased assessment scores on the K-2 district literacy assessments</li> </ul>

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**CURRICULAR AREA: 3-5 Literacy**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
What is it we want teachers to know and do?	Knowledge	<ul style="list-style-type: none"> <li>• Curriculum outcomes for literacy</li> <li>• Scope and Sequence of Writing</li> <li>• Provincial reading and writing achievement standards</li> <li>• Best literacy practices as identified in 3-5 cross curricular balanced literacy resource</li> <li>• Comprehension strategies</li> <li>• Oral language</li> <li>• Reporting Criteria</li> <li>• Curriculum Maps</li> <li>• Seeing Stars (trained teachers)</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Implementation of Reporting Criteria targets</li> <li>• Use of school, district and provincial literacy assessments to monitor student growth</li> <li>• Provision of literacy intervention</li> <li>• Guided reading instruction</li> <li>• Modeled writing</li> <li>• Modeling of reading comprehension strategies</li> <li>• Teaching of visualizing, verbalizing and comprehension (Seeing Stars) (trained teachers)</li> </ul>
How will we know when each educator is working towards mastery of the essential learning?	Application	<ul style="list-style-type: none"> <li>• Checklist of best practice instruction techniques as listed in 3-5 balanced literacy resource</li> <li>• Teacher evaluation</li> <li>• Effective use of resources including Write Traits, National Geographic, etc.</li> <li>• Observation</li> <li>• Increased achievement on the Grade 4 provincial literacy assessment</li> </ul>

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**CURRICULAR AREA: 6-8 Literacy**

<b>GUIDING QUESTIONS</b>	<b>TEACHER CORE COMPETENCY</b>	
<b>What is it we want teachers to know and do?</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Stepping Out</b></li> <li>• <b>Components of cross curricular literacy</b></li> <li>• <b>Rubrics used for assessment</b></li> <li>• <b>Middle Level Scope and Sequence for Writing</b></li> <li>• <b>Literacy Curriculum Outcomes</b></li> <li>• <b>Provincial Literacy Reading and Writing Achievement Standards</b></li> <li>• <b>Curriculum Maps</b></li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Use of Best Practice from Stepping Out</b></li> <li>• <b>Use district developed literacy assessment to monitor student growth</b></li> <li>• <b>Provision of literacy intervention</b></li> <li>• <b>Model writing – cross curricular</b></li> <li>• <b>Teach reading comprehension strategies – cross curricular</b></li> </ul>
<b>How will we know when each educator is working towards mastery of the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>• <b>Teacher evaluations</b></li> <li>• <b>Observations</b></li> <li>• <b>Use of planning for literacy success documents</b></li> <li>• <b>Increased achievement on Grade 7 provincial literacy assessment</b></li> </ul>

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**CURRICULAR AREA: 9-12 Literacy**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
What is it we want teachers to know and do?	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Stepping Out</b></li> <li>• <b>Reading comprehension strategies</b></li> <li>• <b>Instruction required for student comprehension of text features</b></li> <li>• <b>Modeled writing</b></li> <li>• <b>Note taking strategies</b></li> <li>• <b>Strategies for vocabulary instruction</b></li> <li>• <b>Scope and Sequence for Writing 9-12</b></li> <li>• <b>Curriculum Maps</b></li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Use of Best Practice from Stepping Out model</b></li> <li>• <b>Monitor student growth through observation, formal and informal assessment</b></li> <li>• <b>Plan for specific student learning needs</b></li> <li>• <b>Modeling of reading comprehension strategies using a variety of text</b></li> <li>• <b>Modeling of writing components and forms using a variety of text</b></li> <li>• <b>Knowledge of cross curricular strategies for reading comprehension</b></li> </ul>
How will we know when each educator is working towards mastery of the essential learning?	<b>Application</b>	<ul style="list-style-type: none"> <li>• <b>Increased achievement results on provincial English Language Proficiency Assessment</b></li> <li>• <b>Teacher evaluation</b></li> <li>• <b>Observation</b></li> <li>• <b>Reduced number of students writing the English Language Proficiency Assessment Grades 10-12</b></li> </ul>

**DISTRICT IMPROVEMENT PLAN  
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**CURRICULAR AREA: Mathematics**

**GUIDING QUESTIONS**

**TEACHER CORE COMPETENCY**

**What is it we want teachers to know and do?**

**Knowledge**

- Teachers new to K-2, 3-5, 6-8, 9-12: Knowledge of provincial curriculum documents and district curriculum maps
- Teachers of grades K,1, 4 and 7: Knowledge of revised mathematics curriculum
- Teachers of grades 6 and 7: Knowledge of District assessments
- Teachers of grades 5 and 8: Knowledge of Provincial assessments
- All teachers: Knowledge of curriculum documents, District and Provincial assessments, primary and supporting resources, Provincial Math Look For Guide, manipulatives supporting curriculum outcomes, and available technology
- Teachers of grades K-12: Knowledge of differentiation of instruction which includes enrichment strategies
- Continuation of school-wide professional development programs for mathematics instruction: *PRIME* at CNS and CES; *First Steps* at Lower Lincoln and Summerhill
- Teachers of grades K, 1, 4, and 7: Knowledge of Core Resource, *Math Makes Sense*

**Skills**

- Develop and use curriculum maps / unit plans / lesson plans
- Develop and use a variety of assessment tools and strategies
- Use classroom, District and Provincial assessment results to inform instruction
- Use provincial resources, manipulatives, and Provincial Math Look For Guide to support best practices of mathematics
- Collaborate with colleagues and Numeracy Leads
- Integrate technology with mathematics using SMARTBoard, calculators, computers, graphics calculators and District 17 Mathematics Portal
- Focus on a classroom environment / student / teacher activities which include mathematical models, student involvement and learning experiences that promote problem-solving, reasoning and communication
- Use *PRIME* or *First Steps* for instructional support at CNS, CES, Lower Lincoln and Summerhill
- Teachers of K, 1, 4, and 7 utilize the revised math curriculum and *Math Makes Sense* Resource

<p><b>How will we know when each teacher has mastered the essential learning?</b></p>	<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• <b>Teacher self-evaluation / reflection</b></li> <li>• <b>Administration evaluations and walk-throughs</b></li> <li>• <b>Improvement of Provincial and District Assessment results</b></li> <li>• <b>Progression as math-strong teachers</b></li> <li>• <b>Using current technology for mathematics instruction</b></li> <li>• <b>Continued improvement of questioning techniques and math language that promote student learning</b></li> <li>• <b>Develop balanced lessons to teach and review math concepts concretely, pictorially and symbolically</b></li> <li>• <b>Consistent school-wide use and meetings regarding <i>PRIME</i> or <i>First Steps</i>, in conjunction with primary resources, to improve student achievement and teacher content knowledge of numeracy development</b></li> </ul>
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**DISTRICT IMPROVEMENT PLAN  
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**CURRICULAR AREA: Transition to Kindergarten**

GUIDING QUESTIONS	PARENT CORE COMPETENCY	
<p><b>What is it we want parents to know and do?</b></p>	<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Parents will understand how to assist their children in preparing for the transition into kindergarten.</li> <li>• Parents will be knowledgeable of the information from outside agencies, Public Health and Early Language Services for example, on how it can assist in their children’s development.</li> <li>• Parents will understand the results of their children’s Early Years Evaluation.</li> </ul>
	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Parent information sessions will be available to teach literacy and numeracy concepts.</li> <li>• School-based “Welcome to Kindergarten” sessions will be held for parents and children that will provide parents with resources and instruction on how to implement the resources.</li> <li>• Parent information sessions will be available from Early Language Services to inform the stages of oral language development.</li> <li>• Parent information sessions will be available from District Healthy Learners Nurse to inform the components of maintaining a child’s healthy lifestyle.</li> <li>• Parent information sessions will be available from Occupational Therapy to inform the stages of fine motor development.</li> <li>• The provincial Early Years Evaluation will be completed with each child and results will be shared with parents.</li> <li>• School-based “Transition to Kindergarten Orientation” sessions will be held for parents and children.</li> <li>• District-wide parent newsletters will be distributed three times a year.</li> </ul>

<p><b>How will we know when each parent is working towards mastery of the essential learning?</b></p>	<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• <b>Parents will complete literacy and numeracy activities with their children.</b></li> <li>• <b>Parents and children will attend “Welcome to Kindergarten” and “Transition to Kindergarten Orientation”.</b></li> <li>• <b>Parents will attend the information sessions and understand the importance of preparation for school.</b></li> <li>• <b>Parents will access resources in the school parent libraries.</b></li> <li>• <b>Parents will use their Early Years Evaluation results to guide the activities they complete with their children.</b></li> <li>• <b>Children will demonstrate their level of development in the following areas:</b> <ul style="list-style-type: none"> <li><b>Cognitive (For example, name letters, sounds and numbers.)</b></li> <li><b>Language and Communication (For example, talk so people can easily understand.)</b></li> <li><b>Physical/Motor (For example, use crayons, pencils and scissors.)</b></li> <li><b>Awareness of Self and the Environment (For example, name colors, fruit and animals.)</b></li> </ul> </li> </ul>
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**CURRICULAR AREA: Transition to Kindergarten**

GUIDING QUESTIONS	SCHOOL CORE COMPETENCY	
What is it we want administrators and teachers to know and do?	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Administrators and teachers will understand the needs of the children who are registering for kindergarten.</li> <li>• Administrators and teachers will understand the importance of providing services to children and their parents to prepare them for school entry.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Schools will host kindergarten registration. ( October 14-17, 2008)</li> <li>• School-based “Welcome to Kindergarten” sessions will be held for parents and children.</li> <li>• School-based “Transition to Kindergarten Orientation” sessions will be held for parents and children.</li> </ul>
What is it we want administrators and teachers to know and do?	<b>Application</b>	<ul style="list-style-type: none"> <li>• Administrators and teachers will use information from “Welcome to Kindergarten” and “Transition to Kindergarten Orientation” to prepare for student entry into kindergarten.</li> <li>• Administrators and teachers will use the results of the “Early Years Evaluation” to prepare for student entry into kindergarten. (For example, inform classroom composition.)</li> </ul>

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**CURRICULAR AREA: Technology**

**GUIDING QUESTIONS**

**TEACHER CORE COMPETENCY - TECHNOLOGY**

**What is it we want teachers to know and do?**

**Curriculum/  
Instruction**

- Portal training and usage
- Ethical use of technology and safety (both with technology tools and web 2.0 – Policy 311).
- Professional Development with respect to equipment and applications (general familiarity).
- Authentic use of technology in the classroom.
- Continue Notebook School support with advancing technology in the classroom.
- Embedding technology in all subject areas so that it in itself becomes subject less. (Emphasis on literacy-embedded lesson planning).

**Assessment**

- Creating school portals and in-service on District and DOE portal use.
- Teacher attendance to District PD sessions (given by both Technology Mentors and TLC Members) and PD sessions outside the District.
- DTLC (formally TLC) to incorporate more subject-related sessions at their meetings.
- District Technology Liaison Committee to add principals to one of their meetings (if funding allows).
- Emphasis on more collaborative projects.
- Support and promote Distance Education (online learning as an alternative for students).
- Increased use of notebook computers in the general classroom sessions (especially in the notebook schools). Monitoring by school principals.
- Bring notebook teachers together for subject and grade sharing with technology.
- Using technology to make learning relevant – Global, Rigorous and Motivating (Authentic Use).

**Other**

- Administrators must:**
- Support regular use of technology in schools
  - Incorporate a Technology Plan in your School Improvement Plan
  - Advocate for schools.
  - Support PD – take part in it.
  - Be fully aware of Policy 311

<p><b>How will we know when each parent is working towards mastery of the essential learning?</b></p>	<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• <b>Increase use of web tools being used in the classroom (ex. Blogs, wikis, podcasts both inside and outside of the classroom, collaborative projects [KON], differentiation – projects being produced)</b></li> <li>• <b>Cross curricular work should happen more often with the use of technology.</b></li> <li>• <b>Increased attendance and a greater desire to attend technology professional development opportunities (try the District 18 “one supply per school blitz” idea).</b></li> <li>• <b>Increased validation of authentic, ethical and safe use of technology in the district by teachers.</b></li> <li>• <b>More collaboration between Mentor and Leads of other disciplines.</b></li> </ul>
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**CURRICULAR AREA: Vocational Technology**

<b>GUIDING QUESTIONS</b>	<b>TEACHER CORE COMPETENCY - VOCATIONAL TECHNOLOGY</b>	
<b>What is it we want teachers to know and do?</b>	<b>Curriculum/ Instruction</b>	<ul style="list-style-type: none"> <li>• Consistency with instruction between the various course offerings in vocational technology.</li> <li>• PD with respect to shop safety and shop skill sets (equipment knowledge and procedures – updating skills).</li> <li>• Focus on the “literacy” of the trades.</li> <li>• Promote the trades as a viable profession option for students.</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Common assessments with a focus on reading and writing as a factor in course success for students.</li> <li>• Attend PD sessions relating to updated equipment demands and course knowledge.</li> </ul>
	<b>Other</b>	<ul style="list-style-type: none"> <li>• Creating additional course opportunities for students by adding courses in relation to their real world demand (ex. Work Skills and Opportunities in Trades proposals – welding in CFAS, Aviation Mechanics in OHS).</li> </ul>
<b>How will we know when each parent is working towards mastery of the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>• Teachers attending PD sessions inside and outside of the district.</li> <li>• Literacy Mentors assist Trades teachers with literacy techniques that can be used in general “shop” environment.</li> <li>• Common curriculum maps and assessments to produce consistency across the district.</li> </ul>

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**CURRICULAR AREA: Elementary Science**

**GUIDING QUESTIONS**

**TEACHER CORE COMPETENCY - ELEMENTARY SCIENCE**

<b>What is it we want teachers to know and do?</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>● Increase teacher knowledge and understanding of general Science specific to the grade level taught.</li> <li>● Understanding of the “Scientific Method” as it pertains to methods of experimental inquiry.</li> <li>● Increased classroom focus on the “Literacy of Science”.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>● Perform more “hands-on” classroom experiments.</li> <li>● Incorporate more Science Literacy into the regular as well as Science classroom instruction.</li> <li>● Teacher confidence in conducting experiments with the proper use of the scientific method.</li> <li>● Create common assessments in elementary science.</li> </ul>
<b>How will we know when each educator is working towards mastery of the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>● Increased comfort level reached by all elementary teachers with regard to general science knowledge and the utilization of hands on activities (attending PD sessions on science).</li> <li>● Creation of a Science 5 &amp; 6 PLC to lead in the specific directions for Science PD and to middle school transition.</li> <li>● Science word walls and Scientific Method charts on the classroom walls.</li> <li>● Elementary Science teachers to make use of the new Literacy Center.</li> <li>● Improved instruction consistency through district common assessments.</li> <li>● Continued support and implementation of Science Fairs and Science Olympics events.</li> </ul>

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**CURRICULAR AREA: Middle Level Science**

<b>GUIDING QUESTIONS</b>	<b>TEACHER CORE COMPETENCY - MIDDLE LEVEL SCIENCE</b>	
What is it we want teachers to know and do?	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of General Science.</li> <li>• Knowledge of the Scientific Method (experimentation and validity).</li> <li>• Knowledge of the grade nine Science program.</li> <li>• Identify specific areas of growth based on the grade six Provincial Assessments.</li> <li>• Create a Science 5 &amp; 6 PLC to plan and format a direction for increased achievement results in the Grade 6 Science Assessment.</li> <li>• Increased focus on Science Literacy.</li> <li>• Access Science materials from the Department Portal.</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Conduct more hands on experimentation in the classroom and/or laboratory.</li> <li>• Set up a collaborative meeting between grade nine and grade eight teachers to determine the extent of Science background needed by grade eight students to be successful in their first year of high school.</li> <li>• Create common assessments that target growth areas resulting from the grade six Provincial Assessment. Provide additional materials for teachers to assist them with science competencies.</li> <li>• Apply literacy skills in the science classroom.</li> </ul>
How will we know when each educator has mastered the essential learning?	<b>Application</b>	<ul style="list-style-type: none"> <li>• Observable increase in the number of experiments in classrooms.</li> <li>• Common assessments created, used and assessed by year's end.</li> <li>• Evidence of science vocabulary on classroom walls integrated in the every day classroom discussion. Teachers in middle level to make use of the new Literacy Centre for assistance and literacy direction.</li> <li>• Grade 8 and 9 teachers meet and assess student needs of those entering grade nine.</li> <li>• Overall improvement in the grade six Provincial Assessment results.</li> <li>• Grade 5 &amp; 6 PLC created for the Grade 6 Assessment preparation and grade 5 to grade 6 transition in Science.</li> </ul>

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**CURRICULAR AREA: High School Science**

**GUIDING QUESTIONS**

**TEACHER CORE COMPETENCY - HIGH SCHOOL SCIENCE**

<p><b>What is it we want teachers to know and do?</b></p>	<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Increased knowledge of the grade eight Science program (Science 9 &amp; 10 Teachers).</li> <li>• Better utilization of Science Literacy throughout the science classroom as well as other subject areas (ex. Science Literacy cross curricular).</li> <li>• Consistent understanding and use of the Scientific method by all Science teachers.</li> <li>• Specific focus and in-service on the new Biology 11 &amp; 12 text and support materials.</li> <li>• In-service with respect to the new Biology curriculum.</li> <li>• In-service with respect to the new grade 10 Science curriculum.</li> </ul>
	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• PD session between grade 8 &amp; 9 Science teachers to better prepare students with the subject transition.</li> <li>• Use of word walls and other literacy techniques to increase overall scientific knowledge by students and the encouragement of cross curricular opportunities for students. Encouragement for science teachers to attain literacy assistance and support through the new Literacy Center.</li> <li>• Common assessments for both classroom and district by grade 9 &amp; 10 teachers.</li> <li>• Science Instructor Buddies (matching subject specific science teacher (Physics) with a “newer” less experienced teacher who teaches the same subject/grade. (ex: Biology 112 Buddies).</li> </ul>
<p><b>How will we know when each educator has mastered the essential learning?</b></p>	<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• Sharing occurring between grade 8 &amp; 9 teachers of Science. Possible creation of a Science 8&amp;9 PLC.</li> <li>• Walkthroughs and classroom visitations provide evidence of Science literacy in and out of the Science classroom as well as more lab opportunities for grade 9 &amp; 10 students.</li> <li>• Assessments created and used to assess and direct instruction.</li> <li>• Science mentoring program for general Science teachers and specialists.</li> </ul>

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**CURRICULAR AREA: FSL – Intensive French**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
<p><b>What is it we want teachers to know and do?</b></p>	<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of IF curricular outcomes</li> <li>• Training in IF methodology</li> <li>• Knowledge of grade 4 and/or grade 5 curricula</li> <li>• Understanding of the Oral Proficiency Evaluation process</li> <li>• Knowledge of grade 4 literacy standards</li> </ul>
	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Develop curriculum map/unit plans/lesson plans for IF and non IF parts of the year</li> <li>• Develop and use a variety of assessment tools (oral/written)</li> <li>• Use assessment results to inform instruction</li> <li>• Use anecdotal information and observations to report student progress</li> <li>• Collaborate with other IF teachers in the District</li> </ul>
<p><b>How will we know when each educator is working towards mastery of the essential learning?</b></p>	<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• Provincial assessment results (oral/written)</li> <li>• Feedback from classroom visitations – 2X/year minimum (District)</li> <li>• Feedback from school administrator evaluations/walk-throughs</li> <li>• Parent/student questionnaire</li> <li>• Teacher self-evaluation/reflection</li> <li>• Participate in grade level/subject meetings</li> <li>• Collaboration with other IF teachers</li> <li>• Use provincial assessment results to inform instruction and provide appropriate intervention (i.e. grade 4 literacy assessment).</li> </ul>

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**CURRICULAR AREA: FSL – French Immersion (Early)**

<b>GUIDING QUESTIONS</b>	<b>TEACHER CORE COMPETENCY</b>	
<b>What is it we want teachers to know and do?</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of curricular outcomes for a variety of subjects</li> <li>• Knowledge of effective instructional techniques in FI</li> <li>• Knowledge of differentiation strategies</li> <li>• Knowledge of provincial standards and goals</li> <li>• Understanding of the Oral Proficiency Evaluation process</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Develop curriculum maps/unit plans/lesson plans</li> <li>• Develop necessary interventions for students to meet success</li> <li>• Develop effective classroom assessments and use them to inform instruction</li> <li>• Use provincial standards as the standard for marking student writing / reading comprehension</li> <li>• Provide effective feedback to students/parents re: progress</li> </ul>
<b>How will we know when each educator is working towards mastery of the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>• Collaboration with other staff to mark/examine student writing samples</li> <li>• Use of practice assessments to inform instruction</li> <li>• Participate in grade level/subject meetings</li> <li>• Contribute to the development of Planning for Success in Literacy</li> <li>• Reflect on classroom assessment practices</li> <li>• Use provincial assessment results to inform instruction</li> <li>• Increased achievement on the provincial literacy assessments</li> </ul>

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**CURRICULAR AREA: French Immersion (Late)**

<b>GUIDING QUESTIONS</b>	<b>TEACHER CORE COMPETENCY</b>	
<b>What is it we want teachers to know and do?</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of curricular outcomes for a variety of subjects</li> <li>• Knowledge of effective instructional techniques in late FI</li> <li>• Knowledge of differentiation strategies</li> <li>• Knowledge of provincial standards and goals, as they relate to late FI subjects</li> <li>• Understanding of the Oral Proficiency Evaluation process</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Develop curriculum maps/unit plans/lesson plans</li> <li>• Develop necessary interventions for students to meet success</li> <li>• Develop effective classroom assessments and use them to inform instruction</li> <li>• Provide effective feedback to students/parents re: progress</li> </ul>
<b>How will we know when each educator is working towards mastery of the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>• Collaboration with other staff to develop common assessments in common subject areas</li> <li>• Participate in grade level/subject meetings</li> <li>• Reflect in classroom assessment practices</li> <li>• Use provincial/district assessment results to inform instruction (Math, Science)</li> <li>• Attend PD related to subject areas, even when in English</li> </ul>

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**CURRICULAR AREA: Post Intensive French/Core French (grades 6-12)**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
<p><b>What is it we want teachers to know and do?</b></p>	<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of curriculum and resources to support curriculum outcomes</li> <li>• Knowledge of effective instructional techniques for second language learning, specifically Intensive French methodology</li> <li>• Knowledge of differentiation strategies</li> <li>• Training in IF methodology (grades 6-10)</li> <li>• Understanding of the Oral Proficiency Evaluation process</li> </ul>
	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Develop curriculum map/unit plans/lesson plans</li> <li>• Use a variety of assessment techniques to assess student progress</li> <li>• Use a variety of differentiation strategies in order to support the needs of both post IF students and Core French students</li> <li>• Develop effective classroom assessments and use them to inform instruction</li> <li>• Provide effective feedback to students/parents re: progress</li> </ul>
<p><b>How will we know when each educator is working towards mastery of the essential learning?</b></p>	<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• School administrators' evaluations/walk-throughs</li> <li>• Increased results on oral assessments (class/school level)</li> <li>• Increased results on oral assessments (provincial)</li> </ul>

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**CURRICULAR AREA: Guidance**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
What is it we want teachers to know and do?	<b>Curriculum/ Instruction</b>	<ul style="list-style-type: none"> <li>• Comprehensive Guidance Model</li> <li>• Four Pillars of Guidance</li> <li>• Developmental Assets</li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Observation Skills</li> <li>• Functional Behavior Analysis</li> <li>• Interview Techniques</li> <li>• Threat Assessments</li> <li>• BSAPs</li> <li>• IBSPs</li> </ul>
	<b>Other</b>	<ul style="list-style-type: none"> <li>• Developmental Assets</li> <li>• Career Counselling</li> <li>• Positive Learning Environments</li> <li>• Computer skills</li> <li>• Documentation procedures</li> <li>• Referral process</li> <li>• Advocacy</li> <li>• Teaming</li> <li>• Leadership</li> </ul>

<b>How will we know when each educator is working towards mastery of the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"><li>• <b>Observation</b></li><li>• <b>Data—i.e. school drop-out statistics</b></li><li>• <b>Evaluation</b></li><li>• <b>Growth Plans</b></li><li>• <b>Antidotal Reports</b></li></ul>
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**CURRICULAR AREA: Resource and Methods Teachers**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
<b>What is it we want teachers to know and do?</b>	<b>Curriculum/ Instruction</b>	<ul style="list-style-type: none"> <li>• <b>Knowledge of Curriculum Maps</b></li> <li>• <b>Develop/Evaluate Accommodated/Individualized Curriculum Outcomes</b></li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Administer and Interpret WIAT and PAL Assessments</b></li> </ul>
	<b>Other</b>	<ul style="list-style-type: none"> <li>• <b>Response to Intervention Model</b></li> <li>• <b>Computer Skills</b></li> <li>• <b>Documentation Process</b></li> <li>• <b>Referral Process</b></li> <li>• <b>Teaming</b></li> <li>• <b>Consultation and Collaboration</b></li> </ul>
<b>How will we know when each educator has mastered the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>• <b>Observation</b></li> <li>• <b>Evaluation</b></li> <li>• <b>Monitor SEPs</b></li> <li>• <b>Growth Plans</b></li> </ul>

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**CURRICULAR AREA: Autism Resource Teachers**

GUIDING QUESTIONS	TEACHER CORE COMPETENCY	
<b>What is it we want teachers to know and do?</b>	<b>Curriculum/ Instruction</b>	<ul style="list-style-type: none"> <li>• <b>Knowledge of Curriculum Maps</b></li> <li>• <b>Develop/Evaluate Individualized Curriculum Outcomes</b></li> </ul>
	<b>Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Administer and Interpret WIAT and PAL Assessments</b></li> <li>• <b>Administer and Interpret Developmental Assessments</b></li> </ul>
	<b>Other</b>	<ul style="list-style-type: none"> <li>• <b>Response to Intervention Model</b></li> <li>• <b>Computer Skills</b></li> <li>• <b>Documentation Process</b></li> <li>• <b>Referral Process</b></li> <li>• <b>Teaming</b></li> <li>• <b>Consultation and Collaboration</b></li> </ul>
<b>How will we know when each educator has mastered the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>• <b>Observation</b></li> <li>• <b>Evaluation</b></li> <li>• <b>Monitor Student Plans</b></li> <li>• <b>Growth Plans</b></li> </ul>

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**CURRICULAR AREA: First Nation**

<b>GUIDING QUESTIONS</b>	<b>TEACHER CORE COMPETENCY</b>	
<b>What is it we want teachers to know and do?</b>	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>First Nation learning styles</b></li> <li>• <b>Interventions for First Nation students targeting literacy and numeracy</b></li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Literacy and numeracy strategies that target learning needs of First Nation students</b></li> <li>• <b>Disaggregate achievement data to inform instruction</b></li> </ul>
<b>How will we know when each educator is working towards mastery of the essential learning?</b>	<b>Application</b>	<ul style="list-style-type: none"> <li>• <b>Increased achievement on provincial and district assessments</b></li> <li>• <b>Dedicated teacher at Assiniboine Elementary School provided for First Nation students to assist with educational programming</b></li> <li>• <b>Dedicated intervention workers at Oromocto High School and Hubbard Avenue Elementary School</b></li> <li>• <b>Disaggregated achievement data will be provided to principals to use in their improvement plan</b></li> </ul>

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**TARGET GROUP: Administrators**

GUIDING QUESTIONS	ADMINISTRATOR CORE COMPETENCY	
What is it we want administrators to know and do?	Knowledge	<ul style="list-style-type: none"> <li>• Literacy Across the Curriculum</li> <li>• Understanding and Using Results</li> <li>• Effective Walk-throughs</li> <li>• Building Meaningful Learning Communities</li> <li>• Understanding of Comprehensive Developmental Guidance Model</li> <li>• Understanding of inclusionary practices</li> <li>• Math curriculum and resources</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Use of Literacy Look For Document</li> <li>• Use of Provincial Math Look For Guide</li> <li>• Use of reporting criteria and writing standards</li> <li>• Tracking each student on curriculum outcomes</li> <li>• Identifying essential questions used during walk-throughs</li> <li>• Identifying a project with appropriate actions</li> <li>• Implementation of effective guidance and resource services</li> <li>• Effective teacher evaluations</li> <li>• Alignment of School Improvement Plan with District Improvement Plan and Provincial Education Improvement Plan</li> </ul>
How will we know when each administrator is working towards mastery of the essential learning?	Application	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of literacy across the curriculum</li> <li>• Demonstrate knowledge of math curriculum</li> <li>• Demonstrate knowledge of reporting criteria and writing standards</li> <li>• Increased results in student achievement</li> <li>• Examples of essential questions used during walk-throughs</li> <li>• Identifying a project/initiative reflecting strategies to increase student achievement in one or more curricular areas</li> <li>• Regular monitoring of School Improvement Plan</li> </ul>