



Adult



Senior



Intermediate

Junior



Primary



Early Learners

2012 Director's Annual Report

A YEAR OF TRANSITION

Learning Is For Life

MESSAGE FROM THE DIRECTOR

A Year of Transition

It is truly an honour to serve as Algoma District School Board's Director of Education. I am extremely proud of our Board – our people, our programs, our students, our partnerships and our unwavering commitment to improving learning for all.

I consider it a privilege to continue to work with our outstanding staff, our committed parents and community partners, and our dedicated Board of Trustees to create learning environments that will be engaging and that will foster the kind of creativity and innovation needed in our globalized world.



"Every new beginning comes from some other beginnings' end." – Seneca

"We are committed to developing the best programs, delivered by the best staff so that every student who enters our schools exits successfully."

Lucia Reece



I am looking forward to embarking on my new journey, and know that this year will be one of transition and exploration as we celebrate our successes, reflect on our learning and look ahead to our future. We have a "rock solid" foundation on which we will continue to build the best programs and learning opportunities for all learners to reach their full potential.

It is important for us to engage in conversation with stakeholders, verbally or electronically, as we work this year to review our Board's mission, vision and values statements, and plan to "reach to the future" through a strategic planning process. We are committed to developing the best programs, delivered by the best staff so that every student who enters our schools exits successfully. We are committed to Public Education ... because education is the bedrock of social and economic development ... and because every student is an investment in the future.

Together, we can all continue to build a strong educational organization and voice that epitomizes public education for our community and celebrates that we are 'Proud to be ... ADSB.'

Lucia Reece,

*Director of Education,
Algoma District School Board*

MESSAGE FROM THE CHAIR

New Roles, New Responsibilities

Within the reporting period of the Director's Annual Report, we wrap up one academic year (2011 / 2012) and begin a new one (2012 / 2013). We are pleased with what has come before and look forward to what lies ahead.

Last year we saw 850 students graduate from secondary school and 722 students progress from Grade 8 into high school.

In September 2012, we saw opening enrolment numbers increase from April projections by over 200 students JK-8 across the system and 50+ students Grade 9-12. These increased enrolments clearly reflect the quality of programs, dedicated staff and welcoming school environments in our school board. Our staff and students are dedicated to providing a welcoming environment to all our students especially those who are coming into our schools for the first time.

It has been a challenging and exciting year as I took on the role of Chair of the Board after many years of dedicated leadership from Wanda McQueen. We also welcomed new faces around the board table in September 2012. Lucia Reece, our new Director of Education, seamlessly assumed her role at the center of the table. Brenda O'Neill filled the role of new Superintendent of Education.

As we continually review our enrolment numbers and our Capital Plan, our board has undergone and continues to be involved in a number of Accommodation Reviews in order to right size some schools to maximize the educational opportunities for all of our



"...increased enrolments clearly reflect the quality of programs, dedicated staff and welcoming school environments in our school board."

Jennifer Sarlo

students. Our Grade 7 and 8 programs in the high schools have expanded across Sault Ste. Marie as we strive to provide the best possible teaching environment for these intermediate students. Many schools were renovated this year to accommodate full day early learning kindergarten classrooms. Two of our Northern schools embraced the JK to 12 model in their communities and are enhancing programming as they experience many cross curricular learning opportunities. Our plant department continues to maintain and upgrade many of our schools to provide a safe and welcoming environment for all our students.

We are proud of our many partnerships across the district and are looking forward to expanding our role in the community as we continually seek out strong partnerships across political and community agencies that can enhance services and educational opportunities for our students. We continually want to encourage parents, guardians, and grandparents to look for ways to become involved in our schools as studies have shown that involvement reaps benefits in student achievement.

Whether you are a student, parent or staff member, we look forward to working together in providing the best possible education for all our students.

Jennifer Sarlo,

Chair, Algoma District School Board

TRUSTEES



Jennifer Sarlo
Chair - Sault Ste. Marie - Ward 1



Wanda McQueen
Vice Chair - Sault Ste. Marie - Ward 6



Harry Jones
First Nation Trustee



Graham Lidstone
Sault Ste. Marie - Ward 2



Robert McEachren
North Shore - Hwy 17



Karen Morin
Sault Ste. Marie - Ward 3



Larry Pallot
Prince & Unorganized Townships



Russell Reid
Michipicoten, Chapleau, Hornepayne



Joel Robert
Central Algoma



Susan Thayer
Sault Ste. Marie - Ward 4 & 5



Gladys Wiggins
City of Elliot Lake



Esther Kang
Student Trustee Korah C&VS



Tim Phelan
Student Trustee Elliot Lake SS

This list is current as of November 2012.



SENIOR ADMINISTRATION: (From left to right) Superintendents of Education Asima Vezina, Joe Maurice, Brenda O'Neill, Director of Education Lucia Reece, Superintendent of Business Joe Santa Maria and Superintendent of Education Kime Collver.



This year we said farewell to Director of Education Mario Turco who retired after 42 years of service.

Mario began his career in 1970 as a Math teacher at Korah Collegiate. He served as the Department Head in Math at both Korah Collegiate and Alexander Henry High School. In 1980 he became Vice Principal at Bawating Collegiate and Principal of that school in 1986. Mario was appointed Superintendent in 1990. In 2003/2004 he became the Board's Director of Education, a position he held for nine years.

Algoma District School Board thanks Mario for his invaluable time, expertise, dedication and leadership.

LITERACY

Developing Literacy Through Story

From 3 to 3™ is a program that helps children develop literacy and language skills through story and rhyme. The three program components (language, narrative and social understanding) are the same from Kindergarten to the end of Grade 3 – increasing in complexity as children achieve.

The Algoma District School Board has been taking part in From 3 to 3™ training since 2010 under the supervision of Dr. Mary Thelander – who developed the program and we are very pleased to continue the partnership.

Oral storytelling and children's literature workshops began by training Kindergarten Teachers in 2010 and 2011. In the fall of 2012, ADSB extended the program to all Grade 1 classrooms.

Teachers introduce their young students to rhymes, oral stories and books that are chosen for their increasingly complex pattern of language, narrative, and level of social reasoning.

Throughout the 2011-2012 school year four ADSB teachers took part in a Teacher Leadership and Learning Program (TLLP). This group of teachers had a focus on oral language development in Kindergarten.

Fountas & Pinnell – Exceptional Feedback!

Last fall and winter, eighteen ADSB elementary schools participated in a pilot project using the Fountas & Pinnell Benchmark Assessment System. This standardized assessment for learning tool measures students' reading levels and behaviours from Kindergarten to Grade 8.

Administered during a one-on-one student-teacher assessment conference, the student reads aloud and talks about

a series of benchmark books while the teacher notes the reader's behaviors and gathers information about each student's processing strategies, fluency and comprehension – all of which provide valuable insights about how to target future teaching. The assessment documents student progress across a school year and across grade levels, allowing for teacher dialogue and collaboration.

1



(1) Dr. Thelander has travelled to Sault Ste Marie several times in the past three years to train our teachers. (2) She joins ADSB principal L. Bouliane and Director Reece at the start of a Professional Development Day.

2



3



(3) Our teachers are engaged in Fountas & Pinnell training.

The ADSB pilot project received such strong positive feedback that the program was expanded in the spring of 2012. All of our elementary schools are now using the Fountas & Pinnell Benchmark Assessment System. Every classroom teacher, Special Education Resource Teacher, Primary Intervention Teacher and Literacy Success Leaders, as well as all administrators have received extensive training.

Literacy PLCs in Secondary Schools

Secondary school teachers, from a variety of subject areas, continued their involvement in Professional Learning Communities this year, with a focus on literacy. Collaboratively, teachers analyzed data, reviewed samples of student work, and determined students' learning needs in reading or writing. Instructional strategies, to further develop students' literacy skills, were selected and implemented. Teachers observed student learning, provided descriptive feedback, and adjusted instruction accordingly. The instructional cycle of planning, acting, observing and reflecting, will be an ongoing process within secondary schools as teachers seek to improve students' literacy skills.

NUMERACY

Cross-panel, Co-planning & Co-teaching Initiatives

Collaborative Inquiry Learning - Mathematics (CIL-M)

Eleven elementary schools from our board were involved in the Collaborative Inquiry for Learning Mathematics (CIL-M) this year. They were Queen Elizabeth, Etienne Brule, Laird, F.H. Clergue, William Merrifield, Northern Heights, Tarentorus, Echo Bay, Rosedale, H.M. Robbins and Pinewood. These job-embedded professional learning sessions provided opportunities for teachers to co-plan, co-teach and co-debrief through the implementation of the problem-solving approach. This year our work focused on increasing student engagement, integrating number sense into the other four strands, and continuing to build upon our knowledge and level of comfort with the consolidation strategies. We are looking forward to the expansion of this project in the coming year.

Math Professional Learning Communities (PLC's)

Intermediate math teachers continued their involvement in school-centered PLC projects as part of continuing efforts to enhance collaborative teaching practice. Each school intermediate math team chose school-centered targets for their cycles, identifying areas of need for their individual schools, and initiating responses to answer these needs. Examples included "enhancing numeracy skills", "decoding complex word problems" and "new approaches for inquiry-based math activities". Assessment strategies included diagnostic assessments, new formative assessment techniques, as well as TIPS4RM 3-part math lesson strategies.

1



2



(1) Students, (2) parents and (3) teachers are all key players in enhancing numeracy skills.

3



Intermediate Cross-Panel Collaborative Pilot

This year, select teachers from an intermediate secondary school had the opportunity to partner with elementary school intermediate teachers from select feeder schools in their area. This partnership involved co-planning, co-teaching and debriefing of math lessons and allowed each to sample the curriculum, environment and experiences of their cross-panel counterparts. Teachers reported a high level of interest and reward in the process, which was described as an "eye-opener" by those surveyed. Efforts are ongoing in schools that house intermediate grade 7-8 programs, to expand this collaboration in the form of further cross-panel sharing opportunities, Professional Development efforts and PLC panel involvement.

PATHWAYS

Ministry Re-engagement Initiative

Great things can happen from one simple phone call.

Our Board has been proactive in our Student Re-engagement initiative. We have been provided with additional support to get “Late Leavers” back into school - students who have left school without an Ontario Secondary School Diploma (OSSD) in their grades 12 or 12+ year. A large proportion of Late Leavers have 24 or more credits, of the required 30 credits for an OSSD, when they leave.

Since 2010, under the Re-Engagement Initiative, over 1200 former ADSB students have been contacted by school staff who phone them or locate them through fellow classmates and friends. As a result of these contacts over 500 re-engaged students earned credits and 122 students graduated.

Students have said, had it not been for that one-on-one phone call or that outreach from school staff, they would not have returned to school.

“When I left school, I was 3 credits short of my diploma.

But I thought “oh well, that’s that...I’m outta school and who’s gonna even notice.” Then I got a call from an old teacher. He said “you’re 3 credits shy of graduating. Why don’t you come back?” It was that call that made all the difference. I came back. I got my credits. And now I have a job that pays me better than I could have hoped for before.”

2



Staff at each school and alternative program continue to contact Early and Late School Leavers in an attempt to welcome them back into a secondary program, either within the school or at another program within the Board, so that they can complete their OSSD requirements. Throughout the year, students who have returned are counselled and monitored closely by staff to ensure they remain in a program. The goal? To increase the number of students who graduate with an OSSD.

1



(1 & 2) Outdoor Education programs and Co-op/OYAP programs are popular for re-engaged students. One of the bonuses of these types of programs are the hundreds of dollars worth of certifications a student can gain to take with them into the world of work, for instance certification in Wilderness First Aid, Canoe tripping and Safe Chain Saw Operations.

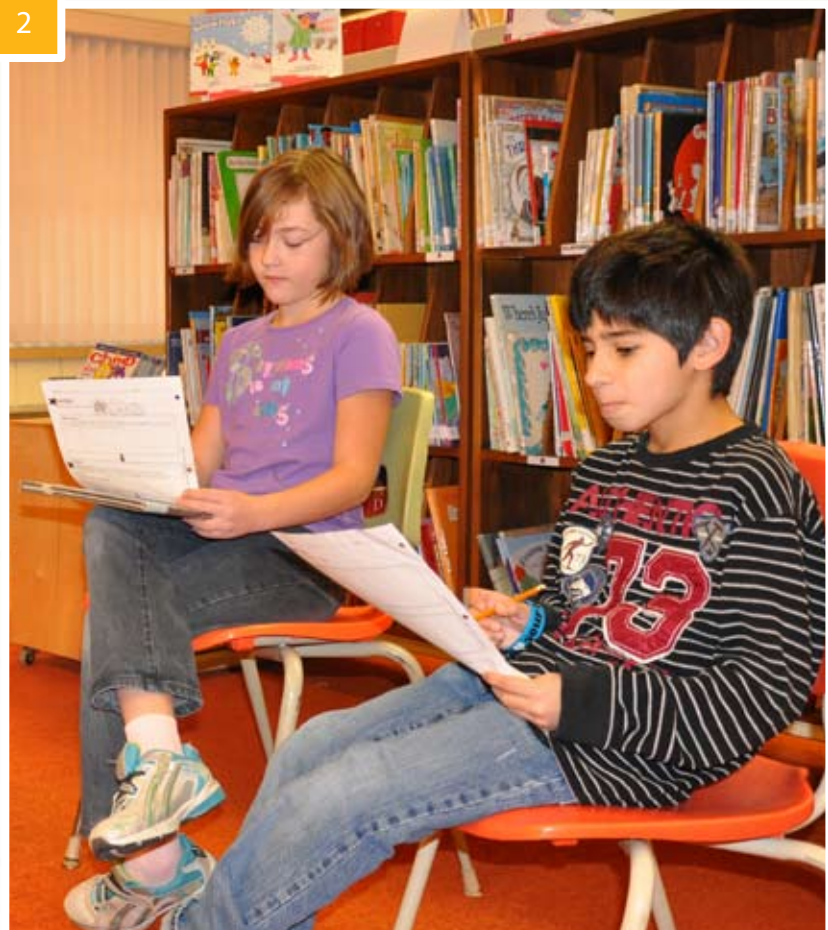
ASSESSMENT

Learning Goals, Success Criteria, Descriptive Feedback, Goal-Setting...

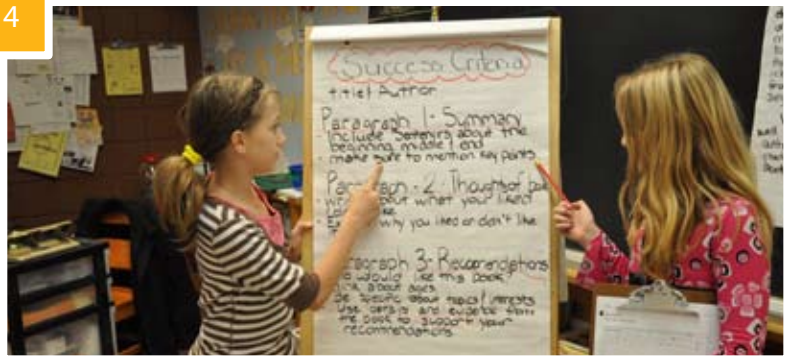
ADSB strongly believes that the primary purpose of assessment is to improve student learning. Our board improvement plan includes assessment as a fundamental pillar and reflects our commitment to deepening our understanding of best assessment practices. Assessment, evaluation , and reporting in our schools are based on the policies and practices described in the ministry document, *“Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12.”* The document promotes alignment of assessment, evaluating, and reporting achievement across our schools system-wide.



“By establishing learning goals and sharing criteria for success, students know where they are going in their learning.”



(1, 2, 3 & 4) Teachers provide descriptive feedback and students develop peer and self-assessment skills.



Teachers gather information about student learning through a balance of conversations, observations, and student products. Information that is gathered, informs instruction, guides next steps and helps students to monitor their progress towards achieving curriculum expectations in a subject or course. By establishing learning goals and sharing criteria for success, students know where they are going in their learning. Teachers understand the importance of providing descriptive feedback to students so that they are able to make improvements. Student-involved assessment is promoted when teachers assist students to develop peer and self-assessment skills. Teachers use all of the information gathered during assessment practices to make teaching adjustments in order to improve student learning. Assessment continues to be a focus for professional learning, embedded in all of the work that our teachers do.

COMMUNITY, CULTURE & CARING

Focusing on Mental Health & Well-Being

Our board continues to be proactive in developing strong community partnerships which in turn help to ensure our students have access to leadership and learning opportunities, and resources around mental health and behaviour issues.

We have been recognized provincially as a leader with our collaborative, school and community-based model (the Algoma Model) which supports child and youth mental health and well-being. Through this initiative we are increasing accessibility of service providers within the school setting to provide early intervention, crisis and ongoing support to students with mental health needs.

It is important for us to provide positive, welcoming and equitable school environments. We provide access to supports and tools for staff, students and parents around character development and we focus on providing smooth transitions from preschool to elementary, elementary to secondary and from secondary to post-secondary, apprenticeships or the world of work.

We have a wealth of staff resources which include (but are not limited to):

- ✱ Student Success Leadership Initiative (SSLI) Lead
- ✱ Aboriginal Lead Teacher
- ✱ Behaviour Consultant
- ✱ Student Success Teachers and Teams
- ✱ Parenting and Family Literacy Centres



(1) Dona Menard-Calder, ADSB's Mental Health Lead. (2) Rico Iacoe, ADSB's Student Support Leadership Initiative (SSLI) Lead (3) Project ABCD team from White Pines takes part in September 2012 planning session to review next steps in "Action for Building a Community that is Drug Free".

3



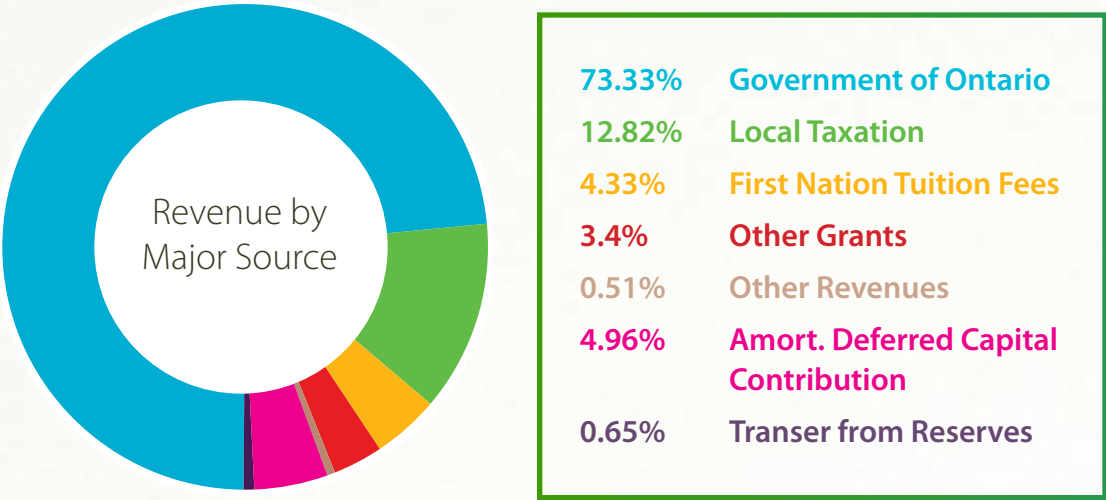
One key staff resource is our new Mental Health Leader. This fall we welcomed Dona Menard-Calder to the position of Mental Health Leader for the school board. Dona brings 28 years of experience in the mental health field to the position, most recently as a Psycho-educational Consultant with the Peel District School Board. She is one of 15 provincial Mental Health Leaders working in collaboration with the Ministry of Education on the "Open Minds, Healthy Minds Ontario Health and Addictions Strategy". On a local level, Dona will help to coordinate the delivery of mental health awareness and literacy programming as well as clinical consultations and support for a range of board staff and stakeholders.

In October ADSB staff attended the Children & Youth Mental Health Summit held in Toronto. Members of our team presented on the topic of Broad Collaboration.

We continue to seek out collaborative opportunities between our board and community partners. Through the fall of 2012, our SSLI lead (Rico Iacoe) and Mental Health Leader (Dona Menard-Calder) travelled to Elliot Lake and Chapleau to meet with community partners who offer children and youth mental health supports. They have also met with Sault Ste Marie organizations including the Sexual Assault Care Centre, the Indian Friendship Centre, Community Care Access Centre, and Sault Area Hospital to continue to share and develop resource sharing ideas.

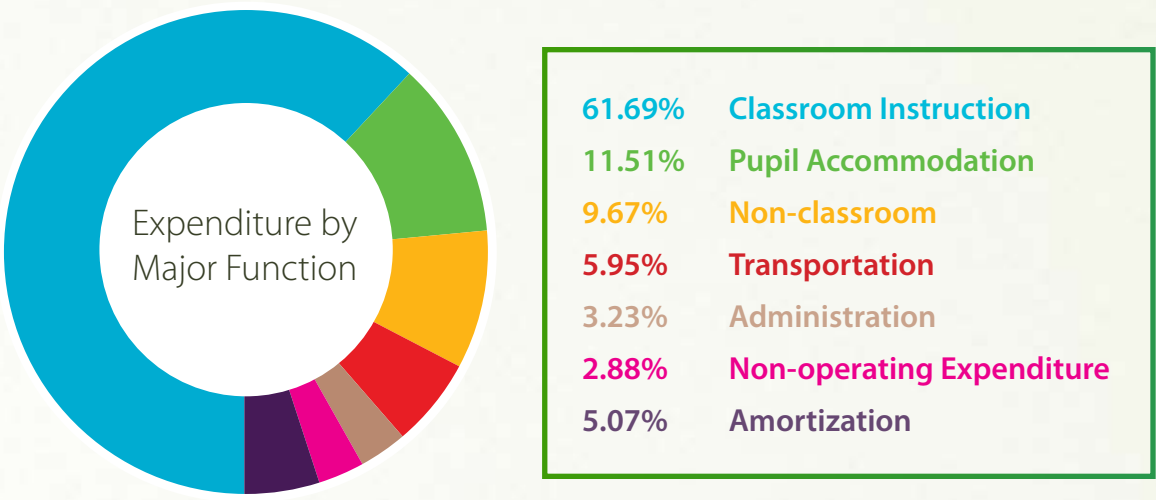
Roles and responsibilities have been developed to help clarify the recently introduced positions of Mental Health Nurses and an Algoma Family Services School Based Mental Health Counsellor.

BUDGET



2012-2013 Estimated Revenue by Major Source

Government of Ontario	\$103,287,684
Local Taxation	\$18,063,373
First Nation Tuition Fees	\$6,099,263
Other Grants	\$4,791,415
Other Revenues.....	\$715,859
Amort. Deferred Capital Contribution.....	\$6,980,216
Transfer from Reserves	\$910,652
Subtotal	\$140,848,462
Capital and Approved Debt.....	\$3,538,586
Total.....	\$144,387,048



2012-2013 Estimated Expenditure by Major Function

Classroom Instruction.....	\$86,888,959
Pupil Accommodation	\$16,214,068
Non - classroom	\$13,614,751
Transportation.....	\$8,382,562
Administration.....	\$4,547,481
Non-operating Expenditure	\$ 4,054,351
Amortization.....	\$7,146,290
Subtotal	\$140,848,462
Capital and Approved Debt.....	\$3,538,586
Total.....	\$144,387,048

EQAO RESULTS

EQAO tests provide a snapshot of student achievement. The results have become a source of information that assists school and board improvement planning efforts.

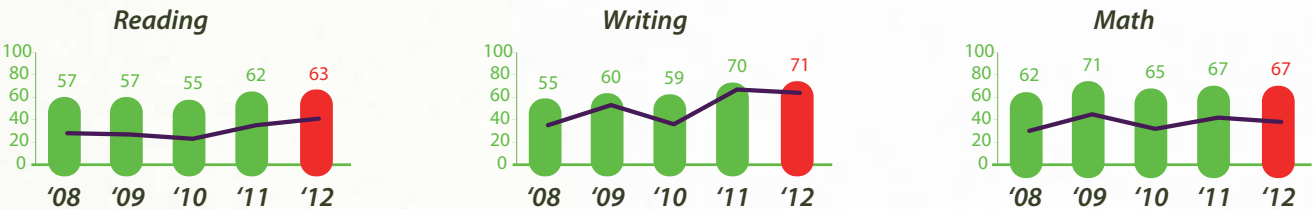
Grade 3 (Primary) results showed ADSB increasing or maintaining the percentage of students achieving at Levels 3 & 4 in Reading, Writing and Mathematics. The number of students achieving Levels 3 & 4 improved to 63% in Reading, an increase of 8% from 3 years ago; to 71% in Writing, an increase of 12% from 3 years ago; and a 67% in Math, maintaining the same average from the previous year.

Legend

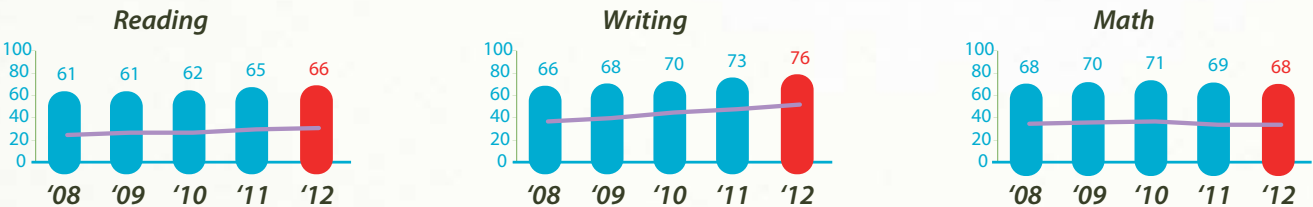
- ADSB results
- Ontario results
- 2012 Results
- Students with Special Education Needs (excluding gifted)

PRIMARY RESULTS

Algoma District School Board - Primary Assessment of Reading, Writing & Mathematics



Ontario - Primary Assessment of Reading, Writing & Mathematics



In Grade 6 the number of students achieving Levels 3 & 4 improved to 71% in Reading. The results showed a slight decrease in the percentage of students achieving at Levels 3 & 4 in Writing (61%, down 1% from last year); and Mathematics (47% down 2% from last year).

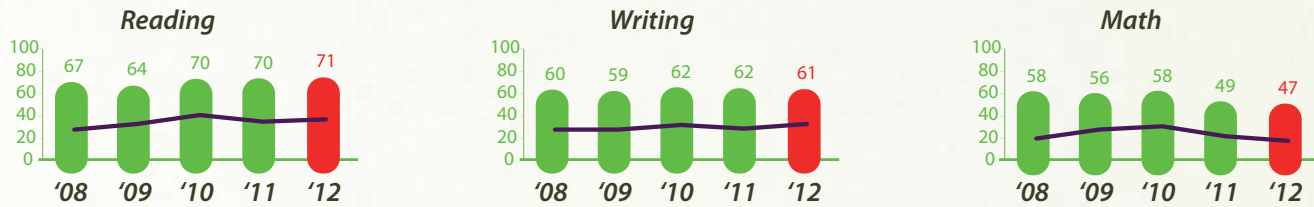
by 10% from last year and achieved their best performance to date. The percentage of ADSB applied level students achieving at or above the provincial standard was 48%, compared to the previous year's 38%. This is stronger than the provincial average of 44%.

Significant improvement was demonstrated by applied level students on the Grade 9 Assessment, who boosted their overall result

Grade 10 students who wrote the OSSLT improved 3% from last year. The percentage of ADSB students achieving at or above the provincial standard was 79%.

JUNIOR RESULTS

Algoma District School Board - Junior Assessment of Reading, Writing & Mathematics

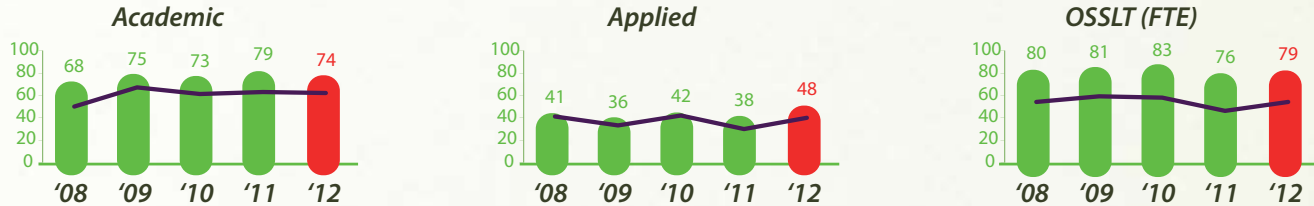


Ontario - Junior Assessment of Reading, Writing & Mathematics

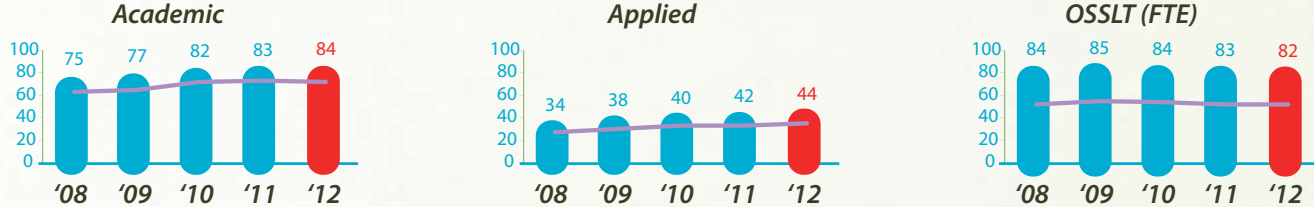


SECONDARY RESULTS

Algoma District School Board - Grade 9 Assessment of Mathematics and OSSLT



Ontario - Grade 9 Assessment of Mathematics and OSSLT



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