



St. Jude Catholic School

School Plan for Improving Student Learning and Achievement 2009-2010

School Improvement Team

Communication

Name	Role
Annette Marentette	Principal
Ivan Eskit	Teacher, Grade 8
Anne Crunican	Teacher, Grade ½
Lisa Morrisey	Teacher, Grade ¾
Marianne Parry	Student Program Support Teacher

Dates that progress reports were reviewed with staff and communicated:

- September 4, 2009
- October 21, 2009
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SCHOOL IMPROVEMENT PLANNING

Contextual Information / Needs Assessment (Based on the Catholic School Effectiveness Framework and Data for Student Learning and Achievement)

AREAS OF STRENGTH

Making connections between information and ideas in a reading selection and the reader's personal knowledge and experience. Grade 3, 90%

Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning. Grade 3, 90%

Recognizing a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help to communicate meaning. Gr.6, 96%

AREAS FOR GROWTH

Reading with fluency – use knowledge of words and cueing systems to read fluently

Understanding explicitly stated information and ideas

Understanding implicitly stated information and ideas (making inferences)

Recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help to communicate meaning

WHAT DOES OUR DATA TELL US ABOUT AREAS FOR GROWTH?

On the 2008-09 EQAO Reading Assessment, 62% of primary boys and 59% of junior boys achieved Level 3 or 4 in understanding explicitly and implicitly stated information and ideas compared to 100% for primary girls and 92% for primary boys.

SMART GOALS (Specific, Measurable, Achievable, Relevant, Time Bound)

1. Catholic Faith, Community and Culture

All students and staff will participate in meaningful and ongoing faith formation to nurture their covenant with Jesus Christ, namely through the emphasis on theological virtues.

2. Literacy

65% of primary boys and 62% of junior boys will achieve Level 3 or 4 in Reading in understanding explicitly stated information and ideas on the EQAO Provincial Assessment

3. Numeracy

83% of Grade 3 students will achieve level 3 or 4 in the Math component (Knowledge and Understanding) of the EQAO assessment in May, 2009. Currently 81% achieved level 3 or 4.

89% of Grade 6 students will achieve level 3 or 4 in the Math component (Patterning and Algebra). Currently 88% of students in Grade 6 achieved Level 3 or Level 4.

4. Student Pathways

All students will have increased access to innovative, engaging experiences across all subject areas in order that they have opportunities to develop multiple intelligences and to demonstrate acquisition of skills and knowledge as outlined in the expectations of the Ontario curriculum.



School Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Catholic Faith, Community and Culture

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>Catholic School Effectiveness Framework</p>	<p>Goal #1 All students and staff will participate in meaningful and ongoing faith formation to nurture their covenant with Jesus Christ, namely through the emphasis on theological virtues.</p>	<p>Continue to liaise with parish team, including youth pastoral minister and parish priest.</p> <p>School activities (e.g. Terry Fox, Save A Family, Bicycles for Humanity) reflect the teaching of Catholic values.</p> <p>Identify, highlight and integrate theological virtues (ie. Hope) in TLCPs across the curriculum.</p> <p>Visible signs of a Catholic community will be enhanced throughout the school and in classrooms.</p> <p>Introduce guided meditation in selected grades as an alternate form of prayer.</p>	<p>Our Language, Our Story- EOCCC</p> <p>Catholic Graduate Expectations document</p> <p>Books, CDs to enhance current Religion resources, to be made available in classrooms and library. Multiple copies of Mentor texts related to themes for integration into language program.</p>	<p>Implement the Our Language Our Story resources in order to nurture Catholic character education.</p> <p>Provide opportunities for staff to discuss and reflect upon the theological virtues and how they relate to Ontario Catholic School graduate Expectations.</p>	<p>TLCP pathways</p> <p>District Review of school</p>	<p>Principal</p> <p>Teachers</p> <p>Resource Teachers</p> <p>Educational Assistants</p> <p>Librarian</p> <p>Religion Advisor</p> <p>Religion/Family Life Co-ordinator</p>	<p>June 2010</p>



School Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Literacy

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>On the 2008-09 EQAO Reading Assessment, 62% of primary boys and 59% of junior boys achieved Level 3 or 4, compared to 100% for primary girls and 92% for primary boys.</p>	<p>Goal #1 65% of primary boys and 62% of junior boys will achieve Level 3 or 4 in Reading in understanding explicitly stated information and ideas on the EQAO Provincial Assessment. Currently 62% of primary boys (Girls =100%) and 59% of junior boys (Girls =92%) achieved Level 3 or 4 in the EQAO Provincial Assessment in Reading.</p>	<p>Teachers will timetable at least 60 minutes of literacy instruction/learning each day for Grades JK-8</p> <p>Teachers will use mentor texts that use non-fiction, graphic text and media literacy to engage boys in reading</p> <p>Key instructional approaches will be used regularly(modelled, shared, interactive, guided, collaborative and independent)</p> <p>All staff will become familiar with, and use, high yield strategies as identified by the Literacy and Numeracy Secretariat.</p> <p>Collect and analyze student achievement data to document progress as part of the Professional Learning Community mandate (CASI, teacher moderation, performance tasks).</p>	<p>LNS-High Yield Strategies-for school and classroom</p> <p>Me Read No Way</p> <p>A Guide for Effective Instruction in Reading, Kindergarten to Grade 3, and Grades 4-6 (Volumes 1,2, and 6)</p> <p>Variety of rich texts, high interest, low vocabulary texts, variety of genres, both in the library and in the classrooms</p> <p>Funding for release time designated for PLC meetings and school visits (observation and mentoring across the system).</p>	<p>Use curriculum support teachers to provide strategies for engaging boys in literacy activities</p> <p>Professional Learning Communities will focus on high yield teaching strategies, SMART goals and teacher moderation.</p>	<p>TLCP pathways</p> <p>District Reviews</p> <p>Division/staff meetings</p> <p>School Council</p>	<p>Teachers</p> <p>Curriculum Support Teachers</p> <p>Librarian</p> <p>Curriculum Coordinators</p> <p>Principal</p>	<p>August 2010 (release of EQAO data)</p>

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School Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Numeracy

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
<p>In 2007-2008 and 2008-2009 scores in Mathematics have been at 80% for Grade 6 and for Grade 3 scores went from 77 to 81% of students achieving at level 3 or 4 (EQAO).</p>	<p>Goal #1 83% of <u>Grade 3 students</u> will achieve level 3 or 4 in the Math component (<u>Knowledge and Understanding</u>) of the EQAO assessment in May, 2009. Currently 81% achieved level 3 or 4.</p> <p>89% of <u>Grade 6 students</u> will achieve level 3 or 4 in the Math component (<u>Patterning and Algebra</u>). Currently 88% of students in Grade 6 achieved Level 3 or Level 4.</p>	<p>Each classroom teacher will timetable at least 60 minutes of mathematics instruction each day for Grades 1-8.</p> <p>Implement differentiated instructional strategies across all grades</p> <p>Model daily the use of mathematics vocabulary and terminology (interactive word wall), math dictionaries designed for ESL and ELL students)</p> <p>Consistent use of anchor charts across all classrooms, outlining problem solving strategy.</p> <p>Use of PRIME to identify gaps in student knowledge and skills Implement use of Tinker Plots and Geometers Sketch Pad starting with modelling/training for students provided by curriculum support teacher.</p>	<p>PRIME strand kits</p> <p>LNS monograph-differentiated Instruction for Mathematics</p>	<p>Training for PRIME for staff members provided by MST co-ordinator</p> <p>Provide teacher collaboration time on a regular basis</p> <p>Provide release time for discussion among staff following the collection of PRIME diagnostic data to identify students with gaps in knowledge.</p>	<p>PLC</p> <p>District Review</p> <p>Review of timetables</p>	<p>MST co-ordinator</p> <p>Teachers</p> <p>IT co-ordinator/consultant</p> <p>Principal</p> <p>ESL teacher</p> <p>SPST</p>	<p>August 2010</p>

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School Plan for Improving Student Learning and Achievement – 2009 - 2010

Area of Focus: Student Pathways

Needs Assessment	SMART Goals	Targeted, Evidence-Informed Strategies and Actions	Resources	Professional Learning	Monitoring	Responsibility	Evaluation Cycle
	<p>Goal #1 All students will have increased access to innovative, engaging experiences across all subject areas in order that they have opportunities to develop multiple intelligences and to demonstrate acquisition of skills and knowledge as outlined in the expectations of the Ontario curriculum.</p>	<p>Develop long term plan for acquisition of technology supports that enhance learning.</p> <p>Implement the use of SMART technology in at least one classroom per division and extend to a total of 6 by the end of the year.</p> <p>Review and understand available resources and programs.</p> <p>Engage secondary school partners in transition planning with students to ensure students have improved understanding of future opportunities and pathways.</p> <p>Ensure all teachers are implementing differentiated instructional strategies in all subject areas.</p>	<p>Funds for LCD/ Wii Motes/ Wireless key boards</p> <p><i>-Learning for All</i></p> <p><i>-Start Where They Are-Karen Hume</i></p> <p>-Class Profiles</p> <p>-Guests for Intermediate students(representing various career pathways)</p>	<p>-Provide release time for staff to see and share best practices, particularly in the area of technology.</p> <p>Provide increased professional development opportunities in the area of computer technology including current software available to staff and students.</p>	<p>PLC meeting</p> <p>Staff Meeting</p> <p>District review</p>	<p>Principal</p> <p>Teachers</p> <p>Education Assistants</p> <p>Computer Liaison</p> <p>IT department</p> <p>School Council</p> <p>Secondary Teachers, Guidance Counsellors</p>	<p>March 2010</p>

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