



## St. Mary Choir School

# School Improvement Plan 2008-2009

### School Improvement Team

Name

Role

Kathleen Fraumeni  
Karey O'Brien  
Karen Sworik  
Ian Hoare  
Patti Mitchell  
David Nelms  
Christine Wellenreiter  
Mike Wolowich

Principal  
Teacher  
SPST  
Parent  
Parent  
Parent  
Parent  
Parent

### Communication

Dates that progress reports were reviewed with staff and communicated:

- November 15, 2007
- December 5, 2007
- January 12, 2008
- April 17, 2008
- May 14, 2008
- June 3, 2008
- August 28, 2008
- October 16, 2008

# SCHOOL IMPROVEMENT PLANNING

## Comprehensive Needs Assessment – Catholic School Effectiveness Framework (Self Assessment and School Data)

### AREAS OF STRENGTH

- Goal setting for students is addressed very well at every grade level each term
- Students communicate their thinking in a variety of ways (e.g. drama, dance, music, visual/media arts, written and oral communication)
- Early and focussed intervention for struggling students is identified and provided
- Meaningful involvement of parents and resource personnel is utilized to support the arts-enriched curriculum (e.g. School Council funding, guest artists and authors, string sectional artists for enrichment of string playing)
- Focussed teaching of liturgy and liturgical music connections at all grade levels is fundamental to the mandate of the Choir and Orchestra Program
- Shared planning time is well utilized by teachers at common grade levels for consistency in teaching practices

### WHAT DOES OUR DATA TELL US ABOUT AREAS FOR GROWTH?

- EQAO data shows the highest percentage of Grade 6 students had difficulty with Data Management and Probability (88% in Levels 3 and 4).
- CASI scores from 2007-2008 showed that the greatest number of students had the lowest scores (Level 2) in the area of “Main Idea” for Grade 5.
- EQAO scores for Grade 6 from 2007 show that students need continued and focussed teaching to improve their ability to demonstrate higher order thinking in their oral and written responses, especially showing implicit understanding and making connections in Reading

### AREAS FOR GROWTH

- Learning blocks for language and mathematics are a challenge within the timetable of direct vocal and string teaching but continue to be a priority
- **The practice of Teacher Moderation will be a focus of assessment practices at all grade levels**
- **Differentiated instruction will continue to be a priority at all grade levels, Grades 5-8**

### SELECTED AREAS OF FOCUS FOR SCHOOL IMPROVEMENT PLAN

1. Interpreting data on charts and graphs in “Data Management and Probability”
2. Communicating “Main Idea” in reading comprehension
3. Higher order thinking in reading across the curriculum demonstrating implicit understanding as well as making connections

SMART GOAL 1. 90% of Grade 6 students will achieve Level 3 and 4 in reading, describing and interpreting data and explaining relationships between sets of data as measured through the junior EQAO assessment of May 2008. Currently, 88% of Grade 6 students are achieving at Levels 3 and 4.

COMPONENTS OF SCHOOL EFFECTIVENESS FRAMEWORK ADDRESSED		BOARD STRATEGIC PRIORITIES ADDRESSED	
Student Learning and Achievement	√	Catholic Identity	√
Instructional Leadership	√	Learning	√
Assessment and Evaluation	√	Accountability	√
Curriculum and Instructional Strategies	√	Community	

IMPLEMENTATION STRATEGIES				MONITORING STRATEGIES			EVALUATION
Research Based Strategies	Resources Required	Professional Learning Strategies	Parental/Community Engagement Strategies	Success Indicators	Timelines	Responsibility	Strategies
<ul style="list-style-type: none"> <li>Moderate samples of student work in the area charts and graphs to identify gaps and inform explicit instruction</li> <li>Essential content is addressed in the amount of time available for instruction</li> <li>Activate prior knowledge for interpreting charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Variety of materials available to students (including manipulatives and text resources and computer programs e.g. “Inspired Data”)</li> <li>Guide for Effective Instruction in Mathematics K-6</li> <li>“Start Where They Are” Karen Hume</li> </ul>	<ul style="list-style-type: none"> <li>August staff meeting, give overview of all resources available</li> <li>Build common planning time into timetable</li> <li>Build time for professional discussion regarding data management teaching strategies into Junior divisional meetings</li> <li>October in-school PD day focus on teaching strategies for data management at the Junior level</li> </ul>	<ul style="list-style-type: none"> <li>Inform school community of learning priorities by sharing the SIP at School Council meetings</li> <li>Inform Junior grade parents of curriculum priorities through grade level newsletters</li> <li>Outline priorities at Curriculum Night early October, 2008</li> </ul>	<ul style="list-style-type: none"> <li>Grade 6 students complete a pre-test in data management</li> <li>gaps in learning and areas of need for improved classroom practice are identified</li> <li>assessment for learning indicates clearer understanding of the knowledge and skills using charts and graphs</li> <li>achievement levels improve in EQAO data 2008</li> </ul>	<ul style="list-style-type: none"> <li>September 2008</li> <li>Term 1 and again in the term when this strand is covered</li> <li>Throughout the term when this strand is covered</li> </ul>	<ul style="list-style-type: none"> <li>Principal and all teachers</li> <li>Classroom teacher</li> <li>Classroom teacher</li> <li>Principal interprets 2008 EQAO data Sept. 2008</li> </ul>	<ul style="list-style-type: none"> <li>Use common assessment tools</li> <li>Uninterrupted blocks of time for Mathematics</li> <li>Early intervention for struggling students and differentiated instruction where appropriate to support learning</li> </ul>

SMART GOAL 2. 50% of Grade 6 students will achieve Levels 3 or 4 in the area of “Main Idea” in the Grade 6 CASI results for September, 2008. Only 17% of Grade 5 students in 2007-2008 CASI Results (September) scored Level 3 or 4 in the area of “Main Idea”.

<b>COMPONENTS OF SCHOOL EFFECTIVENESS FRAMEWORK ADDRESSED</b>	√	<b>BOARD STRATEGIC PRIORITIES ADDRESSED</b>	√
Student Learning and Achievement	√	Catholic Identity	√
Instructional Leadership	√	Learning	√
Assessment and Evaluation	√	Accountability	√
Curriculum and Instructional Strategies	√	Community	

IMPLEMENTATION STRATEGIES				MONITORING STRATEGIES			EVALUATION
Research Based Strategies	Resources Required	Professional Learning Strategies	Parental/Community Engagement Strategies	Success Indicators	Timelines	Responsibility	Strategies
<ul style="list-style-type: none"> <li>• Provide exemplars of student responses indicating “Main Idea”</li> <li>• Focus on “Main Idea” in Shared Reading” selections across the curriculum (including Religion and Family Life sources)</li> <li>• Moderate samples of student work to identify gaps for “Main Idea”</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Reading resources (large print stories, teacher resources)</li> <li>• Guide to Effective Literacy Instruction Grades 4-6</li> <li>• LNS DVD “Teacher Moderation”</li> <li>• “Start Where They Are” Karen Hume</li> </ul>	<ul style="list-style-type: none"> <li>• August staff meeting, review resources available for Teacher Moderation, varied instructional strategies to focus on “Main Idea” in literacy across the curriculum</li> <li>• Build common planning time into timetable</li> <li>• Include Reading Comprehension instructional Strategies in Junior divisional meetings</li> <li>• October in-school PD day focus on “Main Idea” teaching strategies”</li> </ul>	<ul style="list-style-type: none"> <li>• Share CASI information with School Council</li> <li>• Share CASI information with parents at Curriculum Night</li> <li>• Provide tips for parents to assist students in their reading at home through classroom newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• CASI results from June 2008 will show a greater percentage of Grade 5 students achieving Levels 3 and 4 for Main idea</li> <li>• CASI results from September 2008 and June 2009 will show a greater percentage of Grades 5 and 6 students achieving Levels 3 and 4 for Main Idea</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2008</li> <li>Fall 2008, June 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and Junior teachers</li> <li>• Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Use of non-linguistic representations (graphic organizers such as “Smart Ideas”)</li> <li>• Teacher moderation</li> <li>• Common assessment tools for reading comprehension</li> <li>• Uninterrupted blocks of time for literacy</li> </ul>



relevant connections between prior knowledge and experiences of the world around them and reading selections

- articles “What Works in Schools” R.J. Marzano (high yield instructional strategies)

- making connections in reading
- Share strategies with whole staff at October “in school” PD day

curriculum Night for Parents

*Assessment of Learning* in Terms 1,2 and 3 for inferencing and making connections in Reading, based on the change in practice they have implemented in their classrooms

- partner as they do the activities for Reading
- Engage the whole class in discussion about the meaning to be inferred from the reading section(s)