



St. Martin Catholic School

School Plan for Improving Student Learning and Achievement 2009-2010

School Improvement Team

Communication

Name	Role	
Barbara Broome	Principal	Dates that progress reports were reviewed with staff and communicated: <ul style="list-style-type: none">• October 20, 2009• October 22, 2009• November 10, 2009• March 02, 2010
St. Martin Staff		
Cathy Nother	ESL	
Janice Long	Speech Language	
Dympna Cybulski	CRT	
School Council	Parents	

SCHOOL IMPROVEMENT PLANNING

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

AREAS OF STRENGTH

- There is a growing emphasis on data driven decision making
- The IEP is used as a tool to plan curriculum, communicate and be accountable for student learning
- There is a school wide emphasis on the use of technology to promote inclusive practises

AREAS FOR GROWTH

- We need to continue develop skills related to writing SMART goals
- We need to continue to develop a comprehensive balanced literacy program
- We need to continue to work on identifying and implementing key frameworks/strategies such as Guided Reading and the Gradual Release of Responsibility Model to improve student learning
- There will be more evidence of a continuum of common language and teaching strategies (frameworks) across the grades

WHAT DOES OUR DATA TELL US ABOUT AREAS FOR GROWTH?

- Our Primary students need more support in learning to develop a main idea with sufficient supporting details, organized in a coherent manner. Currently 61% of our students achieve a level 3 in writing.
- 69% of our Junior students currently achieve a level 3 in 1.0 (developing and organizing content).
- Overall, the data indicates we have a number of students who are very close to achieving a level three in all three areas of the EQAO assessment, Reading, Writing and Mathematics. The data suggests we need to concentrate on moving these “Marker Students” on to level three.

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

1. Catholic Faith, Community and Culture

- 100% of students in grades 1-8 will receive a Hawk Award by June 2010. Students with the support of their families and staff will participate in meaningful and ongoing Catholic faith formation to nurture their connection to the Catholic Graduate Expectations; this will form the basis of the Hawk Awards.

2. Literacy

1. Primary students will generate, gather and organize ideas and information to write for an intended purpose 1.1 (purpose & audience) 1.4, 1.5 (classifying and organizing ideas) and 2.1 (form) by the end of December 2009. “Marker Students” (those students achieving a high level 2 on the OWA rubric)will achieve a level 3 on the post-assessment task.

2. The Junior students will write a narrative paragraph, 1.1, 1.2, 1.3 & 1.5 (focusing on ideas and organization). Junior students currently achieving 2.8 or 2.9 on the pre-assessment rubric will achieve a level 3 or higher on the post-assessment rubric by the end of December 2009.
3. The Intermediate students will identify the features of informational texts, to determine the main idea and summarize information contained in the text. Intermediate students currently achieving 2.8 or 2.9 on the CASI preassessment task, "Ice Capades" will achieve 3.0 or higher by December 2009.

3. Numeracy

- Currently 57% of grade six students achieve level 3 or higher on the EQAO Assessment in Number Sense and Numeration. And 72% of the grade three students do. There will be a five % improvement in the grade six EQAO scores in the area of Number Sense and Numeration (problem solving) and a 3% improvement in the grade three scores as evidenced by the EQAO results to be released in the Fall of 2010.

4. Student Pathways

- Remediation processes and strategies will be in place to meet the full range of student needs, abilities and goals.



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>At our Staff Meeting on September 3, 2009 staff members completed a survey outlining their values in relation to their role as a Catholic educator.</p> <p>We discussed the survey results at a Staff meeting later in September. It was agreed we would infuse the monthly Hawk Awards with virtues related to the Catholic Graduate Expectations.</p>	<p><u>Goal #1</u></p> <p>Each month a Hawk Award Assembly will be held.</p> <p>Three students from each class who exemplify the virtue of the month will receive a certificate.</p>	<p>A Committee will be formed to determine what virtues we will focus on each month. They will focus on implementing Catholic Character Education</p> <p>Information about each virtue and the purpose of the Hawk Award will be distributed to each Staff member.</p> <p>A staff member will review best practises and engage the Tech Club students in creating a video each month featuring staff & students indicating what the virtue of the month means to them. They will also create a prayer to be recited at the assembly. Their efforts will be focused on ensuring Christ’s message is proclaimed through the Hawk Awards.</p>	<p>Catholic Graduate Expectations document</p> <p>Virtuous Realities information</p> <p>Our Language – Our Story - EOCCC</p>	<p>Students will be coached by staff in the use of the video camera and editing of the filmed material.</p> <p>Staff and students will become more familiar with computer programs that support their work in creating the Hawk Certificates</p>	<p>There will be monthly assemblies</p> <p>All students in the school will receive a Hawk Award by the end of June.</p> <p>Students will create a bulletin board featuring the virtue of the month.</p>	<p>Committee Members:</p> <p>Joan Waringer Elaine Mansfield Lisa Odorico Jo-Anne Hollis Barbara Broome Brenda Kipp</p> <p>Student members of the Tech Club</p> <p>Classroom Teachers</p>	<p>Hawk Awards will be presented monthly from November 2009 to June 2010</p>
<p>Students need clear consistent expectations regarding their conduct.</p> <p>Staff need to be familiar with and supported in their efforts to enforce the school code of conduct through the Progressive Discipline Model.</p>	<p><u>Goal # 2</u></p> <p>A culture of mutual respect based on our Catholic beliefs and values will permeate the school community. Students will be held accountable for their learning and actions supported by staff and family members.</p>	<p>Second Step and Steps to Respect kits will be purchased for the school.</p> <p>A Games Club be formed and physical activities in the gym will be conducted over the lunch hour. Recess equipment will be purchased</p>	<p>Catholic Graduate Expectations document</p> <p>Safe Schools Binder</p> <p>Second Step kit</p> <p>Steps to Respect kit</p> <p>Awesome Asphalt Activities</p> <p>Recess Equipment</p>	<p>Increased proficiency in record keeping</p> <p>Increased awareness of the importance of proactive measures to improve student conduct and self esteem.</p> <p>Greater awareness of the material and human resources available to support students in their moral and social development.</p> <p>Staff will collaborate with the social worker and deliver the HEROS Program to Intermediate students.</p>	<p>Discipline records will be reviewed.</p> <p>Scheduled Social Worker visits to the classroom will occur.</p> <p>Units in the Second Step and Steps to Respect kits will be completed</p>	<p>Principal</p> <p>Social Worker</p> <p>All Staff including Yard Duty Supervisors</p>	<p>Discipline records will be reviewed monthly.</p> <p>Progress with classroom visits and curriculum based initiatives will be monitored monthly by Principal.</p>

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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>59% of grade three students achieve a level three in content – developing a main idea with supporting details</p> <p>69% of grade three students generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>Goal # 1</p> <p>Primary</p> <p>Students will write a narrative paragraph 1.1, 1.4, 1.5 and 1.2 Marker students will be at level 2 and will achieve a level 2+ or 3 by December 2009</p>	<p>Teachers will use student data and observe progress to inform instruction for students.</p> <p>During the literacy instruction block there will be evidence of the following:</p> <p>Teachers will use the Gradual Release of Responsibility Model (Modelled, Shared, Interactive, Guided, Collaborative and Independent)</p> <p>Teachers will read aloud daily from texts that are at students' listening level but above their reading level</p>	<ul style="list-style-type: none"> - Anchor charts – all will agree on a level 4 model to serve as the ultimate goal - All will post Primary Writing Workshop posters - All will post Spelling fix-up posters - All will post visuals embedded in the framework of A-Z readers - PM Benchmarks 	<ul style="list-style-type: none"> - Teachers will deepen their knowledge of the specific resources associated with meeting this goal - Teachers will recognize the support available from the SPST & CRT to assist them in improving students' skills related to this goal (universal design & differentiated instruction) - Teachers will build on their skills associated with Moderated Marking and use student data over time (including data from previous grades) to observe progress and inform instruction for students. 	<p>Staff will meet three times throughout this TLCP.</p> <p>Teachers will use Class Profile Assessment Charts to monitor the progress of "marker students".</p> <p>Assessment of Cumulative task followed by Moderated marking.</p>	<p>Classroom Teachers SPST CRT Principal Librarian</p>	<p>Ten weeks</p>
<p>69% of grade six students achieve a level three when developing and organizing content (generating, gathering and organizing ideas and information to write for an intended purpose and audience)</p>	<p>Goal # 2</p> <p>Junior</p> <p>Students will write a narrative paragraph 1.1, 1.2, 1.3 ,1.5 (focusing on ideas and organization) Marker students will be</p>	<p>Teachers will use key instructional methods in the context of the Gradual Release of Responsibility Model (Modelled, Shared, Interactive, Guided, Collaborative and Independent)</p> <p>Teachers will explicitly teach the</p>	<p>Anchor Charts – Writing Process Hanging Chart will be in each classroom (clothespins)</p> <p>Go – Charts</p> <p>All will post features of a Narrative</p>	<ul style="list-style-type: none"> - There will be a focus on Differentiated Instruction with particular focus on reducing achievement gaps in boy's literacy, English Language learners and students identified as exceptional - The SPSTs and CRT will be actively engaged in assisting 		<p>Classroom Teachers SPST CRT Principal Librarian</p>	<p>Ten Weeks</p>

	<p>at level 2+ or 3 by December 2009</p>	<p>traits of good writing (use of: ideas, voice, organization of information, word choice, conventions and sentence fluency)</p> <p>Teachers will use a wide range of instructional strategies to facilitate intended learning (e.g. analysing text features, previewing text, visualizing, making inferences, and webbing, identifying & supporting the main idea.</p>	<p>All will post Writing Process Anchor Charts</p> <p>A Guide to Effective Instruction in Writing – chapter 2</p> <p>A Guide to Effective Literacy Instruction Grades 4 to 6, Volumes 1, 2 and 6 (pages 42-49)</p> <p>Learning For All</p> <p>District Review</p> <p>OWA Common Assessment Tool</p> <p>CASI</p>	<p>teachers in the implementation of the SMART goal</p> <ul style="list-style-type: none"> - Teachers will become more proficient in the use of Word Qu and Premier software and promote its use with students to support the SMART goal - Teachers will renew their focus on cooperative learning and collaborative instruction. 	<p>Staff will meet three times throughout the TLCP</p> <p>OWA results will improve</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 Geometry & Spatial Sense 46% of grade three students achieve a level three when comparing two dimensional shapes and three dimensional figures and sort them by their geometric properties.</p> <p>57% of grade six students achieve a level three in Number Sense and Numeration (solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousands, <i>using a variety of strategies</i>).</p>	<p>Goal #1</p> <p>55 % of grade three students will achieve a level three or higher in Geometry & Spatial Sense on the 2010 EQAO Assessment.</p> <p>65% of grade six students will achieve a level three or higher in Number Sense and Numeration on the 2010 EQAO Assessment.</p>	<p>Teachers will use a wide range of instructional strategies to facilitate intended learning (use of manipulatives and teaching through problem solving).</p> <p>Collect and analyze student achievement data to identify areas of strength and need as well as document progress (teacher moderation, student moderation, PRIME, report card results).</p> <p>Model daily the use of mathematics vocabulary and terminology both in oral and written contexts.</p> <p>Teachers will agree on key math vocabulary and problem solving models that will be used consistently at every grade level.</p>	<p>Expert Panel on Mathematics Instruction, Grades 4 to 6</p> <p>A guide to Effective Instruction in mathematics, Grades 4 to 6</p> <p>LNS Monograph – Learning Blocks in Literacy and Numeracy</p> <p>LNS Monograph – Differentiating Instruction in Mathematics</p> <p>PRIME strand kits</p> <p>District Reviews</p>	<p>Staff will invite Board Personnel to the school to model the format of an effective numeracy-based learning block (three part lesson structure, problem solving and communication focus with the use of manipulatives).</p> <p>Model and share a wide variety of problem solving strategies in whole class, small group, and individual instruction.</p> <p>Conduct a discussion among staff following the collection of PRIME diagnostic data to identify students with gaps in knowledge and skills.</p> <p>Explore and identify strategies and resources to fill the gaps in learning identified as part of the EQAO Assessment...</p> <p>Provide/facilitate PD opportunities at the school and Board level for Differentiated Instruction to nurture and support inclusion and achievement for our diverse student population.</p> <p>Teachers will engage in PD aimed at modelling the format of an effective numeracy –based learning block (three-part lesson structure, problem-solving and communication focus, manipulatives).</p>	<p>District Reviews</p> <p>Professional dialogue</p> <p>TLCP Pathways</p> <p>School in the Middle Hubs</p>	<p>Superintendent/Principals</p> <p>Teachers</p> <p>Teachers, Principal, SPSTs</p> <p>Teachers/Principals/Superintendent</p>	<p>Ongoing authentic classroom assessment</p> <p>PRIME</p> <p>Staff will interpret and redefine goals based on EQAO results in 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>Students, parents and teachers need to be more fully aware of the full range of pathways and options as well as relevant supports (school, board and community) that are available to them to prepare students for transitions.</p> <p>Students need to have opportunities to build on in-school and out of school experiences, activities and personal interests to learn more about their potential.</p>	<p><u>Goal #1</u> Each Teacher will meet with the SPST and Principal to engage in the Early identification Process of students who may be “At risk” in all grade levels.</p>	<p>The school Social Worker, Speech Language Pathologist, ESL teacher and SPSTs will speak to staff at a series of staff meetings about their role and how to access their services.</p>	<p>High School guidance Counsellors</p> <p>Choices Into Action: Transition Planning: A Resource Guide Grades 7-12; Pathways for Success</p> <p>Ontario Catholic Graduate Expectations</p> <p>Junior Achievement Careers Program</p>	<p>Staff will receive P.D. related to Learning Services Service Delivery Model.</p> <p>Staff will be provided with professional learning relating to students who may be or are identified as exceptional by Speech/Language Pathologists, Affiliate Liaison Teachers, SPST teachers and Psychological Services staff. Staff will have a clearer understanding of the role and referral process of these school support professionals.</p>	<p>The referral process including related paperwork will be followed.</p>	<p>Class Room Teachers SPST Principal</p>	<p>Presentations at meetings will be completed prior to the March Break.</p>
	<p><u>Goal # 2</u> Students will have fewer violations of the School Code of Conduct and suspensions.</p>	<p>A Games Club open to At Risk Students and peer role models will operate three days per week in the Multipurpose Room.</p> <p>Athletic activities open to At Risk Students and peer mentors will run two noon hours per week in the Gym.</p>	<p>Resources related to the After School Math Tutoring Program</p> <p>Technical Support (Kurzweil, Word Qu, use of Data Projector</p>	<p>Staff will understand the importance of direct teaching of specific social skills and the role of peer mentoring and authentic opportunities to apply learning about social skills with direct adult supervision.</p>	<p>A sign-in book will record the names of students who participate in Games club and visits to the gym as well as the frequency of their visits.</p>	<p>School Staff including SIS Principal Fanshawe Students</p>	<p>The sign-in books will be reviewed monthly.</p> <p>The number of Discipline Notes and Suspensions will be monitored.</p>
	<p><u>Goal # 3</u> Students (and their families) will receive support transitioning from elementary to secondary school (instructional transitioning, identification</p>	<p>After School Math Tutoring will be made available to students.</p> <p>A range of program supports will be used to support students who</p>	<p>Evidence of a flow chart indicating destinations will be posted in classrooms.</p>	<p>Classrooms are setup for student groups to facilitate Co-operative learning.</p>	<p>Classroom Teachers Resource Teachers CRT Principal</p>		

	<p>of strengths/interests)</p>	<p>struggle. This will involve intensive support when necessary. The primary method of support will be classroom practices based on Universal design (Differentiated Instruction, Gradual Release of Responsibility Model and use of Technical supports).</p> <p>Career and program planning occurs regularly at the classroom level and through the help of student services and community support (e.g. Junior Achievement)</p>			<p>Technology is accessible.</p> <p>Teacher/Student co-created rubrics are posted and referenced by students.</p> <p>SMART goals and associated Visual organizers and exemplars are posted in the classroom.</p>		<p>Evidence of Visual Organizers linked to the current SMART goal will be available on a daily basis.</p> <p>Math tutoring opportunities will be communicated to specific students and through the School Newsletter prior to the commencement of each of the three Modules.</p> <p>Team Meeting records will reflect work being done to support students who struggle with their school program.</p>
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