

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

SCHOOL LEARNING IMPROVEMENT PLAN

2009 - 2010

K - 8



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Student Success

Catholic Education Cent
80 Sheppard Avenue East
Toronto ON M2N 6E8

www.tcdsb.org

SCHOOL NAME: St. Joseph Catholic School
SUPERINTENDENT: Bernice Brand
SCHOOL ADDRESS: 176 Leslie St Toronto ON M4M 3C7
STUDENT ENROLMENT: 181

PRINCIPAL: Dileo, Frank
TRUSTEE: Angela Kennedy



PRIORITY:

NURTURING OUR CATHOLIC COMMUNITY

GOALS:

FAITH DEVELOPMENT: To create and celebrate Catholic community where all proclaim the Good News of the Gospel and where Catholic beliefs are modelled and integrated into the whole learning experience.

SAFE, INCLUSIVE AND HEALTHY LEARNING ENVIRONMENT: To enhance the quality of the working and learning experience through improving schools and workplaces so that they contribute to positive health and respectful relationships.

INCREASING ENROLMENT AND RETENTION IN GRADES JK - 12: To support and implement a variety of local and system initiatives that actively enhance the school profile and promote the benefits of Catholic education.

PRIORITY:

IMPROVING STUDENT LEARNING and ACHIEVEMENT

GOALS:

LITERACY: To improve the overall level of students' literacy skills by enhancing their reading and writing proficiency through an interdisciplinary approach.

NUMERACY: To improve the overall level of students' Mathematical literacy skills through problem solving experiences that involve the application and communication of concepts in Mathematics.

STUDENT SUCCESS: To improve opportunities for all our students to achieve their desired destinations through a variety of programs, supports, assessment strategies and pathways (apprenticeship, college, community living, university and the workplace).

PRIORITY:

BUILDING CAPACITY TO LEAD and LEARN

GOALS:

EMPOWERING CATHOLIC LEADERSHIP: To develop and support Catholic Educational Leaders who are energizing, caring, visionary, student-focused and collaborative role models in building a Catholic professional learning community.

PROFESSIONAL DEVELOPMENT: To provide job-embedded professional development that focuses on broadening the range of skills, practices and attitudes needed to create sustainable improvement and better results.



OUR MISSION

**IN A SCHOOL COMMUNITY
FORMED BY CATHOLIC BELIEFS
AND TRADITIONS, OUR MISSION
IS TO EDUCATE STUDENTS TO
THEIR FULL POTENTIAL.**

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2009 - 2010

Wards

1. Joseph Martino
2. Ann Andrachuk, Vice Chair
3. Sal Piccininni
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8. Mary Ann Robillard
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10. Barbara Poplawski
11. Angela Kennedy, Chair
12. Paul John Crawford
Connor Rollit, Student Trustee

School St. Joseph Catholic School

School year: 20092010

Focus : Literacy / K-6 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)

SMART Goal :

To increase the number of students achieving level 3 and 4 in Writing by 4% as measured through both the primary and junior EQAO assessments in May-June 2010



Specific	EQAO Writing Assessments over the last 5 years indicate the following trend:					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	
	Grade 3	74%	65%	61%	62%	56%
Grade 6	42%	49%	52%	52%	43%	

The cohort data between primary grade 3 (65%) in 2005-2006 and junior grade 6 (43%) in 2008-2009 decreased by 22% in the area of Writing.

EQAO Profile of Strengths and Areas for Improvement (PSAI) indicate the following specific areas need to be targeted:

Grade 3
Skill: Conventions- 50% of grade 3 students demonstrated strength in this area.
Overall Expectation: Applying Knowledge of Language Conventions and Presenting Written Work Effectively- 50% of grade 3 students demonstrated strength in this area.

Grade 6
Skill: Conventions- 52% of grade 6 students demonstrated strength in this area.
Overall Expectation: Applying Knowledge of Language Conventions and Presenting Written Work Effectively- 52% of grade 6 students demonstrated strength in this area.

Grade 2

CAT/3 National Stanine Writing Results 2008-2009

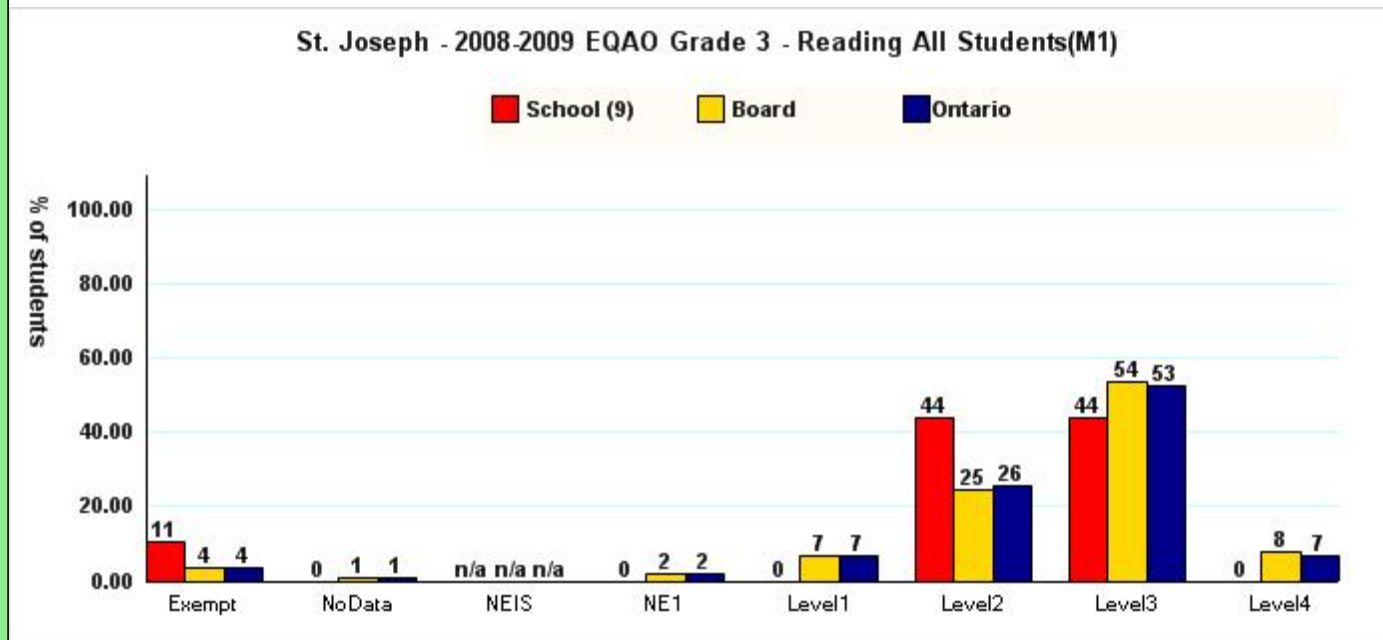
40% of grade 2 students achieved N.S. 6, 7, 8, 9. This means that 60% of grade 2 students are achieving below a level 3 in writing.

Grade 5

CAT/3 National Stanine Writing Results 2008-2009

48% of grade 5 students achieved N.S. 6, 7, 8, 9. This means that 52% of grade 5 students are achieving below a level 3 in writing.

NOTE: CAT/3 assessments can be a highly predictive indicator for success in EQAO.



Measurable

Examining Data:

- EQAO results past 5 years
- EQAO Detailed School Report
- EQAO Item Information Reports
- EQAO Profile of Strengths and Areas of Improvement
- Grade 2, 5, CAT/3 results 2008-2009
- Report Card Marks in area of Writing

Mid Point Assessment Tools:

- Use of Teaching Learning Critical Pathways Data
- Use of Running Record Data
- Use of QCA Data
- Use of Classroom Assessments

Measuring Success:

- Results of 2010, EQAO
- Results of CAT/3, 2010
- Results of Running Records/QCA/TLCP

Attainable

Strategies/Actions:

1) Teaching Learning Critical Pathways (TLCP)

-implementation of TLCP by teachers

-pre/post TLCP assessments

-use of differentiated instruction (instruction that is responsive to the learning preferences, interests and readiness of the individual learner)

-focused literacy instruction

2) Daily Literacy Blocks:

-Kindergarten Grades: 60 minutes literacy related activities

-Primary Grades: 120 minutes

-Junior Grades: 90-100 minutes

-focus on guided reading/writing in the primary grades

-daily independent reading/writing

3) Differentiated Instruction:

-accommodations in place for students with special needs (various strategies to ensure education for all -ie. use of assistive technology/visual aids)

4) Junior Literacy Intervention program (J.L.I.)

5) Teachers to take part in Professional Learning:

-P.D. opportunities

-in-services

-Literacy Rep. meetings

-partnerships with other schools, TCDSB Literacy Teams

-focusing on sharing best practices

-use of Ministry Secretariat Webcast videos

-use of TCDSB Comprehensive Literacy Manual and Assessments in primary grades

Strategies and Actions:

1) Graphic organizers to capture ideas and then model turning the ideas into a written answer.

2) Think-aloud to consider what a reader needs to know about a topic, and why and how to add more details.

3) Visual and anchor charts to encourage full and complete written responses by modelling how to develop an idea and the support it with details.

4) Differentiate instruction to optimize student writing; for example, through focused lessons in small groups, graphic organizers, and guided practice.

5) Moderated marking by teachers to create consistent criteria and terminology when providing feedback for improvements. Students given common writing tasks with agreed-upon sets of performance criteria. Use assessment of student performance to plan next steps.

6) Literacy Learning Block - Daily

i) 120 minutes of dedicated time in primary (grades 1 – 3)

ii) 90 – 100 minutes in junior (grades 4 – 6)

iii) 45 – 60 minutes literacy-related activity in kindergarten

Key Strategy: The Teaching-Learning Critical Pathway's focus on addressing the areas for improvement, as identified in the EQAO's "Profile of Strengths and Areas for Improvement" and the "Item Information Reports," by strengthening students' abilities to answer the EQAO's Open Response items. All strategies listed below support this core strategy:

Results-Oriented

Resources:

- TCDSB Comprehensive Handbook/Assessments
- Literacy in the Middle Grades
- QCA (Quick Comprehension Assessment-Gr. 3-6_
- Junior Literacy Intervention teacher
- Ministry documents/guidelines
- Classroom texts/resources
- Media resources
- Texts purchased for guided reading and independent reading
- Premier assistive technology
- School Improvement Team

Resources:

- 1) A Guide to Effective Instruction in Reading, Kindergarten to Grade 3
- 2) A guide to Effective Instruction in Writing, Kindergarten to Grade 3
- 3) A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing
- 4) Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs
- 5) Comprehensive Literacy Handbook and Assessments
- 6) Literacy in the Middle Grades and Assessments
- 7) Quick Comprehension Assessments (QCA) grades 3-6
- 8) Centrally purchased texts and professional resources

Human Resources:

- 1) School Improvement Team (one primary, junior, intermediate and special education teacher)
- 2) Professional Learning Community (entire staff)
- 3) HUB (one primary, junior, special education teacher), language resource teacher, principal and superintendent from for schools combine to discuss best practices, especially those associated with the language Teaching Learning Critical Pathway)
- 4) Literacy Representative meeting attended by the school literacy representative who then bring ideas discussed to the Professional Learning Community.
- 5) Language in-services provided by the Board for teachers

Financial Resources:

- 1) Release days for teachers to engage in moderated marking
- 2) Release days for teachers to attend HUB meetings
- 3) Release days for School Improvement Team (teachers) to meet

Timeline

Monitoring:

- QCA -data collected twice per year-September/February
- EQAO and CAT/3-analysis done in September 09 and then again in Sept. 10
- School Learning Improvement Plan completed in Oct. 09
- Term Report cards-Three times per year-Dec. 09/March 10/June 10
- Running Records-collected three times per year-October/January/April
- TLCP-every 6-8 week cycles
- Classroom assessments

Principal:

- facilitates work of professional learning community focusing on student work, teacher moderation and TLCP
- establishes and works with School Learning and Improvement Team
- informs and works closely with parent community (CSAC)
- uses School Effectiveness Framework to guide and inform the plan
- monitors progress
- facilitates and participates in Teaching Learning Networks/HUBS with the family of schools
- monitors and supports implementation of the Comprehensive Literacy and Literacy in the Middle Grades

Classroom Teachers:

- implementation of the Comprehensive Literacy/Literacy in the Middle Grades/revised Kindergarten Curriculum/Language Arts Curriculum, the Guides to Effective Instruction and the gradual release of responsibility in their daily teaching
- to administer TCDSB Literacy Assessments
- to administer EQAO/CAT/3

-use assessment for learning to guide their practice and differentiate instruction

-to participate in TLCP/in-services/P.D. Development/moderated sessions

-support the work of Networks/HUBS and PLC

School Improvement Team:

-with principal to gather and analyze school data to develop a School Learning Plan

-use the Data Integration Platform (DIP) to monitor individual student progress and school data

J.L.I. Teacher:

-provide in-school support to classroom teachers

School Literacy Reps:

-share information and resources provided at regional meeting

Mid-Point Assessment Tools/Data to be used for mid-course correction:

1) The EQAO's Open Response type questions written by teachers and administered during the Teaching Learning Critical Pathway Cycle (TLCP) in Language: Cycle 1: November 2009 to January 2010, and Cycle Two: March 2010 to May 2010.

2) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students during the two TLCP cycles, the Quick comprehensive Assessments in September 2009 and February 2010, and diagnostic, formative and summative assessments administered as part of the teaching process.

3) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

Final Measurement of Success (the EQAO results for 2009-2010):

1) The EQAO's Assessments of Reading and Writing for the Primary Division (Grades 1-3) and the Junior Division (Grades 4-6) for 2009-2010 School Report.

2) The EQAO's Profile of Strengths and Areas for Improvement for The Primary and Junior Divisions for 2009-2010.

3) The EQAO's Item Information Reports for the Primary Division and Junior Division for 2009-2010.

4) The Canadian Cognitive Abilities Test 3 (CAT 3) for Grade Five students for 2009-2010.

Those Responsible for Monitoring the School Learning Improvement Plan:

1) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCPP goals and areas for improvement..

2) The principal meets with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCPP goals and areas for improvement.

3) The principal receives and analyzes data from formative, diagnostic and summative Open Response type questions associated with each TLCPP cycle.

4) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments de

Evaluation:

We will examine our indicators of success on an ongoing basis to determine if we are making progress or need to further develop and refine our SMART Goals.

School St. Joseph Catholic School

School year: 20092010

Focus : Numeracy / K-6 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)

SMART Goal :

There will be an overall improvement of 4% in levels 3 and 4 on the EQAO Primary and Junior Assessments of Mathematics.



Specific

EQAO Trends

- the 5 year trend for EQAO results for both Grade 3 and Grade 6 indicate inconsistencies
- the cohort between primary (56%) and junior (65%) shows a relative increase in the junior grade
- the current Grade 6 cohort achieved 57% in the grade 3 EQAO Math

CAT/3 Trends

Grade 2: In Math, trends indicate that current Grade 3 students scored low achievement on the math subtest (40%) with slightly higher results in the Computation subtest (52%).

Grade 5: In Math, trends indicate that current Grade 6 students scored higher on the Math subtest (49%) than on the Computation subtest (34%).

NOTE: CAT/3 can be a highly predictive indicator for success in EQAO.

EQAO Profile of Strengths and Areas for Improvement (PSAI)

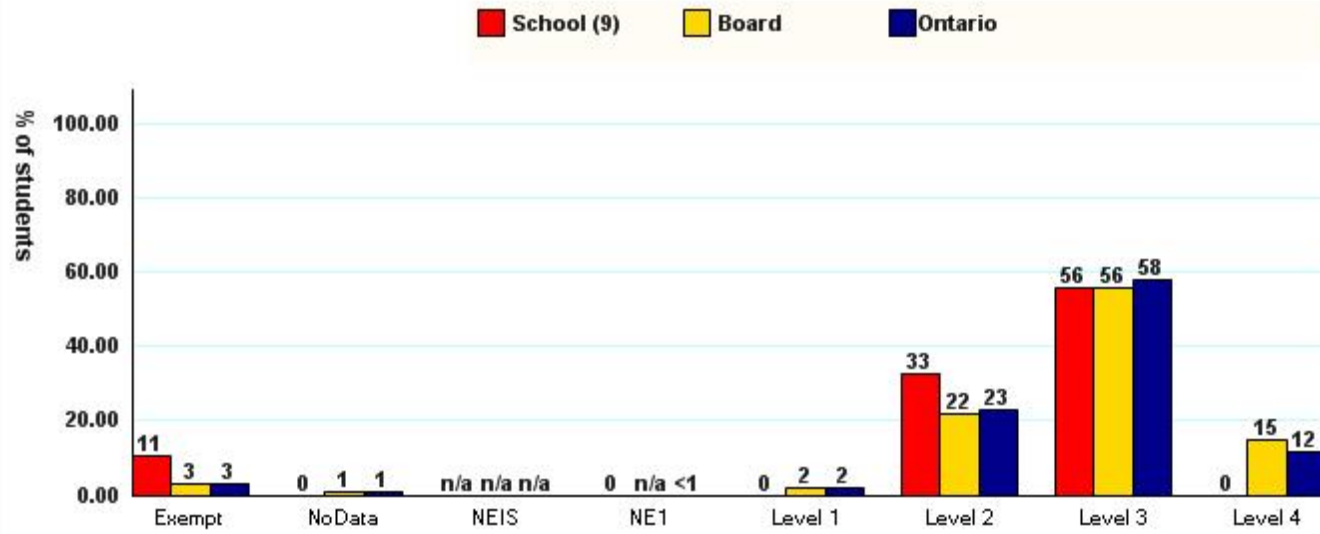
Based on this profile the following areas were identified:

Grade 3: Measurement

Grade 6: geometry and Spacial Sense

The Education Quality and Accountability Office (EQAO) assess students province-wide. The EQAO's Assessments of Mathematics for the Primary Division (Grades 1-3) and the Junior Division (Grades 4-6) for 2008-2009 indicate the following strengths and areas for improvement in the Grade Three and Grade Six students who wrote the test (Note: Although the EQAO Assessments are Divisional, only one grade level per Division [Grade Three for Primary and Grade Six for Junior] actually take part in the assessments):

St. Joseph - 2008-2009 EQAO Grade 3 - Math All Students(M1)



Measurable

Data Examined

- EQAO Data 2008-2009 and past 4 years
- EQAO trends
- EQAO Profile of Strengths and Areas for Improvement (PSAI)
- EQAO School Detailed Report (SDR)
- EQAO Item Information Report (IIR)
- CAT/3 Grade 2 and Grade 5 scores 2008-2009
- Report Card Marks (through data Integration Platform (DIP))
- Numeracy Assessment For Learning Cycle assessments

Midpoint Assessments

- observations/interviews/anecdotal notes (K-grade 2)
- key assessment questions from Nelson Math Series (grade 3-6)
- Ontario Numeracy Assessment Program (ONAP) (grade 5,6)
- chapter tests and tasks from Nelson Math Series
- report card marks

Year End Assessments

- achievement on EQAO 2009-2010 Mathematics EQAO Assessment
- analysis of EQAO reports (IIR/PSAI)
- CAT/3 2010 comparison to EQAO 2010

Mid-Point Assessment Tools/Data:

Primary:

- 1) The EQAO's Open Response questions in MATHEMATICS downloaded from the EQAO's web site.
- 2) The EQAO's Open Response type questions, with a focus on mathematics, written by teachers and administered as part of the Teaching Learning Critical Pathway Cycle (TLCP) in Language.

(Note: The TLCP is a cycle, approximately eight to ten weeks in length, that attempts to meet a goal that addresses a school-wide area of need or needs. For example, the use of graphic organizers (e.g., problem solving template) to aid in answering Open Response mathematical items.
- 3) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students.
- 4) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

Secondary:

- 4) Ontario Numeracy Assessment Program (ONAP)
- 5) Report Card grades for each of the three terms.
- 6) Classroom, diagnostic, formative and summative assessment administered daily, weekly, etc.

(Note: diagnostic assessments indicate areas of need, formative assessments indicate whether or not the areas of need are being addressed through teaching strategies, and summative assessments indicate whether or not the area of need has been successfully addressed.)
- 7) All primary and junior teachers will complete a Numeracy Assessment for Learning Cycle (NAfLC) [Math versions or Language Teaching Learning Critical Pathway], as determined through and analysis of all the EQAO data identified in this plan. The NAfLC is to correspond with a Nelson Math unit (the Toronto District Catholic School Board used the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing.

Measuring Success:

- 1) Meet with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..
- 2) Meet with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP and NAfLC goals and areas for improvement..

(An example of how to measure success: During each TLCP cycle teachers administer a pre-observation (diagnostic assessment) to determine the validity of an area for improvement, and to determine which students would struggle during the TLCP. Teachers and students then work through the TLCP cycle, and teachers administer various formative assessments. At the end of the TLCP cycle, teachers administer a post-observation (summative assessment) to determine if the area for improvement did improve, and to determine if struggling students met with success.)
Final Measurement of Success (the EQAO results for 2009-2010);

1) The EQAO's Assessments of Reading and Writing for the Primary Division (Grades 1-3) and the Junior Division (Grades 4-6) for 2009-2010 School Report.

2) The EQAO's Profile of Strengths and Areas for Improvement for The Primary and Junior Divisions for 2009-2010.

3) The EQAO's It

Attainable

Strategies/Actions

- School Improvement Team (SIT) to gather and analyze data (EQAO/CAT/3/DIP) and to set SMART Goal targets
- Numeracy Assessment for Learning Cycle to be conducted by all primary/junior teachers on topic determined by analysis of EQAO Profile of Strengths and Areas for Improvement (PSAI), Item Information Report (IIR)- (measurement)
- math classes to be a minimum of one hour per day
- use of manipulatives and assistive technology (ie. calculators, overhead projectors, SMART Boards, etc)
- display of student generated work
- math word wall
- math journals
- high yield evidence based strategies will be implemented (ie. think-pair-share)
- differentiated instruction (education for all)
- P.D. opportunities for teachers in the area of math
- in-services
- networking with other teachers

Strategies and Actions:

- 1) Estimation strategies (Number Sense and Numeration): Instruct student to differentiate between when to apply estimation strategies and when to use calculations.
- 2) Area (Measurement): provide opportunities to construct and deconstruct geometric figures (e.g., parallelograms) using triangles to reinforce the area relationships.
- 3) Transformations (Geometry and Spatial Sense): Use transformations to develop spatial sense.
- 4) Problem Solving Strategies (Patterning and Algebra): Model appropriate problem-solving strategies (e.g., act it out, make a model with concrete materials, draw a diagram, use guess-and-check, make a table). Have students work in groups on questions involving a multi-step process, and to describe similarities and differences.

5) Proportional Reasoning (Data Management and Probability): Provide opportunities to create and interpret graphs with the same data but use different scales.

6) Differentiate instruction to optimize student writing; for example, through focused lessons in small groups, graphic organizers, and guided practice.

7) All primary and junior teachers will complete a Numeracy Assessment for Learning Cycle (NAfLC) [Math versions or Language Teaching Learning Critical Pathway], as determined through and analyze of all the EQAO data identified in this plan. The NAfLC is to correspond with a Nelson Math unit (the Toronto District Catholic School Board uses the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing. A parent web site is available: <http://www.nelson.com/nelson/school/elementary/mathK8/math5/parentcentre/parentcentre.html>.

Key Strategy: The Teaching-Learning Critical Pathway's (TLCP) and the Numeracy Assessment for Learning Cycle (NAfLC) focus on addressing the areas for improvement, as identified in the EQAO's "Profile of Strengths and Areas for Improvement" and the "Item Information Reports," by strengthening students' abilities to answer the EQAO's Open Response items. All strategies listed below support this core strategy:

1) The EQAO's Open Response questions in MATHEMATICS downloaded from the EQAO's web site.

2) The EQAO's Open Response type questions, with a focus on mathematics, written by teachers and administered as part of the Teaching Learning Critical Pathway Cycle (TLCP) in Language.

(Note: The TLCP is a cycle, approximately eight to ten weeks in length, that attempts to meet a goal that addresses a school-wide area of need or needs. For example, the use of graphic organizers (e.g., problem solving template) to aid in answering Open Response mathematical items.

3) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students.

4) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

Secondary:

4) Ontario Numeracy Assessment Program (ONAP)

5) Report Card grades for each of the three terms.

6) Classroom, diagnostic, formative and summative assessment administered daily, weekly,

Results-Oriented

Resources

- Math Resource teacher
- School Improvement Team (SIT)
- School Math Rep
- Principal
- Student Achievement Officer
- Code days for P.D. Development
- Nelson Math Resources (texts/workbooks/guides)
- Ontario Numeracy Assessment Program (grades 5, 6)
- Math Manipulatives
- SMART Boards, calculators, assistive technology

Resources:

- 1) A Guide to Effective Instruction in Mathematics Kindergarten to Grade Three
- 2) A Guide to Effective Instruction in Mathematics Kindergarten to Grade Six
- 3) Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs
- 4) Nelson Math Program (the Toronto District Catholic School Board uses the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing. A parent web site is available:
<http://www.nelson.com/nelson/school/elementary/mathK8/math5/parentcentre/parentcentre.html>.
- 5) Math picture books that correspond to chapters in the Nelson math text.
- 6) Nelson math student workbooks
- 7) Nelson math combined grade teacher resources

8) SMART Board, calculators and mathematical software on the Board' s intranet.

9) Math manipulatives.

Human Resources:

1) School Improvement Team (one primary, junior, intermediate and special education teacher)

2) Professional Learning Community (entire staff)

3) HUB (one primary, junior, special education teacher), language resource teacher, principal and superintendent from for schools combine to discuss best practices, especially those associated with the language Teaching Learning Critical Pathway)

4) Math Representative meeting attended by the school math representative who then bring ideas discussed to the Professional Learning Community.

5) Math in-services provided by the Board for teachers

Financial Resources:

1) School budget used to purchase math texts, manipulatives, math picture books, etc.

2) Release days for teachers to attend HUB meetings

3) Release days for School Improvement Team (teachers) to meet

Timeline

-EQAO and CAT/3 analysis to be done Sept. 2009 and Sept 2010

-School Learning Plan to be completed Oct. 2009

-Report Cards in Dec. 2009, March 2010 and June 2010

-Numeracy Assessment for Learning Cycle (NAfLC) to coincide with Nelson Math (Measurement /Geometry and Spatial Sense)

-NAfLC 3-4 week cycle (includes pre-assessment, mid chapter check, post assessment and moderated marking)

Monitoring:

Principal

-monitor progress

-sit down with SIT to analyze and review data on an ongoing basis

School Improvement Team (SIT)

-gathering and analyzing data

-developing the School Learning and Improvement Plan

-using the Data Integration Platform (DIP) to monitor school data on an ongoing basis

Teacher

-using assessment tools to monitor progress of students

-review data collected to monitor student progress

-collecting artefacts from students and then sharing best practices with other members of the school

-participating in moderated marking

Mid-Point Assessment Tools/Data to be used for mid-course correction:

1) The EQAO's Open Response type questions written by teachers and administered during the Teaching Learning Critical Pathway Cycle (TLCP) in Language: Cycle 1: November 2009 to January 2010, and Cycle Two: March 2010 to

May 2010.

2) All primary and junior teachers will complete a Numeracy Assessment for Learning Cycle (NAfLC) [Math versions or Language Teaching Learning Critical Pathway], as determined through and analyze of all the EQAO data identified in this plan. The NAfLC is to correspond with a Nelson Math unit (the Toronto District Catholic School Board uses the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing. A parent web site is available: <http://www.nelson.com/nelson/school/elementary/mathK8/math5/parentcentre/parentcentre.html>.

3) Ontario Numeracy Assessment Program (ONAP)

4) Report Card grades for each of the three terms.

5) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

6) Classroom, diagnostic, formative and summative assessment administered daily, weekly, etc.

(Note: diagnostic assessments indicate areas of need, formative assessments indicate whether or not the areas of need are being addressed through teaching strategies, and summative assessments indicate whether or not the area of need has been successfully addressed.)

Final Measurement of Success (the EQAO results for 2009-2010);

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2) The EQAO's Profile of Strengths and Areas for Improvement for The Primary and Junior Divisions for 2009-2010.

3) The EQAO's Item Information Reports for the Primary Division and Junior Division for 2009-2010..

4) The Canadian Cognitive Abilities Test 3 (CAT 3) for Grade Five students for 2009-2010.

Those Responsible for Monitoring the School Learning Improvement Plan:

1) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP and NAfLC goals and areas for

improvement..

2) The principal meets with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP and NAFLC goals and areas for improvement.

3) The principal receives and analyzes data from formative, diagnostic and summative Open Response type questions associated with each TLCP and NAFLC cycle.

4) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP and NAFLC goals and areas for improvement..

5) The principal meets with all the teachers as a Professional Learning Community

Evaluation:

We will examine our indicators of success (NAFLC/Report Cards/EQAO 2010/CAT/3, 2010) on an ongoing basis to determine if we are making progress or need to further develop and refine our SMART Goal.

School St. Joseph Catholic School

School year: 20092010

Focus : Pathways / K-6 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)

SMART Goal :

To increase the number of classroom pathway activities for all 7 and 8 students from 2 - 4 by June 2010 as measured by a school based inventory.



Specific

Transitions Survey results from 2008-09 and 2007-08 indicate that one in five students, in October of their grade 9 year, would change their level of study if they had the opportunity.

Students and parents need information to help inform their decisions with respect to the selection of and the transition to secondary school. They should be aware of all pathways opportunities within secondary schools. Experiential learning opportunities in grades 7 and 8 will help expose students to a variety of secondary school choices.

Pathways priorities for grade seven and eight students are on providing scaffolded opportunities to help students grow in their ability to know and appreciate their own skills and aptitudes, to apply their knowledge of their personal interests, strengths, abilities, and accomplishments to planning and decision making, to be able to identify jobs and occupations in the community related to school subjects and to learn and apply decision-making and problem-solving skills in different aspects of their lives.

By increasing the number of presentations and visits for students, and job-embedded professional development for teachers, it is expected that students will be better informed when making pathway choices.

Measurable

.School staff will keep evidence logs of all pathways activities and participation-e.g. number of students attending Skills Canada competitions, participation in college visits, etc.

Some examples of pathways experiences:

- 1) visits to the school by the police safety officers who does presentations to all grades on topic such a street safety, drug abuse, gang participation, etc.
- 2) visits to schools by authors, artists, etc.
- 3) visits to the school via the Scientist in the School Program.
- 4) visits to the school from high school representative
- 5) visits by students to high schools
- 6) Junior Achievement presentations
- 7) Skills Canada presentations

Attainable

Teachers to use resources and guides/documents with grade specific career exploration lessons/activities.

Including Grades 4-6 in Junior Achievement presentations.

Inviting outside working community to come and do presentations/speak to students.

Professional development/in-services for teachers.

Results-Oriented	<p>Guidance Councilor.</p> <p>Pathways Tree Booklet (once developed by the school board).</p> <p>Games/activities.</p> <p>Social Studies/Family Life Curriculum.</p> <p>Guidelines/Documents.</p> <p>Assistive technology</p>
Timeline	<p>Ongoing throughout the year.</p> <p>Teachers to monitor.</p>

Evaluation:

Active participation in presentations/activities.

Questionnaires/surveys.

School St. Joseph Catholic School

School year: 20092010

Focus : CCCC / K-6 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)



SMART Goal :

1) By June 2010, 100 % of students in K- Grade 6 at St. Joseph Catholic School will indicate on a survey that they have a sense of safety while at school. Baseline survey to be conducted end of October, 2009.

2) All students from Grade 1-6 will participate in meaningful and ongoing Catholic Faith formation to nurture their covenant with Jesus Christ.

Specific

Enhancing the opportunities for students to feel that they belong within the school community.

Providing students a positive supportive relationship with all staff members.

Increased awareness and sensitivity to student situations.

Highlighting goals of our school for a Christ-centred learning environment.

Providing opportunities for classrooms to prepare monthly masses.

Continue to liaison with Father Frank.

TCDSB has launched a 3 year faith development plan of Word, Worship, Witness, with activities and reflections intended to help students grow in faith and responsible behaviour. Our emphasis this year is on WORD.

The TCDSB community is to consider creative and intentional ways for the "Word of God" in sacred scripture, especially the message of the Gospel, to have a place of prominence in the life of the faith community.

Prominence will be given to the Word on a daily basis as the Word is woven into the teaching and learning process, and community activities such as liturgies.

Measurable

Safety Survey to be conducted three times a year- October/January/June.

Behaviour of students to reflect respect/courtesy/kindness toward all.

Measuring Success by doing the following:

Teach the Born of The Spirit programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and Liturgy of the Word and its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>

Daily Scripture readings—announcements

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons)

Monthly Liturgies

Attainable

School liaison officer to conduct presentations to students.

Practice of Fire Drills/Lockdown.

Prayer tables.

Catholic Virtues.

Role modelling.

Roots of Empathy (Gr. 4).

Religious programs.

Safe Schools presentations.

Opportunity for student leadership.

KEY STRATEGY: To give prominence to the "Word of God" as woven into the teaching and learning process and through communal activities.

Supporting strategies:

Teach the Born of The Spirit programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and the Liturgy of the Word its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>



Daily Scripture readings—announcements

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons)

Monthly Liturgies

Professional Learning:

Following initiatives of the Board' s religion department

Send a staff representative to religious in-services; the representatives will in turn in-service the school staff

Staff read and pray scripture at staff meetings

Results-Oriented

Professional development for teachers.

Curriculum support/documents.

Safe School document/Code of Conduct.

Guidance Councilor.

Social Worker.

Resources:

The Born of The Spirit programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and Liturgy of the Word and its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>

Daily Scripture readings—announcements

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons)



Monthly Liturgies

Human Resources:

School Staff

Parish Priest and parish pastoral team

Board' s Religion Department

School Religion Representative who will attend Religion Department meetings and share with the staff the content of those meetings.

Timeline

Ongoing throughout the year.

Safety Survey analyzed three times per year.

Monitoring is on an ongoing basis as the following take place:

Teach the Born of The Spirit programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and Liturgy of the Word and its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>

Daily Scripture readings—announcements

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons)

Monthly Liturgies

Those responsible for Monitoring the CCCC pillar of the SLIP:

Principal:

Help lead, model and celebrate the ministries of Word.

At the mid-year review of the School Learning Improvement Plan, elementary principals will assess progress made in achieving their school's CCCC goals.

Principals will be invited to share promising practices at K-8 meetings in January/February within the framework of a discussion of progress being made in achieving the BLIP CCCC goals.

The principal will collaborate with the School Improvement Team in setting school SMART in setting and reviewing goals related to the CCCC pillar.

The principal will collaborate with the staff as a whole (Professional Learning Community) in setting and reviewing SMART goals related to the CCCC pillar.

The principal will provide support, encouragement and time for divisional dialogue and CCCC related activities.

Teachers:

Evaluation:

We will examine our indicators of success on an ongoing basis (formally in January and June 2010) to determine if we are making our intended progress or need to further develop and refine our SMART goal.

School St. Joseph Catholic School

School year: 20092010

Focus : Literacy / 7-12 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)

SMART Goal :

To increase the number of students achieving a National Stanine of 6, 7, 8, 9 in Writing by 4% as measured through the Grade 7 CAT/3 Assessment in June 2010.



Specific

Analysis of 2008-2009 Grade 6 EQAO results in Writing.

Analysis of 2008-2009 Grade 7 CAT/3 results in Writing.

The EQAO Grade 6 results in the area of Writing indicates a weakness in using the conventions of writing (ie. spelling, grammar, and punctuation-52% of grade 6 students meeting the expectation as compared to 75% of the board meeting the expectation).

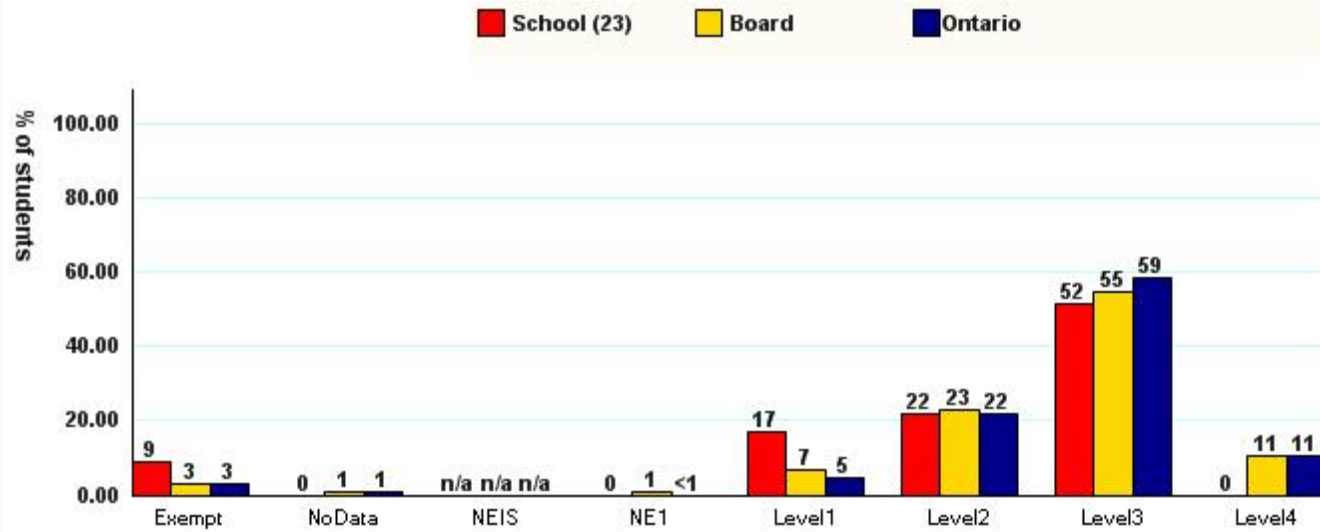
The CAT/3 Grade 7 results in the area of writing also indicated a weakness in Language Conventions (43% of grade 7 students achieving a N.S. of 6, 7, 8, 9, as compared to 53% of the board achieving a N.S. of 6, 7, 8, 9).

The Canadian Cognitive Abilities Test 3 (CAT 3) was written by Grade Seven students in 2008-2009; these students are now in grade eight. The CAT 3 is a nation-wide assessment.

The CAT 3 reports scores, in part, as a National Percentile that represents the percentage of scores that fall below a student's score. For example, a National Percentile of 75 indicates that a student did as well as or better than 75% of students in that Grade across Canada.

The Education Quality and Accountability Office (EQAO) assess students province-wide. The EQAO's Assessments of Reading and Writing for the Primary Division (Grades 1-3) and the Junior Division (Grades 4-6) for 2008-2009 indicate the following strengths and areas for improvement in Grade Six (now Grade Seven) students who wrote the test (Note: Although the EQAO Assessments are Divisional, only one grade level per Division [Grade Three for Primary and Grade Six for Junior] actually take part in the assessments]:

St. Joseph - 2008-2009 EQAO Grade 6 - Reading All Students(M1)



Measurable

Examining Data:

- EQAO Grade 6 results in Writing
- EQAO Grade 6 Detailed School Report
- EQAO Grade 6 Item Information Report
- EQAO Profile of Strengths and Areas of Improvement
- Grade 7 CAT/3 results in Writing 2008-2009
- Report Card marks in area of Writing

Mid Point Assessment Tools:

- use of Teaching Learning Critical Pathways Data
- use of OCA data for grade 7 and 8
- use of classroom assessments

Measuring Success:

- results of CAT/3 grade 7 June 2010
- OCA assessments twice per year
- Report card marks three times per year
- results of TLCP

Measuring Success:

- 1) Meet with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..
- 2) Meet with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..

(An example of how to measure success: During each TLCP cycle teachers administer a pre-observation (diagnostic assessment) to determine the validity of an area for improvement, and to determine which students would struggle during

the TLCP. Teachers and students then work through the TLCP cycle, and teachers administer various formative assessments. At the end of the TLCP cycle, teachers administer a post-observation (summative assessment) to determine if the area for improvement did improve, and to determine if struggling students met with success.)

3) Analyze with the grade seven and eight teaches the Ontario Comprehensive Assessment after its administration.

Mid-Point Assessment Tools/Data:

Primary:

1) The EQAO's Open Response questions in reading and writing downloaded from the EQAO's web site.

2) The EQAO's Open Response type questions written by teachers and administered during the Teaching Learning Critical Pathway Cycle (TLCP) in Language.

(Note: The TLCP is a cycle, approximately eight to ten weeks in length, that attempts to meet a goal that addresses a school-wide area of need or needs. For example, the use of graphic organizers (an idea web) to aid in topic development when writing,

3) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students.

4) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

Measuring Success:

1) Meet with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..

2) Meet with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..

(An example of how to measure success: During each TLCP cycle teachers administer a pre-observation (diagnostic assessment) to determine the validity of an area for improvement, and to determine which students would struggle during the TLCP. Teachers and students then work through the TLCP cycle, and teachers administer various formative assessments. At the end of the TLCP cycle, teachers administer a post-observation (summative assessment) to determine if the area for improvement did improve, and to determine if struggling students met with success.)

3) Analyze with the grade seven and eight teaches the Ontario Comprehensive Assessment after its administration.

Attainable

Strategies:

1) Teaching Learning Critical Pathways (TLCP)

-implementation of TLCP by intermediate teachers

-pre/post TLCP assessments

-use of differentiated instruction

-focused literacy instruction

-use of assistive technology

-teacher moderation

-focus on teacher directed reading/writing

-focus on student directed reading/writing

2) Differentiated Instruction

-accommodations in place for students with special needs (various strategies to ensure education for all-ie. use of assistive technology/visual aids)

3) Teachers to take part in Professional Learning:

-P.D. opportunities

-in-services

-partnership with other schools, TCDSB Literacy Teams

-student success teams from high schools pairing up with elementary intermediate teachers

-focusing on sharing best practices

-use of Ministry Secretariat Webcast videos

-use of TCDSB manuals and assessment tools

-SSLN (Secondary School Learning Networks)

Strategies and Actions:

- 1) Graphic organizers to capture ideas and then model turning the ideas into a written answer.
- 2) Think-aloud to consider what a reader needs to know about a topic, and why and how to add more details.
- 3) Visual and anchor charts to encourage full and complete written responses by modelling how to develop an idea and the support it with details.
- 4) Differentiate instruction to optimize student writing; for example, through focused lessons in small groups, graphic organizers, and guided practice.
- 5) Moderated marking by teachers to create consistent criteria and terminology when providing feedback for improvements. Students given common writing tasks with agreed-upon sets of performance criteria. Use assessment of student performance to plan next steps.

Key Strategy: The Teaching-Learning Critical Pathway's focus on addressing the areas for improvement, as identified in the EQAO's "Profile of Strengths and Areas for Improvement" and the "Item Information Reports," by strengthening students' abilities to answer the EQAO's Open Response items. All strategies listed below support this core strategy:

- 1) The EQAO's Open Response questions in reading and writing downloaded from the EQAO's web site.
- 2) The EQAO's Open Response type questions written by teachers and administered during the Teaching Learning Critical Pathway Cycle (TLCP) in Language.

(Note: The TLCP is a cycle, approximately eight to ten weeks in length, that attempts to meet a goal that addresses a school-wide area of need or needs. For example, the use of graphic organizers (an idea web) to aid in topic development when writing,

- 3) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students.
- 4) Report Card comments that report on the curriculum expectations assessed by the EQAO items.
- 5) Ontario Comprehensive Assessment administered to students in grades seven and eight in September and February of the school year.

(Note: Ontario Comprehensive Assessment measure the ability of a student to comprehend the message of a text.

6) Report Card grades for each of the three terms.

7) Classroom, diagnostic, formative and summative assessment administered daily, weekly, etc.

(Note: diagnostic assessments indicate areas of need, formative assessments indicate whether or not the areas of need are being addresses through teaching strategies, and summative assessments indicate whether or not the area of need has been successfully addressed.)

Professional Learning:

1) School Improvement Team (one primary, junior, intermediate and special education teacher)

2) Professional Learning Community (entire staff)

3) HUB (one primary, junior, special education teacher), language resource teacher, principal and superintendent from for schools combine to discuss best practices, especially those associated with the language T

Results-Oriented

Resources:

- Differentiated Instruction Kit
- Release days for intermediate teachers for OCA and moderated marking
- SSLN release days
- Ministry documents/guidelines
- Classroom texts/resources
- Assistive technology
- School Improvement Team

Resources:

- 1) A Guide to Effective Literacy Instruction, Grades 4 to 6: Volume 6, Writing
- 2) Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs
- 3) Literacy in the Middle Grades and Assessments
- 4) Ontario Comprehension Assessments (OCA) grades 7-8
- 5) Centrally purchased texts and professional resources
- 6) The EQAO's sample items and associated rubrics

Human Resources:

- 1) School Improvement Team (one primary, junior, intermediate and special education teacher)
- 2) Professional Learning Community (entire staff)
- 3) HUB (one primary, junior, special education teacher), language resource teacher, principal and superintendent from for schools combine to discuss best practices, especially those associated with the language Teaching Learning Critical

Pathway)

4) Literacy Representative meeting attended by the school literacy representative who then bring ideas discussed to the Professional Learning Community.

5) Language in-services provided by the Board for teachers

Financial Resources:

1) Release days for teachers to engage in moderated marking

2) Release days for teachers to attend HUB meetings

3) Release days for School Improvement Team (teachers) to meet Professional Learning Community.

5) Language in-services provided by the Board for teachers

Timeline

Monitoring:

- OCA data collected twice per year (September/February)
- CAT/3 analysis done in Sept. 09 and then again Sept. 10
- School Learning Improvement Plan completed Oct. 09
- Term Report Cards
- TLCP every 6-8 weeks
- Classroom assessments

Principal:

facilitates work of professional learning community focusing on student work, teacher moderation and TLCP

- establishes and works with School Learning and Improvement Team
- informs and works closely with parent community (CSAC)
- uses School Effectiveness Framework to guide and inform the plan
- monitors progress
- facilitates and participates in Teaching Learning Networks/HUBS with the family of schools
- monitors implementation of TCDSB assessments

Classroom Teachers:

- implementation of Curriculum/Language Arts Curriculum, the Guides to Effective Instruction and the gradual release of responsibility in their daily teaching
- to administer TCDSB Assessments
- use assessment for learning to guide their practice and differentiate instruction
- to participate in TLCP/in-services/P.D. Development/moderated sessions

-support the work of Networks/HUBS and PLC

School Improvement Team:

-with principal to gather and analyze school data to develop a School Learning Plan

-use the Data Integration Platform (DIP) to monitor individual student progress and school data

Mid-Point Assessment Tools/Data to be used for mid-course correction:

1) The EQAO's Open Response type questions written by teachers and administered during the Teaching Learning Critical Pathway Cycle (TLCP) in Language: Cycle 1: November 2009 to January 2010, and Cycle Two: March 2010 to May 2010.

2) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students during the two TLCP cycles, the Ontario comprehensive Assessments in September 2009 and February 2010, and diagnostic, formative and summative assessments administered as part of the teaching process

4) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

Final Measurement (the EQAO results for 2009-2010):

1) The EQAO's Assessments of Reading and Writing for the Primary Division (Grades 1-3) and the Junior Division (Grades 4-6) for 200-2010 School Report.

2) The EQAO's Profile of Strengths and Areas for Improvement for the Junior Divisions for 2009-2010.

3) The EQAO's Item Information Reports for the Junior Division for 2009-2010.

4) The Canadian Cognitive Abilities Test 3 (CAT 3) for Grade Seven students for 2009-2010.

Those Responsible for Monitoring the School Learning Improvement Plan:

1) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..

- 2) The principal meets with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP goals and areas for improvement.
- 3) The principal receives and analyzes data from formative, diagnostic and summative Open Response type questions associated with each TLCP cycle.
- 4) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..
- 5) The principal meets with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP goals and areas for improvement
- 6) The principal meets with intermediate division teachers to analyze the results from the Ontario Comprehensive Assessment.
- 7) The superintendent meets with principals and teachers during multiple HUB sessions during each TLCP cycle to analyze TLCP proced

Evaluation:

We will examine our indicators of success on an ongoing basis (formally in January and June 2010) to determine if we are making our intended progress of need to further develop and refine our SMART goal.

School St. Joseph Catholic School

School year: 20092010

Focus : Numeracy / 7-12 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)

SMART Goal :

There will be an overall achievement of 4% in the area Mathematics as measured on the CAT/3 test June 2010 for Grade 7.



Specific

CAT/3 Trend

Grade 7: In Math, the trend indicates that the current Grade 8 students scored higher on the Mathematics subtest (33%) than in the Mathematics Computation subtest (29%).

The National Percentile for the current Grade 8 students in Mathematics is 48% as compared to 59% for the TCDSB National Percentile.

EQAO Trend

Grade 6: In Math, EQAO results indicate that 52% of the current Grade 7 students were meeting the expectations of Geometry and Spatial Sense as compared to 64% for the Board and 65% for the Province.

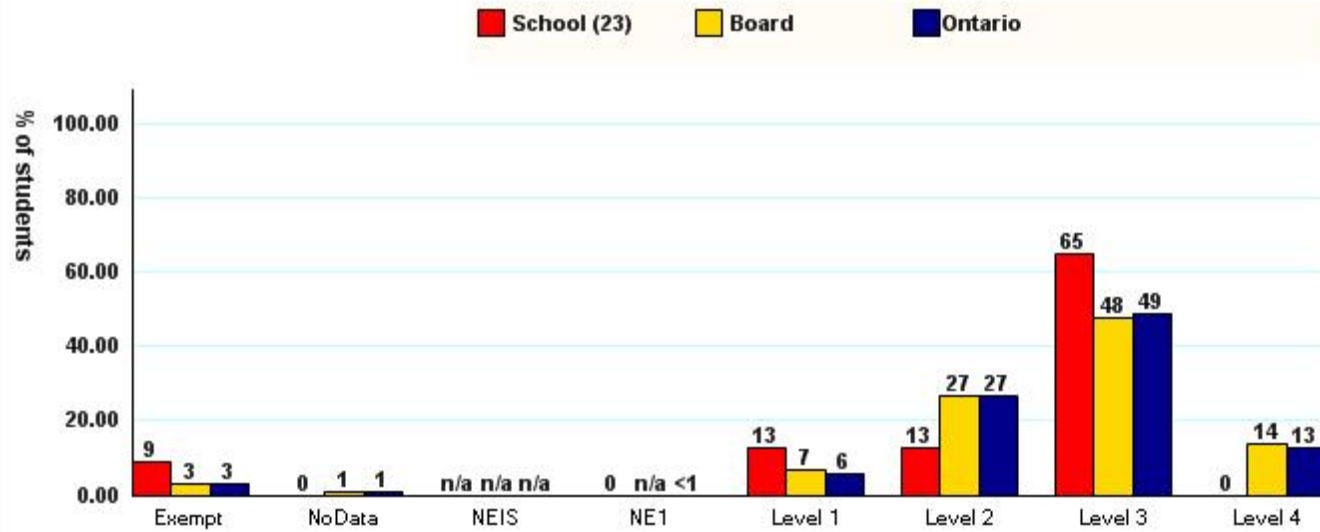
Based on this profile, Geometry and Spatial Sense is an area identified as a focus for Grades 7 and 8.

The Education Quality and Accountability Office (EQAO) assess students province-wide. The EQAO's Assessments of Mathematics for the Primary Division (Grades 1-3) and the Junior Division (Grades 4-6) for 2008-2009 indicate the following strengths and areas for improvement in the Grade Six students who wrote the test (Note: Although the EQAO Assessments are Divisional, only one grade level per Division [Grade Three for Primary and Grade Six for Junior] actually take part in the assessments])

The Canadian Cognitive Abilities Test 3 (CAT 3) was written by Grade Seven students in 2008-2009; these students are now in Grade Eight. The CAT 3 is a nation-wide assessment.

The CAT 3 reports scores, in part, as a National Percentile that represents the percentage of scores that fall below a student's score. For example, a National Percentile of 75 indicates that a student did as well as or better than 75% of students in that Grade across Canada.

St. Joseph - 2008-2009 EQAO Grade 6 - Math All Students(M1)



Measurable

Data Examined

- CAT/3 Grade 7 scores 2008-2009
- EQAO data 2008-2009
- EQAO Profile of Strengths and Areas for Improvement (PSAI)
- EQAO School Detailed Report (SDR)
- EQAO Item Information Report (IIR)
- Report Card Marks
- Numeracy Assessment for Learning Cycle (NAfLC) assessments

Midpoint Assessments

- student artefacts (completed assignments)
- comparison of pre-assessment and post assessment results
- report card marks
- Ontario Numeracy Assessment Program (Gr. 7 and 8)

-Data Integration Platform (DIP)

Year End Assessment

- achievement results CAT/3, 2010 in Mathematics
- NAfLC artefacts
- report card marks

Data Examined and Analyzed:

- 1) The EQAO's Assessments OF the Junior Division (Grades 4-6) for 2008-2009 School Report.

- 2) The EQAO's Profile of Strengths and Areas for Improvement for the Junior Divisions for 2008-2009.
- 3) The EQAO's Item Information Reports for the Junior Division for 2008-2009.
- 4) The Canadian Cognitive Abilities Test 3 (CAT 3) for Grade Seven students for 2008-2009.

Mid-Point Assessment Tools/Data:

Primary:

- 1) The EQAO's Open Response questions in MATHEMATICS downloaded from the EQAO's web site.
- 2) The EQAO's Open Response type questions, with a focus on mathematics, written by teachers and administered as part of the Teaching Learning Critical Pathway Cycle (TLCP) in Language.

(Note: The TLCP is a cycle, approximately eight to ten weeks in length, that attempts to meet a goal that addresses a school-wide area of need or needs. For example, the use of graphic organizers (e.g., problem solving template) to aid in answering Open Response mathematical items.

- 3) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students.
- 4) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

Secondary:

- 4) Ontario Numeracy Assessment Program (ONAP)
- 5) Report Card grades for each of the three terms.
- 6) Classroom, diagnostic, formative and summative assessment administered daily, weekly, etc.

(Note: diagnostic assessments indicate areas of need, formative assessments indicate whether or not the areas of need are being addressed through teaching strategies, and summative assessments indicate whether or not the area of need has been successfully addressed.)

- 7) All primary and junior teachers will complete a Numeracy Assessment for Learning Cycle (NAfLC) [Math versions or

Language Teaching Learning Critical Pathway], as determined through and analyse of all the EQAO data identified in this plan. the NAfLC is to correspond with a Nelson Math unit (the Toronto District Catholic School Board used the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing.

Measuring Success:

1) Meet with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP goals and areas for improvement..

2) Meet with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP and NAfLC goals and areas for improvement..

(An example of how to measure success: During each TLCP cycle teachers administer a pre-observation (diagnostic assessment) to determine the validity of an area for improvement, and to determine which students would struggle during the TLCP. Teachers and students then work through the TLCP cycle, and teachers administer various formative assessments. At the end of the TLCP cycle, teachers administer a post-observation (summative assessment) to determine if the area for improvement did improve, and to determine if struggling students met with success.)

Final Measurement of Success

1) The EQAO's Assessments OF the Junior Division (Grades 4-6) for 2009-2010 S

Attainable

Strategies/Actions

-School Improvement Team (SIT) to gather and analyze data (EQAO/CAT/3/DIP) and to set SMART Goal targets for grades 7 and 8

-NAfLC to be carried out by all grade 7 and 8 teachers (which includes moderated marking, collecting student achievement data and artefacts)

-Math-focused Student Success Learning Network (SSLN) meetings

-co-teaching opportunities (Grades 7-10)

-Numeracy Resource Teachers Professional learning

-differentiated instruction in classroom (instruction that is responsive to the learning preferences, interests and readiness of the individual learner)

Strategies and Actions:

1) Estimation strategies (Number Sense and Numeration): Instruct student to differentiate between when to apply estimation strategies and when to use calculations.

2) Area (Measurement): provide opportunities to construct and deconstruct geometric figures (e.g., parallelograms) using triangles to reinforce the area relationships.

3) Transformations (Geometry and Spatial Sense): Use transformations to develop spatial sense.

4) Problem Solving Strategies (Patterning and Algebra): Model appropriate problem-solving strategies (e.g., act it out, make a model with concrete materials, draw a diagram, use guess-and-check, make a table). Have students work in groups on questions involving a multi-step process, and to describe similarities and differences.

5) Proportional Reasoning (Data Management and Probability): Provide opportunities to create and interpret graphs with the same data but use different scales.

6) Differentiate instruction to optimize student writing; for example, through focused lessons in small groups, graphic organizers, and guided practice.

7) All primary and junior teachers will complete a Numeracy Assessment for Learning Cycle (NAfLC) [Math versions or Language Teaching Learning Critical Pathway], as determined through and analyze of all the EQAO data identified in this plan. The NAfLC is to correspond with a Nelson Math unit (the Toronto District Catholic School Board uses the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing. A parent web site is available:

<http://www.nelson.com/nelson/school/elementary/mathK8/math5/parentcentre/parentcentre.html>.

Key Strategy: The Teaching-Learning Critical Pathway's (TLCP) and the Numeracy Assessment for Learning Cycle (NAfLC) focus on addressing the areas for improvement, as identified in the EQAO's "Profile of Strengths and Areas for Improvement" and the "Item Information Reports," by strengthening students' abilities to answer the EQAO's Open Response items. All strategies listed below support this core strategy:

- 1) The EQAO's Open Response questions in MATHEMATICS downloaded from the EQAO's web site.
- 2) The EQAO's Open Response type questions, with a focus on mathematics, written by teachers and administered as part of the Teaching Learning Critical Pathway Cycle (TLCP) in Language.

(Note: The TLCP is a cycle, approximately eight to ten weeks in length, that attempts to meet a goal that addresses a school-wide area of need or needs. For example, the use of graphic organizers (e.g., problem solving template) to aid in answering Open Response mathematical items.

- 3) Moderated Marking (teachers mark open response questions as a team) to ensure consistent criteria and terminology when providing feedback for improvement to students.
- 4) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

Secondary:

- 4) Ontario Numeracy Assessment Program (ONAP)
- 5) Report Card grades for each of the three terms.
- 6) Classroom, diagnostic, formative and summative assessment administered daily, weekly, etc.

(Note: diagnostic assessments indicate areas of need, formative assessments indicate whether or not the areas of need are being addressed through teaching strategies, and summative assessments indicate whether or not

Results-Oriented

Resources

- Math Resource Teachers
- School Improvement Team (SIT)
- School Math Rep
- Code days for P.D. development
- Nelson Math Resources
- Ontario Numeracy Assessment Program (Grade 7 and 8)
- SMART Boards, calculators, assistive technology
- Research Department

Resources:

- 1) A Guide to Effective Instruction in Mathematics Kindergarten to Grade Six
- 2) Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs
- 3) Nelson Math Program (the Toronto District Catholic School Board uses the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing. A parent web site is available:
<http://www.nelson.com/nelson/school/elementary/mathK8/math5/parentcentre/parentcentre.html>.
- 4) Math picture books that correspond to chapters in the Nelson math text.
- 5) Nelson math student workbooks
- 6) Nelson math combined grade teacher resources
- 7) SMART Board, calculators and mathematical software on the Board's intranet.
- 8) Math manipulatives.

Human Resources:

- 1) School Improvement Team (one primary, junior, intermediate and special education teacher)
- 2) Professional Learning Community (entire staff)
- 3) HUB (one primary, junior, special education teacher), language resource teacher, principal and superintendent from for schools combine to discuss best practices, especially those associated with the language Teaching Learning Critical Pathway)
- 4) Math Representative meeting attended by the school math representative who then bring ideas discussed to the Professional Learning Community.
- 5) Math in-services provided by the Board for teachers

Financial Resources:

- 1) School budget used to purchase math texts, manipulatives, math picture books, etc.
- 2) Release days for teachers to attend HUB meetings
- 3) Release days for School Improvement Team (teachers) to meet

Timeline

-CAT/3 analysis Sept. 2010

-School Learning Plan to be completed Oct. 2009

-NAfLC to coincide with Nelson Math

-NAfLC for grade 7 and 8 to occur for 1 cycle from Oct. 2009 to April 2010

Monitoring:

Principal

-monitor progress

-sit down with SIT to analyze and review data on an ongoing basis

-developing the School Learning Plan

-using Data Integration Platform to monitor school data on an ongoing basis

Teacher

-attend P.D. development/in-services

-carrying out moderated marking

-using assessment tools to monitor progress of students

-collecting artefacts from students and sharing best practices

Numeracy Resource Teacher

-provide Professional Learning to teachers

-facilitate co-teaching

-support SSLNs

Mid-Point Assessment Tools/Data to be used for mid-course correction:

1) The EQAO's Open Response type questions written by teachers and administered during the Teaching Learning

Critical Pathway Cycle (TLCP) in Language: Cycle 1: November 2009 to January 2010, and Cycle Two: March 2010 to May 2010.

2) All primary and junior teachers will complete a Numeracy Assessment for Learning Cycle (NAfLC) [Math versions or Language Teaching Learning Critical Pathway], as determined through and analyze of all the EQAO data identified in this plan. The NAfLC is to correspond with a Nelson Math unit (the Toronto District Catholic School Board uses the Nelson Mathematics program (books, resource materials, etc.) produced by Nelson publishing. A parent web site is available: <http://www.nelson.com/nelson/school/elementary/mathK8/math5/parentcentre/parentcentre.html>.

3) Ontario Numeracy Assessment Program (ONAP)

4) Report Card grades for each of the three terms.

5) Report Card comments that report on the curriculum expectations assessed by the EQAO items.

6) Classroom, diagnostic, formative and summative assessment administered daily, weekly, etc.

(Note: diagnostic assessments indicate areas of need, formative assessments indicate whether or not the areas of need are being addressed through teaching strategies, and summative assessments indicate whether or not the area of need has been successfully addressed.)

Final Measurement of Success

1) The EQAO's Assessments OF the Junior Division (Grades 4-6) for 2009-2010 School Report.

2) The EQAO's Profile of Strengths and Areas for Improvement for the Junior Divisions for 2009-2010.

3) The EQAO's Item Information Reports for the Junior Division for 2009-2010.

4) The Canadian Cognitive Abilities Test 3 (CAT 3) for Grade Seven students for 2009-2010.

Those Responsible for Monitoring the School Learning Improvement Plan:

1) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP and NAfLC goals and areas for improvement..

2) The principal meets with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP and NAfLC goals and areas for improvement.

- 3) The principal receives and analyzes data from formative, diagnostic and summative Open Response type questions associated with each TLCP and NAFLC cycle.
- 4) The principal meets with the School Improvement Team (one teacher from each division and a special education teacher) to analyze results from the assessments described above, and refine TLCP and NAFLC goals and areas for improvement..
- 5) The principal meets with all the teachers as a Professional Learning Community to analyze results from the assessments described above, and refine TLCP and NAFLC goals and areas for improvement
- 6) The superintendent meets with principals and teachers during multiple HUB sessions during each TLCP cycle to analyze TLCP procedures and results.

Evaluation:

We will examine our indicators of success on an ongoing basis to determine if we are making progress or need to further develop and refine our SMART Goals.

School St. Joseph Catholic School

School year: 20092010

Focus : Pathways / 7-12 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)

SMART Goal :

To have 100% of Grade 7-8 students access age appropriate authentic Pathways experiences.



Specific	<p>All students in Grade 7-8 to take part in the Skills Canada presentation.</p> <p>Providing opportunities for all students in Grade 7-8 to attend Career Fairs.</p> <p>Providing students opportunities to attend High School Open Houses.</p> <p>Inviting High Schools to St. Joseph School.</p>
Measurable	<p>Ensuring that students attend the Skills Canada presentation.</p> <p>Ensuring that students and parents have the opportunity to attend Career Fairs.</p>
Attainable	<p>Inviting Skills Canada to St. Joseph School for their career presentation.</p> <p>Visits to local high schools.</p> <p>Use of Pathways booklet (transition guides).</p> <p>Assistive technology to explore career opportunities.</p> <p>Use of Career games.</p> <p>Specific curriculum based career lessons.</p> <p>Inviting the working community to do presentations/speak.</p>

Results-Oriented	<p>Ganes/activities.</p> <p>Use of Pathways Transition Guides.</p> <p>Board developed guidelines.</p> <p>Ministry guidelines.</p> <p>Guidance Councilor.</p> <p>Community.</p>
Timeline	<p>Ongoing throughout the year.</p> <p>Teachers to monitor.</p>

Evaluation:

We will examine our indicators of success on an ongoing basis (formally in January and June 2010) to determine if we are making our intended progress or need to further develop and refine our SMART goal.

School St. Joseph Catholic School

School year: 20092010

Focus : CCCC / 7-12 (i.e., K-6 or 7-12; Literacy, Numeracy, Pathways, CCCC)



SMART Goal :

1) By June 2010, 100% of Grade 7-8 students at St. Joseph Catholic School will indicate on a survey that they have a sense of safety while at school. Baseline survey to be conducted end of October, 2009.

2) All students in Grade 7-8 will participate in meaningful and ongoing Catholic Faith formation to nurture their covenant with Jesus Christ.

Specific

Enhancing the opportunities for students to feel that they belong within the school community.

Providing students a positive supportive relationship with all staff members.

Increased awareness and sensitivity to student situations.

Highlighting goals of our school for a Christ-centred learning environment.

Providing opportunities for classrooms to prepare monthly masses.

Continue to liaison with Father Frank.

TCDSB has launched a 3 year faith development plan of Word, Worship, Witness, with activities and reflections intended to help students grow in faith and responsible behaviour. Our emphasis this year is on WORD.

The TCDSB community is to consider creative and intentional ways for the "Word of God" in sacred scripture, especially the message of the Gospel, to have a place of prominence in the life of the faith community.

Prominence will be given to the Word on a daily basis as the Word is woven into the teaching and learning process, and community activities such as liturgies.

Measurable

Safety Survey to be conducted three times a year- October/January/June.

Behaviour of students to reflect respect/courtesy/kindness toward all.

Measuring Success by doing the following:

Teach the Born of The Spirit programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and Liturgy of the Word and its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>

Daily Scripture readings—announcements

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons).

Monthly Liturgies

Attainable

Opportunity for student leadership (student council).

Safe Schools presentations.

School liaison officer to conduct presentations to students.

Practice of Fire Drills/Lockdown.

Prayer tables.

Catholic Virtues.

Role modelling.

Religious programs.

KEY STRATEGY: To give prominence to the "Word of God" as woven into the teaching and learning process and through communal activities.

Supporting strategies:

Teach the We Are Strong Together programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and the Liturgy of the Word its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>

Daily Scripture readings—announcements

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons)

Monthly Liturgies

Professional Learning:

Following initiatives of the Board' s religion department

Send a staff representative to religious in-services; the representatives will in turn in-service the school staff

Staff read and pray scripture at staff meetings

Results-Oriented

Professional development for teachers.

Curriculum support documents.

Safe School documents/Code of Conduct.

Guidance Councilor.

Social Worker.

Resources:

The Born of The Spirit programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and Liturgy of the Word and its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>

Daily Scripture readings—announcements

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons)



Monthly Liturgies

Human Resources:

School Staff

Parish Priest and parish pastoral team

Board' s Religion Department

School Religion Representative who will attend Religion Department meetings and share with the staff the content of those meetings.

Timeline

Ongoing throughout the year.

Safety Survey analyzed three times per year.

Monitoring is on an ongoing basis as the following take place:

Teach the Born of The Spirit programme relating to the sacraments of Reconciliation, Eucharist and Confirmation. This is the key instructional element in the students' preparation for these sacraments. Witness to the children, by word and example, the meaning of Christian discipleship.

Emphasize repeatedly with children and parents the importance of Sunday Eucharist and Liturgy of the Word and its connection with the other sacraments.

Reflections on the Word found at the following Board web address: <http://www.tcdsb.org/nurturing%20our%20catholic%20community/Reflections%2520on%2520the%2520Word.pdf>

Daily Scripture readings—announcements
Live out and celebrate the ministries of Word.

Clergy:

Parish Priest and Parish Pastoral Team

Daily scripture reading –classroom

Incorporating scripture into curriculum (e.g., scripture passages serve as text for language lessons)

Monthly Liturgies

Those responsible for Monitoring the CCCC pillar of the SLIP:

Principal:

Help lead, model and celebrate the ministries of Word.


At the mid-year review of the School Learning Improvement Plan, elementary principals will assess progress made in achieving their school's CCCC goals.

Principals will be invited to share promising practices at K-8 meetings in January/February within the framework of a discussion of progress being made in achieving the BLIP CCCC goals.

The principal will collaborate with the School Improvement Team in setting school SMART in setting and reviewing goals related to the CCCC pillar.

The principal will collaborate with the staff as a whole (Professional Learning Community) in setting and reviewing SMART goals related to the CCCC pillar.

The principal will provide support, encouragement and time for divisional dialogue and CCCC related activities.



Teachers:

Evaluation:

We will examine our indicators of success on an ongoing basis (formally in January and June 2010) to determine if we are making our intended progress or need to further develop and refine our SMART goal.