

SUCCESS FOR ALL
ST. CATHERINE OF ALEXANDRIA
SCHOOL IMPROVEMENT PLAN
Student Achievement & Learning Action Plan



2009-2010

Principal: Mrs. Carol Hryhorsky
Vice-Principal: Maureen Rivers
Date: January 2010
Amended with Viviana Varano & Donna Lyn Galloway

Initial Plan: October 2009

School Improvement Team

: **Committee Chair**

Name	Position
Mrs. Lydia Sabourin	Catholic School Council Member / Parent
Mrs. Sonya Comacchio	SERT
Mrs. Brenda Cosulich	Teaching Staff ~ Pastoral Animator
Mrs. Jennifer Quiambao	Teaching Staff
Mrs. Maureen Asselin	Teaching Staff
Mrs. Michelle Shakespear	Teaching Staff
Mrs. Debbie Sutton	Teaching Staff
Mrs. Joanne Zanin-Minkiewicz	Teaching Staff ~ Intermediate SPTL
Mr. Mark Witter	Teaching Staff ~ Teacher in Charge
Mrs. Maggie Foti	Teaching Staff ~ Primary SPTL
Miss Lindsey Pecoskie	Teaching Staff
Mr. Remo Sabatelli	Teaching Staff~ Junior SPTL
Mrs. Maureen Rivers	Vice-Principal
Mrs. Carol Hryhorsky	Principal

School Community Profile – Comprehensive Needs Assessment

Demographic Information

St. Catherine of Alexandria Catholic School opened its doors on September 4, 2001 to 450 students and 31 staff. We currently have 651 students and 46 staff. St. Catherine is a modern facility with a double gym, a full stage, a spacious library; a computer lab for 30 students, a well equipped Science Lab and an inviting forum.

Our school motto is *“Enlightened by Knowledge, Enriched by Faith”*, a quote that embodies what our patron saint represented. St. Catherine had a love of learning and an undying faith, which makes her a patroness for teachers and students. Following her example, the staff of St. Catherine willingly accepts the responsibility of their roles. They constantly work towards inspiring their students and extending a Christian influence that will affect their future.

St. Catherine School works in partnership with the home and the church to educate and guide our children. In order to establish and maintain this partnership, open and continuous communication is a valued priority. We have a very active School Council and we are fortunate to have over 75 parent volunteers assisting our teachers in delivering programme to our students. Parents can be found in the classrooms, the library, the sports field and running special lunch days and special events for the children.

We belong to Holy Cross Parish and are blessed to have priests who are involved in the spiritual development of our students. Our diocesan priests visit the school to celebrate the Eucharist, share in liturgies and administer the Sacraments.

The St. Catherine of Alexandria School Improvement Plan is used to focus and direct the school’s activities, resources and energies on supporting effective instructional practice and improved student learning. The goals and strategies identified in this year’s Action Plan (2009-2010) reflect the system goals and initiatives of the 2009-2010 Halton Catholic District School Board Improvement Plan

Key components of 2009-2010 Action Plan:

- ✚ to reflect the principles of a Catholic Learning Community;
- ✚ to promote school improvement in reading, writing and mathematics across all grade levels;
- ✚ to reflect evidence based needs and practices;
- ✚ to improve student learning at all levels;
- ✚ to recognize exemplary practices in the school and implement the sharing of best practices in teaching and learning;
- ✚ to support the alignment of Ministry of Education initiatives (literacy, numeracy, target setting, student success, pathways, differentiated instruction and evidence informed decision making)
- ✚ to support the alignment of Ministry, Board, School and classroom initiatives

School Community Profile – Comprehensive Needs Assessment

Student Achievement & Learning

St. Catherine of Alexandria Catholic School Achievement Highlights

EQAO Assessment Data indicates that overall, more Grade 3 and Grade 6 students, compared to the province, have achieved ‘at or above the provincial standard’ (Level 3+) in Reading, Writing and Mathematics.

Trend Analysis

In a comparison of data from the first year the school opened in 2002-2003 to that available from 2008-2009, there is an inconsistent trend noted in the number of Grade 3 students achieving Level 3 or above in reading. There appears to be continuous growth in the areas of writing and mathematics. The achievement results for Grade 6 students demonstrate inconsistent growth in reading and writing, and mathematics. Therefore, our school has been selected to undergo the district review process under the School Effectiveness Framework.

Areas of growth for St. Catherine of Alexandria lie in the reading scores of grade 3 students and in increased success for our grade 6 students in both mathematics and writing. These discrepancies are addressed in the 2008-2009 School Plan based on data from the Literacy and Numeracy Secretariat (Ministry of Education) and from literature provided by our school board.

This year’s plan (2009-2010) has been significantly modified and updated and is now considered to be the springboard for the following 3-year Action Plan. This plan will focus on improving instructional practice and assessment. Through ongoing monitoring of the school plan, we will be better able to measure the successful implementation of identified strategies and the resulting student achievement outcomes.

Perceptual/ Attitudinal Data

ESL

At St. Catherine of Alexandria we have no students identified as receiving ESL.

Special Education: Students identified as receiving special education support tend to do well on the grade 6 assessments, generally scoring between Level 2 and Level 4 (when given an opportunity to write the assessment). These students identified as receiving special education support do best in the areas of writing and mathematics. A number of students wrote the EQAO assessment using technology.

Gender

There is evidence of fluctuating achievement for both grade 3 and grade 6 girls and boys. The percentage of girls achieving at level 3+ is higher than boys in the areas of reading and writing. In mathematics, on average 8% more Grade 3 males achieve at or above level 3.

At the Grade 6 level there were considerably more females achieving in levels 3 and 4 than males in all areas. The Grade 6 Gender Gap continues to be an area of challenge.

An identified area of continued focus in this year's school improvement plan will be to reduce the Gender Gap in Grade 3 reading and similarly address this issue in Grade 6 reading, writing and mathematics.

Students' Learning Environment

The student questionnaire reports indicate that there is room for improvement in all three areas of the assessment. Overall, Grade 6 students and Grade 3 students believe themselves to be better at reading and mathematics than at writing. Grade 6 girls are more likely than Grade 6 boys to consider themselves good readers and writers. Grade 6 boys are more likely to consider themselves good at mathematics than Grade 6 girls. A higher percentage of grade 3 students report enjoying reading, writing and math compared to grade 6 students who enjoy reading, writing and math.

School Program & Process Information

Parish Partnership

St. Catherine of Alexandria is directly serviced by Holy Cross Parish. The Pastors of our parish work closely with our Pastoral Animator and the Pastoral Team. Throughout the school year they provide spiritual guidance to staff, students and parents through scheduled Liturgies of the Word and liturgies of the Eucharist. In addition, our Pastor's and Pastoral Team assist with the preparation of families for Reconciliation, First Eucharist and Confirmation.

Religious Education and Family Life

The Religion and Family Life programs give students an opportunity to learn about and grow in their faith. Teachers follow catechetical programs approved by the Catholic Conference of Bishops (Born of the Spirit). Children are encouraged by staff to incorporate these teachings in their everyday lives. Our family life program is the "Fully Alive" series.

Ontario Curriculum

Curriculum in each subject area is followed as mandated by the Ministry of Education and the School Board. Board initiatives focused upon the purchase of new text books and programs in the areas of language, science, history, music and geography, along with program materials for each teacher, have positively and significantly influenced curriculum delivery at the school. Computers and two Smart Boards are available for staff to use in reinforcing concepts in all curricular areas.

Extra Curricular/ School Teams/ Clubs

St. Catherine of Alexandria has an enthusiastic and dedicated staff that spends innumerable hours coaching and running extra-curricular activities. Throughout the school year our student participate in a wide variety of activities designed to celebrate the many gifts and talents present in our community: Volleyball, Basketball, Track and Field, Soccer, Cross Country, Student Council, Intra Murals, Choir, Environmental Club, Battle of the Books, Think Bowl, Boys Reading Club, Stacking Club, PROPS, Cheerleading...Our teachers continually examine the needs of our students and develop activities to assist their development both physically and socially.

Instrumental Music

St. Catherine of Alexandria supports a diverse music program throughout the grade levels. Primary students are introduced to vocal music and the nature of rhythm and sound through the use of *boom whackers*. The Junior level students continue instruction in vocal music and are introduced to the recorder and the ukulele. The recent addition of an Intermediate Band Program has enriched the arts curriculum across the school.

French as a Second Language

We offer French as a second language from grade 4 through grade 8 for 40 minutes a day. We focus on three skills of Oral Communication, Reading and Writing by means of various resources such as texts, workbooks, cassettes and tapes.

Special Education

The Special Education Program follows the Halton Catholic District School Board's inclusionary model. All identified students are instructed in the regular classroom in our schools. Programs are based upon and modified through continuous assessment and evaluation. Each identified student has an Individual Education Plan that is composed in cooperation with the classroom teacher, the special education resource teacher and the parents/guardians of the child. Students are well-supported by in-school regular classroom teachers, special education resource teachers, educational assistants, Board-level staff, special services and material resources including computer technology.

SUCCESS FOR ALL THROUGH SCHOOL IMPROVEMENT PLANNING PART II

Student Achievement & Learning Action Plans



2009-2010

STUDENT ACHIEVEMENT & LEARNING PLAN: CATHOLIC FAITH COMMUNITY AND CULTURE

CORE PRIORITY: To promote our St. Catherine of Alexandria Catholic Learning Community as a culture of high learning expectations rooted in faith.

GOAL: St. Catherine’s School Catholic Learning Community as a culture of high learning expectations rooted in faith will be evident in daily lesson plans, unit plans and long range plans.

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do it?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Curriculum & Instructional Strategies						
<p>St. Catherine’s in partnership with home and church will promote a faith centered learning environment where individuals reach their potential as responsible contributors to society.</p> <p>As a Catholic Community we must continually promote the Gospel Values and hold ourselves to Christ as our model</p>	<p>Increase staff awareness of and provide support for the continued implementation of the Board’s Focus on Faith Initiative and the use of the Catholic Curriculum Maps K – 8.</p> <p>Support all school staff to articulate a distinctly Catholic Vision and philosophy of education as guided by the Catholic Graduate Expectations.</p> <p>Ensure that all classes are implementing 150 minutes of Religious and Family Life Education per week indicated across the curriculum.</p>	<p>Include Focus on Faith updates to regular divisional meetings and staff meetings.</p> <p>Provide opportunities for 2 staff members to attend ‘When Faith Meets Pedagogy’ conference</p> <p>P / VP to attend TEL (Theological Education for Leaders) sessions</p>	<p>Providing resources to all teachers in support of Catholic Curriculum Instruction and CGE.</p>	<p>Principal / Vice Principal</p> <p>SPTLS</p> <p>Classroom Teachers</p>	<p>Academic Year 2009 – 2010</p> <p>Once a year</p> <p>Once a term</p> <p>Regular part of classroom practice</p>	<p>Catholic Curriculum Maps evident in daily / long range plans</p> <p>Continue making the Focus on Faith a SIP component at Staff Meetings, Divisional Meetings, School Council Meetings, SPTL and Faith Committee Meetings</p>
Assessment and Evaluation						
<p>As a Catholic Community we must continually promote the Gospel Values and hold ourselves to Christ as our model</p>	<p>Focus on Faith curriculum mapping will be the focus of Staff Meetings/ Divisional Meetings/SPTL Meetings/ Catholic School Council Meeting/ Classroom Newsletters</p>	<p>Continue to provide in-service opportunities to Catholic School Council, Parents, School Staff and Students to sustain Catholic Learning Communities</p>	<p>(e.g. Fully Alive, Focus on Faith Prayer, Focus on Faith Tool Kit, Finding Common Ground: Character Development in Ontario Schools K – 8, Catechism of the Catholic Church,</p>	<p>Principal / Vice Principal</p> <p>Catholic School Council</p> <p>Focus on Faith</p>	<p>Monthly</p>	<p>Staff, parents, and students have the ability to articulate the tenets of Focus on Faith curriculum maps</p>

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			Bibles) Purchase 1 Catechism of the Catholic Church (CCC) per classroom	Committee Catholic Student Council Pastoral Animator	January 2010	
Instructional Leadership						
<p>St. Catherine School, in union with home and church, will promote a faith-filled and faith-centered learning environment where individuals reach their potential as responsible contributors to society.</p> <p>As a Catholic Community we must continually promote the Gospel Values and hold ourselves to Christ as our model</p>	<p>Promote and support the HCDSB Catholic faith community with the spiritual theme: 'Hear the Word of the Lord, Learn to do Good and Seek Justice'~ that will provide a common faith focus from home, school and church activities.</p> <p>Support staff who actively foster Catholic values that promote faith and moral formation of students (e.g. school masses, liturgical celebrations, sacramental preparations, student lead daily prayers, community outreach projects...)</p> <p>Staff and students will participate in Faith Development opportunities and Social Justice projects</p> <p>Continue to support Focus on Faith Committee</p> <p>Staff participation in Faith Day Activities</p>	<p>Continue to provide in-service opportunities to Catholic School Council, Parents, School Staff and Students to sustain Catholic Learning Communities</p> <p>(e.g. Theological Education for Leaders (TEL), Student, Council, Guest Speaker, Christian Musician ~Matt York)</p> <p>Halton Catholic Parent Conference</p> <p>Provide opportunities for presentations, Class Liturgies, retreats, youth rallies, and food drives, Angel Tree, Pennies from Heaven, Faith Fast, Social Justice Projects etc...</p> <p>Focus on Faith Committee Activities on Faith Day</p>	<p>Provide resources to support a distinct Catholic identity</p> <p>Consumable activities (cavass, paint etc...)</p>	<p>Principal / Vice Principal</p> <p>Catholic School Council</p> <p>Focus on Faith Committee</p> <p>Catholic Student Council</p> <p>PastoralAnimator</p> <p>Parish Priest</p> <p>Staff</p>	<p>Academic Year 2009 – 2010</p> <p>Regular Classroom practice</p> <p>October 17, 2009</p> <p>April, 2010</p>	<p>Principal and Vice Principal will monitor the evidence of Catholic Curriculum Maps in daily / long range planning.</p> <p>Observation of active participation of students in Masses and Youth Group opportunities, etc...</p> <p>Visible signs of faith are evident throughout the school: (e.g., Prayer Centres, Foyer display, Spiritual Paintings, Chapel in forum, Christ in Action ...)</p> <p>Quilt of Social Justice Images will be displayed in the school.</p>
Home School Community Outreach and Partnership						
<p>All members of the St. Catherine of Alexandria School Community (e.g., Principal, Vice Principal, teachers, parents, Catholic School Council, Focus on faith Committee members, SIP, members, students etc..) working</p>	<p>Support St. Catherine staff and Catholic School Council members who are building a collaborative Catholic Learning culture within the school and actively engage with Christ the King Secondary School, St. Brigid, St. Francis and Holy Cross and community partners to build effective learning communities.</p> <p>Continue to maintain the chapel in the forum with a</p>	<p>Staff Meetings, Catholic School Council Meetings, Catholic Student Council Meetings, CLT's will include a focus on Catholic School Culture and faith development.</p> <p>Provide opportunities for presentations, Class Liturgies as well as retreats and youth rallies with Christ the King and other school</p>	<p>Scripture sayings and murals painted on forum, foyer and stairwell walls.</p> <p>Youth Rally Kits</p>	<p>Principal / Vice Principal,</p> <p>School Council</p> <p>Grade 8 Staff</p>	<p>Monthly staff meetings</p> <p>Monthly school council meetings</p> <p>November 17, 2009</p>	<p>At monthly staff meetings, staff members will reflect on the Liturgies, rallies and retreats to assess next steps to continue developing a positive and supportive Catholic climate at St. Catherine.</p>

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<p>together to take responsibility for the spiritual, academic and social learning of all students</p> <p>As a Catholic Community we must continually promote the Gospel Values and hold ourselves to Christ as our model</p>	<p>designated area for parents / staff / students to write prayer requests.</p> <p>Ensure staff and community awareness of St. Catherine protocols for school liaisons with community agencies and services.</p>	<p>parishes.</p> <p>St. Catherine volunteers and community agencies and service providers are briefed in the expectations of volunteering and providing service in a Catholic School</p>		<p>Staff members</p> <p>Parish Priest</p>	<p>Volunteer In-service held in September.</p>	

EVIDENCE/INDICATORS OF SUCCESS

(How will we know that we are making progress in reaching our goal – that our improvement efforts (action steps) are having an effect? What are the measures?)

Increased number of St. Catherine staff, community and students will be able to effectively articulate the distinctive identity of Catholic education. (e.g. Teachers will observe an increase in students using respectful language and assisting others.. doing what Jesus would do)

Positive peer interactions in classroom and school yard as observed through a decrease of discipline reports and pink slips.

Greater number of Catholic School Council members will be able to effectively articulate the distinctive identity of Catholic education(Catholic Council members will model respect for self and others on a daily basis)

Greater number of Grade 7 & 8 students will feel a spiritual connection to Christ the King Secondary School and staff as measured by the number of Liturgies and Masses that they participate in.

Increased number of staff, parents, and community members accessing community services

Focus on Faith curriculum maps evident in daily lessons and daily plans

Staff and students will be able to identify the focus questions embodied in Focus on Faith curriculum maps

Increase the number of staff, parent and students who can articulate the reasoning behind social justice initiatives.

STUDENT ACHIEVEMENT & LEARNING PLAN: LITERACY

CORE PRIORITY: Reduce the Gender Gap in grade 3 and 6 Reading and Writing. Focus on Reading Comprehension Strategies specifically, Inferencing.

GOALS: The percentage of grade 3 students scoring at Level 3 and above in Reading will increase by 1% to 75% as measured by the EQAO 2010 Primary Assessment and the percentage of students in grade 6 scoring at Level 3 and above in Reading will increase by 1% to 81% as measured by the EQAO 2010 Junior Assessment.

The percentage of Grade 3 students scoring at Level 3 and above in Writing will increase by 2% to 84% as measured by the EQAO Primary 2010 Assessment and the percentage of Grade 6 students scoring at a Level 3 and above in Writing will increase by 1% to 76% as measured by the EQAO 2010 Junior Assessment

Reduce the gender gap in Grade 3 in Reading and Writing from 17% to 15% and 8% to 6% respectively as measured by the EQAO 2010 Primary Reading and Writing Assessment. Reduce the Gender Gap in Grade 6 Reading 14% to 10% and Writing 28% to 10% as measured by the EQAO 2010 Junior Assessment.

INDICATORS: Reduce the Gender Gap in grade 3 and grade 6 Reading and Writing.

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Curriculum & Instructional Strategies						
<p>Differentiated instruction is a high yield strategy that supports student leaning.</p> <p>Gradual Release of responsibility is a high-yield strategy.</p> <p>Report card data, EQAO, DRA, QCA, OCA, and OWA trends and qualitative teacher data reveal weaknesses in primary reading predominantly in male students</p>	<p>Teachers will provide ongoing accommodations to at-risk students through effective instruction that is integrated into the regular classroom program (e.g. small group intervention, additional time, appropriate materials including levelled texts, appropriate learning opportunities)</p> <p>Balanced Literacy Approach: modeled, shared, guided and independent instruction ~ will be a continued part of regular classroom practice focussing on strategies and resources for boys.</p>	<p>Teacher Moderation/ CLT's by grade are on-going</p> <p>Sharing of effective classroom practice at Staff and Divisional Meetings</p> <p>CLT Meeting focus on Creating Instructional Pathways for meeting the needs of at-risk students (every 4 weeks)- additional focus on males</p> <p>Sharing of effective classroom practice at Staff and divisional meetings particularly male related writing</p>	<p>e.g. Instructional Strategies to Support Literacy Instruction Across the Curriculum, Think Literacy, Reports of the Expert Panel, Exemplars, Graphic Organizers, Go Charts, Kidspiration software, Premier software</p> <p>Me read? No Way!</p> <p>Me Read? And How!</p> <p>Release Time</p>	<p>Principal and Vice-Principal</p> <p>Itinerant Literacy Teachers</p> <p>Lead Literacy Teachers</p> <p>Special Education Resource Teachers</p> <p>SPTLs</p> <p>Library Technicians</p> <p>Male Teachers</p>	<p>Creating Instructional Pathways (CIP's) November, February, May</p> <p>SK – 8 Regular classroom practice</p>	<p>Principal/VP will review schedules to ensure blocks of time are met</p> <p>Principal/VP will review CIP'S twice per term</p> <p>Qualitative and quantitative data is being collected to support evidence-based practice in each of these initiatives</p> <p>Instructional Pathways will indicate strategies and assessments directed toward male students.</p>

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<p>Considerably high number of students below DRA benchmark (2008-2009)</p> <p>EQAO Gr. 3 Reading: Increase of 6%</p> <p>Gr. 3 Writing : Increase of 3%</p> <p>Gr. 6 Reading: Increase of 4%</p> <p>Grade 6 Writing: Increase of 1%</p> <p>The gender gap in Grade 3 and 6 is more pronounced in Reading and Writing favouring girls.</p>	<p>All classroom teachers will provide daily free writing opportunities for students (5-10 minutes)</p> <p>Go Chart strategy in every classroom to organize writing</p> <p>APE and REACT strategies used in every classroom to support reading comprehension</p> <p>CLT Meetings focus on CIP’s for meeting the needs of students according to class profile</p> <p>Divisional Meetings to include focus on instructional strategies for reading (comprehension) ~ continued focus on CIP’s.</p> <p>At least one Guided Writing Lesson per week based on OWA data</p> <p>Establish strategic Reading Buddies between Junior/Intermediate grades and Primary grades –reading strategy (making connections) will be modelled between Learning Buddies using bookmarks</p> <p>Cross curricular use of graphic organizers by classroom teachers.</p>	<p>Literacy/Numeracy Itinerant to inservice of resources</p> <p>Provide school-based divisional in-service for teachers and administrators in the use of templates, frameworks, visual organizers and technology to support instruction in writing ~ main focus: engaging males in the writing process.</p> <p>Guided Writing Lessons shared during Staff and Divisional Meetings of best practices</p> <p>Primary teacher will teach grade partner buddies the reading strategy (making connections) that they will focus on during their reading buddy time.</p>	<p>DRA, QCA, OCA, Qualitative assessment data</p> <p>Guided Reading texts; levelled texts; Anchor Charts Me Read? And How!</p> <p>Write Traits</p> <p>Literacy/Numeracy Itinerant provides in – service and modelled lessons for guided writing</p> <p>Literacy/Numeracy Itinerant</p> <p>Words Their Way, Month by Month Phonics, Word Study Box</p> <p>GER 1-3, 4-6</p> <p>Language Ladders</p>	<p>Literacy/Numeracy Itinerant</p> <p>Literacy/Numeracy Itinerant</p> <p>Lead Literacy Teachers</p> <p>Special Education Resource Teachers</p> <p>SPTLs</p> <p>Principal</p> <p>Library Technicians</p> <p>Itinerant Literacy/Numeracy Teacher</p> <p>Classroom teacher</p> <p>Classroom Teacher</p>	<p>Daily (January – June 2010)</p> <p>Mini lessons take place weekly</p> <p>Regular classroom practice</p> <p>November 2009</p> <p>Purchase additional resources that classroom teachers require reduce the gender gap</p> <p>Weekly</p>	<p>Learning Walks</p> <p>Reading and writing exemplars are visible in classrooms</p> <p>Qualitative and quantitative data is being collected to support evidence-based practice in each of these initiatives</p> <p>Classroom timetables will include Guided Writing lesson</p> <p>P/VP will be present during CLT meetings to monitor creation of CIP’s based on data</p> <p>Support from Literacy/Numeracy Itinerant</p> <p>Based on the data ~ targets are identified in classroom planning</p> <p>CIP Goals will appear on daily lesson plans</p> <p>Improved scores in Writing section of EQAO related to conventions.</p> <p>Monitor Student Achieve</p>
Assessment and Evaluation						
<p>Assessment is used to inform classroom instruction</p>	<p>Online Data Tracker “Students Achieve” will be used to target areas for improvement</p>	<p>Staff will continuously be trained in administering DRA, OCA,, QCA assessments.</p>	<p>Curriculum Benchmarks</p> <p>OCA Reading Assessment samples /OWA Kits</p>	<p>Principal/Vice Principal</p> <p>Itinerant Literacy/Numeracy</p>	<p>ORR: every 6-8 weeks</p> <p>DRA: February/June</p>	<p>Benchmark assessment data drives PLC conversations</p> <p>Benchmark data used in daily lesson</p>

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<p>Data are disaggregated to identify and address the instructional needs of identified groups of students</p>	<p>Use CIP Planners to build student knowledge and skills in identified areas of weakness and need. Increase CIP's to include gender issues.</p>	<p>Teachers must administer the OWA assessment, participate in Teacher Moderation and use the lessons in the back of the OWA to instruct students in identified areas of need; build teacher competencies in use CIP planners through training.</p>	<p>Non-fiction DRA Kits</p> <p>Supplementary texts for OWA assessment</p>	<p>Teacher</p> <p>Classroom teachers</p> <p>Librarian</p>	<p>QCA: October / January</p> <p>OCA: October / Apr</p> <p>OWA: September/January/June</p>	<p>plans and long range plans</p> <p>Learning Walks</p>
Instructional Leadership						
<p>To provide ongoing and professional learning opportunities for teachers that promote learning for all of the professionals in the school</p> <p>Professional learning Communities create communities of learners in St. Catherine of Alexandria school</p> <p>Teachers learn to improve practice – to achieve best practice – through strategies such as modeling, demonstration teaching, mentoring.</p>	<p>Acquire resources to support boys' literacy in all grades;</p> <p>Peer coaching teachers to observe colleagues' modelling, use of instructional strategies and assessment tools both in home school and schools within the board</p> <p>Teachers' Long Range and Daily Plans will reflect appropriate literacy blocks and the use of recommended resources including DRA, QCA, etc....</p>	<p>Itinerant Literacy/Numeracy Teacher to provide in-service for teachers on the effective use of literacy resources and strategies.</p>	<p>Toronto Star subscription for junior and intermediate students</p> <p><i>Moving Up</i> Strategy Units from Scholastic-purchase for grades 5 and 6.</p>	<p>Itinerant Literacy Teacher / Library Technician SPTL's/Principal/ Vice-Principal</p> <p>Special Education Resource Teachers and Support Staff</p> <p>Administration to purchase professional reading resources</p> <p>Principal</p> <p>Lead Literacy Teacher</p> <p>Principal/VP</p>	<p>February 2010</p> <p>Monthly meetings</p> <p>December 2009</p> <p>February 2010</p>	<p>Staff Meetings/ Divisional Meetings / SPTL Meetings will include use of evidence based decision making and classroom updates on literacy instruction (e.g. boys' progress)</p> <p>SIP Team to meet each term to revise and implement school literacy plan ~ specifically targeting boys' progress</p> <p>Teachers' daily plans will incorporate differentiated instructional strategies ~particularly targeting boys</p> <p>Teachers' daily plans will include specific reading strategy being targeted~ one per month</p>

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do it?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Professional learning Communities create communities of learners across the elementary and secondary panels	One Intermediate teacher and the P or VP will attend Bridging the Gap meetings at Christ the King Catholic Secondary School	Intermediate teacher will take this information and share it with the division Intermediate Division teachers will implement strategies as determined by Focus Group (First Term Focus: To use highlighting to explicitly teach making connections)	SEF funding	Intermediate teachers P/VP	November 2009 January 2010	Results of OCA will demonstrate improvement in Making Connections

Home School Community Outreach and Partnership

<p>Research shows that students make greater progress when parents, caregivers, and the community are supportive of the work of the school and involved in its activities.</p> <p>Family participation in education is twice as predictive of students' academic success as family socio-economic status.</p> <p>There is a need to raise the number of students at benchmark and above according to the DRA results</p>	<p>Continue cultivating partnerships with the community that support literacy initiative (EDI)</p> <p>Begin our focus in Kindergarten through early intervention (Cozy Reading)</p> <p>Kindergarten teachers will model read alouds using Literacy Place program.</p> <p>All-Star reading strategies will be included with parent packages home 1 – 3 (included in 'Snuggle Up and Read')</p> <p>Remedial support programs offered to students identified by classroom teachers ~ rotating basis. Remediation focus must be based on literacy needs as identified by CIP's</p> <p>Receiving teachers in September will continue intensive support program in DRA and students at risk.</p>	<p>Targeted Differentiated Instruction in boys' literacy</p> <p>Assist parents to develop skills to help their children. Early Years Consultant and Cozy Reading Co-ordinator will be requested to work with staff personnel to strengthen instructional leadership within the school and the surrounding school community</p> <p>Literacy/Numeracy Itinerant to provide PD targeting boys' literacy needs</p> <p>Ongoing training of All Star volunteers</p> <p>SERT in-services staff on high risk strategies (one-on-one instructions, software, differentiated instructional strategies, etc...)</p>	<p>High interest – Low vocabulary student texts</p> <p>Magazines and newspapers for classrooms</p> <p>Non-fiction levelled readers for Boys</p>	<p>Principal / VP</p> <p>EYC- Wendy Butts</p> <p>Literacy/Numeracy Itinerant</p> <p>EYC</p> <p>Classroom teachers</p> <p>Parents/Co-op students</p> <p>SERT's</p> <p>Principal/Vice Principal</p>	<p>Academic year</p> <p>Monthly/January 2010</p> <p>Periodically</p> <p>Periodically</p> <p>Regular Classroom practice</p>	<p>Qualitative and quantitative data is being collected to support evidence-based practice in each of these initiatives</p>
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EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do it?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>

EVIDENCE/INDICATORS OF SUCCESS <i>(How will we know that we are making progress in reaching our goal – that our improvement efforts (action steps) are having an effect? What are the measures?)</i>
<p>Fewer students will achieve below level 3 in reading and writing as measured by the Primary and Junior Provincial Assessments, and report card data</p> <p>Daily and long range plans will reflect Board and Ministry procedures and protocols</p> <p>Data based on school and classroom assessments will support improved Literacy skills</p> <p>The gender gap evident on the EQAO assessments will be reduced</p> <p>Literacy in-service opportunities will be a shared conversation in staff meetings, CLTs and Divisional Meetings</p> <p>Students identified as 'at risk' will achieve greater academic success</p>

STUDENT ACHIEVEMENT & LEARNING PLAN: NUMERACY

CORE PRIORITY: Increase achievement for all students in Number Sense and Numeration and Problem-Solving. Increase achievement for Grade 3 students in Geometry and Spatial Sense.

GOALS: To increase from 90% to 92% the percentage of grade 3 students achieving at or above the Provincial Standard on the EQAO 2010 Primary Mathematics Assessment

To increase from 76% to 78% the percentage of grade 6 students achieving at or above the Provincial Standard on the EQAO 2010 Junior Mathematics Assessment

To decrease the Gender Gap in Grade 6 Mathematics from 24% to 10%.

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do it?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Curriculum & Instructional Strategies						
<p>Grade 3 EQAO data: Level 3/ 4: Increase of 9%</p> <p>EQAO and report card data indicates gender gap in the ability to articulate mathematical concepts</p> <p>Grade 6 EQAO data: Level 3 / 4 : Increase of 3%</p>	<p>Increased use of manipulatives in daily lessons to increasingly engage larger numbers of boys</p> <p>Use a variety of instructional and assessment strategies to develop students' ability to explain reasoning in mathematics (e.g. oral explanation, journal response etc)</p> <p>Implement assessment strategies as listed in the Board's Scope and Sequence documents to support instruction and assessment (see technology component to support male numeracy).</p> <p>Explicit instruction for problem solving ~ specifically targeting communication</p>	<p>Strategies and materials obtained from divisional or board- wide in-service / workshops will be shared during Staff Meetings and incorporated into classroom practice at St. Catherine of Alexandria School</p> <p>Itinerant teacher and Lead Math teacher will provide ongoing assessment in-service during CLT meetings</p> <p>Provide a variety of formats to be used daily as part of regular classroom teaching and learning strategies (e.g. Open response practice, Math journal, incorporate sample questions from Grade 6 & Grade 3 EQAO)</p> <p>Display "Word Wall" of Key math terms for each strand in classrooms</p>	<p>Math Makes Sense, Grade 1 to Grade 8, JK & SK Big Ideas</p> <p>Classroom Teachers</p>	<p>Curriculum Consultant</p> <p>Classroom Teacher</p> <p>Principal / Vice-Principal/ Itinerant Math/ Lead Math/ Curriculum Consultant/ Classroom Teachers</p> <p>P/VP/Teaching Staff</p> <p>Staff / Principal/Vice Principal / Itinerant</p>	<p>Regular classroom practice</p> <p>Regular classroom practice</p> <p>Weekly meetings made available with Itinerant / monthly SPTL meetings</p> <p>Regular classroom practice</p> <p>By term</p>	<p>Evidence of the use of appropriate resources, including manipulatives and technology in teachers' daily and long range plans/ evident in walk throughs.</p> <p>Classroom plans will reflect SMART goal strategies to address needs of struggling students</p> <p>Evidence of the use of formats and problem-solving strategies (including an increase in quality of open responses) in teachers' daily and long range plans./ evident in walk throughs...</p>

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
	Provide small group of one to one assistance where required (e.g. after school homework club for intermediate students) Intermediate students encouraged to participate in the Gauss Math Contest and Mathematics Olympic	Staff member	Purchase of Contest Booklets and Participation Fee	Math Teacher / Classroom Teachers P/VP/ Mathematics Teachers/ Elizabeth Tran-Tang	April 2010	Evidence of increased student participation and performance
Assessment and Evaluation						
A greater percentage of Grade 3 and 6 students will achieve the provincial standard on EQAO Research indicates that the use of appropriate instructional/assessment strategies supports achievement in numeracy	Teachers will incorporate the Mathematical strategies through the use of the three part lesson plan. (Explore-Connect-Practice)	Teachers will use EQAO style ‘two-part’ questions to develop their classroom math activities and questions (specifically Multiple Choice and Short Answer Problem Solving Questions)	Itinerant Literacy/Numeracy Teacher Big Ideas Math Makes Sense	P/VP/Classroom Teachers/ Itinerant	Regular Classroom Practice Weekly (Grade Divisions) Monthly (PLT)	EQAO assessment results will show improvement Literacy Walks Lesson plans will include instructional strategies (Three part lesson with reflection) Staff will be more confident in their ability to instruct students in numeracy skills
Instructional Leadership						
To provide ongoing and professional learning opportunities for teachers that promote learning for all of the professionals in the school Professional learning Communities create communities of learners in St. Catherine of Alexandria school	Peer coaching teachers to observe colleagues’ modelling, use of instructional strategies and assessment tools both in home school and schools within the board	Itinerant Literacy/Numeracy Teacher to support use of data to inform instruction	Smart Board Lab-in-a bag Computer software	Classroom Teachers Itinerant/Numeracy Teacher Lead Math Teacher		SIP Team to meet each term to revise and implement school literacy plan ~ specifically targeting struggling students Teachers will use a variety of assessment strategies in their classrooms (e.g., oral explanation, journal responses, portfolios, group presentations, reports etc...)

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
<p>Teachers learn to improve practice – to achieve best practice – through strategies such as modeling, demonstration teaching, mentoring.</p>						
Home School Community Outreach and Partnership						
<p>Research shows that students make greater progress when parents, caregivers, and the community are supportive of the work of the school and involved in its activities. Family participation in education is twice as predictive of students’ academic success as family socio-economic status.</p>	<p>Explore and make available to parents a ‘Homework’ resource for use at home to reinforce basic skills, register and train all Grade 7 / 8 students on “Homework Helps” Math Tutor, Junior students use Math makes Sense Practice and Homework Books as an at home skills practice resource.</p>	<p>Mathematics Itinerant will assist with registration and training of Grade 7 students</p>	<p>Manipulatives / Software</p> <p>Smart Board</p> <p>Math Makes Sense Practice and Homework Book for each Junior Student.</p>	<p>CSS</p> <p>Itinerant e-Learning teacher</p> <p>P / VP</p> <p>Classroom Teachers</p> <p>Math Lead Teacher</p>	<p>February 2010</p> <p>Ongoing</p>	<p>Students will utilize homework and practice books</p> <p>Students will access ‘Homework Helps’</p> <p>Parents will be familiar with “Homework Helps’ and ‘Math Makes sense Homework and Practice Book’ through updates in the school newsletter (February 2010)</p>

EVIDENCE/INDICATORS OF SUCCESS

(How will we know that we are making progress in reaching our goal – that our improvement efforts (action steps) are having an effect? What are the measures?)

Increased number of students will achieve level 3 and 4 on EQAO assessment

Report card Data will reflect an improvement in student achievement

Daily and long range plans will reflect Board and Ministry procedures and protocols

Data based on school and classroom assessments will support improved Numeracy skills

STUDENT ACHIEVEMENT & LEARNING PLAN: HEALTHY SCHOOL INITIATIVES

PRIORITY FOCUS: To foster the dignity of the human person in a safe, healthy and active learning environment that recognizes that all pupils are children of God

SMART GOAL: The St. Catherine of Alexandria School Community will demonstrate improved awareness of healthy food choices and participate more actively in physical fitness opportunities.

INDICATORS: There will be a visible increase in students' choice of nutritious snacks and lunches.

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Curriculum & Instructional Strategies						
<p>According to the EDI, children entering St. Catherine of Alexandria in JK are more likely to be over weight</p> <p>According to the EDI, children entering St. Catherine of Alexandria in JK are more likely to be over weight</p>	<p>JK and SK teachers will specifically address the need for a healthy lifestyle and nutritious snacks at their parent orientation meetings</p> <p>School lunches will provide healthy alternatives</p> <p>Creation of 'Healthy School' committee as part of the School Council 'Environment Committee'</p> <p>PERT to share different DPA activities at the beginning of staff meetings</p> <p>Purchase posters for the hallways encouraging a healthy lifestyle</p> <p>Promote healthy lifestyle</p>	<p>Health Nurse will provide pamphlets and resources to guide teachers and parents in the choices of healthy alternative snacks etc...</p> <p>CYC / Student PROPS leaders will be provided with resource binder and training</p> <p>Ministry Guidelines for reducing trans-fat in school drinks and foods</p> <p>Provide Catholic School Council with Ministry Guidelines</p> <p>PERT to attend board sessions for DPA</p>	<p>Nutrition information</p> <p>Public Health Pamphlets etc...</p> <p>PROPS binder</p> <p>Ministry Regulations</p> <p>Environment Committee/SIP Committee</p>	<p>JK and SK teachers /Public Health Nurse</p> <p>Principal / VP</p> <p>CYC</p> <p>PERT (TBA)/Catholic Parent Council</p> <p>Committee Chair</p>	<p>September 2009-June 2010</p> <p>September 2009</p> <p>June 2010</p> <p>November 2009-June 2010 (Announcements weekly)</p>	<p>School Improvement Team will meet once a term to monitor and evaluate the school plan</p> <p>School Improvement Team will meet once a term to monitor and evaluate the school plan</p>

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do it?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
<p>Observations by staff and others suggest that choices for lunch and snacks do not always support a healthy lifestyle</p>	<p>Wellness Representative will encourage all staff to participate in activities to promote a healthier lifestyle</p>	<p>Wellness Representatives will attend in-service opportunities</p>		<p>Staff member</p>		<p>HSSC will meet monthly to monitor and evaluate plan</p>
Assessment and Evaluation						
Instructional Leadership						
<p>To provide ongoing and professional learning opportunities for teachers that promote learning for all of the professionals in the school</p> <p>Continually promote the dignity of the Human Person</p>	<p>HSSC monthly report on Healthy Living Choices will be included as part of the Monday Morning Memo</p> <p>Provide the opportunity for and encourage students in the Intermediate grades to take a leadership role with Healthy School initiatives (announcements, newsletter items, Spirit days etc...)</p> <p>Provide Catholic School Council with regular updates regarding Healthy School initiatives</p>	<p>Review SIP with Catholic School Council and Ministry Guidelines for Healthy schools</p>	<p>Ministry Website</p> <p>Dairy Farmers Association (Presenter)</p>	<p>Principal/Vice-Principal</p> <p>PERT</p> <p>Sonya Comacchio</p> <p>Students (Grade 7 and 8)</p>	<p>February 2010</p> <p>Monthly Meetings</p> <p>December 2009</p>	<p>Staff , Students and SIP Team will meet once a term to evaluate plan</p> <p>Snacks, lunches, etc...will reflect knowledge gained regarding nutrition and health</p> <p>Announcements will be heard throughout the school each week</p> <p>Catholic School Council will support initiatives</p>

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Home School Community Outreach and Partnership						
<p>Family participation in education is twice as predictive of students' academic success as family socio-economic status.</p> <p>Research shows that students make greater progress when parents, caregivers, and the community are supportive of the work of the school and involved in its activities.</p>	<p>Catholic School Council will communicate to parents the importance of Healthy Living Schools through the school newsletter and website</p> <p>Community business partners will be approached regarding healthy alternatives to traditional snacks and fund-raising lunches</p> <p>Snacks and meals offered to volunteers and guests coming to the school will reflect healthy choices</p>	<p>Parents, staff, and students will share vision of Healthy Living School</p> <p>Principal and Vice-Principal will contact business partners</p>	<p>Ministry Guidelines and Website</p>	<p>Parents</p> <p>Staff</p> <p>Students</p>	<p>January 2010</p> <p>June 2010</p> <p>September 2009</p>	<p>Catholic School Council will have regular postings for newsletter and website to promote Healthy Living</p> <p>Community Partners will offer and provide healthier alternatives</p> <p>Guests and visitors will be provided with healthy snack choices</p>

EVIDENCE/INDICATORS OF SUCCESS
(How will we know that we are making progress in reaching our goal – that our improvement efforts (action steps) are having an effect? What are the measures?)

- Students will come to school with healthier snack and lunch choices
- More students will participate in recess and lunch time activities and games in the playground
- Students and teachers will refer to and use information on posters and guidelines for lessons and assignments
- Student Council Members will be leaders in assisting with the school plan
- Increase of healthy food alternatives chosen by students, staff and parents

STUDENT ACHIEVEMENT & LEARNING PLAN: Progressive Discipline and Safety in Schools and Bullying Prevention

CORE PRIORITY: To foster the dignity of the human person in a safe, healthy and active learning environment that recognizes that all pupils are children of God.

GOALS:

- To increase knowledge of staff, students and parents regarding Progressive Discipline and Safety in Schools
- To increase knowledge of staff, students and parents regarding Bullying Prevention Strategies
- To decrease the number of bullying incidents reported to staff and administration

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do it?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Curriculum & Instructional Strategies						
<p>As a Catholic Community we must continually promote the Gospel Values and hold ourselves to Christ as our model</p> <p>Behaviour tracking suggests that there are some incidents of bullying at St. Catherine of Alexandria School</p> <p>Specific teaching of Conflict Resolution Skills provides members of a community with the training to effectively deal with inevitable disagreements</p>	<p>The St. Catherine of Alexandria Catholic School Community will consistently promote Gospel Values and hold Christ as the model for all interaction and relationships</p> <p>Positive Behaviour will be recognized by staff through the use of “Christ in Action” awards for students demonstrating the Catholic Graduate Expectations</p> <p>CYC will continue to provide the ‘Girls Club’ and ‘Boys Club’ in order to directly teach the specific social skills required for intervention and prevention of bullying ~ Friendship Festival</p> <p>Safe @School Bullying Prevention Team will review ministry project and implement suggested action items</p>	<p>Daily prayers over the PA system will be a continuous reminder of our Gospel Values</p> <p>Staff, students and parents will be reminded of the Christ in Action weekly awards based on the CGE</p> <p>Meet with CYC to review social skills program</p> <p>Review plan with Safe@School Team</p>	<p>Prayers for Schools</p> <p><i>Christ in Action</i> slips for staff</p> <p>Prizes for <i>Christ in Action</i> Program</p> <p>Board Policy and Procedure Manual</p> <p>Working Together Program</p>	<p>Principal / Vice Principal/ students</p> <p>Staff member</p> <p>Administrative assistants</p> <p>Principal/ Vice-Principal</p> <p>CYC</p>	<p>September through June 2008</p> <p>January / March</p> <p>October/ February/April</p>	<p>Staff, and students will model Gospel Values</p> <p><i>Christ In Action</i> awards will be increasingly given to students</p> <p>Girls Club and Boys Club will be well attended</p> <p>Safe@School Team to meet with P and VP once per term to evaluate progress</p>

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
	Guest Speakers will be invited to speak to staff, students and parents	Facebook presentation for school MSN presentation for school (Junior and Intermediate Divisions)	Catholic School Council	SIP team P and VP Catholic School Council	September 2009 April 2010	Staff, Students and parents attend sessions Staff and Students to attend sessions
Assessment and Evaluation						
Increased number of students and staff will demonstrate knowledge of Gospel Values, Progressive Discipline and Safety in Schools Progressive discipline and safety in schools	Teacher and student moderation will ensure continuous reflection, sharing of best practices and further progress	Monthly meetings of Student Council and per term meetings of Safe@School Team will focus on evaluation of Bullying Prevention strategies and Safe School strategies		Staff Safe@School Team	Februar/April 2010 October / February / April	Student Council will meet monthly to monitor and evaluate plan
Instructional Leadership						
Home School Community Outreach and Partnership						
As a Catholic Community we must continually promote the Gospel values and hold ourselves to	The St. Catherine of Alexandria Catholic School Community will consistently promote Gospel Values and hold Christ as the model for all interaction and relationships	Provide opportunities for community prayer at the beginning of all meetings and gatherings	A variety of prayer resources	Catholic School Council Chair(s) P and VP	Daily	Prayer will continue to be an integral component of all meetings and gatherings ~ monitored by all

EVIDENCE / JUSTIFICATION <i>Rationale for goal statement?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
<p>Christ as our model</p> <p>Family participation in education is twice as predictive of students' academic success as family socio-economic status.</p> <p>Research shows that students make greater progress when parents, caregivers, and the community are supportive of the work of the school and involved in its activities.</p>	<p>St. Catherine of Alexandria Catholic School Council will offer presentation to the school community: Cyber bullying</p> <p>HCDSB Health & Safety Representative invited to speak to students and their parents re: Workplace Safety</p>	<p>In-service Catholic School Council</p>		<p>Health and Safety Officer</p>	<p>September 2009</p> <p>April 2010</p> <p>June 2010</p>	<p>Parents will attend presentation</p>

EVIDENCE/INDICATORS OF SUCCESS

(How will we know that we are making progress in reaching our goal – that our improvement efforts (action steps) are having an effect? What are the measures?)

All members of the St. Catherine of Alexandria Catholic community treat one another with dignity and respect

Increased evidence of problem-solving using conflict resolution models: 'I' Statements

Fewer discipline reports to the office

Students are able to articulate and practice bullying prevention strategies

Students will become increasingly confident in their ability to manage conflict in a respectful manner

Staff will become increasingly confident in ability to manage conflict in a respectful manner

Fewer students will report being bullied

Increase in students' abilities to prevent and articulate the measures required to prevent incidences of bullying

Increased awareness of personal safety

Fewer injuries to staff and students