



Success for All Through School Improvement Planning

St Joseph School Acton

Principal Colin Simpson
October 2009

School Improvement Team

Name	Position
Colin Simpson	School Principal
Claire Lanois	Vice Principal
Patricia Clarizio	FSL
Bella Sanzsole	Intermediate Teacher
Anne Nevins	Junior Teacher SPTL
Theresa McGeragle	Junior Teacher
Reona Richardson	Primary Teacher SPTL
Viviana Varano	Literacy Teacher
Shelley Beaton	Primary Teacher
Amy Power	Junior Teacher

School Community Profile

St Joseph School is located in the town of Acton in the northwest corner of the Board. It has a student population of 508 students and a staff of 46. Our teachers provide quality and innovative Catholic instruction from Junior Kindergarten through to Grade 8. Approximately 10% of our student body is identified as having special program needs. Of this 9 are identified under the Autism Spectrum, 4 are developmentally delayed We have 3 students identified as gifted. The Acton community is made-up of diverse cultural and socio economic background.

DATA SOURCES

The St Joseph School improvement plan has been established based upon information garnered from the following Sources.

EQAO

The grade 3 & 6 EQAO assessment was conducted in May 2009. It is a measure of how well students have met the provincial expectations in reading, writing and mathematics and covers knowledge and skills students are expected to have acquired in the primary and junior divisions. Over a 4 day period students participated in a brief introductory activity with their classmates and teacher and then worked independently to solve problems, answer questions and write on various topics. During the assessment, students read stories, factual information and poetry and were then asked to show in a variety of ways, an understanding of what they had read. They also demonstrated their ability to organize their writing, use punctuation, phonics, word and sentence patterns. In the Mathematical assessment, students demonstrated their understanding by solving problems, applying procedures and demonstrating how they arrived at their answers. The assessment covered the five strands of mathematics: number sense and numeration, measurement, geometry, and spatial sense, patterning & algebra and data management and probability.

DRA and ORRs

The **D**evelopmental **R**eading **A**ssessment was administered to all students in grades 1-3 during the winter of 2008/2009 school years. The DRA provides teachers with an indication of a students' reading comprehension along a continuum. The students are assessed each year by their classroom teacher. The ORR is administered to all grade 1-3 students 4 times per year.

Report Card Results

Provincial report cards are generated three times per year. Language and math scores for the fall and winter term of the 2008/2009 have been incorporated into the data used for this report.

OCA gr. 4-6 and OCA gr. 7-8

The QCA and OCA are administered twice to all students in grades 4-8. These assessments provide teachers with an indication of the students reading comprehension skills.

Ontario Writing Assessment:

The OWA is administered to all grade 1-8 students twice per year. This assessment provides teachers with indicators regarding each student's competency in writing. It will be used in the 09/10 improvement plan.

Early Development Instrument EDI

Over the past three years, *Our Kids – the Early Years*, has developed a monitoring plan for children. The plan has established six child development domains to monitor the progress of the children in Halton Region. The different domains identify areas of developmental strengths and weaknesses within the pre school age population.

Anecdotal Data from Teaching Staff

In October, 2009 the staff met to discuss and provide input regarding their professional opinion regarding student success in areas of Numeracy and Literacy during Item Analysis Session.

GRADE 3 PARTICIPATION DATE AND QUESTIONNAIRE RESPONSE

Number of students: 58

Percent Participation 93% Reading; 93% Writing; 91% Math

55% female 45% male

10% identified with special needs

100% of students at an age appropriate grade level

ESL

5% of students first language at home was other than English

Attitudinal Data Reading

73% / 84% of students viewed themselves as good readers. 2% below Board average

58% / 63% of students indicated they like to read. 5% percent more than the Board average

51% percent of students responded that they read at home. 13% more than the Board average

80% of students indicated they **do not** read with someone older at home. 9% more than Board

No significant difference between the percent of boys and girls who few themselves as good readers

26 % of fewer boys indicated they like to read compared to girls. Board difference is 18%

93% of boys do not read with someone older at home. Board average of 46%

78% / 91% of students indicated they use a computer at school for reading activities

Second # in italics is previous year's data

Attitudinal Data Writing

49% / 60% of students viewed themselves as good writers. No significant difference from the Board average.

44% / 53% of students indicating they like to read. No significant difference from than the Board average

55 / 72% of students indicate they independently write at home. 18% more than the Board average.

31% gap in gender when students were asked if they were good writers

43% more girls responded that they liked to write

2% more girls indicated that they wrote independently at home.

Attitudinal Data Math

56 / 58% of students viewed themselves as good in math. Same results as the Board average

51% / 49% of students indicated that they liked Math. No significant difference from the Board

9% more boys than girls indicated they liked math. Board average difference is 11%

37 / 35% of students indicated that no one helps them with math at home.

7% / 19% more boys than girls view themselves as good at math. Same as Board average

Computer use

78% / 5% of students indicated they used a computer at school for reading activities.

62% / 30 % of students indicate there is no computer in the home, Board average is 17%

GRADE 6 PARTICIPATION DATE AND QUESTIONNAIRE RESPONSE

Number students: 45,
100% student participation in Reading Writing and Math
73% female 27% male
13 % identified with special needs

ESL
93% are spoken to in English.

Attitudinal Data Reading

76% / 55% of students viewed themselves as good readers.
64% / 33% of students indicated they like to read.
71% / 69% percent of students responded that they read at home.
58 % / 42% of boys viewed themselves as good readers.
31% / 29% of fewer boys indicated they like to read compared to girls.
42% / 21% of boys liked to read

Attitudinal Data Writing

51% / 31% of students viewed themselves as good writers.
47% of students indicating they like to write. 39% Board result
16 % more girls than boys viewed themselves as good writers
33% / 29% of boys indicated they like to write. No significant difference from the Board.

Attitudinal Data Math

49 % / 31% of students viewed themselves as good in Math. 11% less than the Board average
42% / 29% of students indicated they use math to solve problems outside of school. 13% less than the Board average
51% more boys than girls stated they liked Math
22% of students have someone older at home help them with Math
20% of students indicated that they used a computer to learn math at school

Computer use

13% / 5% of students indicated they used a computer at school for reading activities. Same as Board average
73% indicate they have a computer at home to do school work.

DATA RESULTS and OBSERVATIONS

Overall Achievement Results
By Grade for St Joseph, HCDSB and Province June 2009
Grade 3 Method 1 All Students Method 2 Participating Students
Percent Achievement

	Method	Reading				Writing				Math			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
HCDSB	1	3	19	65	10	0	17	75	6	1	13	65	19
St Joseph	1	2	21	53	16	0	24	67	2	0	16	60	16
Province	1	7	26	53	7	<1	28	53	4	2	23	58	12
HCDSB	2	3	19	66	10	0	17	76	6	1	13	66	20
St Joseph	2	2	22	57	17	0	26	72	2	0	17	66	17
Province	2	8	27	56	7	<1	29	66	5	3	24	61	16

Overall Achievement Results
St Joseph, HCDSB and Province June 2009
Grade 6
Percent Achievement

	Method	Reading				Writing				Math			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
HCDSB	1	3	18	64	14	<1	22	65	11	3	20	57	18
St Joseph	1	7	16	64	13	0	24	69	7	7	20	62	11
Province	1	5	22	59	11	<1	29	58	9	6	27	49	13
HCDSB	2	3	18	65	14	<1	22	66	11	3	21	58	19
St Joseph	2	7	16	64	13	0	24	69	7	7	20	62	11
Province	2	5	22	61	11	<1	30	61	9	7	28	51	14

Students Achieving Provincial Standards EQAO Grade 3

	Reading	Writing	Math
St Joseph	69	69	76
Province	61	68	70
Board	75	81	84

OBSERVATIONS/RECOMMENDATIONS FROM DATA

- Writing scores are 12% lower than Board and only 1 % above Province
- Grade 3 Results in Math, Reading and Writing all below Board Average

Students Achieving Provincial Standards EQAO Grade 6

	Reading	Writing	Math
St Joseph	78	76	73
Province	69	67	63
Board	77	76	75

OBSERVATIONS/RECOMENDATIONS FROM DATA

- Grade 6 Results in Math, Reading and Writing above Provincial average and meeting Board average.

EQAO TRENDS OVER TIME GRADE 3

Trend Analysis EQAO St Joseph School All Students Grade 3 Percent Achievement												
	Reading				Writing				Math			
Year	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
04/05	3	37	50	0	0	30	53	0	0	23	60	7
05/06	9	47	38	0	0	34	56	3	3	38	59	0
06/07	4	35	54	2	0	42	54	2	0	23	65	12
07/08	14	11	66	9	0	30	68	2	2	9	80	9
08/09	6	21	56	8	0	33	56	4	0	31	58	2

Trends Over Time % of Students Achieving at Provincial Standards Gr. 3			
	Reading	Writing	Math
04/05	56	56	77
05/06	75	70	89
06/07	65	60	60
07/08	69	68	80
08/09	69	69	76

OBSERVATIONS RECOMMENDATIONS FROM DATA

inconsistent results in mathematics

Gradual Improvement in Reading and Writing over last three years

EQAO TRENDS OVER TIME GRADE 6

Trends Over Time % of Students Achieving at Provincial Standards Gr. 6			
	Reading	Writing	Math
2004-05	65	56	46
2005-06	52	33	50
2006-07	59	62	50
2007-08	68	69	75
2008-09	78	76	73

Observations from Reading Trend Data

- Continued upward trend over the last three years
- A slight decrease in Math results

COHORT ANALYSIS

COHORT ANALYSIS Grade 3 2007 and Grade 6 2009 *Percent of students Achieving Provincial Standards					
Reading		Writing		Math	
EQAO gr. 3 06/07	EQAO gr. 6 08/09	EQAO gr. 3 06/07	EQAO gr. 6 08/09	EQAO gr. 3 06/07	EQAO gr.6 08/09
75	78 (+3)	70 %	76(+6)	89	73 (-16)

Observations from Cohort Data

Increases in both Reading and Writing from grade 3-6

Drop in Mathematics by 16%

GENDER ANALYSIS Grade 3

GRADE 3 2008/2009 RESULTS Percent of students Achieving Provincial Standards					
Reading		Writing		Math	
BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
62	75	62	75	77	75

OBSERVATIONS FROM DATA

- Females continued to score 13% higher in Literacy. Boys outscored Girls in Math
- Over time there has been no consistency in closing the Gender gap

GENDER ANALYSIS Grade 6

GRADE 6 2008/2009 RESULTS Percent of students Achieving Provincial Standards					
Reading		Writing		Math	
BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
NR	NR	NR	NR	NR	NR

EQAO PROFILE STRENGTHS AND AREAS OF IMPROVEMENT GRADE 3

% of students demonstrating strength in this area

MATH by strand	Board	School	
		07/08	08/09
Number Sense and Numeration	75	77	87
Measurement	74	64	81
Geometry	73	82	89
Patterning and Algebra	76	61	74
Data Management and Probability	75	50	75

OBSERVATIONS FROM GR. 3 MATH DATA:

Marked improvement in all areas year over year

READING by skill and overall expectation	Board	School	
		07/08	08/09
Understanding explicit information	NR	68	NR
Understanding implicit information	75	73	74
Making connections	76	64	72
Reading for meaning	76	73	76
Understanding Form and Style	74	52	76
Reading with Fluency	74	59	69

OBSERVATIONS/RECOMMENDATIONS FROM GR. 3 READING DATA:

- Students show improvement in all areas year over year
- Making connections and Reading with Fluency lowest areas

WRITING by skill and overall expectation	Board	School	
		07/08	08/09
Topic Development	83	67	76
Conventions	80	67	80
Developing and organizing content	84	67	76
Using Knowledge of form and style	83	67	80
Applying knowledge of conventions and presenting written work effectively	80	55	80

OBSERVATIONS FROM GR. 3 WRITING DATA

- All areas have shown marked improvement year over year
- Behind board average in three skill areas

EQAO PROFILE STRENGTHS AND AREAS OF IMPROVEMENT GRADE 6

% of students demonstrating strength in this area

MATH by strand	Board*	School	
		07/08	08/09
Number Sense and Numeration	75	55	69
Measurement	74	48	73
Geometry	73	33	69
Patterning and Algebra	76	58	76
Data Management and Probability	75	42	71

OBSERVATIONS/RECOMMENDATIONS FROM GR. 6 MATH DATA

- All areas lower than the Board average
- Geometry and Data Management and Probability and Measurement areas of most concern.

READING by skill and overall expectation	Board*	School*	
		07/08	08/09
Understanding explicit information	82	61	80
Understanding implicit information	78	64	80
Making connections	78	70	76
Reading for meaning	80	64	78
Understanding Form and Style	78	64	78
Reading with Fluency	76	61	78

OBSERVATIONS FROM GR. 6 READING DATA

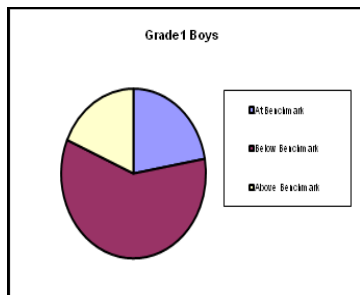
- Growth shown in all expectation and skills

WRITING by skill and overall expectation	Board*	School*	
		07/08	08/09
Topic Development	76	61	76
Conventions	77	58	78
Developing and organizing content	74	61	73
Using Knowledge of form and style	79	64	78
Applying knowledge of conventions and presenting written work effectively	77	55	78

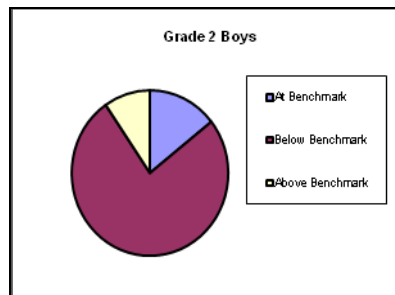
OBSERVATIONS FROM GR. 6 WRITING DATA

- Growth shown in all expectation and skills

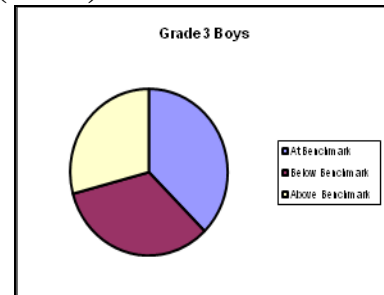
DEVELOPMENTAL READING RESULTS Feb. 2009 (DRA)



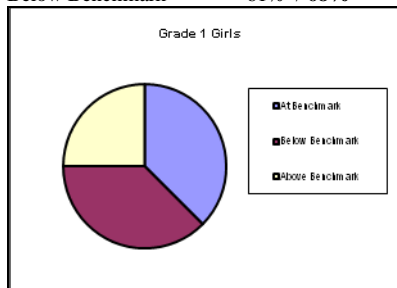
At or Above Benchmark 41% / 34%
Below Benchmark 61% / 68%



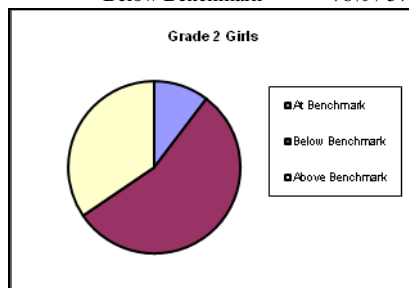
At or Above Benchmark 24% / 43%
Below Benchmark 76% / 57%



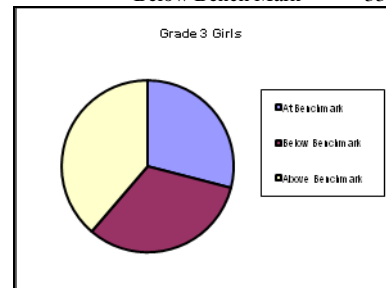
At or Above Benchmark 67% / 45%
Below Benchmark 33% / 55%



At or Above Benchmark 63% / 49%
Below Benchmark 37% / 51%



At or Above Benchmark 45% / 53%
Below Benchmark 55% / 45%



At or Above Benchmark 68% / 44%
Below Benchmark 42% / 56%

Grade One 48% / 42% at Benchmark
Grade two 36% / 49% at Benchmark
Grade three 67% 44% at Benchmark

OBSERVATIONS FROM D.R.A. DATA

Result for the last two years show a large percentage of our Grade 1 and 2 students are below the established benchmark. However, by grade 3 there is a marked improvement noted. Gender does not seem to have a significant difference in D.R.A. achievement.

QCA RESULTS Spring 09

SKILL	Details				Inference				Synthesis				Connections			
	At or above benchmark		Below benchmark		At or above benchmark		Below benchmark		At or above benchmark		Below benchmark		At or above benchmark		Below benchmark	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4		65		35	26	60	17	40	19	44	24	56	22	51	21	49
Grade 5	32	56	25	44	36	63	21	37	33	58	24	42	28	50	28	50
Grade 6	18	55	15	45	9	28	23	72	9	27	24	73	8	23	26	76

OBSERVATIONS FROM QCA DATA

As a division, the students are achieving the best results in the comprehension areas of Detail and Inference. As a division, students are achieving the poorest results in the comprehension areas of Synthesis and Connections. Grade six students achieved their best results in the area of Detail; however, the results for Inference, Synthesis, and Connections fall significantly below the scores in the other Junior grades.

Early Developmental Instrument

The EDI is a survey tool used to assess children’s development in five key domains.

The table shows the characteristics of the children that were assessed using the EDI in 2003 and 2006

The table above shows the percent of children that score below the vulnerability cut points within the 5 EDI domains for school preparedness. Children with multiple developmental vulnerabilities are at a high risk for developing difficulties in academic areas.

Observations from Data

There is no significant difference noted between 2003 and 2006. The results also show that the St Joseph has a much higher percentage of students that are developmentally vulnerable compared to the family of schools in the North Halton in four of the five domains. It also indicates that programming such as our **Even Start** and **First Start** programs for our JK and SK students continue to be needed and promoted within the community.

Domain	St. Joseph Acton		North Halton Schools	
	2003	2006	2003	2006
Physical Health & Well-being	25.6	7.8	7.8	9.5
Social Competence	15.4	15.7	7.0	5.5
Emotional Maturity	18.4	11.8	6.8	5.9
Language & cognitive Development	12.8	15.7	5.7	6.4
Communication and General knowledge	7.7	29.4	12.8	14.2
Vulnerable on 2 or more domains	18.4	23.5	9.7	10.5

INCREASED PUBLIC CONFIDENCE IN PUBLICLY FUNDED CATHOLIC EDUCATION

CORE PRIORITY: Foster greater engagement with parents and the Acton community and to foster public confidence in St Joseph Catholic school. To strengthening the role of St Joseph in our community and to ensure our school continues to develop Christ centered individuals enabled to transform society.

GOAL: To celebrate and promote the distinct and valuable contribution of Catholic education to our Faith Journey. (2) To promote our Catholic Learning Community as a culture of high learning expectations, rooted in faith and (3) 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

INDICATORS: Halton school Board on line survey safety at Your school survey results 2008, Reduce the frequency of behaviour report to office and reported on Trillium, EDI results show Acton Pre School children behind in areas of school preparedness

EVIDENCE / RESEARCH	ACTION STEPS/INTERVENTIONS	PROFESSIONAL DEVELOPMENT FOCUS	BUDGET/ RESOURCES	RESPONSIBILITY	TIMELINE	MONITORING
<i>Additional evidence/research to support goal?</i>	<i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	<i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	<i>Funding/Time/ People/Materials</i>	<i>Who will do It?- Be Specific</i> <i>Partners</i>	<i>Specific dates for completion of each activity or assessment practice</i>	<i>Evidence of Implementation</i>
Student Learning & Achievement Curriculum & Instructional Strategies						
<p>A Catholic Community character formation is an ongoing catechetical and developmental process</p> <p>The principals of Catholic Social teaching fosters the dignity of the human person and recognizes that all people are persons of God.</p>	<p>Principal's will share copy and share the Catholic Graduate Education Expectations with all staff.</p> <p>Principal will promote the theme "Hear the Word of the Lord, Learn to do good and seek justice" by ending morning announcements with this statement.</p> <p>Teachers will promote Catholic social teaching in their daily planning and lessons.</p> <p>Students will participate in Catholic Youth Rally</p> <p>Students will participate in class and school based social justice projects. Big Brother Big Sisters penny drive, Thanksgiving food drive, Christmas toy drive,</p>	<p>Teachers will be provided with an in-service in January conducted by Pastoral animator and Admin</p> <p>Faith development activities for new teachers. (NTIP)</p> <p>Ongoing Professional development on Board themes at annual Faith Day.</p> <p>Pastoral Animator will attend Board sponsored workshops and share knowledge with staff at divisional and staff meetings.</p>	<p>Administration</p> <p>Teachers</p> <p>Pastoral Animator</p> <p>Father Bulbrook</p> <p>Students</p> <p>Parents</p>	<p>Administration</p> <p>Administration</p> <p>Classroom teachers</p> <p>Grade 8 teachers</p> <p>Classroom teachers, Students, Administration</p>	<p>November</p> <p>Sept –June</p> <p>Sept June</p> <p>Sept June</p> <p>Nov 09</p> <p>Once per term</p>	<p>Minutes staff mtg.</p> <p>Daily Announcements</p> <p>Principal walk through</p> <p>Participation in Grade 8 leadership Rally</p> <p>Completion of activities</p>

EVIDENCE / RESEARCH <i>Additional evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
<p>The ICE report on Catholic Schools highlights the need to strengthen the home school church relationship</p> <p>59% of students indicate they have been bullied</p> <p>25% of students have indicated they have been bullies</p>	<p>Jump Rope for Heart fund raiser, D.A.R.E.</p> <p>Provide for opportunities for students to participate in monthly liturgical celebrations as servers, readers, gift bearers.</p> <p>Father R. Bulbrook and Parish representatives to provide direct instruction to students preparing for the sacraments of Eucharist and Confirmation.</p> <p>All classes will be instructed with the Working Together program</p>	<p>Father Bulbrook will meet with teachers at Lunch and learns to plan and organize Sacramental preparation</p> <p>Pastoral animator to work directly with students in preparation of liturgy.</p> <p>Father Bulbrook will meet with Grade 2 and grade 8 teachers in preparation for visits</p> <p>CYC will provide in-service to staff at monthly staff mtg.</p> <p>Enable children to understand that they are made in the image of God who loves them and desires that they love others</p>	<p>Working Together Program. School and Department of Health grant funding</p>	<p>Fr Bulbrook gr.8 and Pastoral animator Classroom teachers</p> <p>Father Bulbrook, and parish rep. Gr 2 and 8 teachers</p> <p>CYC, Teaching Staff, Administration</p>	<p>Monthly</p> <p>Fall 09</p> <p>January 2010</p>	<p>Student participation</p> <p>Minutes of meeting and or Administration follow up with staff</p> <p>Long Range and daily Plans, Administration Walk-about</p>
Assessment and evaluation						
	<p>The teachers of St Joseph School will continue to report on students demonstration of religious knowledge on report cards grade 1-8</p>		<p>Classroom Teachers</p> <p>CCCB Catechetical Series Born of the Spirit and we are</p>	<p>Classroom Teachers</p>	<p>Reporting Periods</p>	<p>Report Card</p>

EVIDENCE / RESEARCH <i>Additional evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
Instructional Leadership						
Professional development is most powerful when teachers learn and work together as a team to pursue clearly articulated school goals.	<p>To provide in-service to teaching staff at Divisional and staff meetings on the Catholic Curriculum Maps to ensure that our teachings reflect a Catholic World view</p> <p>Principal will develop a school Liturgical team consisting of School Council, staff, administration and Pastoral Animator that will meet at least twice per year.</p> <p>Principals will provide opportunity for Pastoral Animator and additional staff member to attend the annual Faith Meets Pedagogy Conference.</p> <p>To work with the Father Robert Bulbrook in organizing and preparing grade 2 and 8 students for reception of the Sacraments.</p> <p>Administration, Pastoral animator and Parish Priest will participate in Home, School, Parish Day</p>	<p>TEL sessions for Administration,</p> <p>September Faith Day for Staff</p> <p>Provide a focus for community members to participate in identifying the social, educational,</p> <p>Faith Meets Pedagogy Conference</p>	<p>Administration</p> <p>Teaching staff</p> <p>Support staff</p> <p>Pastoral Animator</p>	<p>Pastoral Animator and Administration</p> <p>Administration, Teaching staff School Council</p>	<p>January Staff meeting</p> <p>Nov 2009</p> <p>October 09</p> <p>November 09</p>	<p>Agenda & Minutes of mtg.</p> <p>Formation of committee and development of initiatives for the 2010/2011 school</p>

EVIDENCE / RESEARCH <i>Additional evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate professional development for those responsible for implementing the action.</i>	BUDGET/ RESOURCES <i>Funding/Time/ People/Materials</i>	RESPONSIBILITY <i>Who will do It?- Be Specific</i> <i>Partners</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 Partnerships						
<p>Results of Early Developmental Instrument and Kindergarten Parent survey</p> <p>19% of children under 5 are developmentally vulnerable in two or more EDI domains</p> <p>Healthy Nutrition is required for improved school learning</p>	<p>Meet three times per year with the Halton Hub Coordinator to discuss specific issues relative to the School and the Acton Community.</p> <p>Meet with school Council, Staff, Student, hub and CAS workers three times per year to develop initiatives that will promote healthy and bully free schools.</p> <p>Organize homework club Support Big Brothers and Big Sisters programming to operate on Wednesday evenings in the school Library and computer lab.</p> <p>Support and actively promote First Start and Even Start Program for at risk JK/SK students in summer of 2009</p> <p>Foster and work with Christ the King Secondary school in the promotion of the Restorative Justice Initiative.</p> <p>The CYC in conjunction with the leadership students of CtK Catholic Secondary school will renew the PROPS program at the school in 2009.</p> <p>St Joseph School will work towards it's healthy School identification by continuing the Healthy Snack Program</p> <p>CYC and Halton CAS Family Services worker will organize a boy's and girl's running group.</p>	<p>Working with community partners to develop shared strategies for the improvement of services for the Children of Acton.</p>	<p>Non Board Funds and Grant money from Health Dept</p> <p>Non Board Funds</p>	<p>Administration</p> <p>Public Health Nurse</p> <p>School Council Reps, Children Aid staff</p> <p>Big Brother/Sister Coordinator, Secondary students</p> <p>Board Early Year Consultants, Administration kindergarten teachers</p> <p>High School Chaplain, High School Admin</p> <p>CYC, CtK leadership group</p> <p>Healthy Snack Coordinator</p> <p>CYC and CAS worker</p>	<p>Once per term</p> <p>Meeting held in Fall and Spring</p> <p>Jan 2009</p> <p>May 2009</p> <p>On going as required</p> <p>Fall 2009</p> <p>Oct 2009</p> <p>Fall and Spring terms</p>	<p>Minutes of mtgs.</p> <p>Minutes of mtgs.</p> <p>Operational homework club</p> <p>Letters and calls made to parents</p> <p>Completion of project</p> <p>Props program in place fall of 09</p> <p>Healthy snack program running fall of 09</p> <p>Girls and boys groups will complete a sponsored 5 km race</p>

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HIGH LEVELS OF STUDENT ACHIEVEMENT - ELEMENTARY

CORE PRIORITY: To have 75% of grade 3 students achieve provincial standards as measured by EQAO. To maintain the current level of 75 % of grade 6 students achieving provincial standards as measured by EQAO. To improve students ability to respond to open response questions in Reading Writing and Math.

To reduce the gender gap that exists particularly in the grade 6 EQAO results.

GOALS:

- 1) The percentage of grade 3 students scoring at level 3 and above in Reading will increase from 69% to 75% as measured by EQAO Assessment in May 2010
- 2) The percentage of grade 3 students scoring at level 3 and above in Writing will increase from 69% to 75% as measured by EQAO Assessment in May 2010
- 3) The percentage of grade 3 students scoring at level 3 and above in Math will increase from 76% to 79% as measured by EQAO Assessment in May 2010
- 4) The percentage of grade 6 students scoring level three and above in Reading will be maintained above 75% as measured by EQAO Assessment in May 2010
- 5) The percentage of grade 6 students scoring level three and above in Writing will be maintained above 75% as measured by EQAO Assessment in May 2010
- 6) The percentage of grade 6 students scoring level 3 or above in Math will increase from 73% to 75% as measured by EQAO Assessment in May 2010

INDICATORS: Please see pages # Documentation Section 1 of this document

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Student Learning & Achievement						
<p>A greater percentage of students in Gr. 3 and 6 did poorly in written open response questions.</p> <p>Gr. 3 math score have not improved year over year.</p> <p>20% of gr. 6 indicated they used a computer to learn math at school</p> <p>Junior Math result show a 16 % decline in achievement at provincial standard</p> <p>Grade 6 students had greatest difficulty with questions measuring Reading skill 3 (vocabulary)</p> <p>In grade 3 & 6, Reading and Writing students achieve on average 20% greater success when responding to multiple choice question</p> <p>Students in grade 3 had difficulty reading with fluency specifically concerns are focused</p>	<p>Increase the use of Math related software in the in the Junior and Int. Division by coordinating and CSS staff visits with lab instruction periods</p> <p>CCS will review software with teachers during planning times.</p> <p>Use a common Math problem solving model in daily Math instruction. Teaching staff to use gradual release model of instruction.</p> <p>The use of Mathematic manipulatives and technology being integral to mathematic instruction</p> <p>Teachers differentiate instruction to promote higher order of thinking in Math and English instruction</p> <p>To enhance students math vocabulary teachers will use Anchor charts and classroom word walls as part of their explicit math instruction.</p>	<p>CSS will support teaching staff on a weekly basis</p> <p>Classroom teachers will receive support from Literacy/Numeracy teachers.</p> <p>Provide staff development in differentiated instruction at January PD day</p> <p>Teachers will be provided the opportunity to attend after school math workshops sponsored by the Board.</p>	<p>Guides to effective instruction</p> <p>Ministry curriculum documents</p> <p>Math software, Math Makes Sense resource,</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Classroom teachers, consultants, itinerant teachers, administration</p>	<p>June –Sept.</p> <p>January</p> <p>Sept –June</p>	<p>Principal will share the importance of utilizing technology, manipulatives and the problem solving model in memos and staff meetings.</p> <p>Administration will review student workbooks to ensure problem solving and communication is an integral part of the Mathematic curriculum</p> <p>During walkthroughs administration will look for the use of manipulatives, and the problem solving model math word walls.</p>

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<p>on knowledge of words.</p> <p>Students did not perform well on problems with multiple steps.</p>						
Curriculum & Instructional Strategies						
<p>A substantial amount of programmed time should be spent on math and literacy each day.</p> <p>Research Supports the use of high yield strategies and appropriate resources.</p> <p>There is a 13 percent gender gap in gr. 6 students achieving provincial standards in Reading and Writing</p> <p>42% gr.6 boys like to read.</p> <p>58% of gr 6 boys consider themselves good readers</p> <p>33% of gr 6 boys like to write</p>	<p>All gr. 1-3 timetables will indicate a minimum of 90 minutes of literacy instruction per day and 60 minutes of Math instruction.</p> <p>All grade 4 -8 teachers will have 60 minutes of Literacy and 60 minutes of Math instruction per day.</p> <p>Grade 1-8 classroom teachers will use Instructional Pathways to guide planning, instruction and assessment for writing in term one and two and Instructional Pathways for Numeracy in term 3</p> <p>All teachers will employ differentiated instructional strategies to develop higher order and critical thinking skills.</p> <p>More grade 4–8 teachers will provide balanced literacy approach to instruction incorporating small groups and guided and shared reading.</p>	<p>Itinerant teacher to provide in service to at staff meeting on creating instructional pathways.</p> <p>Itinerant teachers will work weekly with classroom teachers to develop strategies for their instructional pathways.</p> <p>Teachers will be provided with opportunities to work with their colleagues at divisional and staff meetings, peer observation of classrooms, lunch and Learns</p> <p>Provide teacher Moderation and best practice sessions directed by Itinerant teacher.</p>	<p>Ontario Curriculum, Board Ministry documents on effective teaching strategies in Math and Language</p>	<p>Teachers,</p> <p>Teachers</p> <p>Itinerant teacher, Classroom teacher, SPTLs School Improvement team, Librarian, SERTS,</p>	<p>Sept 09</p> <p>Sept 09</p> <p>Every 8-10 weeks</p> <p>Ongoing</p>	<p>Review of time tables</p> <p>Review of time tables</p> <p>Administration review of Student Achieve to ensure data entered, Administration review of Smart Goals</p> <p>Principal walk through, Teacher planning,</p>

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	<p>Itinerant Special Education Teacher will work with classroom teacher to assist all students but particularly Special needs students with technology based software and hardware</p> <p>Increase the number of special education students who are utilizing assistive technology from 10 to 19.</p>	<p>Itinerant teacher for Special Education and school SERTs will provide support to classroom teachers</p> <p>Provide Special Needs students with technological accommodations that will allow them to achieve provincial standards</p> <p>The itinerant SERT for LD students and School SERTS will in-service classroom teacher and students on software and hardware</p>	<p>FROM S.E.A. claims</p>	<p>SERTs Spec. Ed. consultants</p>	<p>Sept to May</p>	<p>Students will be working with Hardware and software</p>

Assessment and Evaluation

<p>Assessment guides effective instruction.</p>	<p>Teachers will use a variety of different assessment modes. These will include ORRS 4 times per year, DRA once per year in grade 1-3, QCA in grade 4-6, OCA in gr 7& 8 and the OWA in grade 1-8</p> <p>Teachers will be provided with opportunities to meet with colleagues at the school and at Holy Cross school to moderate the OWA, OCA and QCA assessments tools twice during the school year.</p>	<p>The Itinerant teacher will provide in-service to teachers on the implementation and evaluation of assessment tools during planning time visits, lunch & learns, in school and hub moderation. Staff and Administration have received professional development opportunities in the administration and evaluation of these assessment tools.</p>	<p>Board assessment ORR, DRA, QCO, OCA, OWA.</p> <p>Board and Ministry documentation on effective strategies</p>	<p>Teachers, Itinerant Math Literacy teacher, Administration, Board consultants</p>	<p>completion as per Memorandum 09/10 C004</p>	<p>Data input in Student Achieve program. Completion of Pathways template every 8 to 10 weeks.</p>
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	<p>Teachers will use the data from assessment to develop grade level Pathways and SMART Goals for precision teaching.</p> <p>Teachers will track each student's progress with "Student Achieve" program.</p> <p>Kindergarten teachers will use YOPP Singer Assessment tool</p>					
Instructional Leadership						
<p>Research suggests that professional learning communities bridge the divide between subjects, grades and divisions.</p> <p>By analysing student achievement data, teachers can focus instruction and track school improvement.</p> <p>A school environment that promotes professional collaboration, cohesiveness and consistency contributes to high student achievement</p>	<p>Administration will meet weekly with Itinerant Literacy teacher to coordinate her direction for staff support.</p> <p>Administration will facilitate and coordinate the results of the OWA and QCA/OCA as the data for the implementation of the Critical Pathways process for all teachers every 8-10 weeks. The focus of these pathways will be the enhancement of high yield instructional strategies in Reading and Writing.</p> <p>Administration will coordinate where possible shared planning time to facilitate grade level planning and moderation sessions</p> <p>Provide teacher professional development by organizing OCA, QCA and OWA moderation sessions with similar grade level teachers at Holy Cross School twice during the school year.</p> <p>Principals will provide professional learning opportunities for intermediate teaches and their secondary colleagues to review instructional assessment results and strategies to close the gap</p>	<p>Staff and Administration have received professional development opportunities in the administration and evaluation of these assessment tools.</p> <p>Teacher's will be provided in-service on pathways at November staff meeting and weekly support by the itinerant literacy teacher</p> <p>Once per term Int. & Jr. teaching staff at St Joseph and Holy Cross will meet together with the Board assessment team personnel and the itinerant literacy teacher to moderate OWA, QCA,</p> <p>Intermediate teaches will meet with their colleagues to discuss common concerns and develop strategies to 'Bridge the Gap' between Secondary and Elementary</p>	<p>Board assessment materials OWA, DRA, Anchor Chats and problem solving models</p> <p>Literacy In Action and Move On Series of resources</p> <p>Non Board Funds generated at school</p> <p>Ministry curriculum documents, Ministry Guides to effective instruction.</p>	<p>Administration, teaching staff</p> <p>Itinerant numeracy literacy teacher,</p> <p>Itinerant Teacher, Classroom teachers and Administration</p> <p>Teachers, Itinerant teacher, Administration from both Schools. Itinerant assessment team</p> <p>Administration and teaching staff Ctk &</p>	<p>Weekly</p> <p>Every 8-10 weeks</p> <p>Sept 09</p> <p>Once per Term</p> <p>Once per term</p>	<p>Review of "Student Achieve Program</p> <p>Teachers will have shared planning time.</p> <p>Itinerant teachers Weekly Profile sheet.</p> <p>Teacher will have ½ day to meet with colleagues from Holy Cross</p> <p>Teachers from both schools to meet three times per year</p>

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	<p>between elementary and secondary school results.</p> <p>Provide funding and support as necessary for the purchase of materials</p> <p>Principal will facilitate lunch and learn opportunities on a frequent basis in consultation with Brd. Consultants teaching staff and itinerant teacher .</p>			St Joseph	<p>As needed</p> <p>On going</p>	
Home School Community Outreach and Partnerships						
Parents are the children’s primary educators. Research shows that parents who are more involved in school are more effective in	<p>Host a Snuggle up and Read night for kindergarten to grade 2 parents</p> <p>Cozy and All star Reading will be maintained</p> <p>Hold a Parent literacy Night in January for all grade 1</p>	<p>All Star Reading Coordinator will provide training to parent volunteers</p> <p>Providing parents with greater knowledge to assist them in their role as the primary educators.</p>	Library funds from Book Fairs and funding from non board funds will be used to supplement the book collection used for Cozy and All Star Reading	Primary Teachers Primary Teachers Librarian Kindergarten	Fall 09 Fall 09 January 09	Night organized Implementation of Program Implementation of Program

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school	<p>parents</p> <p>Conduct literacy parent workshop as part of the JK/SK parent orientation meeting in the spring</p> <p>Organize retired teachers to provide grade 3 teachers with classroom support by working with small groups of level two students on comprehension and written responses.</p> <p>Reading and Math tips posted on Web Site and News Letter</p> <p>Invite a published author to speak about writing to the Junior/Int. division.</p>			<p>Teachers, Early Years Consultant</p> <p>Administration and Grade 3 teachers</p> <p>Administration</p> <p>School Council</p>	<p>May 09</p> <p>Sept- June</p> <p>Fall 09</p>	<p>Literacy night held</p> <p>Work shop completed</p> <p>Retired teacher</p> <p>Schedule organized</p> <p>Evidence in newsletter</p> <p>Author presentation completed</p>