

HALTON CATHOLIC DISTRICT SCHOOL BOARD



Christ the King C.S.S.

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

Student Achievement & Learning Action Plan

2010 – 2011

Revised March 28, 2011



No one after lighting a lamp puts it under the bushel basket but on the lampstand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to the Father in heaven.

Matthew 5: 15-16

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT : “Priorities For Improving Student Achievement”

PLAN, DESN AND IMPLEMENTATION STRATEGIES

MONITORING STRATEGIES

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community Culture & Caring	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Pathways					
To increase the percentage of Grade 9 Applied level students performing at or above the provincial standard from 50% to 52% in the 2010-2011 school year.	1.2, 4.6	Anno-lighting by teachers and students, key words posted in classrooms, exemplars from EQAO, activate and use relevant prior knowledge, skills and experiences, DEAR.	Numeracy Literacy	Highlighters, sticky notes, Smartboard, EQAO web site,	Anno-lighting training, Smartboard training	In the classroom on regular basis, on assessments	Teachers, students and parents	September 2011 EQAO results.
	1.1, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 3.1,4.6	EQAO questions embedded in assessments, extra help, DI, implementation of IEP, boy’s literacy strategies, on-going communication with parents, variety of assessment strategies, use of GIZMOS, Smartboard, technology, ILC homework help, collaborative planning and assessments, class portals, self-reflection, safe learning environment.	Numeracy	OERB, GIZMOS, homework help, itinerant teacher, Smartboard, EQAO web site	PLT, PD sessions	Teacher moderation, EQAO mock test, teacher collaboration	Teacher, students, parents, admin, math department	September 2011 EQAO results.
	4.1, 5.3, 6.4	Information sessions about pathway destinations, effective school/parent relationships (phone calls, class portals, curriculum information), student services, on-going assessment and reporting, checklists	Pathway	Student Services, parents, teacher recommendations, student success teacher, SERT		Failure Analysis (midterm, end of semester, end of school year), progress reports, report cards	Teacher, students, parents, admin, SERT, Student Services	Reporting periods for 2010/2011 school year.
	1.4, 3.4, 4.2, 4.3, 6.2	Create a numeracy component increase in assignments of 50% from 2 assignments to 4 assignments. Add numeracy trends in Sacraments assignments and relationship issues and use statistics to support ideas and information from the Catechism of the Catholic Church. Use existing charts and graphs to compare social justice issues in presentations and statistics, distances and maps looking at geography as well as timelines. Update numeracy checklists	Numeracy Catholic Community Culture and Caring	Catechism of the Catholic Church Focus on Faith Themes Bible Internet-Website http://www.educationforjustice.org/ Periodicals and Newspapers	Additional Qualification Courses Catholic Learning Teams Professional Learning Teams with numeracy in Religion and CWS departments	Student teacher conferences Student Discussions Formative Assessments Summative Performance Assessments Test results Science in the news MC results	Religion Teacher – daily monitoring of students success Department Head – check lists at department meetings followed by reports. Numeracy Team within departments – Re-assess SMART goal and assignments pieces to make sure they are in line with curriculum expectations and school improvement plan.	Post culminating meeting and reflect on success Evaluate using rubrics within the culminating Professional Development - Share workshop knowledge and evaluate 2010-2011 Math EQAO Results
To increase the OSSLT pass rate for students taking Grade 10 Applied level English from 76% to 77% in the 2010-2011 school year. To increase the OSSLT pass rate for students taking Grade 10 Applied level English from 76% to 77% in the 2010-2011 school year To increase the OSSLT pass rate for Students with Special Needs (excluding Gifted) from 70 % to 72 % in the 2010-2011 school year.	1.2, 1.3, 1.4, 1.5, 1.7, 3.4, 4.1, 4.2, 4.3,4.5, 4.6, 4.7, 6.2, 6.4	Following the 3-part lesson format of “Minds On, Action, Consolidation”, teachers will complete a cross-curricular literacy activity in Grade 10 Religion (2O) and English (2P). This activity will use graphic novels that focus on archetypal heroes as positive role models, thereby increasing engagement (particularly with male students), comprehension and critical literacy. Grade 9 Phys. Ed. students will use Healthy Active Living student workbook weekly to practice literacy skills (reading, writing, synthesizing) and to help engage boys in reading. Embed novel study units in CGC 1P/1D and CHC 2P/2D that will help students to learn and demonstrate literacy skills Practice MC writing techniques, re-evaluate language for MC test questions. Work with students on how to read and narrow down MC answers	Catholic Community Culture and Caring Literacy	Teacher Resources Books: <u>Holy Superheroes</u> Greg Garrett (author) The Soul of Spiderman: Unexpected Spiritual Insights from the Legendary Superhero Gospel Light Dunn(author) Workbooks and textbooks Strategies for MC Questions” – adapted from ScienceWorld Grade 9 & 10 Academic Textbook	Religion/English PLT for graphic novel study. In service for teachers Support by literacy itinerant Collegial incorporation of workbooks into term health units Science Dept. Meeting in-service on designing MC questions and how to help students answer them In-service for school	Teacher observation Student assessment as/of/for learning will offer evidence of student engagement and comprehension. Teachers will review diagnostic/formative and summative work i.e.. KWL charts, activity journal questions. Test results Science in the news MC results	Department Heads of English and Religion: Initial proposal In servicing of teachers Ordering of textbooks Monitoring Classroom teachers and students. Students – self/peer assessments and all SMART goal related assignments.	Item Information Reports for OSSLT Teachers will assign formative assessments and compare the results to the baseline provided from the diagnostic assessments. Teachers will review student engagement through student evaluations and anecdotal feedback. Teachers will collect student workbooks and provide feedback on student work to help support this SMART goal. SNC 1D/1P exam semester 2 versus semester 1 results.

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT : “Priorities For Improving Student Achievement”

PLAN, DESN AND IMPLEMENTATION STRATEGIES

MONITORING STRATEGIES

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<p>To reduce the gender gap in OSSLT achievement from 6% to 4% in the 2010-2011 school year.</p> <p>To increase the student success rate on the 2010-2011 OSSLT in “making connections between information and ideas in a reading selection and personal knowledge and experience” (skill R3) from 90% to 92%.</p> <p>To increase the student success rate on the 2010-2011 OSSLT in “using conventions “(spelling, grammar, punctuation) in a manner that does not distract from clear communication” (skill W3) from 89% to 91%.</p>		<p>Comic Book Club will promote boys’ literacy</p> <p>Classroom teachers will implement strategies from “Me Read? And How!” to promote boys’ literacy</p> <p>At-risk students will be provided with additional opportunities for literacy remediation and monitoring</p> <p>After-school literacy test remediation course will be offered in 3-week blocks</p> <p>GLE20 to focus on preparing identified students for OSSLT</p> <p>Spec. Ed Dept. to in-service teachers on assistive technology, resources, and accommodations available for identified students by Department</p> <p>Teachers of CGC1P will develop a unit of study which incorporates the reading strategy making connections (text to text, text to self, text to world).</p>	Catholic Community Culture and Caring Literacy	<p>Literacy Itinerant (T. MacDonald); Literacy Team members; Administration; classroom teachers; parents; Guidance</p> <p>Anno-lighting kits (sticky notes, highlighters); <i>Literacy Power</i> workbooks; EQAO website; EQAO school profiles/results; Ctk Staff Intranet; Literacy Checklists/Profiles; Mock Test(s); <i>Treehouse</i> Literacy Prep book; EduGains website; “Me Read? And How!”</p> <p>Differentiated Instruction resources</p> <p>High interest and low readability texts to support guided reading for students reading below benchmark.</p>	<p>Literacy Teams</p> <p>Department Heads’ PLC on Critical Literacy</p> <p>Job-embedded professional learning opportunities for staff. Focus professional learning on:</p> <ol style="list-style-type: none"> 1. Critical Literacy 2. Differentiated Instruction 3. Boys’ Literacy 4. Enhancing use of technology <p>Consolidate elementary and secondary cross-panel teaching-learning networks</p>	<p>OCA results reviewed</p> <p>Teachers will use the Student Achieve Assessment Data Tracker to monitor student achievement using the common benchmark assessments (OCA)</p> <p>Tracking of potential deferrals for EQAO</p> <p>Grade 9 EQAO results and Grade 9/10 marks will be monitored to flag at-risk students</p> <p>Ongoing consultation and monitoring of SIP</p> <p>Staff website is monitored to ensure that literacy content is current and relevant</p>	<p>Principals/Vice Principals</p> <p>Program Services Consultants/ Itinerant</p> <p>Department Heads</p> <p>Teachers</p> <p>Support Staff</p> <p>Parents</p> <p>Students</p>	<p>Review 2011 OSSLT results for an increase in the success rate for fully participating first time eligible students in the Applied program and for students with Special Needs.</p> <p>Review OSSLT results for a decrease in the achievement gap between boys and girls in Academic and Applied English classes.</p> <p>Review OSSLT results for an improvement in the pass rate for skills R3 and W3.</p> <p>Each department will submit evidence citing achievement levels of each student from the diagnostic and formative assessments and the corresponding improvements.</p> <p>Review the March 2011 OSSLT results, particularly the “Strengths and Areas of Improvement” document, which will allude to results in areas R3 and W3.</p> <p>Review OCA results in comparing October achievement levels to February achievement levels in question 4.</p> <p>Hold Feedback session to review the best practices and necessary changes for future professional learning cycles</p>
		<p>* This Leading Student Achievement Secondary Schools Project dovetails with the Moderated Marking SMART Goal.</p>						
<p>By 2011-2012, there will be a 2% increase in the number of Grade 10 students who report a higher level of caring and school engagement as measured by the Halton Youth Survey</p>	<p>1.7, 2.5, 3.1, 3.2, 3.4, 4.1,4.4, 4.5, 4.7, 5.1, 5.2 5.3, 5.4, 6.1, 6.2, 6.3, 6.4</p>	<p>The Grade 12 religion program will institute a Gr. 12 Student Retreat for contemplation and reflection. The specific outcome of this retreat will be to increase student vocational and developing Catholic Leadership characteristics of our students.</p> <p>Beginning of semester</p> <ul style="list-style-type: none"> -set dates for CLC/Advent Celebration -Book retreat and vocations speakers -Inform students of expectations <p>Middle of Semester</p> <ul style="list-style-type: none"> -Implementation of retreat and CLC/Advent Celebration -Reflections <p>End of semester</p> <ul style="list-style-type: none"> -Presentation and Evaluation of culminating assessment 	<p>Pathways</p> <p>Community of Culture and caring</p>	<p>Vocation Director of Diocese: Fr. Cull</p> <p>Guest speakers from male/female religious orders</p> <p>Participating in a retreat at Mt. Alverno Retreat center</p>	<p>Attend conferences like WFMP and CARFLEO</p> <ul style="list-style-type: none"> -Professional journals -Websites on various orders -Develop a relationship with the Mount Alverno retreat center 	<p>Monitor efforts of progression by evaluating student sense and understanding of vocation as presented in their culminating activity</p> <p>-Student reflections on CLC, Holy Cross Advent Celebration and Retreat</p>	<p>Teachers of the course</p> <p>Chaplaincy leader</p> <p>Religion Dept. Head</p>	<p>Assessment of vocation presentations and retreat reflections</p> <p>Assessment of CLC & Holy Cross Advent Celebration Reflections</p> <p>As part of Culminating Task, students will be directed to consult with parents about their sense of vocation and discuss how their parents feel they fulfill their calling</p> <p>All the activities and workshops are student led and directed. The focus for each student to find their own voice as a Catholic Leader</p>

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By 2011-2012, there will be a 2% increase in the number of Grade 10 students who report a higher level of caring and school engagement as measured by the Halton Youth Survey (cont.)		Establish an Aboriginal Studies Course at CtK.	Pathways	Consultation with Sherry Saevil aboriginal liaison and other professionals or elders who can serve as informative contacts from the community such as: Turtle Creek Productions http://www.fourdirectionsteaching.com/main.html http://www.ojibweculture.ca/site/ http://www.edu.gov.on.ca/eng/aboriginal/elemExpectations.html	Conferences- Workshops OFSHEEA In-service with Aboriginal experts OTF Summer Workshop Ministry Resources	Tracking registration (guidance) Class numbers Retention Assessment pieces Reflections	The teacher of the course and the department head will establish the course and make the initial connections with resources in the community:	Completion of the FNMI self identification Course Evaluation given to students.
		Increase awareness of the Aboriginal culture by involving students in school activities to promote the expectations of the course Encourage students and their families to self identify as being of Aboriginal heritage. Course Package and Promotion as strategy to generate interest in the course(s). Focus on Faith values will act as a guide to help steer the course. Experiential connection with Aboriginal Community by participating in a trip to a First Nations community, Manitoulin Island.	Community of Culture and caring					
		Strategically placing banners throughout the building in traffic areas with the most volume. Banners will cite Matthew 25:40.		http://signsplus.ca/index.html	Laura Wood – research co-ordinator for the Emotion and Health Research Laboratory at Trent University.	Administration will book her for the December and January staff meetings.	Administration	Staff will receive confidential results about their EI in relation to the staff and where improvement may be required.
		In-service staff on Emotional Intelligence (EI). Have them respond to a detailed test that will measure their EI and review the results and next steps to improvement.						
		Provide training to school staff (including support staff) on importance of Developmental Assets and how to apply them in a school setting Provide training the teaching staff in restorative approaches as a strategy to promote respectful relationships, resolve conflict and address bullying Provide training to staff and peer leaders in Safe Talk Instruct all staff on referral protocols for students needing mental health assessment Classroom visits by student leaders of various committees (SAA, prefects, student voice) to inform all grade 9 students of who they are, what they do Establish a Student Voice committee that identifies better practice strategies to increase student voice at school .Build on strengths and implement strategies to address priority areas. Create a directory of clubs and who the organizers are on the school website. Provide opportunities for the at risk students to participate in self-esteem boosting and school bonding activities Provide opportunities through the Best Buddies program to connect students from different grades with our special needs students Identify Mental Health Week at the school where presentations on healthy relationships, bullying, eating disorders, substance use, making healthy choices, self-esteem, diversity and inclusivity will take place. Walk A Mile (WAM) activities that address issues of bullying, creating empathy and peer support.	All School Staff Students Community partners Parents Joint Consortium for School Health (2010). Schools as a Setting for Promoting Positive Mental Health: Better Practices and Perspectives Starkman et al. (2006). Great Places to Learn. Creating Asset-Building Schools that Help Students Succeed. Developmental Assets www.search-institute.org Restorative Justice-IIRP.org	Establish PLTs for Building Developmental Assets in School Communities Establish PLTs for Restorative Approaches Training for students r/t peer mentorship and/or mediators Safe Talk Training	Every staff meeting will have a 15 minute educational/ discussion component regarding mental health Ongoing evaluation of staff development opportunities Student data related to attendance, learning skills Student feedback/evaluation r/t peer mediation, peer mentorship Student feedback via focus groups October 8 – Faith Day – introduce Restorative Circles Developmental Assets training to be completed by June 2011 Students will meet with Principal for consultation every 3 months. and will hold at least one focus group to gage student perspectives throughout the year	Teachers Admin (Principals/Vice Principals) Chaplaincy Leaders CYC Social Worker All support staff WAM Teams	Staff trained in facilitating Restorative Justice Conferences has increased from the original complement consisting of our Department Heads CYC and Social Worker. The CYC and Social Worker will track staff referrals to mental health professionals in the building for further assessment pre and post implementation of targeted strategies for the 2010-2011 school year. The CYC and Social Worker will track the identification and treatment for students with mental health disorders pre and post implementation of targeted strategies for the 2010-2011 school year. There will be a reduction in suspensions to be tracked by the administration pre and post implementation for the 2010-2011 school year. Grade 9 Boy’s survey that measures school climate regarding bullying/harassment as perceived by students at CtK and how the staffs at CtK deal with these issues for the 2010-2011 school year.	

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By 2011-2012, there will be a 5% increase in the number of parents who report high school-home connection as measured by a composite score of items on the Halton Youth Survey	1.2, 1.3, 1.5, 1.7, 2.4, 3.2, 3.3, 5.1, 5.2, 6.2, 6.3, 6.4	<p>Implement a course evaluation that includes both student and parental input</p> <p>Letter home to parents outlining school EQAO preparation initiatives and suggestions for at-home practice</p> <p>Teaching Applied and Academic lessons (with Grade 8 curriculum) in associate schools for parents, teachers, and students</p> <p>Establish a group of parents, admin, staff and community resources to identify better-practice strategies to increase parent engagement (i.e. parenting skills, communication, volunteering, learning at home, decision making and collaborating with the community) to build on strengths and implement strategies to address priority areas.</p> <p>Establish a Parent Corner on school website, offering information, podcasts r/t parenting skills, learning at home and links to community resources)</p> <p>Offer regular workshops facilitated by community partners or school staff on various issues related to parenting skills, learning at home and community resources</p> <p>Home visits with parents/students referred to social worker when specific to family/student need</p> <p>Weekly Principal's Blog which interactively discusses academic, co-curricular, spiritual, parent engagement and general interest issues.</p>	Catholic Community, Culture & Caring Pathways Numeracy Literacy	<p>All CWS Teachers CWS Department Head</p> <p>Course evaluation checklist Student Checklist Class Portal</p> <p>Epstein, J.L. et al. (2009). School, family, and community partnerships: Your handbook for action, third edition.</p>	<p>PLT with CWS department to create course evaluations and student checklists</p> <p>Family of Elementary School teachers will dialogue regarding the lesson plans</p> <p>Catholic School Council Meetings Parent Engagement Sub-committee Meetings</p>	<p>January 2011 CWS Department will meet and look through all course evaluations.</p> <p>Checklists will be assessed in real time in the classroom</p> <p>Dates for the lesson plan presentations will be established and confirmed with Family of Elementary Schools.</p> <p>School website is monitored to ensure that it is user friendly, current and provide the community with access to relevant resources and web links.</p> <p>Catholic School Council minutes reflect parent engagement strategy as standing agenda item</p> <p>Google Analytics will be used to monitor absolute unique visitors, page visits, moderated comments, bounce rate.</p> <p>School website is monitored to ensure that EQAO prep tips are user-friendly, current and provide the community with access to relevant resources and web links.</p>	<p>CWS Teachers</p> <p>CWS Department Head</p> <p>English and Math teachers. Department Head of English & Math Administration</p> <p>Administration Catholic School Council Mental Health Nurse Student Council President and Student Trustee</p>	<p>Compare semester one course evaluations with semester two</p> <p>Elementary students and teaching staff to complete a survey regarding the usefulness of the lesson plan initiative.</p> <p>School Council Annual Report reveals focus on parent engagement.</p> <p>Parents complete survey on the merits of the "Parent's Corner" link on the CtK Website.</p> <p>Survey parents to ascertain the ease with which they can access literacy information on our website</p> <p>Google Analytics will be used to total absolute unique visitors, page visits, moderated comments and overall bounce rate.</p>
By 2011-2012, every department will have participated in one moderated marking CPLT in an effort to determine common assessment criteria for an assignment in a particular course.	1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1	<p>Teachers will establish common criteria by describing success/design down by creating a common assessment piece</p> <p>A common rubric will be developed</p> <p>Moderated marking will establish exemplars using criteria</p> <p>A library of exemplars will be created</p>	Literacy Catholic Community Culture and Caring	<p>Book- Leading the Way to Making Classroom Assessment Work (Anne Davies)</p> <p>http://www.curriculum.org/LSA/about.shtml</p> <p>http://www.curriculum.org/secretariat/september10.shtml</p> <p>http://www.youtube.com/watch?v=qDiVl6Msn8c</p>	<p>Professional Learning Teams</p> <p>In service from literacy consultant in respect to moderated marking</p> <p>In service from Religion consultant in respect to establishing common criteria</p>	<p>Minutes of meetings</p> <p>Documentation of exemplars, rubrics and assessment descriptors.</p>	<p>Department Head</p> <p>Providing resources, planning and organizing CPLT</p> <p>Grade 9 Teachers:</p> <p>Set common criteria Develop assessment piece and rubric</p> <p>Moderated marking sessions</p>	<p>Creation of at least one summative assignment demonstrating consistent assessment and evaluation practices by establishing common criteria based assessment and moderated marking practices.</p>

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			Pathways					
			Numeracy					
			Literacy					
By 2011-2012, there will be a 3% increase in student participation in SHSM.	1.5, 5.1, 5.3 5.4	Addressing Grade 10 GLC classes about pathways thus improving academic choices students make from Grade 10 (2 electives) to 11 (5 electives) Hosting Grade 10 classroom visits, assemblies and individual counselling School to Career Assembly Host a Technological Leadership Conference where students from our Family of Elementary Schools are immersed in the culture of Technological Education at the secondary level	Pathways Catholic Community Culture and Caring	Pathways Itinerant School to Career Website OntarioColleges .ca All Technology Teachers at CTK. Members of the community who work in trades that are interested in volunteering their time to speak to our classes and/or participate in classroom demonstrations	Student Services in-servicing by the Pathways Itinerant CPLT with the Technology Department to Plan, Organize, Implement and Evaluate the day	OnSorts review Confirming participation from Elementary schools and the parental community periodically prior to the event.	Select exemplars and create library Student Services staff The Technology Department teachers and the Department Head	Student timetable changes in Trillium for the 2010-2011 school year 2011-2012 Students/Elementary teachers and parents will complete surveys. Compare 2010-2011 enrolment rates to 2011-2012.
By 2011, there will be a 20% increase from the 2009-2010 school year to the 2010-2011 school year in the number of staff who participate in the Board provided Adult Faith Formation activities as measured by the number of staff signed up on Event Registration.	3.1, 4.1, 4.3, 6.4	Encourage participation in the Adult Faith Formation opportunities at staff and department meetings by highlighting particular upcoming sessions	Catholic Community Culture and Community	Adult Faith Formation Program Booklet provided by the HCDSB	Will take place at the Faith Formation Sessions attended	Administration will periodically review event registration	Administration Teaching and Support Staff	Compare the participation rate in Adult Faith Formation from the 2009-2010 and 2010-2011 school year through statistics outlined on Event Registration.