

SUCCESS FOR ALL

Christ the King Catholic Secondary School

SCHOOL IMPROVEMENT PLAN

PART I

School Profile



2009-2010

David DeSantis : Principal
September 11/09 : Date

School Improvement Team

David DeSantis - Principal: Committee Chair

Name	Position
Wendy Giroux	Department Head – Mathematics
Josie Halycz	Department Head – Religion/Family Life/Social Sciences
Ginny Truyens	Chaplaincy Leader
Erin McKee	Secondary School Teacher
Chris Edwards	Secondary School Teacher
Monica Carlin	Secondary School Teacher
Teresa Di Giuseppe	Secondary School Teacher
Andrew Bourque	Secondary School Teacher
Louise Patterson	Secondary School Teacher
Izabella Waters	Special Education Resource Teacher
Cathy Jenkins	Student Services
Catia Cirone	Itinerant Numeracy Teacher

Introduction

Our School Improvement Plan is used to focus and direct our teaching and support staff's activities, resources and energies on supporting effective instructional practice and improved student learning. The goals and strategies identified in our 2009-2010 plan jointly reflect the system goals and strategies outlined in the Board Improvement Plan of the Halton Catholic District School Board, the Catholic Graduate Expectations and the recommendations of the Ministry of Education: Literacy and Numeracy Secretariat, The Strategic Planning and Secondary Programs Division, Student Success/Learning to 18 and Special Education division.

The strategies and action steps outlined in this year's 2009-2010 School Improvement Plan for Improving Student Learning are based on:

- ❑ the 2008-2009 achievement results
- ❑ the April 2009 OSSLT results
- ❑ the historical student achievement and contextual patterns and trends
- ❑ the data collected from the student, teacher and principal questionnaires (including an online survey completed by our teaching staff)
- ❑ 2008-2009 Report Card data
- ❑ 2008-2009 Grade 9 Assessment of Mathematics
- ❑ Individual Student Data File and Item Information Reports from the Math EQAO and OSSLT
- ❑ Student Success Credit Accumulation Data
- ❑ Suggestions provided by the HCDSB Board Improvement Planning Team

Key considerations in this year's School Improvement Plan include:

- Actions that will continue to promote school improvement in reading, writing and mathematics across all grade levels;
- Actions that reflect evidence based needs and practices;
- Actions that will improve student learning at all levels;
- Actions that recognize exemplary practices in the board and implement the sharing of informed practices in teaching and learning;
- Actions that support the alignment of Ministry, Board, School and classroom initiatives; &
- Actions that reflect the principles of a Catholic Learning Community.

In the end, our School Improvement Plan is the central fabric that weaves together our key traditions which have become “ritualized” in the culture of our school. It bolsters and reinforces the routine activities and governing values that we espouse. In addition, it is a source of bringing to life the signs, symbols and sacred spaces that are congruent with our faith as a Catholic Learning Community.

School Community Profile – Comprehensive Needs Assessment

Demographic Information

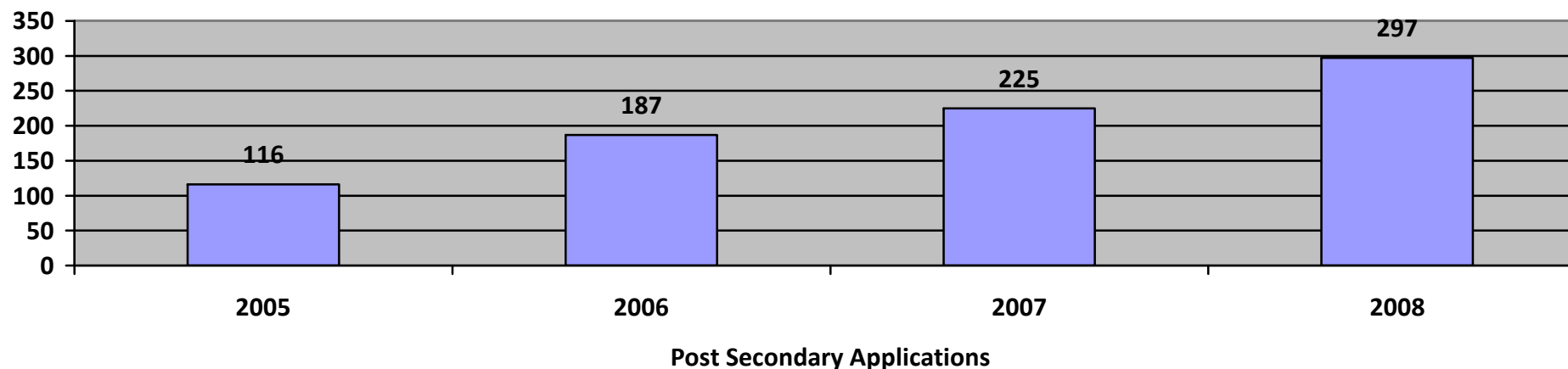
Grade by Gender Report – August 5/09 – actual count (PreReg) - 1626 (source: Trillium) – 1597 projected for 2009-2010

Grade 9 – 181 Male, 194 Female = 375 Grade 10 – 188 Male, 203 Female = 391

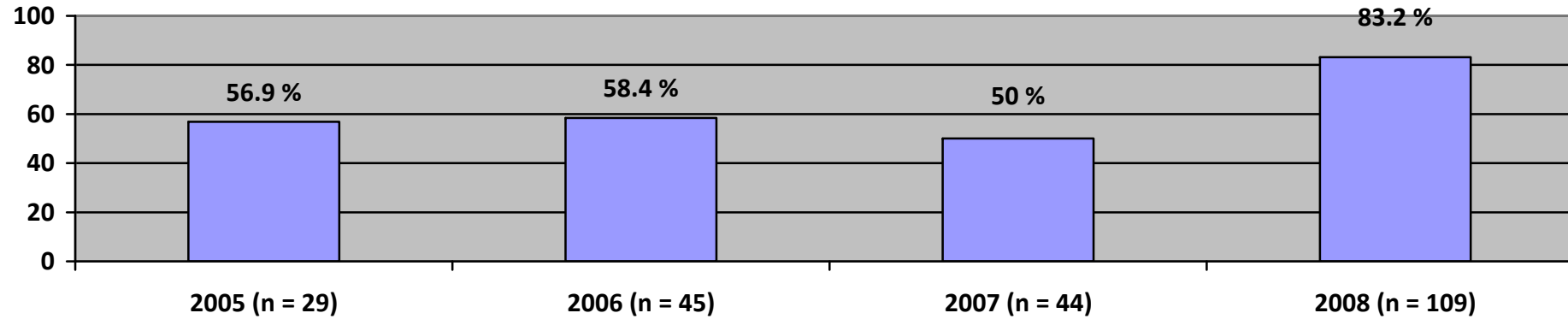
Grade 11 – 176 Male, 189 Female = 365 Grade 12 – 271 Male, 224 Female = 495

Post Secondary Applications 2005-2009 (Source: HCDSB Research and Development Services – Preliminary Results)

Number of Christ the King Students Applying to Post Secondary Schools in Ontario

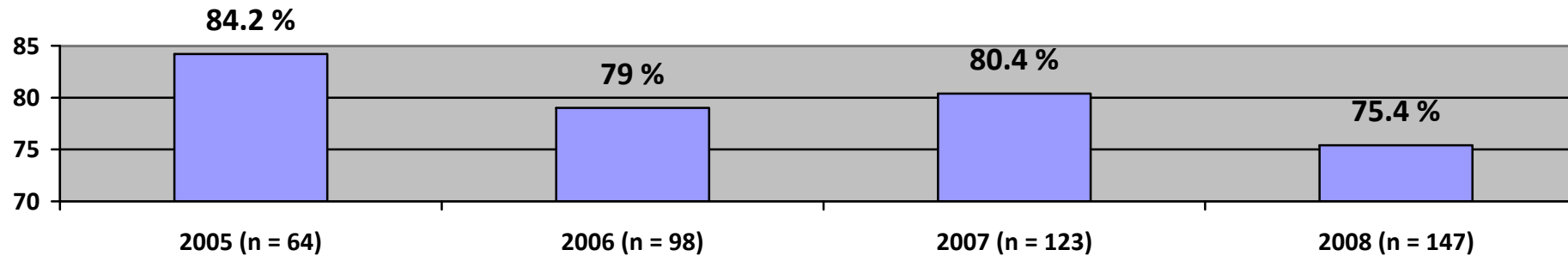


Percentage of Applicants Confirmed* with an Ontario College



*Confirmed is defined that a letter of acceptance has been sent to the student, and the student confirmed this acceptance. A student may receive a letter of acceptance but does not confirm with the institution.

Percentage of Applicants Confirmed* with an Ontario University



*Confirmed is defined that a letter of acceptance has been sent to the student, and the student confirmed this acceptance. A student may receive a letter of acceptance but does not confirm with the institution.

Projected Special Education Population for 2009-2010 (source: Department Head of Special Education)

Non-credit earning students (life skill program) - 14

Total # of returning students - grade 10 to year 7: 210

Projected Student at Risk Population by Family of School - June 16/09 (source: Grade 8 Transition Meetings)

Holy Cross - 13

St. Catherine of Alexandria - 12

St. Brigid - 13

St. Francis of Assisi - 11

St. Joseph - 4

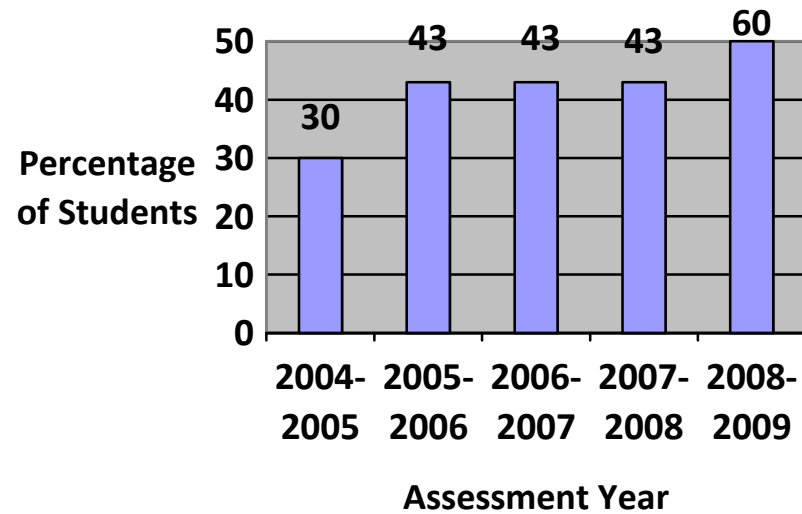
New to board: 6

Total: **59 incoming grade 8's.**

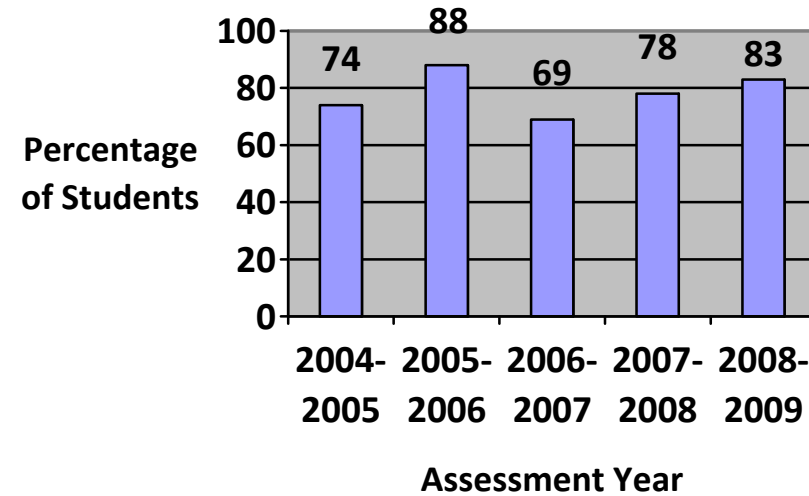
Total exceptional students in September, 2009: 269 (projected)

Percentage of students achieving Level 3 and above on the EQAO Grade 9 Assessment of Mathematics.

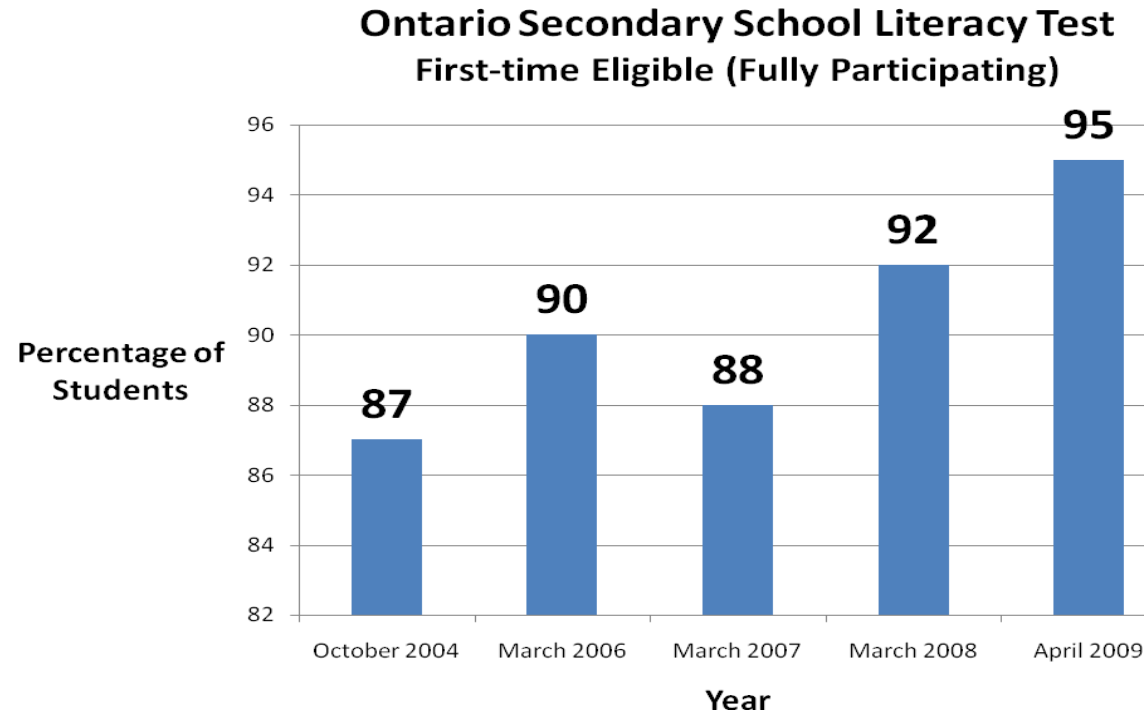
Applied Mathematics



Academic Mathematics



Percentage of students who have successfully completed the Ontario Secondary School Literacy Test.



April 2009 results for students who took an Academic Course (First-time Eligible - Fully Participating) = **100%**

April 2009 results for students who took an Applied Course (First-time Eligible - Fully Participating) = **76%**

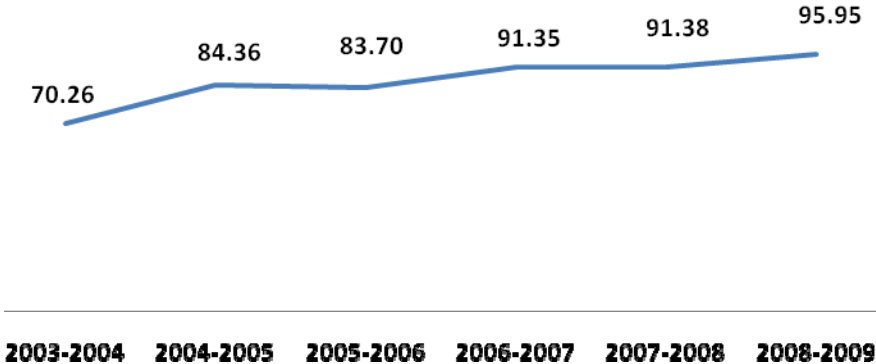
April 2009 results for students with Special Needs (Excluding Gifted - First-time Eligible - Fully Participating) = **77%**

April 2009 results for Male students (First-time Eligible - Fully Participating) = **93%**

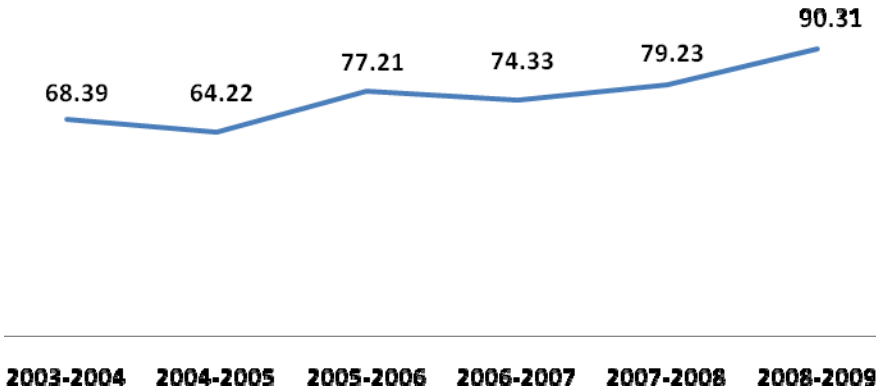
April 2009 results for Female students (First-time Eligible - Fully Participating) = **97%**

Credit Accumulation Rates

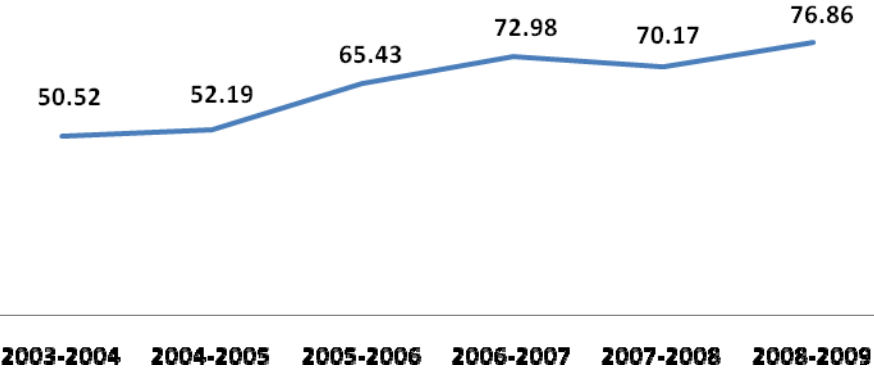
Grade 9 Credit Accumulation Rates 2003-2009



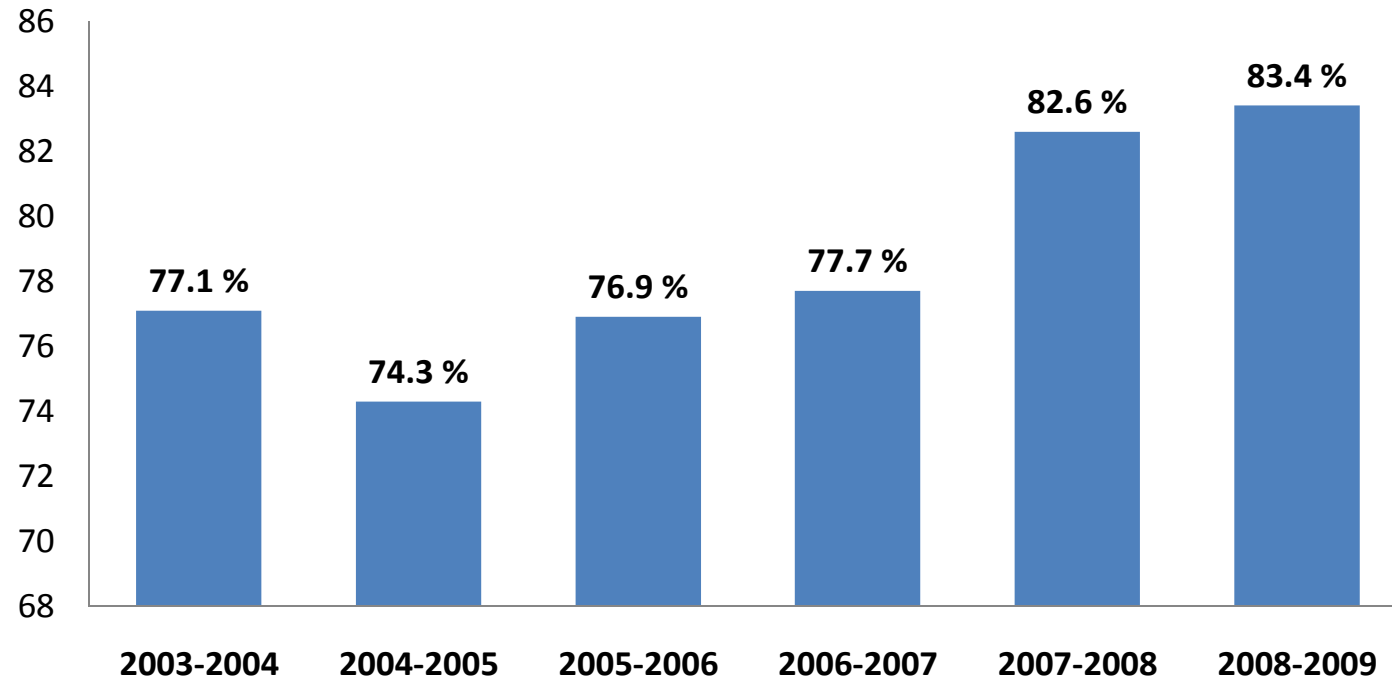
Grade 10 Credit Accumulation Rates 2003-2009



Grade 11 Credit Accumulation Rates 2003-2009



Graduation Rates (5 Years)



Passing Rates for 2008-2009 (not including credits recovered in Numeracy/Literacy Camp)

Grade 9 and 10 Applied/Academic and Locally Developed Credits

<u>Christ the King S.S.</u>	<u>Course Name</u>	<u>Total Students</u>	<u>Passed</u>	<u>% Passed</u>
Music	AMU1O	97	96	99
Visual Arts-Comprehensive	AVI1O	60	58	97
Intro. to Info. Tech. in Business	BTT1O	141	140	99
Geography of Canada	CGC1D	309	307	99
Geography of Canada	CGC1P	102	101	99
English	ENG1D	316	316	100
English	ENG1L	7	7	100
English	ENG1P	73	71	97
Extended French	FEF1D	22	22	100
Core French	FSF1D	163	162	99
Core French	FSF1P	158	156	99
Learning Strategies	GLE1O	48	48	100
Learn Strategies 1: High Sch Sk	GLS1O	12	9	75
Food and Nutrition	HFN1O	83	83	100
Religious Education	HRE1O	394	391	99
Mathematics	MAT1L	9	9	100
Foundations of Mathematics	MFM1P	116	105	91
Principles of Mathematics	MPM1D	283	275	97
Healthy Active Living Education	PPL1O	227	225	99
Science	SNC1D	290	285	98
Science	SNC1L	9	9	100
Science	SNC1P	103	100	97
Integrated Technologies	TTI1O	141	140	99
Integrated Technologies	TTI1OT	53	53	100
Dramatic Arts	ADA2O	116	113	97
Guitar Music	AMG2O	139	133	96
Instrumental Music-Band	AMI2O	1	1	100

Repertoire	AMR2O	1	1	100
Music	AMU2O	35	34	97
Music: Vocal/Choral	AMV2O	10	10	100
Dance	ATC2O	39	39	100
Visual Arts-Comprehensive	AVI2O	50	49	98
Introduction To Business	BBI2O	44	44	100
Canadian Hist in the 20th centur	CHC2D	236	234	99
Canadian Hist in the 20th centur	CHC2L	8	8	100
Canadian Hist in the 20th centur	CHC2P	90	89	99
Civics (0.5 credit)	CHV2O	363	362	100
English	ENG2D	283	283	100
English	ENG2L	7	7	100
English	ENG2P	86	83	97
Extended French	FEF2D	13	13	100
French Immersion	FIF2D	1	1	100
Core French	FSF2D	49	49	100
Career Studies	GLC2O	364	359	99
Learning Strategies	GLE2O	17	17	100
Individual, Family, & Soc.Liv.	HIF2O	1	1	100
Religious Education	HRE2O	364	362	99
Mathematics	MAT2L	14	12	86
Foundations of Mathematics	MFM2P	144	137	95
Principles of Mathematics	MPM2D	224	212	95
Outdoor Activities	PAD2O	2	2	100
Large Group Activities-B. Ball	PAL2O	19	19	100
Healthy Active Living Education	PPL2O	106	105	99
Credit Recovery Course	RCR2O	3	0	0
Science	SNC2D	234	226	97
Science	SNC2L	3	3	100
Science	SNC2P	121	116	96
Construction Technology	TCJ2O	19	17	89
Technological Design	TDJ2O	13	13	100
Hospitality and Tourism Tech.	TFJ2O	19	19	100
Communication Technology	TGJ2O	58	58	100
Health and Per Services Tech	TPJ2O	32	30	94
Transportation Technologies	TTJ2O	38	38	100

Grade 11 and 12 College/University

<u>Christ the King S.S.</u>	<u>Course Name</u>	<u>Total Students</u>	<u>Passed</u>	<u>% Passed</u>
Dramatic Arts	ADA3M	25	25	100
Dramatic Arts	ADA4M	15	14	93
Guitar Music	AMG3M	9	9	100
Guitar Music	AMG4M	29	28	97
Repertoire	AMR3M	21	21	100
Repertoire	AMR4M	6	6	100
Music Theatre	AMT3M	17	17	100
Music Theatre	AMT4M	8	8	100
Music	AMU3M	23	22	96
Music	AMU4M	10	10	100
Music - Vocal/Choral	AMV3M	7	7	100
Music: Vocal/Choral	AMV4M	6	6	100
Dance	ATC3M	11	11	100
Dance	ATC4M	8	8	100
Visual Arts-Comprehensive	AVI3M	15	14	93
Visual Arts-Comprehensive	AVI4M	6	5	83
Introduction to Fin. Acc.	BAF3M	40	37	93
Introduction to Int. Bus.	BBB4M	37	37	100
Introduction to Entrepreneurial	BDI3C	50	47	94
Intro Marketing	BMI3C	48	45	94
Org. Behavior & Human Res	BOH4M	32	31	97
Phys Geo: Patt/Process/Inter	CGF3M	77	76	99
Environment and Res. Man	CGR4M	30	30	100
World Geo: Patterns/Inter.	CGU4C	12	12	100
Cdn & World Issues: Geog. An	CGW4U	23	23	100
American History	CHA3U	32	32	100
Canada: Hist, Identity, and Cul	CHI4U	42	42	100
World Hist to the 16th Century	CHW3M	57	55	96
World Hist: The West & Wor	CHY4U	43	39	91
Canadian and Inter. Law	CLN4U	42	42	100
Understanding Canadian Law	CLU3M	54	53	98

Canadian and World Politics	CPW4U	26	26	100
English	ENG3C	101	99	98
English	ENG3U	279	277	99
English	ENG4C	117	116	99
English	ENG4U	290	286	99
Studies in Literature	ETS4U	26	26	100
The Writer's Craft	EWC4C	10	10	100
The Writer's Craft	EWC4U	77	75	97
Extended French	FEF3U	24	24	100
Extended French	FEF4U	10	10	100
Core French	FSF3U	13	13	100
Core French	FSF4U	20	20	100
Food and Nutrition Sciences	HFA4M	43	43	100
Issues in Human Grow.& Dev	HHG4M	28	28	100
Individual/Families in Div. Soc	HHS4M	48	48	100
Living and Working with Child	HPW3C	1	1	100
Religious Education	HRE4M	267	266	100
World Religions: Bel./Iss./Trad	HRT3M	281	279	99
Challenge and Change in Soc.	HSB4M	119	118	99
Introduction to Anth, Psych	HSP3M	82	77	94
Philosophy: Ques and Theories	HZT4U	26	24	92
Computer Engineering	ICE3M	25	25	100
Computer Engineering	ICE4M	17	17	100
Computer and Information Sci	ICS3M	27	27	100
Computer and Information Sci	ICS4M	15	14	93
Interdisciplinary Studies	IDC4U	37	37	100
College and Apprent Math	MAP4C	69	54	78
Foundations for Coll. Math.	MBF3C	128	120	94
Functions	MCF3M	139	122	88
Functions and Relations	MCR3U	114	111	97
Mathematics for College Tech	MCT4C	30	28	93
Calculus and Vectors	MCV4U	62	62	100
Mathematics and Data Man	MDM4U	90	88	98
Advanced Functions	MHF4U	101	99	98
Cooperative Education	NGC4M	1	1	100
Recreation and Fitness Lead	PLF4C	47	46	98
Exercise Science	PSE4U	60	60	100
Biology	SBI3C	45	43	96
Biology	SBI3U	128	120	94

Biology	SBI4U	54	51	94
Chemistry	SCH3U	97	90	93
Chemistry	SCH4C	19	17	89
Chemistry	SCH4U	47	46	98
Physics	SPH3U	82	81	99
Physics	SPH4C	24	24	100
Physics	SPH4U	52	52	100
Construction Technology	TCJ3C	23	22	96
Construction Technology	TCJ4C	16	16	100
Interior Design	TDJ3M	40	40	100
Technological Design	TDJ4M	28	27	96
Tourism	TFS4C	13	13	100
Hospitality	TFT3C	15	15	100
Communication Technology	TGJ3M	46	45	98
Yearbook Course	TGJ4M	55	53	96
Health care	TPA3C	16	16	100
Transportation Technologies	TTJ3C	22	22	100
Transportation Technologies	TTJ4C	15	15	100

Grade 11 and 12 Open and Essential

<u>Christ the King S.S.</u>	<u>Course Name</u>	<u>Total Students</u>	<u>Passed</u>	<u>% Passed</u>
Dramatic Arts	ADA3O	2	1	50
Guitar Music	AMG3O	12	11	92
Repertoire	AMR3O	1	1	100
Music: Vocal/Choral	AMV3O	2	2	100
Media Arts	ASM3O	57	56	98
Media Arts	ASM4O	7	7	100
Dance	ATC3O	4	4	100
Visual Arts-Comprehensive	AVI3O	4	4	100
Information and Com. Tech.	BTA3O	2	2	100
Regional Geography: T & T	CGG3O	1	1	100
20thCent History:Glo, Reg.	CHT3O	13	13	100
Understanding Canadian Law	CLU3E	9	8	89
Media Studies	EMS3O	23	23	100
English	ENG3E	12	12	100
English	ENG4E	8	8	100

Learning Strategies	GLE3O	12	12	100
Learning Strategies	GLE4O	9	9	100
Advanced Learning Strategies	GLS4O	7	4	57
Leadership and Peer Support	GPP3O	38	37	97
Managing Personal Resources	HIP3E	1	1	100
The Fashion Industry	HNB4O	23	21	91
Fashion and Creative Exp.	HNC3O	33	33	100
Parenting	HPC3O	33	30	91
Parenting and Human Dev	HPD4E	22	20	91
Religious Education	HRE4O	109	107	98
World Religions: Bel. &Daily	HRF3O	91	91	100
Interdisciplinary Studies	IDC4O	2	2	100
Interdisciplinary Studies	IDP3O	1	1	100
Mathematics for Everyday Life	MEL3E	23	22	96
Mathematics for Everyday Life	MEL4E	13	13	100
Ontario Secondary School Lit	OLC4O	29	29	100
Boys Weight Training	PAF3O	152	147	97
Personal and Fitness Activities	PAF4O	99	95	96
Individual & Small Group Act	PAI3O	56	56	100
Healthy Active Living Ed.	PPL3O	75	74	99
Healthy Active Living Ed.	PPL4O	38	36	95
Health for Life	PPZ3O	4	4	100
Science	SNC3E	8	7	88
Construction Technology	TCJ3E	8	7	88
Construction Technology	TCJ4E	6	6	100
Hospitality and Tourism	TFH3E	35	34	97
Hospitality and Tourism	TFH4E	30	29	97
Manufacturing Technology	TMJ3E	4	4	100
Hairstyling and Aesthetics	TPE3E	17	17	100
Hairstyling and Aesthetics	TPE4E	4	4	100
Transportation Technologies	TTJ3E	13	13	100
Transportation Technologies	TTJ4E	5	5	100

Perceptual/ Attitudinal Data

Attached is the perceptual and attitudinal data from an online School Improvement Survey. The responses have been the underlying foundation of our School Improvement Plan for the 20092010 and 201092011 school years.

School Program & Process Information

Enrolment

Enrolment / All Levels

Effective Date: 5-Aug-09

Arts

Semester: 1		Student Enrolment	Course Sections
Media Arts	ASM3M	2	1
Media Arts	ASM3O	32	2
Dance	ATC2O	36	2
Dance	ATC3M	9	1
Dance	ATC3O	9	1
Visual Arts-Comprehensive	AVI1O	39	2
Visual Arts-Comprehensive	AVI2O	23	1
Visual Arts-Comprehensive	AVI3M	15	1
Visual Arts-Comprehensive	AVI3O	5	1
Semester: 2		Student Enrolment	Course Sections
Media Arts	ASM3O	21	1
Media Arts	ASM4M	2	1
Media Arts	ASM4O	20	1
Dance	ATC2O	18	1
Dance	ATC4M	11	1
Visual Arts-Comprehensive	AVI1O	18	1
Visual Arts-Comprehensive	AVI2O	22	1
Visual Arts-Comprehensive	AVI4M	16	1

Business

Semester: 1		Student Enrolment	Course Sections
Financial Accounting Fundamentals	BAF3M	18	1

International Business	BBB4M	20	1
Introduction to Business	BBI2O	24	1
Entrepreneurship: The Venture	BDI3C	24	1
Marketing: Goods, Services, Events	BMI3C	21	1
Business Leadership	BOH4M	26	1
Information Communication Tech	BTT1O	21	1
Career Studies(0.5credit)	GLC2O	180	8

Semester: 2		Student Enrolment	Course Sections
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Financial Accounting Principles	BAT4M	14	1
International Business	BBB4M	19	1
Marketing: Goods, Services, Events	BMI3C	21	1
Business Leadership	BOH4M	22	1
Information Communication Tech	BTT1O	61	3
Analysing Current Economic Issues	CIA4U	18	1
The Individual & the Economy	CIE3M	5	1
Career Studies(0.5credit)	GLC2O	191	8

Canadian and World Studies

Semester: 1		Student Enrolment	Course Sections
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Geography of Canada	CGC1D	129	5
Geography of Canada	CGC1P	40	2
Physical Geography	CGF3M	26	1
Cdn & World Issues: Geog. Analysis	CGW4U	17	1
American History	CHA3U	44	2
Canadian History	CHC2D	134	5
Canadian History	CHC2L	7	1
Canadian History	CHC2P	43	2
Canada: History, Identity & Culture	CHI4U	25	1
Civics(0.5credit)	CHV2O	184	8
World History: West & World	CHY4U	24	1
Canadian and International Law	CLN4U	21	1
Understanding Canadian Law	CLU3M	25	1
Canadian and World Politics	CPW4U	15	1

Semester: 2		Student Enrolment	Course Sections
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Geography of Canada	CGC1D	124	5
Geography of Canada	CGC1P	38	2
Environment & Resource Mgmt	CGR4M	30	1
World Geography Urban Patterns	CGU4C	12	1
Cdn & World Issues: Geog. Analysis	CGW4U	17	1

American History	CHA3U	20	1
Canadian History	CHC2D	133	5
Canadian History	CHC2P	42	2
Civics(0.5credit)	CHV2O	187	8
World History to the 16th Century	CHW3M	30	1
World History: West & World	CHY4U	21	1
Canadian and International Law	CLN4U	16	1
Understanding Canadian Law	CLU3E	7	1
Understanding Canadian Law	CLU3M	20	1

Computers

Semester: 1		Student Enrolment	Course Sections
Intro to Computer Programming	ICS3C	10	1
Introduction to Computer Science	ICS3U	21	1
Computer Science	ICS4C	4	1
Semester: 2		Student Enrolment	Course Sections
Introduction to Computer Programmin	ICS4U	19	1

Drama

Semester: 1		Student Enrolment	Course Sections
Dramatic Arts	ADA2O	43	2
Dramatic Arts	ADA3M	11	1
Dramatic Arts	ADA3O	6	1
Semester: 2		Student Enrolment	Course Sections
Dramatic Arts	ADA2O	47	2
Dramatic Arts	ADA3M	14	1
Dramatic Arts	ADA3O	5	1
Dramatic Arts	ADA4M	21	1

English

Semester: 1		Student Enrolment	Course Sections
Media Studies	EMS3O	11	1
English	ENG1D	152	6
English	ENG1P	32	2

English	ENG2D	151	6
English	ENG2P	37	2
English	ENG3C	46	2
English	ENG3E	4	1
English	ENG3U	129	5
English	ENG4C	48	2
English	ENG4E	3	1
English	ENG4U	139	5
Beginning Comm in English	ESLAO	1	1
English in Daily Life	ESLBO	1	1
The Writer's Craft	EWC4C	13	1
The Writer's Craft	EWC4U	28	1
Ontario Literacy Course	OLC4O	18	2

Semester: 2		Student Enrolment	Course Sections
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English	ENG1D	147	6
English	ENG1L	10	1
English	ENG1P	32	2
English	ENG2D	154	6
English	ENG2L	7	1
English	ENG2P	37	2
English	ENG3C	58	3
English	ENG3U	119	5
English	ENG4C	58	3
English	ENG4U	138	6
Studies in Literature	ETS4U	22	1
The Writer's Craft	EWC4U	25	1

Guidance

Semester: 1		Student Enrolment	Course Sections
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Advanced Learning Strategies	GLS4O	1	1
Leadership and Peer Support	GPP3O	24	1

Semester: 2		Student Enrolment	Course Sections
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Learning Strategies	GLS1O	7	1
Leadership & Peer Tutoring	IDC4U	23	1

Mathematics

Semester: 1		Student Enrolment	Course Sections
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Foundations for College Math Mathematics	MAP4C	41	2
	MAT1L	10	1
Foundations for College Math Functions & Applications	MBF3C	64	3
	MCF3M	57	2
Foundations for College Math Functions	MCR3U	58	2
Math for College Technology Mathematics of Data Mgmt	MCT4C	12	1
	MDM4U	83	3
Mathematics for Everyday Life	MEL3E	9	1
Foundations of Mathematics	MFM1P	32	2
Foundations of Mathematics	MFM2P	56	3
Advanced Functions	MHF4U	87	3
Principles of Mathematics	MPM1D	146	6
Principles of Mathematics	MPM2D	132	5

Semester: 2

Student Enrolment **Course Sections**

Foundations for College Math Mathematics	MAP4C	22	1
	MAT2L	7	1
Foundations for College Math Functions & Applications	MBF3C	42	2
	MCF3M	47	2
Foundations for College Math Functions	MCR3U	85	3
Calculus and Vectors	MCV4U	56	3
Mathematics of Data Mgmt	MDM4U	51	2
Mathematics for Everyday Life	MEL4E	4	1
Foundations of Mathematics	MFM1P	50	3
Foundations of Mathematics	MFM2P	72	4
Advanced Functions	MHF4U	26	1
Principles of Mathematics	MPM1D	141	6
Principles of Mathematics	MPM2D	118	5

Moderns (Languages)

Semester: 1

Student Enrolment **Course Sections**

CDN Geography (Extended French)	CGC1D	20	1
Extended French	FEF1D	20	1
Extended French	FEF2D	21	1
Extended French	FEF3U	13	1
Extended French	FEF4U	23	1
Core French	FSF1D	81	3
Core French	FSF1P	68	3
Core French	FSF2D	26	1
Core French	FSF3U	28	1
Core French	FSF4U	8	1

Semester: 2

Student **Course**

		Enrolment	Sections
CDN Geography (Extended French)	CGC1D	19	1
CDN History (Extended French)	CHC2D	22	1
Extended French	FEF1D	20	1
Core French	FSF1D	78	3
Core French	FSF1P	66	3
Core French	FSF2D	24	1
World Religions (Extended French)	HRT3M	12	1
Italian	LWIBD	19	1
Italian	LWICU	16	1
Italian	LWIDU	11	1

Music

Semester: 1		Student Enrolment	Course Sections
Guitar Music	AMG2O	73	3
Guitar Music	AMG3M	9	1
Guitar Music	AMG3O	17	1
Music Theatre	AMT3M	5	1
Music Theatre	AMT4M	15	1
Music	AMU1O	43	2
Music	AMU2O	19	1
Music	AMU3M	22	1
Music	AMU3O	2	1
Music: Vocal/Choral	AMV2O	17	1
Semester: 2		Student Enrolment	Course Sections
Guitar Music	AMG2O	48	2
Guitar Music	AMG3M	3	1
Guitar Music	AMG3O	21	1
Guitar Music	AMG4M	12	1
Repertoire	AMR3M	9	1
Repertoire	AMR4M	8	1
Music	AMU1O	44	2
Music	AMU2O	21	1
Music	AMU4M	21	1
Music: Vocal/Choral	AMV3M	6	1
Music: Vocal/Choral	AMV3O	3	1
Music: Vocal/Choral	AMV4M	5	1

Physical Education

Semester: 1		Student Enrolment	Course Sections
Sports Leadership	IDC4U	19	1
Male Weight Training	PAF3O	69	3
Male Weight Training	PAF4O	77	3
Rec & Leisure Activities	PAI3O	19	1
Large Group Activities-Volleyball	PAL2O	52	2
Recreation & Fitness Leadership	PLF4C	20	1
Healthy Active Living Male	PPL1O	115	5
Healthy Active Living Male	PPL2O	43	2
Healthy Active Living Male	PPL3O	50	3
Healthy Active Living Male	PPL4O	32	2
Exercise Science	PSE4U	52	2
Semester: 2		Student Enrolment	Course Sections
Sports Leadership	IDC4U	20	1
Female Weight Training	PAF3O	105	5
Male Weight Training	PAF4O	36	2
Rec & Leisure Activities	PAI3O	20	1
Recreation & Fitness Leadership	PLF4C	35	2
Healthy Active Living Female	PPL1O	131	6
Healthy Active Living Male	PPL2O	84	4
Healthy Active Living Female	PPL3O	37	2
Healthy Active Living Male	PPL4O	26	1
Exercise Science	PSE4U	28	1

Religion

Semester: 1		Student Enrolment	Course Sections
Parenting & Human Development	HPD4E	8	1
Religious Education	HRE1O	179	8
Religious Education	HRE2O	191	9
Religious Education	HRE4M	144	6
Religious Education	HRE4O	44	2
World Religions	HRF3O	33	2
World Religions	HRT3M	117	5
Semester: 2		Student Enrolment	Course Sections
Religious Education	HRE1O	194	9
Religious Education	HRE2O	194	9

Religious Education	HRE4M	110	5
Religious Education	HRE4O	42	2
World Religions	HRF3O	53	3
World Religions	HRT3M	135	5

Science

Semester: 1		Student Enrolment	Course Sections
Biology	SBI3C	22	1
Biology	SBI3U	53	2
Biology	SBI4U	24	1
Chemistry	SCH3U	58	2
Chemistry	SCH4C	16	1
Chemistry	SCH4U	53	2
Science	SNC1D	157	6
Science	SNC1L	7	1
Science	SNC1P	35	2
Science	SNC2D	108	4
Science	SNC2L	7	1
Science	SNC2P	61	3
Physics	SPH3U	53	2
Physics	SPH4C	17	1
Physics	SPH4U	22	1
Semester: 2		Student Enrolment	Course Sections
Biology	SBI3C	19	1
Biology	SBI3U	54	2
Biology	SBI4U	42	2
Chemistry	SCH3U	54	2
Chemistry	SCH4U	23	1
Science	SNC1D	131	5
Science	SNC1P	48	3
Science	SNC2D	172	7
Science	SNC2P	38	2
Science	SNC4E	2	1
Physics	SPH3U	30	1
Physics	SPH4U	36	2
Environmental Science	SVN3E	7	1

Social Sciences

Semester: 1		Student Enrolment	Course Sections
Food and Nutrition Sciences	HFA4M	24	1
Food and Nutrition	HFN1O	41	2
Human Growth & Development	HHG4M	30	1
Individuals & Families in Society	HHS4M	24	1
Individual, Family, & Social Living	HIF2O	9	1
Parenting & Human Development	HPD4E	3	1
Challenge and Change in Society	HSB4M	86	3
Anthropology/Psychology/Sociology	HSP3M	49	2
Philosophy	HZT4U	26	1
Leadership & Human Rights	IDC4U	24	1
Semester: 2		Student Enrolment	Course Sections
Food and Nutrition Sciences	HFA4M	26	1
Food and Nutrition	HFN1O	20	1
Human Growth & Development	HHG4M	30	1
Individuals & Families in Society	HHS4M	15	1
The Fashion Industry	HNB4O	17	1
Fashion and Creative Expression	HNC3O	49	2
Parenting	HPC3O	23	1
Challenge and Change in Society	HSB4M	55	2
Anthropology/Psychology/Sociology	HSP3M	49	2
Philosophy	HZT4U	26	1

Special Education

Semester: 1		Student Enrolment	Course Sections
Learning Strategies	GLE1O	39	4
Creative Arts for Enjoy & Express	KALAN	2	1
Creative Arts for Enjoy & Express	KALBN	1	1
Personal Life Skills	KGLAN	2	1
Personal Life Skills	KGLBN	1	1
Exploring the World of Work	KGWAN	9	1
Exploring the World of Work	KGWDN	2	1
Social Skills Development	KHDBN	1	1
Culinary Skills	KHIAN	1	1
Culinary Skills	KHICN	2	1
Personal Health and Fitness	KPFBN	3	1
Personal Health and Fitness	KPFCN	1	1

Personal Health and Fitness	KPFDN	1	1
Exploring Our Environment	KSNBN	2	1
Computer Skills	KTTCN	2	2

Semester: 2		Student Enrolment	Course Sections
Learning Strategies	GLE20	13	2
Advanced Learning Strategies	GLE30	6	1
Advanced Learning Strategies	GLE40	7	1
Creative Arts for Enjoy & Express	KALCN	3	1
Literacy	KENAN	11	1
Personal Life Skills	KGLBN	1	1
Personal Life Skills	KGLCN	1	1
Exploring the World of Work	KGWBN	11	1
Exploring the World of Work	KGWDN	2	1
Culinary Skills	KHICN	1	1
Culinary Skills	KHIDN	5	3
Personal Health and Fitness	KPFGN	3	1
Self Help and Self Care	KPPBN	2	1
Computer Skills	KTTCN	4	3

Technological Studies

Semester: 1		Student Enrolment	Course Sections
Exploring Construction Technology	TCJ1O	20	1
Construction Technology	TCJ2O	15	1
Construction Technology	TCJ4E	6	1
Technological Design	TDJ3M	20	1
Technological Design	TDJ3O	5	1
Technological Design	TDJ4M	8	1
Computer Engineering Tech	TEJ3M	20	1
Hospitality and Tourism	TFJ4C	21	1
Hospitality and Tourism	TFJ4E	13	1
Communications Tech Yearbook	TGG3M	17	1
Exploring Communications Technolog	TGJ1O	21	1
Communications Technology	TGJ2O	22	1
Communications Technology	TGJ3M	22	1
Communications Technology	TGJ4M	18	1
Manufacturing Technology	TMJ3E	7	1
Health Care	TPJ3M	14	1
Exploring Transportation Technology	TTJ1O	17	1
Transportation Technology	TTJ2O	18	1
Transportation Technology	TTJ3C	17	1

Transportation Technology	TTJ3O	4	1
Transportation Technology	TTJ4C	11	1
Transportation Technology	TTJ4E	6	1
Exploring Hairstyling and Aesthetics	TXJ1O	40	2
Hairstyling and Aesthetics	TXJ2O	22	1
Hairstyling and Aesthetics	TXJ3E	15	1
Hairstyling and Aesthetics	TXJ4E	3	1
Semester: 2		Student Enrolment	Course Sections
Exploring Construction Technology	TCJ1O	20	1
Construction Engineering Tech	TCJ3C	33	2
Construction Technology	TCJ3E	4	1
Construction Engineering Tech	TCJ4C	18	1
Technological Design: Interior Desi	TDV3M	18	1
Computer Technology	TEJ2O	22	1
Computer Engineering Tech	TEJ4M	16	1
Hospitality and Tourism	TFJ2O	12	1
Hospitality and Tourism	TFJ3C	40	2
Hospitality and Tourism	TFJ3E	12	1
Communications Tech Yearbook	TGG4M	18	1
Exploring Communications Technology	TGJ1O	40	2
Communications Technology	TGJ3M	20	1
Communications Technology	TGJ4M	11	1
Exploring Transportation Technology	TTJ1O	17	1
Transportation Technology	TTJ2O	17	1
Transportation Technology	TTJ3C	17	1
Transportation Technology	TTJ3O	5	1
Transportation Technology	TTJ4C	9	1
Transportation Technology	TTJ4E	6	1
Exploring Hairstyling and Aesthetics	TXJ1O	38	2
Hairstyling and Aesthetics	TXJ2O	22	1
Hairstyling and Aesthetics	TXJ3E	9	1
Hairstyling and Aesthetics	TXJ4E	8	1

STUDENT ACHIEVEMENT & LEARNING PLAN: STUDENT SUCCESS

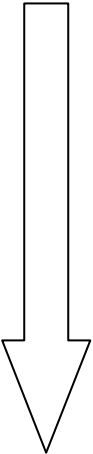
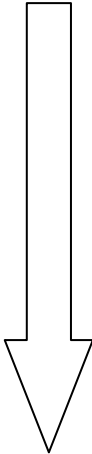
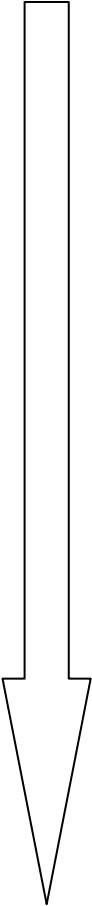
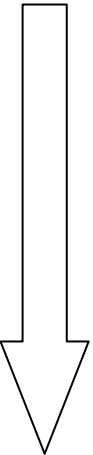
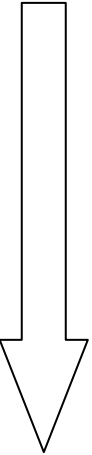
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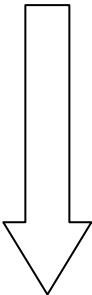
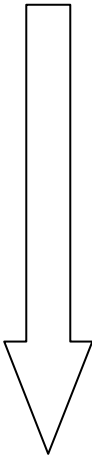
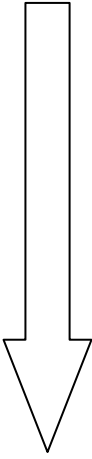
To enhance effective instructional and assessment strategies to support student learning.

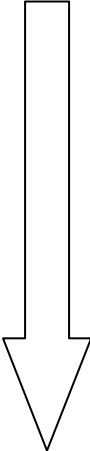
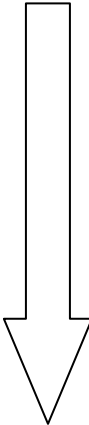
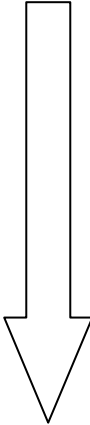
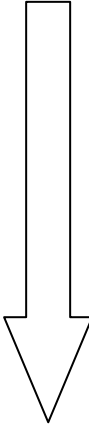
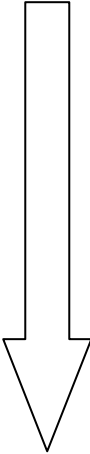
SMART GOAL:

To increase the number to students obtaining their OSSD from 83.4 to 85.0% by the end of the 2009-2010 school year. In addition, to increase the Grade 10 accumulation rates from 90.3 to 92.3% by the end of the 2009-2010 school year.

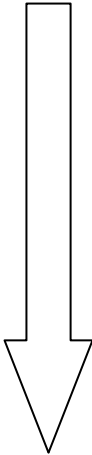
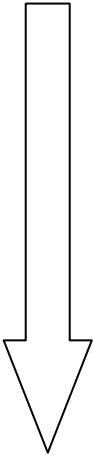
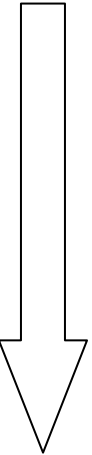
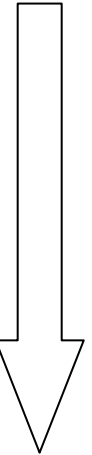
<p>EVIDENCE / JUSTIFICATION</p> <p><i>Rationale for goal statement?</i></p>	<p>ACTION STEPS/INTERVENTIONS</p> <p><i>What high yield strategies will be put in place? – Ensure action steps are measurable</i></p>	<p>PROFESSIONAL DEVELOPMENT FOCUS</p> <p><i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i></p>	<p>BUDGET/ RESOURCES</p> <p><i>Funding/Time/ People/Materials</i></p>	<p>RESPONSIBILITY</p> <p><i>Who will do It?- Be Specific</i></p>	<p>TIMELINE</p> <p><i>Specific dates for completion of each activity or assessment practice</i></p>	<p>MONITORING</p> <p><i>Evidence of Implementation</i></p>
<p>Curriculum & Instructional Strategies</p>						
<p>Credit Accumulation Rates Graduation Cohort Rates</p>	<ul style="list-style-type: none"> • Student Success Sections increased to 2 Credit Recovery, 4 Monitoring, 2GLS) • Night School\Summer School Co-op offered as continuous intake • 4 Credit Co-op • Credit substitutions • Offer locally developed courses (Math, Science, History and English) • Personal, career and academic counselling (via Grade 10 Careers course, Guidance Counsellors, CYC and Student Success Teacher 	<ul style="list-style-type: none"> • Student Success Teacher to attend the in-service and professional learning opportunities to stay abreast of the pressing issues regarding at-risk students • Provide Literacy Resources/Data required for the effective delivery of the Literacy Remediation Course • OSSLC Teacher to attend the in-service and 	<ul style="list-style-type: none"> • Admin. Base Line Budget • English Dept. Budget • Board Curriculum Budget 	<ul style="list-style-type: none"> • Student Success Teacher • English Teacher (OSSLC) • Coop Teacher • Guidance Counsellor teachers Literacy Remediation Course • Department Heads 	<ul style="list-style-type: none"> • Ongoing throughout the year 	<ul style="list-style-type: none"> • Ongoing observation of strategies and indicators of success by staff, administration, students and parents; in classrooms, at department and staff meetings throughout the school year

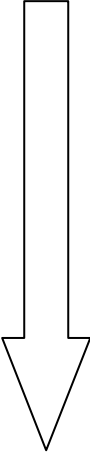
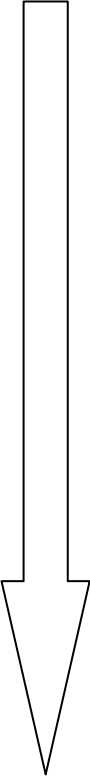
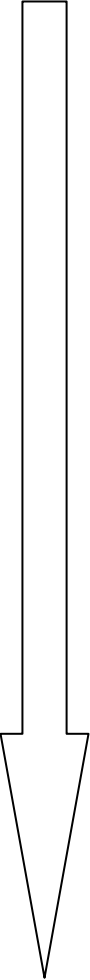
<p>Provide additional program pathways and experiential learning opportunities that help students meet with success, increase credit accumulation and graduation rates</p> 	<ul style="list-style-type: none"> • Grade 10 & 11 Student Success students will be hand timetabled to meet their needs • Student Success teacher will defrief respective teachers • Pairing of Student Success students with Peer Tutors (GPP30) and (IDC4UL) where possible. Tutors hand-scheduled to meet the needs of students and teachers. • Grade 12 Ontario Secondary School Literacy Course (OSSLC), Exam Literacy Preparation Course • Literacy Remediation Course offered continuous intake form Sept. - March • Grade 9 and Grade 10 GLS course to aid at-risk students • Review mid term failures recommend After School Literacy Course • School Resource Team • Share EQAO testing information. • Form Professional Learning Teams that will develop best practices for the creation of lesson and unit plans • Form Professional Learning Teams that will develop common assessment pieces for Locally-Developed, Applied, Academic, College and University courses • School administration, working with Department Heads, will coordinate and oversee curriculum development, assessment & evaluation for all staff through Academic Council meetings, 	<p>professional learning opportunities to stay abreast of the pressing issues regarding this course</p> <ul style="list-style-type: none"> • Guidance staff to identify students from Trillium and inform After School Literacy teachers • Teams are to be structured by Grade Level to maximize collegiality and professional learning 		<ul style="list-style-type: none"> • Guidance, After School Literacy Teachers  <ul style="list-style-type: none"> • School based SHSM Team and Board Lead & Curriculum Consultants 	<ul style="list-style-type: none"> • Midterm  <ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • Enrolment Statistics for Literacy Remediation Course • Monitoring the class lists in GLS40 and GLS10 <ul style="list-style-type: none"> • Teachers of After School Literacy Program • Submission of Agendas and Minutes for Professional Learning Teams • Submission of end products from Professional Learning Teams
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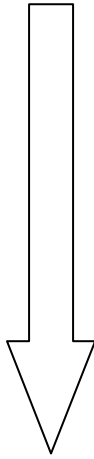
	<p>Board-Wide In-Services and materials/information from Curriculum Dept.</p> <ul style="list-style-type: none"> • Monthly Department meetings. • Board-wide Subject Curriculum Councils • Professional development sessions/days, conferences and workshops • Classroom teachers visit other classrooms to share best practices. • Collaboration within departments to increase consistency within courses or subject areas as appropriate <p>• Best Practice Lunch and Learn for Teachers</p> <p>• Full implementation of the Special High Skills Majors (SHSM) Arts & Culture</p> <p>• Implement year one of SHSM ICT (Information & Communication Technology) SHSM</p>	<ul style="list-style-type: none"> • Admin. & Student Success Teacher consult • Student Success Teacher, Admin., & selected teachers share informed practices • SHSM school teams are in-serviced by Board leads, attend Ministry training sessions, assist with preparing school SHSM strategic plan, budget requests, develop and use promotional material, web sites, school presentations, master timetabling reflects SHSM required credits 	<ul style="list-style-type: none"> • SHSM Ministry Funds • Curriculum – Tech. Studies 	<ul style="list-style-type: none"> • Same as above 	<ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • SHSM programs are fully implemented and students are enrolled in the specific SHSM programs • Same as above
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Assessment and Evaluation							
	<ul style="list-style-type: none"> • Student Success Weekly Online Survey – private website • Share EQAO testing information • Form Professional Learning Teams that will develop best practices for the creation of lesson and unit plans • Form Professional Learning Teams that will develop common assessment pieces for Locally-Developed, Applied, Academic, College and University courses • Board-wide Subject Curriculum Councils. • Professional development sessions/days, conferences and workshops • Classroom teachers visit other classrooms to share best practices • Collaboration within departments to increase consistency within courses or subject areas as appropriate 	<ul style="list-style-type: none"> • Administration and Student Success Teacher will in-service staff on the usage of the Online Survey 					<ul style="list-style-type: none"> • Monitor entries by teaching staff for the Student Success Weekly Online Survey
Instructional Leadership							
	<ul style="list-style-type: none"> • Student Success Strategy Meetings held on a monthly basis • Teacher mentoring program for Grade 9 and Grade 10 At-Risk students. • Grade 8 transition meetings • Best practises workshops to be held in semester one and two • Hand-timetabling Grade 10 At- 						<ul style="list-style-type: none"> • Administration will attend Student Success Strategy Meetings • Ongoing observation of action steps/interventions by staff, administration, students and parents; in



	<p>Risk students</p> <ul style="list-style-type: none"> • Student Success Team and Student Success Teacher • School Resource Team • Share EQAO testing information • Form Professional Learning Teams that will develop best practices for the creation of lesson and unit plans • Form Professional Learning Teams that will develop common assessment pieces for Locally-Developed, Applied, Academic, College and University courses • School administration, working with Department Heads, will coordinate and oversee curriculum development, assessment & evaluation for all staff through Academic Council meetings, Board-Wide In-Services and materials/information from Curriculum Dept. • Board-wide Subject Curriculum Councils. • Professional development sessions/days, conferences and workshops • Classroom teachers visit other classrooms to share best practices • Collaboration within departments to increase consistency within courses or subject areas as appropriate 					<p>classrooms, at department and staff meetings throughout the school year</p>
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	<ul style="list-style-type: none"> • Homework Club after school in Library on Tuesdays and Thursdays • Study Hall • Personal, career and academic counselling (via Grade 10 Careers course, Guidance Counsellors, CYC and Student Success Teacher) • Good news post cards • At-Risk students to meet with Principal • Grade 8 Teacher transition meetings • Literacy/Numeracy Skills Camp offered for 1 month weeks in summer for gr. 9 and 10 at-risk students to recover credits • Credit Rescue • Student Success Celebration Retreat once per semester • Share EQAO testing information • Principal to share Math EQAO practise booklets to share with Grade 8's to be completed during summer and returned at Gr. 8 orientation for House Points • Open invitation to parents of at-risk kids to meet with the SS Teacher and th Principal regarding the depth and scope of the Student Success Program • Field Trips: pottery, horseback riding, ropes course (Bark Lake) & Georgetown Bread basket Foodbank 	 <ul style="list-style-type: none"> • Admin., Student Success Teacher will plan the curriculum/esteem building activities with businesses involved in these projects 	 <ul style="list-style-type: none"> • OYAP Funds - MTCU 	<ul style="list-style-type: none"> • Guidance Counsellor in charge of Homework Club • Staff volunteers for Study Hall • Student Success Teacher and Guidance Counsellor to teach Literacy/Numeracy Camp 	<ul style="list-style-type: none"> • September - ongoing • June • July • On going throughout the year • September • November • September – on going 	<ul style="list-style-type: none"> • Check student attendance registers • Literacy/Numeracy Enrolment Registers • Review transition meetings results with Guidance Head and Grade 9 Counsellor • Month of June • Sstudents attend and participate at the Halton and Ontario Skills competitions • STC night is scheduled and hosted
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<p>Building Relationships/Mentorship</p>	<ul style="list-style-type: none">• Halton Skills Competition• Host School to Career (STC) Information Night• Availability of OYAP Regional Programs• Technology Conference• Family of Elementary Schools are invited to attend to learn about the different Technology Course offerings as they enter Grade 9 and beyond	<p>are provided the opportunity to participate and attend the Halton Skills competition and continue on to the Ontario Skills and Nationals</p> <ul style="list-style-type: none">• Information night to be organized by Curriculum Consultants of both Halton boards and HIEC• Services attend OYAP and School to Career PD days and other related in-services, are trained in the use of OnSORTS data /student management information system, are provided printed and online resources to be used in their practice• Tech teachers in conjunction with Pathways Consultant plan the day	<ul style="list-style-type: none">• Student Success/ Curriculum –Tech. Studies• OYAP Funds from MTCU• OYAP Funds from MTCU• Admin./Tech Department	<p>teachers / Curriculum</p> <ul style="list-style-type: none">• Consultant – Tech• Tech Curriculum Consultant, OYAP facilitator, guidance and coop personnel & HIEC• Same as above• Tech Department Head and teaching staff	<ul style="list-style-type: none">• December• ongoing	<ul style="list-style-type: none">• Students have access to and are enrolled in various OYAP and school to Career programs as determined by student needs• Participating teaching staff and elementary students will complete a survey for review• teachers will report back to core team in bi-
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<p>Program -research indicates proportional benefit to student success</p>	<ul style="list-style-type: none"> groups of students have been assigned to teachers for mentoring and relationship building purposes 	<ul style="list-style-type: none"> student success meetings were used to rationalize and in-service teachers 	<ul style="list-style-type: none"> Student Success Teacher/Student Success Team/Admin. 	<ul style="list-style-type: none"> Student Success Teacher/Student Success Team/Admin. 		<p>monthly meetings</p>
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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 numbers of students obtaining their OSSD (specifically, increase from 83.4 to 85%)
- Increased Grade 10 credit accumulations rates (specifically, increase from 90.3 to 92.3%)
- Increased student pass rate in GLS and OLC courses (specifically, 90% success rate)
- Increased success rate in credit recovery course (specifically, from 2 credits per student to 2.5 credits per student)
- Increased rate in demand for technology courses

MONITORING AND EVALUATION PROCESS

(How will the SIP committee monitor and adjust the activities being done?)

Family of School Superintendents will make the School Improvement Plan a focus item on their regular school visits. They will monitor and report on school plans in concert with the school principal and ensure alignment with Board and subject area plans.

Principal will submit a one-page progress/status report on the School Improvement Plan, to their Family of School Superintendent & Supervising Principal of Curriculum Services & Student Success

Principal will use resources such as Expert Panel Report, Look-Fors, and Walk-Through training, etc. in order to recognize the implementation of effective practices.

Administrators of secondary schools will collect a variety of assessment data in order to analyse school strengths, needs and next steps, including analysis of results by applied and locally developed levels of programming.

Staff meetings and professional dialogue will include classroom updates on literacy instruction and assessment practices.

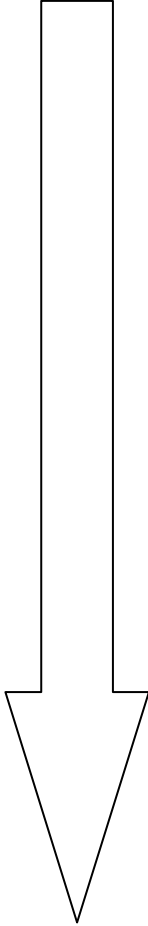
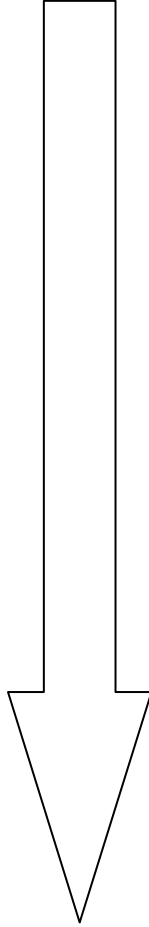
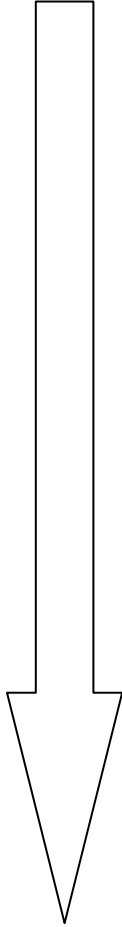
Workshop participants will make commitments with school administrators to implement some of the strategies and resources, as introduced through workshops and other professional development opportunities.

INCREASED PUBLIC CONFIDENCE IN PUBLICLY FUNDED CATHOLIC EDUCATION

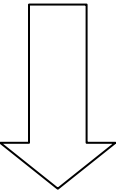
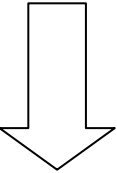
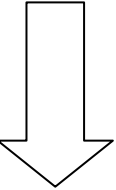
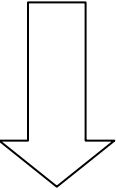
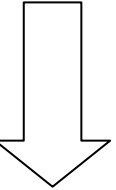
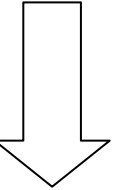
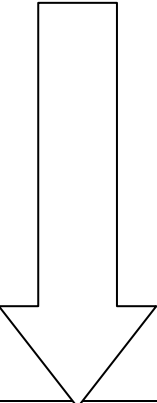
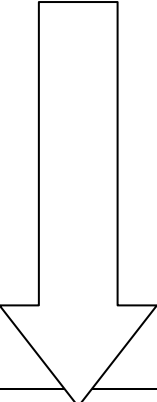
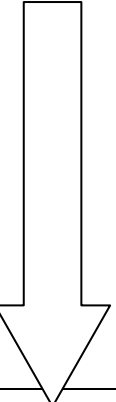
CORE PRIORITY: Fostering greater two-way engagement with parents and our broader community to inform the implementation of the Ministry’s mandate and to foster public confidence in Catholic education. Strengthening the role of Catholic schools as the heart of communities. Recognizing the pivotal role of Catholic schools in developing Christ-centred individuals enabled to transform society.

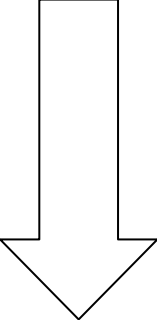
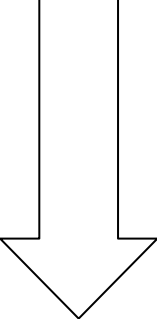
GOAL: To develop a Catholic Learning Community that reflects and models Catholic values throughout our curriculum, co-curricular and assessment and evaluation practices.

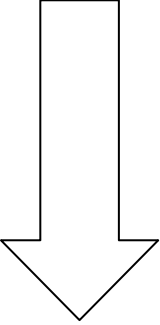
EVIDENCE / RESEARCH	ACTION STEPS/INTERVENTIONS	PROFESSIONAL DEVELOPMENT FOCUS	BUDGET/ RESOURCES	RESPONSIBILITY	TIMELINE	MONITORING
<i>Additional evidence/research to support goal?</i>	<i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</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 Partners</i>	<i>Specific dates for completion of each activity or assessment practice</i>	<i>Evidence of Implementation</i>
Student Learning & Achievement						
In concert with our board's mission statement.	-PRAYER: Begin each day/class/assembly/meeting with prayer. Develop School Prayer	- Staff Meetings - Dept. Meetings - Chaplaincy Meetings	-Department Budgets -Chaplaincy Leader Retreat Budget	-Chaplaincy Leader/Teaching Staff— Mr. Bourque -Chaplaincy Leader/Student Retreat Facilitators	- Ongoing Completed -Sept .Oct. Nov. Dec. Mar. Apr. May & June - May -TBA - Nov. 22 noon,- Dec. 2 – mass	- Classes begin with prayer -Senior Optional Retreat - Participation and/or feedback from retreatants. - Review feedback from students attending presentations
In concert with our school's vision statement, governing values and assessment and evaluation practices.	-RETREATS: for Gr. 9 and 10 Religion classes (all offsite) -Optional Senior Retreats -Student Retreat Facilitator's Training Retreat -Staff Faith Day Retreat /Staff Advent Retreat -Guest speaker and/or field trips: i.e. Gr. 11 & 12 Religion classes. -Catholic Guest speaker (Fr. Stan Fortuna/ Fr. Cull)	- Chaplaincy Leader Communication to Staff		Religion Department		

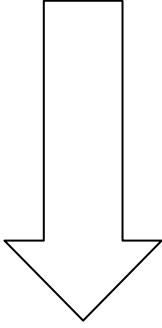
EVIDENCE / RESEARCH <i>Additional evidence/research to support goal?</i>	ACTION STEPS/INTERVENTIONS <i>What high yield strategies will be put in place? – What would it take to do better? Ensure action steps are measurable</i>	PROFESSIONAL DEVELOPMENT FOCUS <i>Make sure that every strategy has appropriate 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 Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>
	<p>-SACRAMENTAL: 2 Whole School Masses at school/ Grade Level Masses & Feast of Christ the King Mass at Holy Cross Church/Chapel Masses at School/ Lenten Confessions</p> <p>LITURGY OF THE WORD: 2 Whole School Liturgies (Ash Wed./Holy Thurs.)/ Opportunities for Advent and Lenten Penitential Services/ Advent Prayer Services</p> <p>-Theme Weeks</p> <p>-Advent Preparation Celebration at Holy Cross Elementary School</p> <p>-Catholic Ed. Week</p> <p>-Catholic Leadership Conference</p> <p>-Communicating the School's Governing Values</p> <p>- Catholic Poster Project</p> <p>-Chaplaincy Display Case (outside of Chapel: info/photos of retreats, Chaplaincy Updates...)</p> <p>-Christ the King Cares Foundation</p> <p>-School Chaplaincy Team: staff and students (Liturgy, Social Justice, Compassionate Care, Pro-Life, Faith Day)</p> <p>- Ongoing pastoral support for staff and students.</p>		<p>-Chaplaincy/School Base Budget</p> 	<p>-Chaplaincy Leader/Clergy/Chaplaincy Team</p> <p>-Chaplaincy Leader/Chaplaincy Team/ Teresa Hartnett</p> <p>-Safe School Committee</p> <p>- Gr. 12 Religion Teachers & Dept. Head.</p> <p>-Staff and Admin. with Religion Dept. and Chaplaincy providing leadership and resources.</p> <p>- Chaplaincy Leader</p> <p>- CtK Cares Committee</p> <p>- Chaplaincy Leader/Staff and students</p>	<p>schedule, Catholic Education Week – May 5 – mass schedule</p> <p>Oct. 1, Nov. 5, Jan. 7, Feb. 4, Mar. 4, June 3</p> <p>- Ginny please Inserts Dates and timings for chaplaincy events below</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 Partners</i>	TIMELINE <i>Specific dates for completion of each activity or assessment practice</i>	MONITORING <i>Evidence of Implementation</i>

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Student Achievement & Learning						
- In concert with our Focus on Faith Theme and Progressive Discipline Practices	- Restorative Justice Pilot Program at CtK -Restorative Justice Circles to be used as an intervention/reconciliation for bullying and harassment scenarios between students 	-Pilot committee to receive international certification -School wide and Family of Schools Initiative 	- Admin./Senior Admin. 	- Admin/Committee 	- Ongoing 	- Admin. To assess 
Curriculum & Instructional						
- Focus on Faith Catholic Themes for grades 9-12. 	- Gr. 9: Human Dignity and Rights and Responsibilities. - Gr. 10: Option for the Poor and Stewardship for God's Creation. - Gr. 11: Global Solidarity and Promotion of Peace. - Gr. 12: Dignity of Work and Community and the Common Good.	- Board Initiative. 		- Admin, Staff and Chaplaincy. - Religion Dept.	- Ongoing. 	- Ongoing Instructional Strategies. - Opportunities to participate in various school faith wide initiatives.

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>
Assessment and Evaluation						
	<ul style="list-style-type: none"> - Catholic Leadership Conference 	<ul style="list-style-type: none"> - Meetings with Family of Schools, Clergy – includes Religion Dept. Head - Catholic Leadership Conference Committee meets ongoing through the planning, organizing, implementation and evaluation stages of conference - Reviews last year's event 	<ul style="list-style-type: none"> - Dept. Budget - Admin. Base line Budget 	<ul style="list-style-type: none"> - Religion Dept. Head in conjunction with Catholic Leadership Conference Committee 	<ul style="list-style-type: none"> - Catholic Education Week May 3-7, 2010 	<ul style="list-style-type: none"> - Admin/Gr. 12 Religion Teachers to contact family of schools. - Promote the event through the Director's Update in June.
Instructional Leadership						
	<ul style="list-style-type: none"> - Provide prayer resources electronically on CtK private website - School Pastoral Team - Provide opportunities for staff to nurture and deepen their faith - Catholic Leadership Conference 	<ul style="list-style-type: none"> - Review usage of school intranet site at the first staff meeting - Staff members given the opportunity to be part of the Pastoral and Catholic Leadership Conference Team for professional learning/development 	<ul style="list-style-type: none"> - Chaplaincy Budget - Admin. Baseline Budget 	<ul style="list-style-type: none"> - Chaplaincy Leader - Religion Dept. Head 	<ul style="list-style-type: none"> - Ongoing throughout the year 	<ul style="list-style-type: none"> - Student/Staff Extraordinary Eucharistic Minister - Adult faith development opportunities provided; Faith Day, Staff Retreat, prayer groups, staff mass, etc.

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 Partnership						
<div style="text-align: center; margin-bottom: 20px;">  </div> <p>-Two studies used as a foundation piece for Youth Newt Program-Nation Wide -Youth 2003 Halton Mental Health Survey (912 sampled) -Canadian Youth Mental Health & Illness Survey 1993 (800 sampled)</p>	<ul style="list-style-type: none"> - Spiritual Animator at associate schools to connect with secondary school Chaplain - Provide opportunities that encourage students to put their faith into action- eg. Prayer groups, Community Outreach Programs, Special Projects - Social Justice Committee - SJC - Student leadership opportunity - Student Prefects and Retreat Leaders - Thinkfast - Insomnia Fest - Student attendance at faith-based conferences (e.g. Culture of Life) - Communicating the school's governing values - Catholic Leadership Conference - Dreams Trip Program <p>-all grade 10 Religion classes will receive the Youth net presentation</p> <ul style="list-style-type: none"> -all teachers present for the Youth Net Presentation will receive an in-service -all staff involved in the Youth Net pilot will have the opportunity to provide feedback -Youth Net Halton will provide clinical back-up -further support will be provided by a Halton Child and Adolescent Psychiatrist -students may of their own record also choose to seek counsel and support from the CYC, School Chaplaincy Leader, Guidance office Religion/Family Studies teachers or school administration 	<ul style="list-style-type: none"> - Chaplaincy Leader will liaise with Administration and the Administration from the Family of Schools where needed - Administration will meet with all new staff to articulate the governing values of the school – review with staff at the first staff meeting <p>-Department Head of Religion met with the Youth Net Supervisor to establish the feasibility and parameters of the pilot project at CtK</p> <p>-Youth Net Supervisor met with System Chaplain and Chief Social Worker to explain the Youth Net presentation and to make sure it met with the requirements of a Catholic School Board</p> <p>-Teacher in-service at CtK that was facilitated by the Youth Net Supervisor, Mental Health Liaison Nurse and Youth Net Facilitators</p> <p>-Meeting with school administrators, Chaplaincy Leader and Youth Net</p>	<ul style="list-style-type: none"> - Chaplaincy budget, Religion Dept. Budget and Admin. Base line Budget -Halton Region Health Department -Administration 	<ul style="list-style-type: none"> - Chaplaincy Leader, Religion Dept. Head and Administration - Student Council -Department Head of Religion/Halton Health care, teaching staff -Youth Net Supervisors and facilitators 	<ul style="list-style-type: none"> - Spiritual Animators from Elementary Schools to connect with Chaplaincy Leader in September - Dreams – March Break -Summer 2009 -Summer 2009 -September 3/09 	<ul style="list-style-type: none"> - Christmas charity events. - Students assume leadership roles in Faith Life & Social Justice work of school - Staff & Students share responsibility & offer broad perspective re: Faith Life of school - Charity fund-raising activities - Social Justice awareness activities and initiatives - Review feedback from grade 8 liaison teachers regarding success of grade 12 Catholic Leadership Conference.

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>
 -Suspension data revealed a higher frequency in suspensions for females involving bullying and harassing	 -focus on Grade 9's new to the CtK community -activities to promote self-esteem, empathy, compassion and respect	Supervisor to explain the Youth Net program and procedures -Pilot project begins – Youth Net Presentations –Grade 10 religion classes -Debriefing meeting with Youth Net Supervisor for staff input regarding effectiveness of the presentations and outlining any necessary changes for Semester 2. -reinforce relationships with these institutions -Reviewing the findings will provide a more realistic understanding of the prominence of bullying in our school to our staff -review of survey findings WAM (Walk and Mile) Committee members will meet to plan and organize events	 -Admin./CYC -Admin./CYC -Admin./CYC -Admin./CYC	 -CYC -Admin./CYC -Admin./CYC -Admin/WAM Committee -CYC/ Admin/Religion Department Head	 -October /09 February/May/09 Ongoing Ongoing September /09 Oct. 2009, May 2010	-Feedback on effectiveness of presentations from staff/students/facilitators -Risk identification – student referrals to health professionals -Monitor distribution of cards vis a vis contact with aforementioned organizations -Will need to survey the Grade 11 population this year to gauge improvement -Custodians to hang plaques Review suspension related data at the end of the year. Survey staff and students -write-up on CtK website informing parents and students about the training

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>-anecdotal data revealing increased incidence in personal issues related to suicidal tendencies</p> <p>-To provide students with quick reference cards of places they can call for help and support</p> <p>-To focus on the results from the Safety at Your School Survey – prominence of bullying taking place in the classroom</p> <p>-To send bullying prevention messages to the student population through multi-media</p>	<p>-Religion Department/staff/selected students selected to partake in safe TALK training related to identifying persons with thoughts of suicide and connect them to suicide first aid resources.</p> <p>-Pick the 5 most relevant phone numbers: Kids Help Phone, Teen Crisis Line, ADAPT, ROCK and SAVIS</p> <p>-Reminding staff to be wary bullying in the classroom and to ensure open communication with parents and administration</p> <p>-this is the result of a student contest</p> <p>-hang plaqued bullying prevention posters</p>	<p>-H.E.A.L. & the Georgetown Suicide Prevention Group provided training and resources</p>	<p>-H.E.A.L. & the Georgetown Suicide Prevention Group provided training and resources</p>		<p>-October 6/09</p>	

EVIDENCE/INDICATORS OF SUCCESS

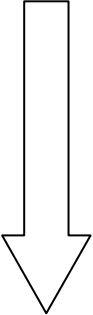
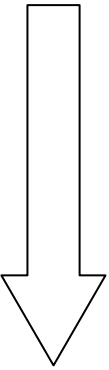
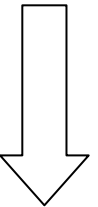
(How will we know that we are making progress in reaching our goal – that our improvement efforts (action steps) are having an effect? What are the measures?)

- Classes begin with a prayer - TPAs
- Grade 9 & 10 Retreats - attendance
- Grade 11 World Religions Guest Speaker and/or Field Trips – review with staff and students
- Optional Senior Retreats
- Catholic guest speakers throughout the year (i.e. Frs. Stan Fortuna and Cull).
- Masses (Full school & monthly chapel masses) – completion and review with Administration/Chaplaincy Leader/Clergy
- Participation and/or feedback from grade 8 liaison teachers from associate schools regarding Catholic Leadership Conference
- Ongoing prayer services in the chapel.
- Morning prayer services (including Rosary and Chaplet of Divine Mercy)
- Students assume leadership roles in Faith Life & Social Justice work of school
- Student retreat leaders – Chaplaincy Leader to review retreats with students
- Staff & Students share responsibility & offer broad perspective re: Faith Life of school
- Student Prefect leadership activities and involvement – reviewed with Prefects and Supervisory Staff
- The quantity and amount of revenue fund-raised for Charity activities
- Social Justice awareness activities and initiatives
- Religion Poster Initiative
- Adult faith development opportunities provided; Faith Day, Staff Retreat, prayer groups, staff mass, etc.
- Review of the year with the Clergy
- Reduced suspensions in the area of female versus female bullying and harassing

The majority of the evidence pieces will be more of a qualitative substance than quantitative

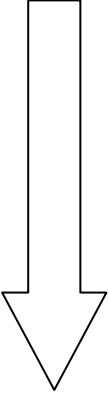
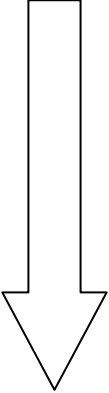
STUDENT ACHIEVEMENT & LEARNING PLAN: LITERACY

<p>PRIORITY FOCUS:</p> <p>To increase the achievement of provincial targets in reading and writing, in particular in the completion of the Long Writing Tasks on the OSSLT (i.e. News Report and Opinion Piece) and identifying intention in specific reading selections.</p>
<p>SMART GOAL:</p> <p>To increase OSSLT pass rate for students taking Applied-level English from 76% to 78% and for Students with Special Needs (excluding Gifted) from 77 % to 79 %.</p>

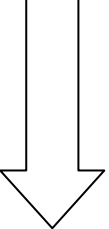
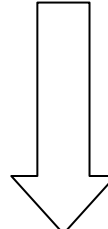
<p>EVIDENCE / JUSTIFICATION</p> <p><i>Rationale for goal statement?</i></p>	<p>ACTION STEPS/INTERVENTIONS</p> <p><i>What high yield strategies will be put in place? – Ensure action steps are measurable</i></p>	<p>PROFESSIONAL DEVELOPMENT FOCUS</p> <p><i>Make sure that every strategy has appropriate professional development action steps for the person responsible for implementing the action.</i></p>	<p>BUDGET/ RESOURCES</p> <p><i>Funding/Time/ People/Materials</i></p>	<p>RESPONSIBILITY</p> <p><i>Who will do It?- Be Specific</i></p>	<p>TIMELINE</p> <p><i>Specific dates for completion of each activity or assessment practice</i></p>	<p>MONITORING</p> <p><i>Evidence of Implementation</i></p>
<p>Curriculum & Instructional Strategies</p>						
<p>OSSLT Provincial Results</p> <p>Individual Student Data File and Item Information Reports</p>	<ul style="list-style-type: none"> • After-school literacy test remediation course will be offered in 6-week blocks • To provide accommodations to identified students during practice test where possible • GLE2O to focus on preparing identified students for OSSLT • Drop Everything and Read (D.E.A.R.): school-wide on rotating days and periods • Throughout the year, students should review and regularly use reading and writing strategies in all subject areas • Teachers to complete a Cross-Curricular Preparation Guide Checklist that will articulate what assessment pieces they used in class that cover the elements of the OSSLT 	<ul style="list-style-type: none"> • Literacy Team Meetings • Administration Meetings • Staff Meetings • English Department Meetings • Curriculum Workshops • Itinerant Literacy Meetings 	<ul style="list-style-type: none"> • Literacy Remediation teacher; OSSLT workbooks (\$10/book) • Assistive technology loaded on all computers throughout school • OSSLT Success – Printing Costs • CtK Staff Website 	<ul style="list-style-type: none"> • Literacy Teacher • Spec. Ed. • Classroom teachers; Dept. Heads; Admin. 	<ul style="list-style-type: none"> • October to March • Ongoing throughout the year 	<ul style="list-style-type: none"> • Enrolment in Literacy Remediation course • Ongoing observation of action steps/interventions by staff, administration, students and parents; in classrooms, at department and staff meetings throughout the school year 

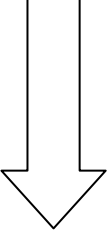
	<ul style="list-style-type: none"> • All Grade 9 and 10 English classes will use <i>Literacy Power</i> workbooks on an ongoing basis throughout the year • An OSSLT Success booklet will be developed for use by high-risk students • Add online Literacy Preparation resources by Department to our Internal Website (e.g. Think Literacy Documents by Subject Area) • Grade 9/10 students will be provided with a Literacy/Numeracy kit and strategies for use throughout the year across all subject areas (i.e. highlighter, sticky notes, etc.) 			<ul style="list-style-type: none"> • English Dept. • Literacy Team • Lit. Itinerant 		
Assessment and Evaluation						
	<p>Involve Grade 9s in “mock” test during the same time period that Grade 10s are writing OSSLT</p> <p>Grade 9 Applied students will participate in the Ontario Comprehension Assessment (OCA) at the beginning and end of the school year to track their achievement of literacy expectations (both for the students and their teachers)</p> <p>At-risk Grade 10 students to partake in practice literacy test, developed by the Literacy Team based on the specific areas of weakness in our students’ test scores</p> <p>Individual Literacy IEPs will be created for all unsuccessful First-Time eligible (FTE) students</p>	<ul style="list-style-type: none"> • Teacher in-services held by Literacy Team and Administration • Grade 9 Applied Geography teachers in-serviced and provided with follow-up strategies and instructional activities 	<ul style="list-style-type: none"> • Printing costs • Marking team • CtK Staff Website 	<ul style="list-style-type: none"> • Classroom teachers; students; Admin. • Literacy Team 	<ul style="list-style-type: none"> • OSSLT date • February • September 	<ul style="list-style-type: none"> • OSSLT results • Marking team feedback • Success rate for Previously Eligible students rewriting test

Instructional Leadership

	<p>Itinerant literacy teacher to come to CtK to provide in-service to staff to help prepare students for the OSSLT and familiarize teachers with EQAO marking conventions</p> <p>Provide training in Assistive Technology for remedial literacy teachers</p> <p>Spec. Ed Dept. to in-service teachers on assistive technology, resources, and accommodations available for identified students by Department</p> <p>Literacy Team will comprise of at least one member from each Department/Subject Area</p> <p>On-going in-service and materials/information for teachers via Curriculum Dept, Academic Council, and Departments</p>	<ul style="list-style-type: none"> • Itinerant Literacy Meetings with staff • Itinerant Assistive Technology Teacher Meetings with staff 	<ul style="list-style-type: none"> • Itinerant Literacy teacher 	<ul style="list-style-type: none"> • Board Literacy team • Special Ed. • Admin. • Dept. Heads 	<ul style="list-style-type: none"> • September to March 	<ul style="list-style-type: none"> • Visits to school • In-services • Attendance at Literacy Team meetings
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Home School Community Outreach and Partnership

<p>Male student literacy rates</p> <p>Family of School Partnership Strategy</p> <p><u>OSSLT Results</u></p> <p>April 2009 - Profile of Strengths and Areas for</p>	<p>OSSLT Workbook – “Don’t Panic” – made available to purchase</p> <p>Teaching Applied and Academic lessons (with Grade 8 curriculum) in associate schools for parents, teachers, and students</p> <p>READ posters (different endorsees): mounted and put up around school in an effort to create a literacy-focused culture of success</p> <p>Comic Book Club to focus in particular on male literacy</p> <p>Teachers will administer a pre-assessment and post-assessment from a <u>History Resource</u> (Grades 7-8) and <u>Informational Text</u> out of a selected <u>Grade 9 textbook</u> (Grade 9) resource to assess the students' level of reading comprehension. During a 6 week period, teachers will explicitly teach the high</p>	<ul style="list-style-type: none"> • English teachers/Department Head of English • Administration 	<ul style="list-style-type: none"> • Workbooks (\$10 each) • Supply coverage • Posters • Start-up costs 	<ul style="list-style-type: none"> • Student Success • Literacy team • J. Merlini 	<ul style="list-style-type: none"> • September • To be arranged with feeder schools • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Administration/Department Head of English 
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<p>Improvement and OCA Results - Christ the King C.S.S.</p> <p>Sept. 2009 OCA Results for students of Grade 9 Applied</p> <p>Reading Skills</p> <p>89% success in the area of understanding explicitly stated information and ideas (R1)</p> <p>69% (45/65) scored levels 1 & 2 on question 2 (Main Ideas and Supporting Details)</p> <p>Item Information Reports</p> <p>Open Response questions under (R2) are an area of focus where anno-lighting was suggested as an intervention to improve this skill set in our students.</p>	<p>lighting strategy to support students in identifying main ideas and supporting details.</p> 	<ul style="list-style-type: none"> • the groups below will meet on several occasions to plot strategy, direction and focus • English teachers/Department Head of English • Administration • Itinerants/Consultants • Grade 7 and 8 elementary teachers 	<ul style="list-style-type: none"> • Supply Coverage • meet January 13th for post assessment analysis 	<ul style="list-style-type: none"> • English teachers/Department Head of English • Administration • Itinerants/Consultants • Grade 7 and 8 elementary teachers 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Administration – Elementary/Secondary
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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?)

- Improved OSSLT results (specifically, increase in overall OSSLT pass rates from 95% to 96%)
- Improved OSSLT results (specifically, increase OSSLT pass rate for students taking Applied-level English from 76% to 78%)
- Improved OSSLT results (specifically, increase OSSLT pass rate for identified students from 77% to 79%)
- Students consistently utilizing assistive technology and accommodations throughout the semester

MONITORING AND EVALUATION PROCESS

(How will the SIP committee monitor and adjust the activities being done?)

Family of School Superintendents will make the School Improvement Plan a focus item on their regular school visits. They will monitor and report on school plans in concert with the school principal and ensure alignment with Board and subject area plans.

Principals will submit a one-page progress/status report on the School Improvement Plan, to their Family of School Superintendent & the Curriculum Superintendent

Principals will use resources such as Expert Panel Report, Look-Fors, and Walk-Through training, etc. in order to recognize the implementation of effective practices.

Administrators of secondary schools will collect a variety of assessment data in order to analyse school strengths, needs and next steps, including analysis of results by applied level and special needs programming.

Staff meetings and professional dialogue will include classroom updates on literacy instruction and assessment practices.

Workshop participants will make commitments with school administrators to implement some of the strategies and resources, as introduced through workshops and other professional development opportunities.

STUDENT ACHIEVEMENT AND LEARNING PLAN: SECONDARY NUMERACY

PRIORITY FOCUS:
 To increase in the number of grade 9 students who are proficient in answering multi-step items involving measurement and algebra.

SMART GOAL:
 To increase the number of Applied level Students achieving at Level 3 or 4 on the 2009-2010 Grade 9 Applied EQAO Math Assessment from 60% to 62%. Increase the number of Academic level Students achieving at Level 3 or 4 on the 2009-2010 Grade 9 Academic EQAO Math Assessment from 83% to 85%.

EVIDENCE	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
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Curriculum and Instructional Strategies

<p>Interactive technology engages learning – i.e. SmartBoard</p> <p>Based on IIR - Applied level students need to provide more justification in their answers to demonstrate a “considerable” or “thorough” understanding of the mathematical problems, in open-response items.</p>	<p>Increase teachers’ proficient use of technology (e.g., Smartboard, graphing calculators, GIZMOS, CLIPs) to set the context for solving lesson problems, to make plans to solve problems and to carry out solutions to problems</p> <p>Provide opportunities for Grade 9 students to become more familiar with EQAO-style questions by embedding practice materials throughout the course including the use of e-Instruction strategies</p> <p>After School EQAO Course prep course</p> <p>Math extra help offered twice a week</p> <p>Extra help offered through class portals by some teachers (ie. GIZMOS)</p>	<p>Provide in-service opportunities for teachers on available technology.</p> <p>Provide teacher collaboration time on a regular basis, moderated by dept head, course coordinator or itinerant teacher.</p>	<p>Curriculum Budget (Student Success)</p> <p>Continuing Ed. Funding</p>	<p>Secondary School Administration</p> <p>Curriculum Consultant</p> <p>Dept Head</p> <p>Teachers</p> <p>Itinerant Teachers</p> <p>School SERT (in class support)</p>	<p>At least once for every unit of study in each Grade 9 course.</p> <p>Ongoing</p> <p>Ongoing</p> <p>Tues, & Thurs, - ongoing</p>	<p>Principal walk-throughs and Family of School SO visits will include a plan for responding to diverse numeracy needs through a variety of assessment strategies and teaching resources.</p>
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Assessment and Evaluation						
Based on IIR - Applied level students need to provide more justification in their answers to demonstrate a “considerable” or “thorough” understanding of the mathematical problems, in open-response items.	Embed EQAO test language and styles of questions in classroom assessments and post key language pieces in poster formats to be mounted in every classroom (Compare, Describe, List, Explain, Justify, Determine & Show your work) Use of Literacy/Numeracy Checklists in assessment and evaluation pieces to reinforce literacy initiatives and numeracy needs	Provide teacher collaboration time on a regular basis, moderated by dept head, course coordinator or itinerant teacher, to prepare these EQAO styled assessments. Collaboration of teachers and admin. In the sharing of informed practices.		Secondary School Administration Dept Head Teachers Itinerant Teachers	At least once for every unit of study in each Grade 9 course.	Principal walk-throughs and Family of School SO visits will include a plan for responding to diverse numeracy needs through a variety of assessment strategies and teaching resources
Grade 9 Applied level students are most challenged by questions related to Measurement and Geometry and Algebra	Use of Teacher Moderation - Teachers will meet for profession dialogue, including teacher moderation, to discuss student work and next steps using EQAO sample materials	Provide teacher collaboration time on a regular basis, moderated by dept head, course coordinator, itinerant teacher, or consultant to prepare these EQAO type assessments.		Dept Head Teachers Itinerant Teachers Curriculum Consultant	At least once for every unit of study in each Grade 9 course.	School Administration walk-throughs will include a plan for responding to diverse numeracy needs through a variety of assessment strategies and teaching resources
Instructional Leadership						
More experienced teachers correlate with improved EQAO results	Continue to schedule experienced math teachers with teachers new to the Grade 9 program to teach Grade 9 Mathematics during each semester	Superintendent of Secondary Schools and Secondary Principals will identify methods for staffing and scheduling at secondary family of schools meetings	Superintendent of Secondary Schools Secondary School Administration	SO and secondary principals	June 2009	SO and Principals will monitor scheduling process

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Home, School, Community Outreach and Partnership						
Based on guidance information identifying that grade 9 students need to change levels to achieve success	Provide opportunities for Grade 8 students to experience a grade 8 mathematics lessons taught by a secondary teacher Analysis of associate school data (grade 8 math reports) for current grade 9's	Secondary teachers who will be teaching the lesson will have an opportunity to meet and plan appropriate lessons	Curriculum Services (Student Success)	Secondary School Administration Elementary School Administration Dept Head Teachers Numeracy Team	November /December 2009 October 2009	Secondary School Administration will monitor cross panel opportunities.
Diagnostic information for grade 9 teachers prior to September start	Provide in-coming grade 8 students with a mathematics review package to be completed prior to August orientation and then submitted to grade 9 teachers	Grade 9 teachers will meet to identify strengths and weaknesses of incoming students to inform teaching practices.	Continuing Education (Numeracy)	Secondary School Administration Dept Head Teachers	June 2009 (returned August 2009)	Secondary School Administration will ensure student packages are returned to appropriate teachers.

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Online Homework Help Board Initiative	In-service all grade 9 and 10 teachers of locally developed, applied and academic math courses on registering students on the online homework help site and effective use of this resource for students and teachers	In-service all grade 9 and 10 teachers of locally developed, applied and academic math courses on registering students on the online homework help site and effective use of this resource for students and teachers	Lunch and learn session during 3A on Thurs October 8, 2009.	Itinerant Teacher Itinerant E-learning Teacher Teachers Dept. Head	All grade 9 and 10 students registered by October 16, 2009.	Itinerant E-learning Support Teacher Independent Learning Centre/Ministry of Education

EVIDENCE 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?)

Continuous improvement in student achievement is evident – For example, fewer students will achieve below level 3 in Academic and Applied math. Report card data will also indicate few students are at risk in applied math.

Differentiated instruction occurs in large groups, small groups and with individuals - this will be evident in teachers' annual learning plans.

Ongoing assessment that clarifies student needs and appropriate interventions – this will be evident through use of summer diagnostic package, alternative diagnostic assessments and other formative assessment pieces

Through professional learning team meetings, Family of School SO visits, SIT can articulate that Grade 9 mathematics programming is a priority and can demonstrate how their school goals align with the Board Improvement Plan.

School administrators support staff in gaining access to appropriate professional development and resources (e.g., web-casts, research, in-service training, teacher mentoring, monographs, etc)

MONITORING AND EVALUATION PROCESS

(How will the SIP committee monitor and adjust the activities being done?)

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Principal will submit a one-page progress/status report on the School Improvement Plan, to their Family of School Superintendent & the Curriculum Superintendent

Principal will use resources such as Expert Panel Report, Look-Fors, and Walk-Through training, etc. in order to recognize the implementation of effective practices.

Administrators of secondary schools will collect a variety of assessment data in order to analyse school strengths, needs and next steps, including analysis of results by applied level programming.

Staff meetings and professional dialogue will include classroom updates on numeracy instruction and assessment practices.

Workshop participants will make commitments with school administrators to implement some of the strategies and resources, as introduced through workshops and other professional development opportunities.