

<p>Literacy</p>	<p>*By the end of 2010, student performance will increase by 5% on each EQAO Assessment of Literacy At St. Mary the following will be a focus:</p> <p>To continue to assist students to learn and implement reading strategies and responses.</p>	<p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria</p> <p>3.1 Teaching and learning environment is inclusive and reflects individual strengths, needs and learning preferences</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning</p> <p>5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs</p> <ul style="list-style-type: none"> • Use PM Benchmark, Reaching Readers, CASI information (Classroom teachers to measure through board data collection timelines) • Conferencing/Descriptive Feedback • Provincial Report Card Data • EQAO data • TLCP student data • Data from 'Focus on Five' • Junior teachers to attend Junior Literacy Stream sessions with the Junior Literacy Consultant, then share best practices with students and faculty • Use of assistive technology as appropriate • Resource support, Co-op students, Volunteers • Guided Reading Strategies • Differentiation • Classroom teachers to work in partnership with Special Assignment Teacher <p>A clear emphasis on high levels of achievement on literacy is evident throughout the school</p>	<p>X</p>	<p>Strengths: Balanced literacy strategies, Junior Network-Pre/post activities, Focus on Five in every class, use of student and teacher generated rubrics, common assessment language used in all classrooms, immediate descriptive feedback during formative assessment, authentic cross curricular assessments being used, having the student be involved and responsible for their learning, using observation data to drive instruction and next steps, authentic assessment leading to professional and accountable evaluation. Guided practice strategies used to allow for immediate descriptive feedback, flexible groupings using both heterogeneous and homogeneous groups, groups incorporate diverse learners based on high interest not necessarily ability level, use of rubrics to clarify and reinforce expectations, use of anchors and exemplars to scaffold learning and discuss success criteria, direct translation, assistive technology, word walls, examples of modelled work/student work and self assessment, graphic organizers</p> <p>Areas of further focus: Identifying cross curricular links, helping the students transition learning in one subject area to another. Further analysis of data-greater depth, re-analyzing the data FOR-diagnostic-descriptive feedback and coaching for Improvement, learning goals, AS-(formative) helping students to develop their capacity to be independent autonomous learners who are able to set individual goals, descriptive feedback, evaluative to direct teaching, , OF-(Summative (test)) learning, provide evidence of student achievement at strategic times throughout the grade often at the end of a period of learning. Further analyze data from CASI and PM then look at each individual class to identify specific needs of those students, and allow for varied groupings to support next steps, continue to further build levelled classroom libraries, continue using a variety of genres, promote independence-gradual release, expand upon feedback with students at conferences</p>
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Numeracy	<p>*By June 2013, student performance will increase by 5% on each EQAO Assessment of Numeracy</p> <p>*At St. Mary School the following will be a focus: - Expand and deepen the implementation of high quality numeracy practices in order to contribute to the development of the whole child - Continue with the implementation of the 3 Part Math Lesson</p>	<p>1.1 Students and teachers share a common understanding of the learning goals and related success criteria</p> <p>3.1 The teaching and learning environment is inclusive and reflects individual students strengths, needs and learning preferences</p> <p>4.4 -</p> <p>4.5 Learning is deepened through authentic, relevant and meaningful student inquiry</p> <p>5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs</p> <p>-Instruction and assessment are differentiated in response to students strengths needs and prior learning</p> <ul style="list-style-type: none"> • Cross Strand Investigations (CSI) • EQAO • Provincial Report Cards • PRIME • Kindergarten and Primary Inquiry Data • Pre and Post Assessments • Math Journals • 3 Teacher Learning Cycles • Smart Board • Classroom teachers to collect data according to data collection timelines • Three Part Math Lesson focusing on Big Ideas • Focus on Five • Guided small group instruction • Homework Help Program of on-line resources for students in Grades 7 and 8, Homework Club 	X	X	<p>Strengths: Common strategies in the school improvement planning were selected based on foundational principles and expected practices of CSLP. Use of common language school wide, meetings to share by division/grade level and including our Special Education teachers supporting those classes, School Improvement Team meet to provide input, staff meeting with PD, Focus on Five for every class, developing expected practice using established high yield strategies holistically and making authentic cross curricular links. Numeracy Pre-Post Assessment, Use of Manipulatives-students more engaged in their learning, Primary Inquiry - Using picture books to enhance oral/expressive vocabulary in mathematics in K-2, use of student/teacher generated rubrics, use of anchor charts, immediate descriptive feedback during formative assessment, authentic cross curricular connections utilized, on line Math resources for home for those who utilize the sites, direct translation, assistive technology, Use of High Yield Strategies: Bansho, Gallery Walk, Math Congress</p> <p>7 Mathematical Processes & Strategies</p> <p>Areas of further focus: continue with 3 part math lesson and differentiated instruction, continue to encourage use of math vocabulary through various means (glossary, etc.) Revisit Focus on 5 strategy-re: 7 process (not strands) Provide and account for deeper analysis of individual students, have the students be further involved and responsible for their learning, analysis and follow-up, using observation data to drive instruction and next steps, greater access to technology – Will be across all three divisions 2011- 2012 school year.</p> <p>* Continue to link library money to resources requested by teachers to compliment their curriculum *Continue to build Numeracy section of Literacy room</p>

<p>Pathways and Pathways and Transitions</p>	<p>*To ensure that programs, pathways and career planning meet the learning needs and interests of all students</p> <p>*To provide the students with authentic learning experiences and experiential learning that are built into all subject areas and programs.</p>	<p>1.3 Students are taught, and regularly use self-assessment skills to monitor their progress towards achieving learning goals, and set their own learning goals within the context of the Ontario Curriculum and/ or IEPs.</p> <p>3.2 School Programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>5.1 Programs, pathways and career planning meet the learning needs and interests of all students</p> <ul style="list-style-type: none"> • Presentation from high school • Continuation of At Risk transition plan re-establish dialogue/formalized procedures with secondary • SMART CITY, OYAP, Junior Achievement, Field excursions • Career Fair • Special Education Resource Teachers • Use of Individual Education Plans 			<p><u>*Strengths:</u> we meet on a regular basis with out High School teachers. Our Intermediate teachers have a wonderful relationship with IONA and have worked out a clear process for transition to secondary</p> <p>*Transition meetings – Spring</p> <p>*IPRC Review attendance of secondary for all identified Grade 8 students</p> <p>*student participation in IONA events</p> <ul style="list-style-type: none"> -IONA dramatic presentations -IONA Open House -IONA Joe Sax Event <p>*IONA participation at St. Louis Events</p> <ul style="list-style-type: none"> -former St. Louis students currently attending IONA come back for Breakfast w Santa -come back to lead All Star Reading -play at school events – BBQ, 50th anniversary celebration <p>Areas of further focus:</p> <p>*continue to develop partnerships between secondary and elementary – especially with respect to instruction in Mathematics</p>
<p>Employee Support and Training</p>	<p>*Appropriate staff attend Professional Development for specific initiatives (ex. Junior Literacy Stream, Intermediate Math and Science Initiatives, Primary Math Inquiry, Full Day Kindergarten)</p>	<p>*Faculty implement strategies attained from Professional Development Sessions</p> <ul style="list-style-type: none"> • Meet as divisions/whole staff as appropriate re: sharing and implementing strategies • Specific Math and Science Sessions for Grade 7 and 8 Faculty • Primary/Junior/ Intermediate Sessions • Primary Inquiry Sessions • FDK Sessions • First Aid Training • Epi-Pen Training • Violence and Harassment Training • LNS Sessions-Video Clips 		<p>X</p>	<p>Strengths and Continued Practice:</p> <p>*Professional Learning Communities, setting goals, reflecting on current practices, staff/divisional meetings for professional development, Special Education teacher assigned to each class, doing the diagnostic education assessments as required, remediation as required, small group teaching</p> <p>*Evolving terminology/common understanding and knowledge re: Literacy/Numeracy</p> <p>*Continue to put strategies in place to increase the use of documents and guides: Guides to Effective Instruction-reading, writing, math, Education For All, reference in week memos, handouts</p> <p>*Sept. 2, 2010 all staff received and reviewed Epi-Pen Training</p> <p>*All staff completed the Violence and Harassment Training (Bill 168)</p>
<p>Expanded Accountability and Transparency</p>	<p>*For the head secretary to continue to keep abreast of recent changes/development with all budget templates</p>	<p>*To successfully understand the various budget templates and any revisions/new procedures</p> <ul style="list-style-type: none"> • Head Secretary to attend in-services as appropriate to review procedures and/or further develop an understanding of new/revised procedures to develop a 		<p>X</p>	<p>Strength and Continued Practice:</p> <p>*balanced school budget 2009-2010 school year</p> <p>*over 10k spent in school improvement to Capital Assets</p>

	<p>*Compliance will continue under the Catholic Code of Ethics, hiring practices and transportation procedures</p>	<p>deeper understanding of various the budget templates and expectations</p> <ul style="list-style-type: none">• All members of staff following school and board procedures• Hiring new staff (student monitors, LTO's)			
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