



Home of the
PANTHERS!

“Put each and every child at the center and provide an education that is tailored to the students’ learning and motivational needs at any given moment.”

Needs Assessment and Analysis of Data	Student achievement is based on BAS, GB+, EQAO and Reporting data that drives our instruction to improve student success in literacy and numeracy across all grades and close the achievement gap for our struggling learners. Increased student exposure to descriptive feedback and small group instruction will promote successful outcomes for all students.							
	EQAO	Primary		Junior		Targets	Primary (1-3)	Junior (4-6)
		School Results	Board Results	School Results	Board Results		GB+:35 out of 75 (47%)	GB+: 37 out of 56 (66%)
	Reading	68%	55%	91%	66%		BAS: 6 out of 24 (25%)	BAS: 45 out of 56 (81%)
	Writing	73%	53%	91%	61%			
	Mathematics	77%	55%	77%	43%			
	Sacred Heart's "All we need to know Booklet"							

SMART GOALS and/or If... then Statements	SEF Indicators	Targeted Evidence Board Strategies/Actions	Professional Learning and Resources	MONITORING & RESPONSIBILITY	
If we incorporate the assessment for and as learning in our classrooms, then, students will reach grade level benchmarks (comprehension: Thinking Within, Beyond, and About the text, vocabulary) and increase their understanding in problem solving by nurturing, literate learners whose values, attitudes and actions are founded on knowledge, skills and competencies needed to be successful for the 21 st century.	During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers. (1.2)	Provide ongoing opportunities for students to receive descriptive feedback in all subject areas which will be directly related to the learning goal and success criteria. As a staff, we will strive to provide this feedback in a kid-friendly and timely manner.	Sandra Herbst Divisional meetings on descriptive feedback and assessment. "Knowing What Counts" reference guide in English and French.	School Success Team Monthly meetings to establish, review, and implement intervention plans for at-risk students within this column.	
	Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria. (1.3)	Co-develop and share learning goals and success criteria specific to reading for explicit and implicit meaning.	Use of diagnostic tools to drive student learning and set goals.	CAFÉ and Daily 5 professional learning opportunities for all grade 1-6 language teachers. SAT to support within the classroom to assist with continuation and updates of CAFÉ and Daily 5	Student survey on school and classroom environment.
	A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning and inform the instruction and assessment and to determine next steps. (1.5)	CAFÉ: set and monitor reading goals. Continue to develop a deeper analysis of reading behaviours which identify and address reading needs during reading in all subject areas. Teachers and the principal will refine their use and understanding of reading (through use of Benchmark Assessment Systems, GB+,CAFÉ and Daily 5) to accurately identify student	Sharing best practices for CAFÉ and Daily 5 (mid year) Professional learning opportunities for differentiated instruction for teachers in grades 1 to 6. Continue receiving support through the CLC process, where the SAT/SWST, review and build on the	GB+ and BAS data Reading Responses for at risk students (monthly) Walk through in classroom (pictures of Success Criteria, Café and Daily 5, Mental Math, Feedback, Student portfolios/work) Professional Learning Plan Student Information Meeting Student Information Plan Reading Response	

<p>If we incorporate the assessment for and as learning in our classrooms, then, students will communicate and apply mathematical thinking, reasoning and increase their understanding in multi-step problem solving by nurturing numerate learners whose values, attitudes and actions are founded on knowledge, skills and competencies needed to be successful for the 21st century.</p>	<p>Staff, students and school community promote and sustain student well-being and positive student behavior in a safe and healthy environment. (2.5)</p> <p>A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. (4.2)</p> <p>Instruction and assessment are differentiated and respond to the strengths, needs, and prior learning. (4.5)</p>	<p>instructional levels and plan, deliver, and monitor reading lessons effectively.</p> <p>Small group instruction – to provide timely, descriptive feedback; provide flexible grouping, close the gap and promote goals.</p> <p>Support the development of an open mind-set through in all subject areas using the wow and now strategy.</p> <p>Guided reading – meeting each student at level or within target once a week and struggling students 2 to 3 times a week in both languages combined.</p> <p>The School Success Team will use student learning data (i.e., achievement, attendance, incident reports, etc.) to identify and monitor at-risk students in order to organize interventions that will respond to student learning needs.</p>	<p>PD plan from last year.</p> <p>Number Talks, Mental Math and Edugains sessions for staff.</p> <p>Collaborate as a school team, in the development of French Continuums.</p> <p>School Improvement team will attend sessions to review and interpret the data using the new EQAO profile tool. www.eqao.com</p> <p>Staff will receive in-service on CC Sparks, Career Cruising and programs/activities for Creating Pathways to Success.</p>	<p>Term 1 – comprehension Within the text.</p> <p>Mid Term 2 – comprehension Beyond the text.</p> <p>End of Term 3 - comprehension About the text.</p> <p>Reading Response Primary</p> <p>2 MC (Within)</p> <p>1 OR (Beyond/About)</p> <p>Junior</p> <p>3 MC</p> <p>3 OR (Within, Beyond, About)</p> <p>Self/Peer evaluation</p> <p>All About Numbers in SK, Grade 1 and Grade 4. (Pre, Mid and Post)</p>
<p>If we continue to develop our faith, virtues and pathway components, then the students will feel more likely to adopt an equitable, inclusive and engaging school and classroom environment, which will lead to an increase in student achievement.</p>	<p>The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual strengths, needs, learning preferences and cultural perspectives. (3.1)</p> <p>Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context. (4.3)</p>	<p>Using EQAO style questioning techniques through conversation and application in all subject areas.</p> <p>Use of Number Talks to instill the use of strategies (friendly numbers, making landmarks) to readily identify and solve basic computational problems.</p> <p>Posting of Mental Math Strategies taught to support metacognitive awareness.</p> <p>Students using the correct math manipulatives for problem solving.</p> <p>http://www.edugains.ca/newsite/math/manipulative_use.html</p> <p>Ongoing use of triangulation in the assessment for, as learning to drive instruction and meet student needs.</p>	<p>Resources</p> <p>Literacy and Number Continuums, Number Talks, Growing Success, Learning For All, The Ontario Curriculum, Guides to Effective Literacy and Numeracy, Café and The Daily Five, Fountas and Pinnell, Guided Reading, ONAP, All About Numbers</p>	

Catholic Graduate Expectations

A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mysteries of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living;

An effective communicator, who speaks writes and listens honestly and sensitively, responding critically in light of gospel values;

A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good;

A self-directed, responsible, life-long learner who develops and demonstrates his/her God-given potential;

A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good;

A caring family member who attends to family, school, parish, and the wider community;

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.