

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.

	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.							
Needs Assessment and Analysis of Data	Reading Writing Mathematics	School Results 68% 73% 77%	nary Board Results 55% 53% 55%	Jun School Results 91% 91% 77%	nior Board Results 66% 61% 43%	Targets	Primary (1-3) GB+:35 out of 75 (47%) BAS: 6 out of 24 (25%)	Junior (4-6) GB+: 37 out of 56 (66%) BAS: 45 out of 56 (81%)
Sacred Heart's "All we need to know Booklet"								
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SMART GOALS					
and/or	SEF Indicators	Targeted Evidence Board	Professional	MONITORING &	
If then Statements		Strategies/Actions	Learning and Resources	RESPONSIBILITY	
If we incorporate the	During learning, students	Provide ongoing opportunities for students to	Sandra Herbst Divisional meetings on	School Success Team	
assessment for and as	receive ongoing, descriptive	receive descriptive feedback in all subject areas	descriptive feedback and assessment.	Monthly meetings to establish,	
learning in our classrooms,	feedback based on the	which will be directly related to the learning goal	"Knowing What Counts" reference	review, and implement	
then, students will reach	success criteria from the	and success criteria. As a staff, we will strive to	guide in English and French.	intervention plans for at-risk	
grade level benchmarks	teacher and from peers. (1.2)	provide this feedback in a kid-friendly and		students within this column.	
(comprehension: Thinking		timely manner.	CAFÉ and Daily 5 professional		
Within, Beyond, and About	Students and educators build		learning opportunities for all grade 1-	Student survey on school and	
the text, vocabulary) and	a common understanding of	Co-develop and share learning goals and success	6 language teachers.	classroom environment.	
increase their understanding	what students are learning	criteria specific to reading for explicit and	SAT to support within the classroom		
in problem solving by	by identifying, sharing and	implicit meaning.	to assist with continuation and	GB+ and BAS data	
nurturing, literate learners	clarifying the learning goals	Use of diagnostic tools to drive student learning	updates of CAFÉ and Daily 5	Reading Responses for at risk	
whose values, attitudes and	and success criteria. (1.3)	and set goals.		students (monthly)	
actions are founded on			Sharing best practices for CAFÉ and	Walk through in classroom	
knowledge, skills and	A variety of valid and reliable	CAFÉ: set and monitor reading goals.	Daily 5 (mid year)	(pictures of Success Criteria, Café	
competencies needed to be	assessment data is used by			and Daily 5, Mental Math,	
successful for the 21 st century.	students and teachers to	Continue to develop a deeper analysis of reading	Professional learning opportunities	Feedback, Student	
	continuously monitor	behaviours which identify and address reading	for differentiated instruction for	portfolios/work)	
	learning and inform the	needs during reading in all subject areas.	teachers in grades 1 to 6.	Professional Learning Plan	
	instruction and assessment	Teachers and the principal will refine their use		Student Information Meeting	
	and to determine next steps.	and understanding of reading (through use of	Continue receiving support through		
	(1.5)	Benchmark Assessment Systems, GB+,CAFÉ and	the CLC process, where the	Student Information Plan	
		Daily 5) to accurately identify student	SAT/SWST, review and build on the	Reading Response	

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.needs, and prior learning, risk students in order to organize interventions that will respond to student learning needs.Pathways to Success.and Grade 4. (Pre, Mid and Post)Using EQAO style questioning techniques through conversation and application in all subject areas.The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and classroom environment, which will lead to an increase in student achievement.Teaching and learning in the 21st century is collaborative, innovative and creative within a global context. (4.3)Use of Number Talks to instill the use of strategies (friendly numbers, making landmarks) to readily identify and solve basic computational problems.Posting of Mental Math Strategies taught to support metacognitive awareness.Posting of Mental Math Strategies taught to support metacognitive awareness.Posting of Mental Math Strategies taught to support metacognitive awareness.NumbersPosting of Mental Math Strategies taught to support metacognitive awareness.NumbersNumbersStudents using the correct math manipulatives for, na learning to glass of triangulation in the assessment for, as learning to drive instruction and meetStudents using the correct math manipulatives for grass learning to drive instruction and meetPathways to Success.Pathways to Success.	If we incorporate the	Staff, students and school	instructional levels and plan, deliver, and	PD plan from last year.	Term 1 – comprehension Within
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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.