

**2014-15 School Improvement Plan  
SACRED HEART SCHOOL**

<b>SMART GOALS</b>	<b>SEF Indicators</b>	<b>Targeted Evidence Board Strategies/Actions</b>	<b>Professional Learning and Resources</b>	<b>MONITORING &amp; RESPONSIBILITY</b>
<p>70% of junior level students will reach grade level benchmarks for reading fluency and comprehension as measured by GB+ and BAS assessments</p> <p>62% of primary students (grades K-2) will reach or be approaching (2 levels below) grade level benchmarks for reading fluency and comprehension as measured by GB+ assessments</p>	<p>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.</p> <p>1.3 Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being.</p>	<ul style="list-style-type: none"> <li>• deeper analysis of reading behaviours to identify and address reading needs during reading sessions. Teachers and principal will refine their use and understanding of reading (through use of Benchmark Assessment Systems, GB+, CAFÉ and Daily 5) to accurately identify student instructional levels and plan, deliver, and monitor reading lessons effectively.</li> <li>• Reading response tasks are directly assigned to students based from texts used during guided reading (must-do tasks) and are kept in a "reading response" notebook/duotang</li> <li>• Descriptive feedback for reading responses will be directly related to the learning goal and success criteria, and will be provided in a kid-friendly, timely manner.</li> <li>• Change grade 3-6 schedules to allow for longer language periods in both languages</li> <li>• LLI program to be taught to non-identified students reading below grade level in English and French (modeling LLI for French)</li> </ul>	<ul style="list-style-type: none"> <li>• CAFÉ and Daily 5 for all grade 1-6 language teachers professional learning session with Cristina Corbett</li> <li>• SAT support within the classroom to assist with roll out and continuation of CAFÉ and Daily 5</li> <li>• Sharing of best practices for CAFÉ and Daily 5 (mid-year check-in)</li> <li>• Divisional/Language teacher groups will develop questions and accompanying success criteria for reading response questions (i.e. what does a level 25 response look like?) Teachers and Principal will develop expectations for the reading response and how to determine the indicators of success.</li> <li>• CAFÉ and Daily 5 by Gail Boushey and Joan Moser</li> <li>• Special Education SAT to assist with development of new RT and Remedial support schedules</li> </ul>	<p>October 3, 2014 (0.5 day session/teacher)</p> <p>SAT scheduled to support SHS on Day 1, 3. Ongoing throughout the year. SAT will share calendar with school</p> <p>Teachers sharing of best practices: January 2015</p> <p>Divisional/Language group meetings December 2014, March 2015</p> <p>Principal collection of work samples by 'term' (end of November, February and April) to determine quality and frequency of reading responses and frequency of teacher feedback and student response to feedback</p> <p>Monitor effectiveness of schedule change in February by conducting student survey and obtaining parent</p> <p>Monitor effectiveness of RT and Remedial support teacher's schedule through student achievement in reading.</p>

SMART GOALS	SEF Indicators	Targeted Evidence Board Strategies/Actions	Professional Learning and Resources	MONITORING & RESPONSIBILITY
<p>65% of students will be able to independently and effectively communicate their thinking in math as measured by the Ontario curriculum expectations and level 3 criteria</p>	<p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed criteria</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p>	<ul style="list-style-type: none"> <li>• "I do, we do, you do" approach to new learning tasks or concepts which models how to complete task and then extends to gradual release of responsibility to students to complete task independently</li> <li>• "making thinking visible" approach requires students to explain what they think? How do they know? on all significant tasks</li> <li>• implementation of math and language continuums for grades K-6 to ensure school-wide consistency in delivering curriculum expectations</li> <li>• Implementation of mental math strategies</li> <li>• Regular use of a variety of tools (math journals, ipads, tablets, sticky notes, white/chalk boards etc..) to help students get in the habit of making their thinking visible</li> <li>• End of unit assessments have a balance between skill and application/concept questions</li> <li>• Math club/support for students who have not mastered skills taught in previous strand</li> <li>• Descriptive feedback will be directly related to the learning goal and success criteria, and will be provided in a kid-friendly, timely manner. It will provide comments to extend student thinking</li> <li>• 'out of strand' math bell work</li> </ul>	<ul style="list-style-type: none"> <li>• professional learning conducted by SAT on how to teach mental math strategies with use of Number Talks</li> <li>• professional learning for implementation of new board math assessment tool "All About Numbers" and subsequent "All About Numbers" resource kit</li> <li>• Teachers and Principal will develop expectations for the math assessments and how to determine the indicators of success</li> <li>• continued professional learning information regarding descriptive feedback (what it is, effective use, how to get students to use effective feedback) provided in Monday Message, professional learning opportunities</li> <li>• professional learning for remedial/resource teachers on providing effective remediation for math</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will submit end of unit assessment results to determine areas of need and additional student support (at the end of each math unit). This will also monitor compliance with the continuum</li> <li>• Tracking of student performance on assessments in math at end of every unit to see progress over time</li> <li>• Principal walkthroughs will monitor modeling of tasks and subsequent release of responsibility</li> <li>• In-school professional learning sessions will incorporate review of student work to monitor progress with communication of thinking and use of descriptive feedback by student</li> <li>• monthly review of student notebooks, portfolios, assessments by principal to determine student ability to communicate their thinking</li> <li>• Day plans and schedules will include planning for instruction of mental math strategies</li> </ul>