

**ST. MARY'S SCHOOL - GODERICH
SCHOOL IMPROVEMENT PLAN
2004/2005**

The school improvement plan has been developed as a support for school improvement as it relates to the Huron-Perth Catholic District School Board's goals and expected outcomes as they pertain to Catholicity, literacy, numeracy, and the implementation of the Board's assessment, evaluation, grading and reporting policy. In addition to this plan, teachers are invited to develop their individual plans (Annual Learning Plans) using the site expected outcomes as their foundation. The site expected outcomes were developed by the school's School Improvement Team.

The school improvement plan was designed by the School Improvement Team and validated through the school's School Advisory Council and approved by the school principal.

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF EFFECTIVENESS	TIMELINES	RESPONSIBILITY	ACTION TO DATE
Staff will continue to develop understanding among the entire school community of the signs, symbols, traditions and worship of our Catholic faith.	Faith development day for staff culminating with a staff Mass. (A)	Increased understanding among the entire school community of the traditions of our Catholic faith. (A)	February 2005	Principal & Religion Advisory Teacher	Faith Day Complete
	School Advisory Council will revitalize the signs and symbols of our faith within the school. (B)	Renewal of signs and symbols within the school. (B)	December 2004 – September 2005	School Advisory Council	Ongoing
	Retreats/workshops provided by St. Anne's C.S.S. Chaplaincy Team. (C)	Students will demonstrate improved understanding of the parts of mass. (C)	February 2005 – June 2006	Principal & Religion Advisory Teacher	Workshops have begun and are ongoing
Staff will continue to reinforce the relationship of the school-home-parish triad.	Meetings to support sacramental preparation will be held at the church. (A)	The community will perceive the church as the focal point of our faith community. (A)	September 04 – June 06	Grade Level Teachers & Principal	Complete
	School and parish will work together for a successful Eucharistic Fair. (B)	The community will celebrate and learn about aspects of the Holy Eucharist. (B)	Spring 05/06	Religion Advisory Teacher	Complete
	School Advisory Council will organize a whole school Mass. (C)	The community will come together to worship God. (C)	October 05	School Advisory Council	None

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF EFFECTIVENESS	TIMELINES	RESPONSIBILITY	ACTION TO DATE
The primary & junior division will implement the four blocks approach to literacy.	Visits to exemplar classrooms for observation and exploration. (A)	Word walls in each primary and junior classroom.	April 05 (A)	Principal and Teachers (A)	Complete (A)
	Meetings with the Board's Literacy Teacher to support implementation of the balanced literacy. (B)	Active use and observation of the word walls.	September 04 – June 06 (B)	Teachers (B) Principal and Teachers (C)	Meetings are Ongoing (B)
	Divisional meetings through 'reading buddies'. (C)	Block time for literacy for guided reading, word study, shared reading and writing modeling.	September 05 – June 06 (C)	Teachers & Principal (D)	None (C)
	Inservice to overcome obstacles to full implementation. (D)	Primary division will be free of interruptions to instructional time during the literacy block.	January 05 (D)	Principal & Calendar Team (E)	Workshop Complete (D)
	School to reinforce an uninterrupted schedule for literacy block. (E)	Increased home instruction related to literacy. (F)	September 05 (E) January/ February 05 (F)	School Advisory Council (F)	In Place for September 05 (E)
	Parent conferences related to reinforcing literacy in the home. (F)				Complete (F)
	Workshop for Educational Assistants and community volunteers on teaching reading.	Feedback forms collected on the workshop.	April 05	Principal and Literacy Teacher	Complete
Primary Literacy Intervention teacher to be in-serviced on a program and to begin the intervention for two sets of students each year.	Selected primary students will receive intensive support using the balanced literacy program.	September 04 – June 06	Principal Literacy Intervention Teacher (Gilbert/Granja)	Inservice Complete - Intervention Program Ongoing	
The intermediate division will implement the <u>Think Literacy</u> program to support literacy.	Visits to exemplar classrooms for observation and exploration. (A)	Teachers to model various literacy strategies throughout the school year across all subjects.	April 05 (A)	Principal and Teachers (A)	None
	Divisional meetings through 'reading buddies'. (B)		September 05 – June 06 (B)	Principal & Teachers (B)	None
	Meetings with the Assistant to the Superintendent (Student Success Initiative) (C)		January 05 – June 06 (C)	Principal & Teachers (C)	Complete
	Special Education Resource Teacher will work with identified students on a literacy intervention program using various technologies.	Selected intermediate students that are at-risk of not passing the OSSLT will be selected for intensive literacy intervention.	October 04 – June 05	SERT	Intervention Program is Ongoing
Staff will address language literacy in all subjects.	Communicating with colleagues with respect to sharing of cross-curricular integrated tasks ('show and tell') through FirstClass.	Cross-curricular Rich-Performance Tasks integrated with elements of literacy with a minimum of three subject areas.	December 04 – June 06	SERT	Conference Created

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF EFFECTIVENESS	TIMELINES	RESPONSIBILITY	ACTION TO DATE
Staff will implement rich-performance tasks in mathematics.	Staff will use the Nelson program to support the use of rich tasks. (A)	Creation of Rich-Performance Tasks for mathematics once per term class.	December 04 – June 06 (A)	Teachers	Board In-services Complete
	Program planning and assessment workshop for teachers. (B)		April 05 (B)	Teachers and Principal	Workshop Complete
Staff will implement instructional strategies to support communication, thinking/inquiry, problem solving skill development in mathematics.	Divisional meetings will promote the use of manipulatives, models and context as learning strategies. (A)	Use of manipulatives, models and context as learning strategies in mathematics.	September 05 – June 06 (A)	Principal and Teachers	None
	Voluntary workshops related to the use of manipulatives, models and context as learning strategies in mathematics. (B)		Spring 05 – June 06 (B)	Principal and Lead Teacher	Complete
Staff will promote the use of proper vocabulary and terminology associated with mathematics.	Communicating with colleagues with respect to sharing of cross-curricular integrated tasks ('show and tell') through FirstClass. (A)	Creation of word walls for mathematics.	December 04 – June 06 (A)	SERT (A)	Conference Completed and Active (A)
	Voluntary workshops related to the use of manipulatives, models and context as learning strategies in mathematics. (B)	Use of proper mathematical terminology in mathematics journals.	Spring 05 – June 06 (B)	Principal and Lead Teacher (B)	First Mini-workshop complete

EXPECTED OUTCOMES	STRATEGIES	INDICATORS OF EFFECTIVENESS	TIMELINES	RESPONSIBILITY	ACTION TO DATE
Staff will develop assessment tools that use the achievement charts as their foundation.	Information sessions on the following topics: Guiding Principles of Assessment (A), Types of Assessment (B), Language of Assessment – Achievement Chart Categories (C),	Development of rubrics that use the achievement charts. Staff will use criterion-referenced assessment (including rubrics, exemplars, checklists, anecdotal records etc.)	September 04 (A) October 04 (B) October 04 (C) November 04 (D)	Principal (A – K) Todd Psutka (L) Principal (M)	All complete
Staff will develop Rich-Performance Tasks across all subjects in all grades.	Experimenting with Criterion-Referenced Assessment (D), Creating Rubrics/ Rubricbuilder (E), Using checklists, exemplars, anecdotal records for evaluation (F)	Cross-curricular Rich-Performance Tasks integrated with elements of literacy with a minimum of three subject areas.	December 04 (E) January 05 (F)		
Staff will grade and report student achievement using the achievement chart categories.	Teacher Moderation (G), Evaluation and Grading (H), Program Planning and Assessment (I),	Development of appropriate grade level diagnostic, formative and summative assessments based on the achievement chart for each category. Evaluation of student work will be completed according to the achievement chart categories.	February 05 (G) March 05 (H) April 05 (I)		
Staff will develop methods for tracking student achievement using the achievement chart categories and separating learning skills from achievement of curriculum expectations.	Reflective Practice (J) Long-Range Planning and Timetable Requirements (K) Rubricbuilder Voluntary Workshop (L) Report Card Comments (Voluntary Workshop) (M)	Use of tracking forms that reflect categories of the achievement chart and learning skills.	May 05 (J) June 05 (K) January 05 (L) January 05 (M)		

Annual Learning Plans

The teacher performance appraisal model requires that teachers complete an Annual Learning Plan to support their professional growth. The teachers at St. Mary's will be invited to choose at least three of the school's site expected outcomes to guide their learning. Teachers may use parts of the school improvement plan to support their growth.