

HALTON CATHOLIC DISTRICT SCHOOL BOARD



# **ST. IGNATIUS OF LOYOLA CATHOLIC SECONDARY SCHOOL SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT**

**Student Achievement & Learning Action Plan**

## **2012 - 2013**

**As a community of faith, with Christ as our centre and our guide, St. Ignatius of Loyola School embodies the Catholic Social Teaching of Human Dignity when we model Christ's compassion and charity as we recognize the human condition of those around us.**

**We will demonstrate this daily as we share and celebrate each other's gifts and live fully our sacramental life.**

**We will strive to become the lens through which our community can see and encounter God.**

October 26, 2012

## **INTRODUCTION**

School Improvement Planning is used to focus and direct activities, resources, and energies on supporting effective instructional practice and improved student learning. The goals and strategies identified in the School Improvement Plan (2012-2013) jointly reflect the system goals and initiatives of the Halton Catholic District School Board, the Ontario Catholic Graduate Expectations, and the recommendations of the Ministry of Education: Student Success/Learning to 18 and Special Education division to develop action plans for meeting targets for achievement of the Ontario Curriculum standards.

## **COMPREHENSIVE NEEDS ASSESSMENT**

Establishing a school-wide improvement plan necessitates analyzing data from a variety of sources, interpreting the data to determine local priorities, and using the data as a foundation for further discussion and evidence-informed decision-making. The strategies and action steps outlined in this year's School Improvement Plan for Improving Student Achievement are based on student achievement data, suggestions received through the Strategic Planning activities and ideas provided by the HCDSB Board Improvement Planning Team.

## **STUDENT ACHIEVEMENT DATA HIGHLIGHTS**

### **EQAO Highlights – Grade 9, OSSLT**

- Over the past five years, the percentage of students in grade 9 Academic math achieving at or above the provincial standard has increased by 7 percent (from 83% to 90%).
- Over the past five years, the percentage of students in grade 9 Applied math achieving at or above the provincial standard has increased by 36 percent (from 31% to 67%).
- A high percentage of students passing the OSSLT is evident – 94.6% 5-year moving average of FTE Grade 10 students passing.

### **Student Success Indicators – Credit Accumulation**

- 93.47 % of grade nine students achieved the required eight credits by the end of their first year of secondary school in 2011-2012.
- 81.99 % of grade 10 students were at or above the target of 16 credits in 2011-2012.

## **DEMOGRAPHIC DATA**

### **EQAO by Gender**

- There is a minimal 4% gap in favour of males in grade 9 Academic math (88% of females at or above provincial standard and 92% of males at or above provincial standard – which indicates a negligible difference); there is a 27% gap in favour of females in Applied Math (83% of females at or above provincial standard and 56% of males at or above provincial standard – though the cohort size is 12 females and 18 males for a total of 30).
- There is a minimal gap in OSSLT in favour of females (5%) – 95% of FTE females were successful and 90% of FTE males were successful.

### **Exceptionality data**

- 80% of identified students achieved level 3 or above in grade 9 Academic math in 2011/2012 (However, there were 10 students with IEPs).
- 64% of identified students achieved level 3 or above in grade 9 Applied math in 2011/2012 (However, there were 14 students with IEPs).
- 72% of identified students passed the OSSLT in 2011/2012. (However, there were 18 students with IEPs).

## **PERCEPTUAL DATA**

### **Halton Youth Survey (HYS)**

- The HYS was completed by Grade 10 students in February 2010. The main purpose of the survey is to measure whether or not our youth possess the assets needed for positive development.
- In the Developmental Asset - Empowerment: Youth as Resources was reported at 36%, Service to Others at 38% and Safety at 86%.
- The next HYS takes place in October 2012, with results being available in June 2013. At that time comparisons can be made.

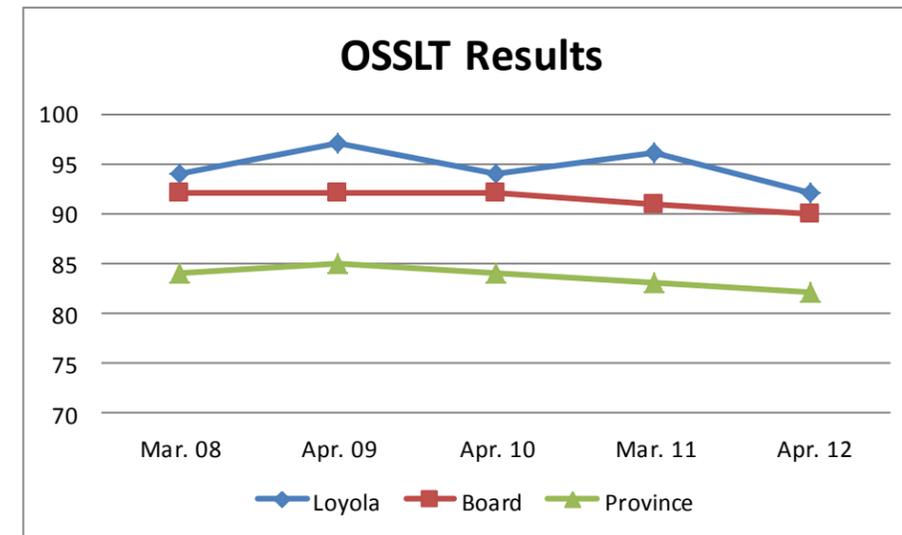
## **THE PRIORITY AREAS OF FOCUS**

Based upon this initial examination of existing data and in order to accurately align itself with current Ministry of Education initiatives and expectations, school improvement planning processes and the demonstration of our distinct Catholic identity, the following broad Areas of Priority will be the focus of our School Improvement Plan: Strengthening the distinctively Catholic character of our schools and programs; and enhanced school effectiveness and improved student achievement. **The primary foci are: 1) To promote continuous improvement; 2) To reduce the achievement gap between population sub-groups; 3) To increase student engagement; and 4) To increase parental engagement in our Catholic School Community.**

The SMART goals which follow reflect the analyzed data above, ensuring the identified goals are evidence-informed. The St. Ignatius of Loyola Catholic Secondary School SIP Team is committed to meeting throughout the year to monitor the progress and make appropriate adjustments, as necessary, to the School Improvement Plan for Student Achievement in order to achieve the goals as outlined.

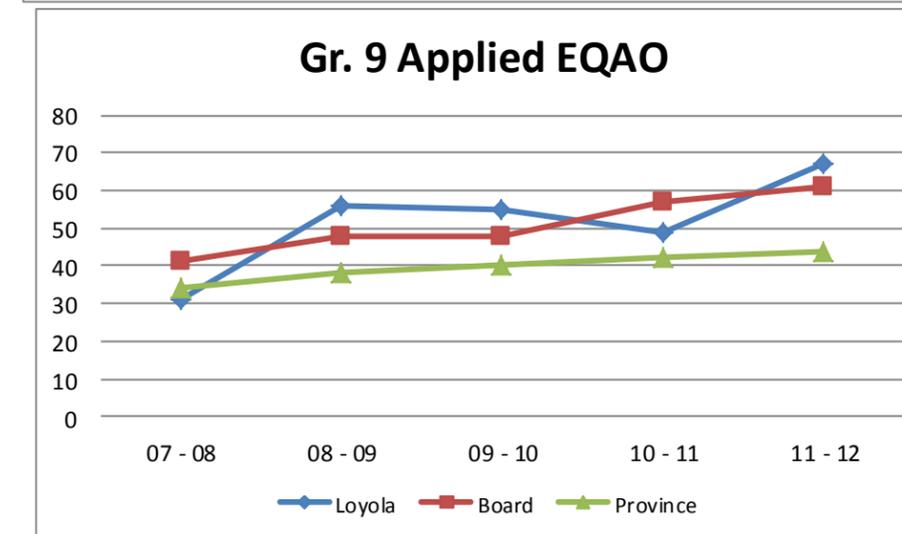
## Loyola OSSLT Results

	March 2008	April 2009	April 2010	March 2011	April 2012
<b>Loyola</b>	<b>94</b>	<b>97</b>	<b>94</b>	<b>96</b>	<b>92</b>
<b>Board</b>	92	92	92	91	90
<b>Province</b>	84	85	84	83	82

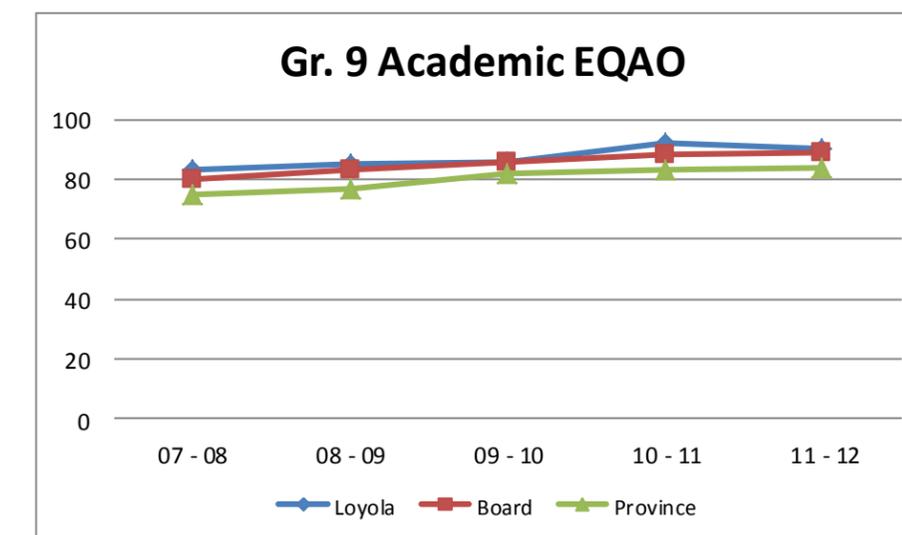


## Loyola Math EQAO Results

<b>APPLIED</b>	2007-2008	2008-2009	2009-2010	2010 - 2011	2011 - 2012
<b>Loyola</b>	<b>31</b>	<b>56</b>	<b>55</b>	<b>49</b>	<b>67</b>
<b>Board</b>	41	48	48	57	61
<b>Province</b>	34	38	40	42	44



<b>ACADEMIC</b>	2007-2008	2008-2009	2009-2010	2010 - 2011	2011 - 2012
<b>Loyola</b>	<b>83</b>	<b>85</b>	<b>86</b>	<b>92</b>	<b>90</b>
<b>Board</b>	80	83	86	88	89
<b>Province</b>	75	77	82	83	84



## Grade 9 Credit Accumulation

School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>% at 8+</b>	<b>87.86%</b>	<b>89.71%</b>	<b>88.35%</b>	<b>90.03%</b>	<b>93.47</b>

## Grade 10 Credit Accumulation

School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
<b>% at 16+</b>	<b>82.22%</b>	<b>87.38%</b>	<b>85.67%</b>	<b>87.38%</b>	<b>81.99%</b>

## SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT : “Priorities For Improving Student Achievement”

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PLAN, DESIGN AND IMPLEMENTATION STRATEGIES						MONITORING STRATEGIES		
SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring Pathways	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
			Numeracy					
			Literacy					
By June 2013, the Grade 9 credit accumulation rate of 93% will be maintained or exceeded.	<b>Assessment of, for and as Learning</b> 1.1 Students and teachers share a common understanding of the learning goals and related success criteria.	Teachers will express learning goals and success criteria in language meaningful to students in order to ensure common understanding of the learning outcomes.	Literacy Numeracy Pathways	<b>Human</b> <ul style="list-style-type: none"> <li>●Consultants and itinerants</li> <li>●Catholic Learning Communities</li> <li>●Curriculum Services</li> <li>●Special Education, SEF, and Student Success Personnel</li> <li>●School Administration, Department Heads, Teachers, Student Services</li> <li>●Pathways Consultant, Pathways Team</li> <li>●Continuing Education(After school Literacy, Numeracy, Credit Rescue programs)</li> <li>●Grade 8 student visits and parent information sessions.</li> <li>●Pathways Fair</li> <li>●Student Services Presentations</li> </ul> <b>Material, Print or Electronic Resources:</b> <ul style="list-style-type: none"> <li>●OCA</li> <li>●Math EQAO practice test</li> <li>●PD focused on the development of awareness and the implementation of the three Targeted, Evidence-Based Strategies (1.1,1.2,1.3).</li> <li>●www.edugains.ca</li> </ul>	Build capacity to ensure that classroom assessment practices are effective and bias free.  9-12 job-embedded professional learning opportunities may include: <ul style="list-style-type: none"> <li>●Differentiated Instruction</li> <li>●Teacher Moderation</li> <li>●Enhancing Use of Technology</li> <li>●Growing Success Assessment Policy</li> <li>●Assessment of, as, for Learning</li> <li>●Consolidate secondary teaching-learning networks (e.g. CIL-M)</li> <li>●Lunch and Learn PD re: www.edugains.ca resources on co-constructing success criteria</li> <li>●Focus on Faith Themes and Questions</li> <li>●School Effectiveness Framework and School Improvement Planning.</li> <li>●Math coaching in: * Three-part lesson model * Problem solving, * Effective use of manipulatives and technology</li> <li>●Pathways information at Staff meetings</li> <li>●Three-part lesson model as part of TPA process</li> </ul>	<ul style="list-style-type: none"> <li>●Ongoing evaluation of staff development opportunities</li> <li>●Ongoing consultation and monitoring of SIP.</li> <li>●Superintendent school visits focus on school improvement.</li> <li>●SOs align school visits to regularly scheduled CLC learning sessions and participate in school CLCs and Student Success Meetings.</li> <li>●Agenda of CLC meetings reflect an emphasis on strategies for supporting struggling learners.</li> <li>●All school teams to be engaged in SEF School Self-Reflection Process.</li> <li>●School Staff assist and collaborate with parents and students in selection of Pathways Programs.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendents: School , Curriculum, Special Education Staff Development and Faith Formation, School Effectiveness and Student Success</li> <li>●Departments plan and co-ordinate professional learning sessions to ensure system coherence and alignment.</li> <li>●School Administrators monitor the collection of data.</li> <li>●Special Education Consultants and school teams.</li> <li>●Pathways Consultants</li> </ul>	<ul style="list-style-type: none"> <li>●By June 2013, the Grade 9 credit accumulation rate of 93% will be maintained or exceeded.</li> <li>●By June 2013, all grade 9 &amp; 10 teachers will have received PD on the 3 Targeted, Evidence-Based Strategies (1.1, 1.2, 1.3) and will begin early implementation in some classrooms.</li> </ul>
	1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.	Teachers will provide effective and timely feedback to students by planning for and following up of critical checkpoints in the learning.						
	1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, to set their own learning goals within the context of the OCGE and/or I.E.P.	Teachers will make criteria charts, rubrics and/or exemplars available to students to help them understand what quality work looks like and to identify next steps in their learning.						
	<b>Programs and Pathways</b> 5.3 Students, parents and teachers understand the full range of pathways, options, programs and supports that are available.	There are activities and resources that provide students, parents and teachers with information about all pathways destinations.						

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## PLAN, DESIGN AND IMPLEMENTATION STRATEGIES

## MONITORING STRATEGIES

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring Pathways Numeracy Literacy	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>By June 2013 our present rate of 92% of FTE Grade 10 students who are successful in the OSSLT will be maintained or exceeded.</p> <p>By June 2013 the rate of 67% of grade 9 Applied students who have achieved level 3 or better on the Math EQAO assessment will be maintained or exceeded</p> <p>By June 2013 the rate of 90% of grade 9 Academic students who have achieved level 3 or better on the Math EQAO assessment will be maintained or exceeded.</p>	<p><b>Curriculum, Teaching and Learning</b></p> <p>4.1 A culture of high expectations founded in an understanding of the dignity of the human person supports the belief that all students can learn, progress and achieve.</p> <p>4.2 Founded upon an understanding of the dignity of the human person, a clear emphasis on high levels of achievement in literacy and numeracy is evident in every classroom.</p>	<p>Teachers will focus professional learning on continuous improvement of teaching practices.</p> <p>●Teachers will use strategic and purposeful Instructional practices (e.g. differentiated instruction) to meet the diverse learning needs of students.</p> <p>●Screening process to identify students who are experiencing difficulties with Literacy skills.</p> <p>●Three-part mathematics lessons are designed by teachers for students to solve problems, communicate their thinking in different ways (i.e., oral, modelled, written) make sense of and question others’ mathematical approaches and ideas, develop collective knowledge in relation to the lesson learning goal, and practise their new learning.</p> <p>● Diagnostic screening as developed by the Math CLC based on EQAO framework.</p> <p>● Increased use of technology in Grades 9 and 10 Math classes and after school Numeracy Program.</p>	<p>Literacy Numeracy Pathways</p> <p>Literacy Numeracy</p>	<p><b>Human:</b></p> <ul style="list-style-type: none"> <li>●Program Services Consultants</li> <li>●Literacy/ Numeracy Itinerants</li> <li>●Principals, Teachers, Consultants</li> <li>●Catholic Learning Communities</li> <li>●Manager, Library Services, Curriculum &amp; Special Education Itinerants &amp; Consultants</li> <li>●Curriculum Services , Special Education, SEF , and Student Success Personnel</li> <li>●Literacy Team</li> <li>●Numeracy Team</li> </ul> <p><b>Material, Print or Electronic Resources:</b></p> <ul style="list-style-type: none"> <li>●The Ontario Curriculum policy documents and supports.</li> <li>●EQAO Released Materials</li> <li>●Core literacy / numeracy resources</li> <li>●TIPS4RM resources</li> <li>●AssistiveTechnology</li> <li>●EduGains website</li> <li>●Secondary Connections Sharepoint (HCDSB)</li> <li>●Secondary Core Resources Gizmos and related Software</li> </ul>	<p>Build capacity to ensure that classroom assessment practices are effective and bias free.</p> <p>9-12 job-embedded professional learning opportunities may include:</p> <ul style="list-style-type: none"> <li>●Differentiated Instruction</li> <li>●Enhancing Use of Technology</li> <li>●Growing Success Assessment Policy</li> <li>●Assessment of, as, for Learning</li> <li>●Consolidate secondary teaching-learning networks</li> <li>●Lunch and Learn PD re: <a href="http://www.edugains.ca">www.edugains.ca</a> resources on co-constructing success criteria</li> <li>●CLC ENG1P/1D and ENG2P/2D teachers embedding literacy strategies into the curriculum</li> <li>●Continuation of Reading and responding to Multiple choice questions in Grade 10 History.</li> <li>●Continuation of literacy strategies in Religion and Science.</li> <li>●School Effectiveness Framework and School Improvement Planning.</li> <li>●Math coaching in:                             <ul style="list-style-type: none"> <li>* Three-part lesson model</li> <li>* Problem solving,</li> <li>* Effective use of manipulatives and technology</li> </ul> </li> <li>● PD: align Gizmos from <a href="http://www.explorellearning.com">www.explorellearning.com</a> with Math curriculum</li> </ul>	<ul style="list-style-type: none"> <li>●All SIPs submitted to SEF Lead and SO by November 9<sup>th</sup></li> <li>●SIP Team monitors the implementation progress and makes appropriate adjustments.</li> <li>●Using data from embedded science exam questions to identify and place students experiencing challenges with literacy skills in the after school Literacy program.</li> <li>●CLC discussions monitor increased student engagement in math problem-solving based lessons, use of manipulatives, technology and a variety of assessment strategies.</li> <li>●Agenda of CLC meetings reflect an emphasis on strategies for supporting struggling learners.</li> <li>●SOs attend Student Success Meetings and monitor Student Success Team Data</li> <li>● OCA results reviewed.</li> <li>● Monitoring attendance of after school programs by school administration, in consultation with parents.</li> </ul>	<ul style="list-style-type: none"> <li>●Superintendents allocate Student Success, Staff-Development networking dollars to support the learning agenda; assist in the implementation &amp; monitoring of a SIP that reflects school data &amp; aligns with Board initiatives &amp; SMART goals.</li> <li>● Teachers: implement strategies</li> <li>● School Administrators: monitor the data collection &amp; implementation of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Report Card Data</li> <li>●By June 2013 all Grade 9 and 10 Applied students will have completed the OCA.</li> <li>●Student Success Indicators</li> <li>●EQAO Numeracy and Literacy Results</li> </ul>

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## PLAN, DESIGN AND IMPLEMENTATION STRATEGIES

## MONITORING STRATEGIES

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Catholic Community, Culture & Caring Pathways Numeracy Literacy	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Responsibility	Evaluation
<p>By June 2013, there will be a 5% increase in the number of grade 10 students who report high levels of Empowerment (Youth as Resources, Service to Others, Safety) as measured by the Halton Youth Survey. (next survey 2012-2013)</p> <p>By June 2013, there will be an increase of 2% in Grade 10 credit accumulation from 82% to 84%.</p>	<p><b>School and Classroom Leadership</b> 2.5 Staff, students and school community promote and sustain student well being and positive student behaviour in a safe and healthy faith-based learning environment.</p>	<p>Focus on Faith Board theme and Catholic grade level themes are evident in curriculum, student retreats, prayer services, and other faith initiatives.</p>	<p>Pathways Literacy Numeracy CCCC</p>	<p><b>Human</b></p> <ul style="list-style-type: none"> <li>●Program Services Consultants;</li> <li>●Literacy/ Numeracy Itinerants;</li> <li>●Principals, Teachers, Consultants, Catholic Learning Communities, Manager, Library Services, Curriculum &amp;</li> <li>●Special Education Itinerants &amp; Consultants</li> <li>●Curriculum Services , Special Education, SEF, and Student Success Personnel</li> <li>●System Chaplain and School Chaplaincy Leader</li> <li>●IT Department</li> <li>●Chief Research Officer</li> <li>●School Resource Team</li> <li>●Catholic School Council</li> <li>●St. Matthew Parish</li> <li>●Student Leadership (Prefects, Student Council, etc ...)</li> </ul> <p><u>Material, Print or Electronic Resources:</u></p> <ul style="list-style-type: none"> <li>●Catholic Curriculum Maps</li> <li>●Focus on Faith Support Materials</li> <li>●Equity and Inclusive Education in Ontario Schools</li> <li>●Student resources that support the Catholic world view and Catholic social justice issues in school libraries and on Board website, including Focus on Faith supports and Catholic Curriculum Maps.</li> <li>●Halton Youth Survey (HYS)</li> <li>●Curriculum resources and documents</li> <li>●Computer software/programs: (e.g. Gizmos)</li> </ul>	<p>Gr. 9-12 Job-embedded professional learning opportunities :</p> <ul style="list-style-type: none"> <li>● Focus on Faith Themes and Questions</li> <li>●Catholic Social Teaching</li> <li>●Differentiated Instruction</li> <li>●Enhancing Use of Technology</li> <li>●Assessment of, for, as Learning</li> <li>●Critical literacy</li> <li>●Lunch and Learn PD (e.g. Use of Smart boards, Internet, and diverse technologies and databases)</li> </ul> <p>Cross panel professional learning on:</p> <ul style="list-style-type: none"> <li>●Program Pathways</li> <li>●SHSM</li> <li>●Coop</li> </ul>	<ul style="list-style-type: none"> <li>●Halton Youth Survey (HYS)</li> <li>●School/Student Success team meetings are ongoing.</li> <li>●Ongoing consultation and monitoring of SIP.</li> <li>●Superintendent school visits focus on school improvement.</li> <li>●SOs align school visits to regularly scheduled CLC learning sessions and participate in school CLCs and Student Success Meetings.</li> <li>●SRT meetings</li> <li>●School Staff promote and encourage student participation in Social Justice activities and all extra-curricular programs. (e.g. H.O.P.E., retreats, youth rallies)</li> <li>●All departments to be engaged in SEF School Self-Reflection Process.</li> <li>●Information at Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>●School Services Superintendents</li> <li>●Student Success Lead</li> <li>● School Administrators</li> <li>●Special Education consultants and SERTs</li> <li>●Program Pathway Consultants</li> <li>●SEF Lead</li> <li>●Department Heads</li> <li>●Classroom teachers</li> <li>●School Chaplaincy Leader</li> </ul>	<ul style="list-style-type: none"> <li>●More students engage in peer leadership and social justice advocacy as indicated in the HYS</li> <li>● By June 2013, there will be an increase of 2% in Grade 10 credit accumulation from 82% to 84%.</li> </ul>
	<p><b>Student Voice</b> 3.4 Explicit strategies are in place to enable students to demonstrate strong citizenship skills such as leadership, teamwork, advocacy and witness to Catholic Social Teaching</p>	<p>Opportunities are provided to develop and strengthen their peer relationships and relationships with their school and community through clubs, teams and service projects / events.</p>						
	<p><b>Home, School, Parish and Community Partnerships</b> 6.2 Students, parents, parish representatives and community members are engaged and welcomed as respected, valued partners.</p>	<ul style="list-style-type: none"> <li>●All members of the Loyola Catholic community will be invited to participate in monthly masses at the school chapel.</li> <li>●Ongoing invitation to all partners to attend Catholic School Council meetings.</li> </ul>						
	<p><b>Curriculum Teaching and Learning</b> 4.3 Teaching and learning uses a Catholic world view to incorporate 21<sup>st</sup> century content, global perspectives, learning skills, resources and technologies.</p>	<ul style="list-style-type: none"> <li>●Teachers will model collaboration, lifelong learning, inquiry, reflection and use of technology with their students.</li> <li>● Teachers will incorporate the Catholic world view in their teaching (e.g., Focus on Faith themes across subject areas)</li> </ul>						
	<p>4.5 In recognition of the dignity of each student, instruction and assessment are differentiated.</p>	<p>Teachers will use an appropriate range of instructional strategies to meet the diverse learning needs of students.</p>						
	<p>4.6 Resources for students are relevant, current, accessible and inclusive.</p>	<p>Teachers will design learning experiences that incorporate resources and digital tools that promote student learning and creativity.</p>						
<p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs to develop each student’s God-given potential.</p>	<p>School/Student Success Teams meet on an ongoing basis to review student programs.</p>							

**SCHOOL IMPROVEMENT PLAN TEAM**

**Authors**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>
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**Reviewers**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>
Dina Angelopoulos	Math Teacher
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