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TORONTO CATHOLIC DISTRICT SCHOOL BOARD

SCHOOL LEARNING IMPROVEMENT PLAN 2011 - 2014

OUR MISSION

We are an inclusive Catholic learning community that educates students, staff, parents and trustees to grow in grace and knowledge and to lead lives rooted in faith, hope and charity.

OUR VISION

Witness, Innovate, Act: Toronto Catholic District School Board learning communities transform the world..

*"Come let us go up to the mountain of the Lord
that he may teach us his ways
and that we may walk in his paths."*

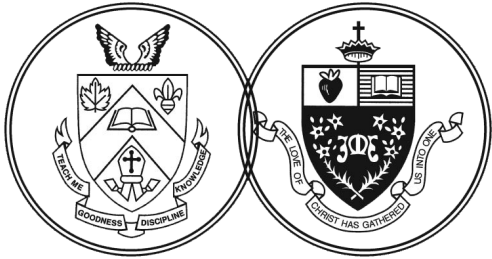
(Isaiah 2:3)

SCHOOL NAME: Michael Power-St Joseph High School
SUPERINTENDENT: Josephine Nespolo
SCHOOL ADDRESS: 105 Eringate Dr Toronto ON M9C 3Z7
STUDENT ENROLMENT: 2066

PRINCIPAL: Nicola D'Avella
TRUSTEE: Ann Andrachuk

SCHOOL LEARNING IMPROVEMENT PLAN
TORONTO CATHOLIC DISTRICT SCHOOL BOARD

SCHOOL LEARNING IMPROVEMENT PLAN 2011 - 2014
Michael Power-St Joseph High School



Michael Power / St Joseph High School is a co – educational school where staff members are dedicated to the development of the whole person by ensuring that each person is actively engaged in the life of the school. Our two school mottoes: The love of Christ has gathered us together into one, and Teach me Goodness, Discipline and Knowledge, characterize our philosophy of education and guide us as we come together in community to learn and do God's work.

MPSJ has a proud legacy of academic excellence as validated by our high success rate of graduating students to post-secondary institutions. Historically eighty five percent of our graduates are accepted into universities and colleges across Canada. The International Baccalaureate Diploma Program offered at MPSJ is a globally-recognized, pre-university program of study offered to students who are motivated, independent learners displaying high academic standing, leadership skills and the ability to accept a challenging curriculum.

Complementing our academic program is a comprehensive spectrum of co-curricular activities. Annual curricular-embedded international excursions enrich the academic program. Students and staff involved in Arts and Technology utilize state of the art equipment, showcasing their talents in an annual multi media extravaganza called Powerful Visions, as well as technological design competitions. The amazing musical, Spring and Christmas Orchestra concerts and dramatic productions are often the highlight of the school calendar. The Athletic program encourages physical fitness, teamwork and cooperation as students compete in the TDCAA or participate in school based activities. Students enrolled in Business Studies and Computer Science have the opportunity to participate in the annual OBEA contests in accounting and programming and regularly medal at both Board and Provincial levels. A wide base of special interest clubs, social justice activities and leadership initiatives are offered to students throughout the year. Clubs such as Amnesty International, Green Power, Free the Children and God Squad challenge all members of our community to examine their personal views and provide them with opportunities to take action. The Peer Ministry Council has been included in numerous charity work including the Christmas Food Drive, Breakfast with Santa, the Big Brother and Big Sister program and the grade nine and ten retreats. With the guidance of the Chaplaincy department, Peer Ministers have been able to perform wonderful acts of generosity and in return have received a sense of satisfaction and fulfillment.

Leadership, participation, school spirit, the pursuit of excellence and daily contribution to the Catholic culture and community serve as the foundation of our school.

☒ On-going consultation with Students, Parents and Staff on the School Learning Improvement Plan will take place throughout the year.

SCHOOL LEARNING IMPROVEMENT PLAN

School GOAL : Increase the overall success rate of MPSJ students on the March OSSLT by 2% (from 91%) to 93% over the next three years from (2011 to 2014) by: a) Increasing the success rate of applied level students by 5%b) Increasing success rate of students on the verge of passing by 10%

School Effectiveness Framework	CCCC, Literacy, Numeracy, Pathways, Learning for All	Targeted, Evidence-Based Strategies	Resources for Targeted, Evidence-Based Strategies	Indicators of Success
1.1; 1.2; 2.2; 4.2; 4.5;	Primary Pillar Literacy	LITERACY Data Analysis and Determining Needs <ul style="list-style-type: none"> • Comprehensive Assessment Practices <ul style="list-style-type: none"> - CAT/3(4) - Descriptive and Ongoing feedback - EQAO - OCA - TLCP(Assessment for Learning) Other Strategy <ul style="list-style-type: none"> • Small group boys literacy project using Ipad • Departmental development of Gr 9 OSSLT mock resource • All teachers moderated marking of mock OCA gr 9 test • Weekly Homework club participation rates 	EQAO Item Information Report: Student Roster (IIR) Detailed School Results (EQAO) Tracking a Cohort's Achievement on EQAO Assessments OCA (Ontario Comprehension Assessment), grades 7,8,9 Grade 7 CAT3 Detailed School Report Junior EQAO Detailed School Report Supporting Literacy Success: A Guide for Literacy Leaders, Sections V and VI Sharepoint: Student Success November Regional Launching the TLCP, 2009 OCA for Premier, Oct., 2009 Differentiated Instruction 7-12, Winter 2009 OSSLT Detailed School Reports • Think Literacy • Premier technology (pilot project) • Smart board • Supporting English Language Learners document • Literacy and Numeracy Secretariat - Building Capacity Series- "Teaching Learning Critical Pathways - Special Edition #6", "Teacher Moderation: Collaborative Assessment of Student Work Special Edition #2" • Utilize all possible modifications/accomodations for IEP'd students	<ul style="list-style-type: none"> • first time eligible students success rate on OSSLT • EQAO released IIR for OSSLT to identify target areas for TLCP's across the curriculum • OCA and results from grade 9 • Correlation between student achievement on OSSLT and achievement (pass/fail) in applied/college level English courses, to inform on-going improvement planning • Individual departments/ teachers Teaching Learning Critical Pathway (TLCP) data to be assessed during PLC

Additional Data/Information as determined by School Improvement Team:

April 2012 OSSLT School results indicate that the achievement of students has remained relatively stable over the last four years. An analysis of OCA data, IIR data, and variety of data from DIP indicate that students working in the applied stream continue to require support in "inferencing" (1.4) and "making connections" (1.5). These same data tell us that all students would benefit from the implementation of high-yield strategies supporting comprehension, summarizing and vocabulary development. The development of new initiatives that include a daily homework club, grade 10 applied level boys reading initiative using ipads, buddy and peer tutoring programs will provide extra support, preparation and practise for our applied level students.

SCHOOL LEARNING IMPROVEMENT PLAN

School Effectiveness Framework	<div>1. Assessment for, as and of learning</div> <div>1.1 Students and teachers share a common understanding of the learning goals and related success criteria.</div> <div>1.2. During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.</div> <div>2. School and Classroom Leadership</div> <div>2.2. Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.</div> <div>4. Curriculum, Teaching and Learning</div> <div>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</div> <div>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</div>
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SCHOOL LEARNING IMPROVEMENT PLAN

School GOAL : To increase the Grade 9 Applied EQAO (level 3/4) math scores, from the current 34% to 42%, and to restore the Gr 9 Academic EQAO (level 3/4) scores from 89% to 92% over the next three years (2011 to 2014).

School Effectiveness Framework	CCCC, Literacy, Numeracy, Pathways, Learning for All	Targeted, Evidence-Based Strategies	Resources for Targeted, Evidence-Based Strategies	Indicators of Success
1.1; 1.2; 2.1; 2.2;	Primary Pillar Numeracy	NUMERACY Improve Student Achievement on Various Assessment of Learning (evaluative) Genres: Use a variety of assessments in each of the four achievement chart categories (Knowledge & Understanding, Thinking, Communication, and Application), e.g., open response questions, multiple choice questions, short answer, performance/ summative tasks, etc. <ul style="list-style-type: none"> Assessment <ul style="list-style-type: none"> Assessment For/As Learning (non-evaluative) with effective feedback Assessment Of Learning (evaluative) Common class assessments EQAO (e.g., PSAI, IIR), CAT 3, report cards, etc. Explicitly teach test taking strategies Pre- and post assessments Variety of assessments (written, oral, visual representation) Other Strategy <ul style="list-style-type: none"> development of predictor template for Gr 9 applied level students 	Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Continuum and Connections (Grades 7 – 10) Think Literacy Mathematics, Grades 7 - 9, 2004, pgs. 22, 38, 90, 96, 102 Leading Math Success, Mathematical Literacy Grades 7 — 12, 2004, pgs. 33, 41-54, 60-69 Student Success Grades 7 & 8 Differentiated Instruction Educator's Package (Differentiated Instruction Educator's Package, Facilitator's Guide – Mathematics, Getting to the Core of Teaching and Learning) Ontario Curriculum Unit Planner: Resources for "Assessment and Evaluation for Improved Student Learning" Training Sessions (English 9 -12, ESL and ELD 9 - 12, Mathematics, 11 -12) Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Grades 9-12 The Ontario Mathematics Curriculum, Grades 9 & 10, 2005, pgs. 12, 11-22 The Ontario Curriculum Unit Planner: Special Education Companion © Queen's Printer for Ontario, 2002 The Ontario Curriculum Unit Planner: Assessment Strategies Com Technology in the classroom- graphing calculators, Smartboard	EQAO test results for both Academic and Applied level students. Credit Accumulation rates.
Additional Data/Information as determined by School Improvement Team: * DIP data of Grade 7 CAT-3 and Grade 6 EQAO to determine appropriate level of Mathematics for incoming Grade 9 students				
School Effectiveness Framework	1. Assessment for, as and of learning <ul style="list-style-type: none"> 1.1 Students and teachers share a common understanding of the learning goals and related success criteria. 1.2. During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers. 2. School and Classroom Leadership <ul style="list-style-type: none"> 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. 2.2. Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement. 			

SCHOOL LEARNING IMPROVEMENT PLAN

School GOAL : To increase by the year 2014, the percentage of students who were able to identify a caring adult from 55% to 65%. In alignment and support with this goal, to decrease the percentage of Grade 9 students who are significantly at risk and who have accumulated greater than 16 absences throughout the year, from 63% to 45%.

School Effectiveness Framework	CCCC, Literacy, Numeracy, Pathways, Learning for All	Targeted, Evidence-Based Strategies	Resources for Targeted, Evidence-Based Strategies	Indicators of Success
1.1; 2.5; 3.1; 4.1; 6.2;	Primary Pillar CCCC	CCCC Caring Adult Supporting the role of caring adults in schools <ul style="list-style-type: none">• Community Building• Mentorship Supporting the role of caring adults in schools <ul style="list-style-type: none">• Faith Development Other Strategy <ul style="list-style-type: none">• Peer tutor buddy program for at risk students• Development of Gr 12 mentoring program for gr 9 students• Weekly monitoring of at risk student attendance• Cross curricular approach to Gr 10 retreat focusing on Faith element of the three year Pastoral plan• Chaplaincy team focus at Grade level assemblies and Gr 9 camp	My School My Voice TCDSB Student Survey Me to We Conference Camp Olympia Leadership Training Health Action Team Student Initiatives Safe Schools Bullying Awareness and Prevention Building a Safe School Plan Safe School: Final Board and Police Protocol Health Action Team Initiative	MSMV survey results DIP data on credit accumulation and attendance correlation
Additional Data/Information as determined by School Improvement Team: Data from MSMV survey over recent years indicates that student response remains relatively stable at 55%. Attendance of Gr 9 students deemed significantly in risk is trending in a positive direction				
School Effectiveness Framework	1. Assessment for, as and of learning 1.1 Students and teachers share a common understanding of the learning goals and related success criteria. 2. School and Classroom Leadership 2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment. 3. Student Voice 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences. 4. Curriculum, Teaching and Learning 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 6. Home, School and Community Partnerships 6.2. Students, parents and community members are engaged and welcomed, as respected and valued partners.			

SCHOOL LEARNING IMPROVEMENT PLAN

Comprehensive Needs And Strengths Assessment

GOAL 1 - LITERACY

A small portion of our Academic students, and 50% of our fully participating applied students were unsuccessful on the test, and continue to struggle with understanding explicitly stated information, making connections, and making inferences. These are skills that we will be focussing on again this year in our school-wide TLCP initiative. Overall, our students surpassed the Provincial and School Board in all areas of the OSSLT in March 2012.

In working toward our goal, we will focus on our applied level students, and integrate the above-mentioned skills into our classrooms. This will begin in grade 9 as we work toward creating a culture of reading in the grade 9 applied classes through support for more independent reading activities that include working with the school librarian. Grades 9 and 10 applied classes will continue to utilize the Nelson Literacy Program, which focuses on the very skills that we are targeting. In addition, our school-wide TLCP activity this year addresses focus learning expectations in inferencing, making connections, and reading for meaning.

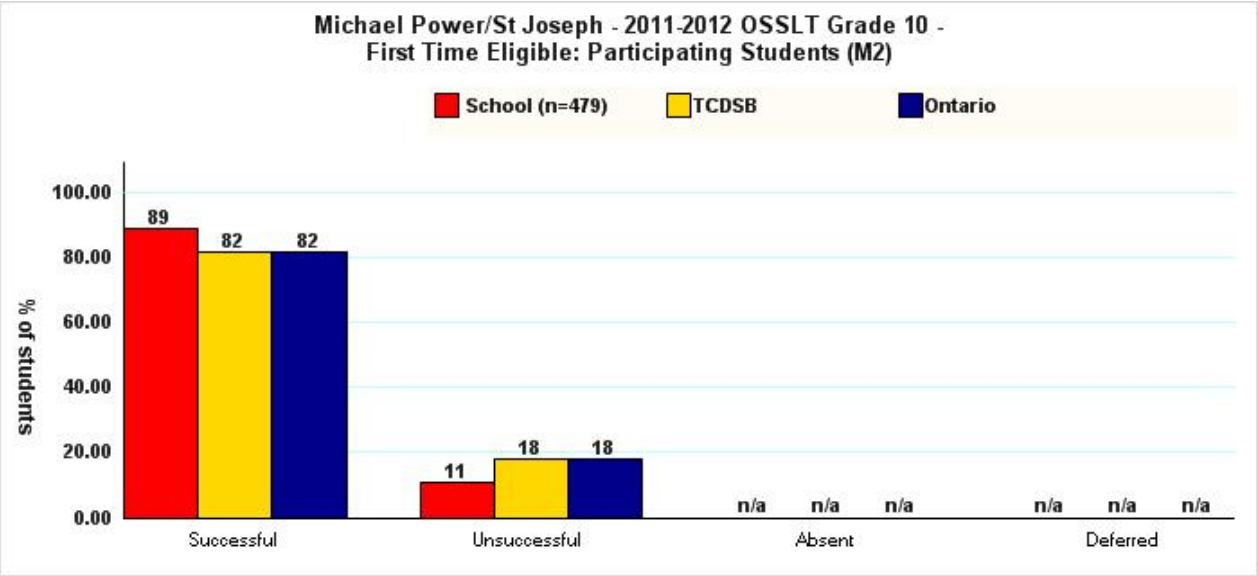
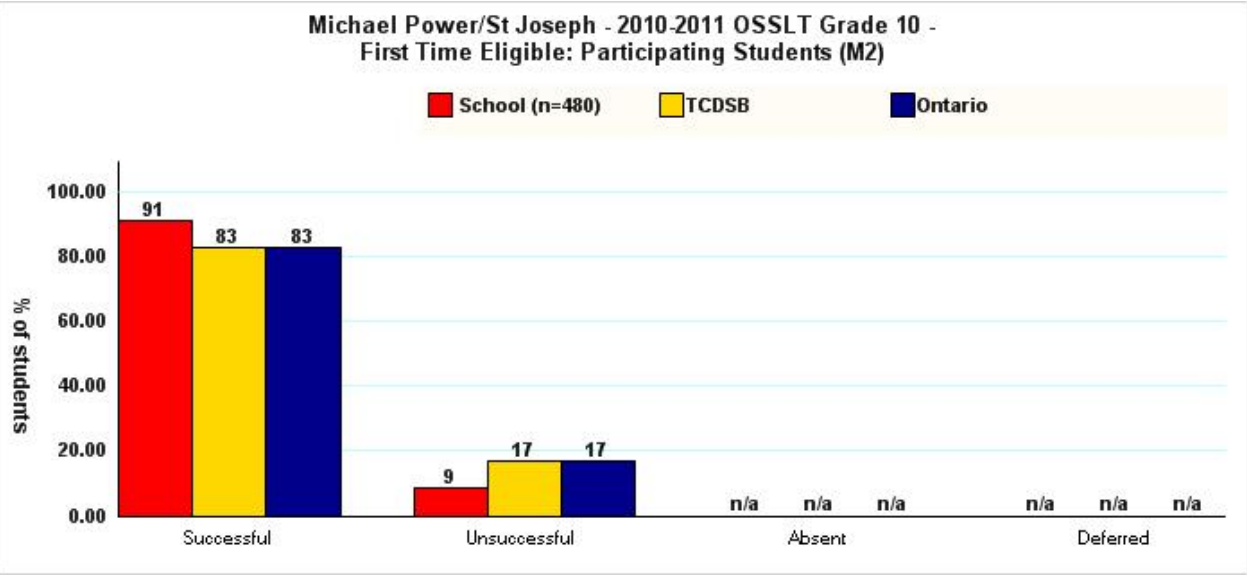
Furthermore, our grade 9 and 10 students will write the Gates MacGinitie Reading Test which will provide concrete data to identify students who would benefit from extra help in preparing for the OSSLT.

GOAL 2 - NUMERACY

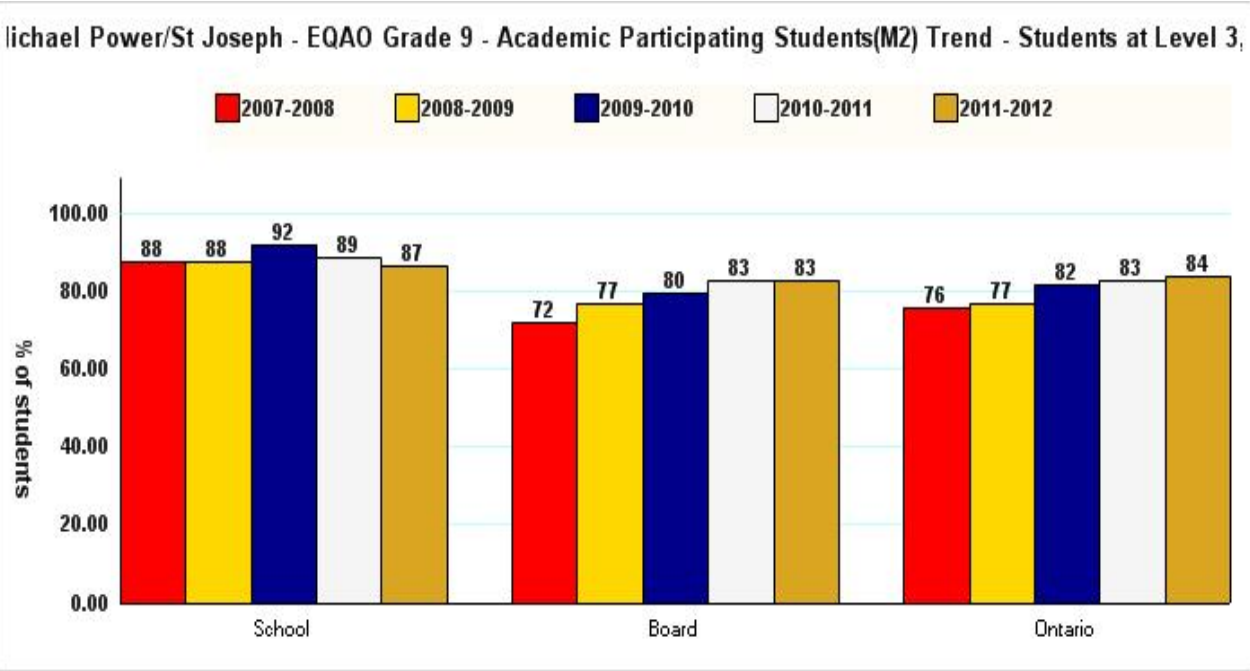
The academic student EQAO results continue to exceed both board and provincial results trending at the 89% pass rate level. This has been possible because of the continued hard work of department members and students and the participation in NAflq cycles. For the applied level students, the pass rate trend has been downward and in 2011/12 was at 24%.

GOAL 3 - CARING ADULT

My School, My Voice 2012 survey indicates that 55% of students were able to identify a caring adult if needed. DIP data suggests a strong correlation between a students attendance and their credit accumulation.



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