

Catholic Independent Schools of Vancouver Archdiocese

School Growth Plan



St. Michael's School Developed September 2006

CISVA Mission Statement:

The Catholic School shares in the mission of the Church
to proclaim and build the Kingdom of God.

The Catholic School, as a faith community, is committed to
excellence in Catholicity and
in all areas that promote the development of the whole child
to his or her full potential.

The Catholic School strives to develop Christian leaders,
responsible citizens and life-long learners.

Adopted on September 5, 2001

School Growth Plan Template

1. Spirituality

The Catholic School provides religious and moral reference points to help students critically examine the culture around them and build a society enlightened by the values of the Gospel. Christ is the foundation of the whole educational enterprise in a Catholic School. His teaching and life inform the school's identity and characteristics. The following core elements of Catholic faith provide a framework for Catholic Education: teaching the whole person, faith lived in Christian community, and commitment to justice and compassion. (*Philosophy of Education for Catholic Schools in the Province of British Columbia, p. 1-4.*)

The element(s) of Catholic faith we will address in our reflection:

Teaching the Whole Person

Faith Lived in Christian Community

Commitment to Justice and Compassion

Goal: To build a spiritual family based on the principals of Christian community.
To enable all students to build a loving relationship with God.
To familiarize students with the history, practice, and tenets of the Roman Catholic faith.
To nurture an appreciation of positive moral values in an atmosphere centered on Roman Catholic beliefs.

Objectives: To model acceptance and hospitality to students of all faiths and cultural backgrounds.
To involve children in a variety of faith experiences such as morning prayers, paraliturgies, school and family Masses, music ministry, Stations of the Cross, participation in the sacraments, and altar service.

Curriculum and Instruction

2. Goals and Objectives (*Goals, p. 18-19*)

Improving schools have a strong instructional focus. This focus is made visible in relevant goals for improving achievement for all students.

- What specific goals have we chosen for improving student achievement?

Goal #1: To improve the reading proficiency of all students.

Objective #1.1: To improve student achievement in Reading in Grades K-7.

Target A: By October 2006: Assemble baseline data in the fall of 2006 and compare it with results from spring 2006.

A.1 To increase the percentage of students **fully meeting expectations** on the RAD by an average of 3% each year in the primary and intermediate grades.

A.1 To **decrease** the number of students in the **not yet meeting** category on the RAD by an average of 3% each year in primary and in intermediate grades.

Target B: By May 2007:

B.1) **Increase** the percentage of students who are in the DIBELS **low risk category** for reading fluency by an average of 3% each year in primary.

B.2) To **reduce** the number of **students at risk** for future reading failure by 3% in the primary grades each year over the next two years.

Objective #1.2: To improve student achievement in reading in Grades 4-7

Target A: By May 2006/2007:

A.2 To increase the percentage of Grade 4 and 7 students who meet/exceed expectations as measured by F.S.A. Reading Comprehension results by 3% each year over the next two years. (The average performance across the last 5 years for Grades 4 and 7 is 83% meeting/exceeding expectations.)

Goal #2: To ensure that St. Michael's School is a safe and caring place to learn by increasing positive student behaviour.

Objective #2.1: To increase the percentage of students who meet or exceed expectations in social responsibility as determined by assessments focusing on one or more of the categories of the B.C. Performance Standards Social Responsibility framework (Contributing to the Classroom and School Community, Solving Problems in Peaceful Ways, Valuing Diversity and Defending Human Rights, and Exercising Democratic Rights and Responsibilities).

Objective #2.2: To increase the percentage of students, parents and staff who believe that the school provides a caring learning environment (Contributing to the Classroom and School Community).

Objective #2.3: To increase the percentage of students, parents and staff who believe that the school provides a safe learning environment (Solving Problems in Peaceful Ways).

Objective #2.4: To increase the percentage of students, parents and staff who believe that the school provides a respectful learning environment (Valuing Diversity and Defending Human Rights).

3a. Rationale (*Global Priorities, p. 14*)

Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals.

- Why did we choose these goals? What information did we consider when developing our goals?

Goal # 1: Reading is a cross-curricular and life-enhancing endeavour. Preparing students for success in life entails helping them to work toward literacy goals across the curriculum. School-based assessments in Grades K-3, along with F.S.A. results for Grades 4 and 7 and C.A.T scores for students in Grades 1-6 indicate that there is still room for improvement in reading proficiency.

Goal #2: Although, the School Growth LRT requests that the goals of the School plan be stated in terms of student learning, we believe that if our students are to be successful in the area of social responsibility, the entire educational community needs to be involved in creating an environment based on the values of respect, compassion, integrity, fairness, and responsibility. Teacher survey results indicate that staff members believe that there is an inconsistency of expectations and adherence to school policies. Parents have voiced concerns to the Parish Education Committee that school safety needs to be a focus for improvement.

3b. Evidence of Need (*Integrated Action Plan, p. 20*)

Improving schools are actively considering at least three sources of evidence including classroom, school and provincial data. The analysis of this evidence informs the selection of the goals and is used to monitor progress.

- When setting our goals, what data did we consider: provincial, school, classroom.
- What did the data tell us about the achievement of all students?

Goal #1: Provincial: Grades 4 and 7 FSA results

Grade 4 and 7 FSAs Results: Longitudinal Data of Students Meeting and Exceeding Provincial Expectations	2002	2003	2004	2005	2006	2007 Target Date	2008 Target Date	2009 Target Date
Reading Comprehension 4	86%	79%	85%	77%	88%	86% ✓(89%)	89% ✓(93%)	92%
Reading Comprehension 7	92%	77%	82%	88%	76%	86% ↑(81%)	89% ✓(97%)	92%
Writing 4	100%	100%	85%	90%	96%	97% ✓(100%)	100% ↓(87%)	100%
Writing 7	93%	73%	100%	92%	96%	94% ✓(96%)	97% ✓(100%)	100%
Numeracy 4	79%	100%	80%	86%	86%	89% ✓(93%)	92% ✓(100%)	95%
Numeracy 7	85%	96%	89%	88%	87%	92% ↑(88%)	95% ✓(100%)	98%

Goal #1: School: DIBELS results for Grades K, 1, 2 and 3 (2006), DIBELS results for Grades 4, 5 and 6 (2007), RAD Grades 1-7, Informal Reading Inventory Grades 4 - 7 Classroom: Informal Reading Inventories, Reading Performance Standards.

Class Data ~ Kindergarten-Grade Seven

****When comparing the fall DIBELS results with the ones done at the end of the school year in 2006-2007, the general trend has been a decrease in the number of at risk students and an increase in the number of low risk students.**

Goal #2: School: Teacher Survey, Incident Reports

Classroom: Student Survey, Incident Reports, Social Responsibility Performance Standard

****Data is to be compiled and analyzed**

4. Teaching and Learning

4a. Structures (*Integrated Action Plan, p. 20*)

Improving schools have aligned structures – resources, time, organization – to get the results they want. This includes, but is not limited to, effectively differentiating resources in the areas of highest need for improvement.

- What structural changes are in place and/or are we considering as a result of identifying areas for improvement?
- What particular research helped inform our decision-making?

Goal #1: To improve the reading proficiency of all students.

Objective #1.1 & #1.2: To improve student achievement in Reading in Grades K-7

*Implementation of school wide silent reading time.

Goal #2: To ensure that St. Michael's School is a safe and caring place to learn by increasing positive student behaviour.

*Implementation of the "Second Step" program.

*Walk a bout

4b. Strategies (*Integrated Action Plan, p. 20*)

Improving schools have focused, well organized growth plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking.

- What instructional strategies are we using in our improvement efforts?
- What staff development plans are in place to support our strategies?
- How are we monitoring the strategies and adapting or refining them as needed?

Goal #1: To improve the reading proficiency of all students.

Objective #1.1: To improve student achievement in Reading in Grades K-3

- Expository and Narrative text, explicitly teach pre-reading, during reading and post reading strategies (Core 44).
- to work towards the implementation of Guided Reading at the Intermediate level with Professional Development (in-school, guests and resources)
- administer "Classroom Reading for Information" assessment to grades 2 to 7 in the Fall and the Spring of 2006/07/08
- to provide LAC intervention for grades K, 1, 2, 3 and 4 for identified individuals each year

Objective #1.2: To improve student achievement in reading in Grades 4-7

- Expository and Narrative text, explicitly teach pre-reading, during reading and post reading strategies (Core 44).
- to work towards the implementation of Guided Reading at the Intermediate level with Professional Development (in-school, guests and resources)
- administer "RAD" assessment to grades 1 to 7 in the Fall and the Spring of 2006/07/08
- celebrate Reading school-wide through an annual "Literacy Day"

Goal #2: To ensure that St. Michael's School is a safe and caring place to learn by increasing positive student behaviour.

- the development and implementation of a school-wide "Buddy Class" where students are actively involved in positive school community-building activities (older students working with younger students)
- the continuation of the Student Leadership/Council
- the development and implementation of a Peer Helper Program with a

new team of Grade 5, 6 and 7 Peer Helpers trained to commence in September 2006

- continuing to provide leadership opportunities for grades 5/6/7 by assisting in primary classrooms
- continuing to utilize grade 6/7 students for paper and juice-container school wide recycling
- recognizing student leaders at assemblies
- the development of a consistent “Class Meeting” format
- regular review of assembly behaviour
- to create and implement a School Code of Conduct
- holding an assembly per term that focuses on the Code of Conduct
- posting the St. Michael’s Code of Conduct in all classrooms
- communicating the St. Michael’s Code of Conduct information in newsletters and on the school web-site
- continuing to implement an aid to teacher communications (student incident report) regarding behaviour of their students.
- continued classroom implementation and use of the Social Responsibility Performance Standards

5. Communication

Improving schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.

- How are we communicating about our improvement efforts (with staff, parent, students and community)?
- What strategies do we use to seek input from these groups?
- How do we ensure communication about student achievement is consistent, timely, and delivered in multiple ways?

Communication with staff – During our professional growth meetings, staff meets to discuss assessment results. Staff meets as a whole or in primary/intermediate teams to share results. The growth plan is discussed at these meetings.

Communication with parents – The growth plan is shared with the education committee and committee members are asked for input. School Growth Plan discussed at the School’s AGM.

Communication with students – Assessment results are shared with the students and are told of the school wide goals in the classroom.