

# Catholic Independent Schools of Vancouver Archdiocese

## School Growth Plan



### **St. Michael's School** Revised 2015 - 2016

#### **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

The School Growth Plan focuses on specific areas of student learning and development: spiritual, intellectual, physical, emotional, moral and social. It should reflect the vision and mission of the school and the full range of students served. It is aligned and in harmony with the philosophy of education for Catholic schools and should be based on a needs assessment of all the stakeholders in a school community. A school growth plan should reflect the unique issues and characteristics of each school community. Improvement in student learning is much more likely if schools and their communities set out in an organized, focused, inclusive, and public way to plan to improve.

### 1. Catholic Identity

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 Holy See identifies the 'Essential Marks' of a Catholic School<sup>1</sup> as:

1. Inspired by a Supernatural Vision
2. Founded on a Christian Anthropology
3. Animated by Communion and Community
4. Imbued with a Catholic Worldview Throughout the Curriculum
5. Sustained by Gospel Witness

The Mark(s) we will address in our reflection:

- ☐ Inspired by a Supernatural Vision
- ☐ Founded on a Christian Anthropology
- ☒ Animated by Communion and Community
- ☐ Imbued with a Catholic Worldview Throughout the Curriculum
- ☒ Sustained by Gospel Witness

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<sup>1</sup> Archbishop J. Michael Miller, CSB, *The Holy See's Teaching on Catholic Schools*.

☑ Animated by Communion and Community

God is love and through prayer you experience and understand more the love of Jesus. When you pray acceptably you enter into God's presence where you will be enveloped by God's love. Through prayer, we build up our faith in God and His son Jesus Christ.

**Goal #1:** To create an atmosphere where students can grow in their personal relationship with Jesus by providing regular opportunities for the school community to experience a number of different forms of prayer.

**Objectives:**

- 1.1 To ensure that all prayer is reverent and respectful.
- 1.2 To incorporate music into our classroom prayer life and to expose the children to a form of prayer that they are not familiar with once a week.
- 1.3 To recognize, participate and or lead different prayer forms.

**Action Plan:**

- 1.1 During daily prayer such as morning prayer, the Angelus, Grace before meals, end of day prayer ensure that the children are sitting at the prayer corner or standing quietly and reverently, facing towards a visual focus for their attention 100% of the time during prayer (prayer table, crucifix). Ensure students are making the sign of the cross reverently 100% of the time.
- 1.2 Involve music in a spiritual way at least once a week in each individual classroom.
- 1.3 In addition to daily prayer, classroom teachers will gather their students around a focal point (sacred space) such as a candle, bible, prayer table and involve the students in **Guided Meditation, Personal Reflection, Shared Reflection, Spontaneous Prayer, Recited Prayer, Read Prayer, Ritual/Actions** at least once a month in individual classroom.

**Indicators of Success:**

All students in the class will be facing the prayer table sustaining attention for a developmentally appropriate amount of time, during prayer (gathered, not leaning on their desk, not continuing to write in books, or playing with items around them). Each student will make the sign of the cross correctly and in a reverent manner. Students will experience a different form of prayer as indicated above at least once per month in the classroom.

☒ Sustained by Gospel Witness

The school community proclaims and lives the Gospel message in all areas of school life. This lived message extends beyond the school into the larger neighbourhood and global community.

**Goal #2:** To proclaim and live the Gospel message in all areas of school life and to live this message beyond the school into the larger neighbourhood and global community.

**Objectives:**

**2.1** 90%-95% of the students will be aware of causes supported by the school.

**2.2** To develop our students into more socially responsible global citizens.

**2.3** To facilitate staff development in the area of personal faith formation.

**Action Plan:**

**2.1** The school, as a whole, will focus on a monthly virtue. A virtue is a habit or established capacity to perform good actions according to a moral standard. A Catholic school is the ideal place to practice and prepare to live a virtuous life. At St. Michael's we live out these virtues daily. The Catholic Virtues are integrated into the daily life of the school. Virtues are highlighted in the school newsletter and at monthly assemblies, and positive behaviours associated with those virtues are taught. Students participate in planning these assemblies; and through peer teaching, recognize positive virtues in themselves and others. When we act out these virtues, we are making the presence of God visible in the world around us. As part of our Lenten journey we will focus on the Peace Project known as the **CUBE OF LOVE**. At the beginning of each day the cube is rolled and the short phrase which appears on the top face becomes the objective throughout the day. Teachers will recognize students for living out the monthly virtue by placing their name and the deed on our monthly focus board.

**In the coming year, our schools will focus on these particular virtues:**

- **Faith (September)** is an attitude which encourages us to involve God in our lives and helps us to maintain and develop our relationships with God and with others both when things are going well and when they are not.
- **Empathy (October)** is the ability to put oneself in another's shoes and the capacity to feel what the other person is feeling.
- **Conscience (November)** is the voice of God within us. A developed conscience helps us make decisions that encourage and support truly loving relationships.
- **Hope (December)** is the virtue of relying on God. It keeps us searching for true happiness, sustains us during hard times, and keeps us from being discouraged.
- **Self-Control (January)** is regulating your thoughts and actions so that you stop any pressures from within or without and act the way you know and feel is right. Developing loving habits helps us to respond lovingly to others in our choices and actions.
- **Respect (February)** is seeing the goodness in others. It helps us to see others as God sees them, to accept them as they are, and to treat them with dignity.
- **Kindness (March)** is the act of loving, and giving generously to others as God does. Our empathy for others is transformed into action, an action that extends beyond concern for ourselves.

- **Love (April)** God wants us to serve and to see the goodness in everyone we meet.
  - **Acceptance (May)** is the ability to respect the dignity and rights of all persons, even those whose beliefs and behaviours differ from our own. Everyone should strive to love and respect their neighbour, as they love and respect themselves.
  - **Fairness (June)** is the ability to be open minded and act in a just and fair way. Fairness allows us to treat others with mercy and compassion – to feel and act with and for another person.
- 2.2** The students will have an understanding of the Corporal Works of Mercy and on the verse: “Whatever you do for the least of my brothers and sisters, you do for me.”
- 2.3** Use our student leadership team as agents of change by bringing local and global issues to the attention of the student body.
- 2.4** Participate in service and outreach programs within the school and the local community.

**Indicators of Success:**

Each student will complete a journal entry each month reflecting on the virtue of the month and how to incorporate this virtue into his or her own lives. There will be a lesson/prayer service in the class which relates to the virtue of the month. Leadership Team will create a presentation for the student body explaining where the money collected through various school initiatives goes. Informal questionnaire (qualitative data) will be taken to see how many students are able to explain why we are collected money on a non-uniform day.

## 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 June 2017:**

**A.1** To **increase** the percentage of students **fully meeting expectations** on the RAD in the areas of comprehension (main ideas), inferencing and analysis by an average of 3% each year in the primary and intermediate grades.

**A.2** To **decrease** the number of students in the **not yet meeting and minimally meeting** categories on the RAD in the areas of comprehension (main ideas), inferencing and analysis by an average of 3% each year in primary and in intermediate grades.

**A.3** Each student who has challenges that prevent competency in these areas will meet 100% of their Individual Education Plan goals.

**Target B: By June 2017:**

**B.1** To **increase** the percentage of students who are in the DIBELS **low risk category** for reading fluency by an average of 3% each year in Kindergarten to Grade 6.

**B.2** To **decrease** the number of **students at risk or some risk** for future reading failure by 3% in Kindergarten to Grade 6 each year over the next two years.

**B.3** To **increase** the percentage of students who are in the Jerry Johns instructional/independent category for reading fluency by an average of 3% each year in Grade 7.

**B.4** To **decrease** the percentage of students who are in the Jerry Johns frustration category for reading fluency by an average of 3% each year in Grade 7.

**B.5** Each student who has challenges that prevent competency in these areas will meet 100% of their Individual Education Plan goals

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

**Target A: By June 2017:**

**A.1** To increase the percentage of Grades 4 and 7 students who exceed expectations as measured by F.S.A. Reading Comprehension results by 3% each year over the next two years. (Average performance across the last 5 years for Grade 4 is 52.8% and for Grade 7 is 40.4%).

**A.2** Each student who has challenges that prevent competency in these areas will meet 100% of their Individual Education Plan goals.

**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 students' level of social responsibility, such that 90% of our students are meeting or exceeding expectations as measured by the Social Responsibility Quick Scale in the area of contributing to the classroom and school community, solving problems in peaceful ways, valuing diversity and defending human rights and exercising democratic rights and responsibilities. We define social responsibility as the development of the following skills: problem solving, decision-making, anger management, making positive contributions to the classroom and school, plus empathy, leadership, caring, a sense of safety, effective learning and self-management.

**Target A: By June 2017**

- A.1** To increase the percentage of students in Grades K to 7 who meet or exceed expectation as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of contributing to the classroom and school community.
- A.2** To increase the percentage of students in Grades K to 7, who meet or exceed expectations as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of valuing diversity and defending human rights.
- A.3** To increase the percentage of students in Grades K to 7, who meet or exceed expectations as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of solving problems in peaceful ways.
- A.4** To increase the percentage of students in Grades K to 7, who meet or exceed expectations as measured by the BC Social Responsibility Performance Standards so that 90% of our students are meeting or exceeding expectations in the area of exercising democratic rights and responsibilities.

**Goal #3: All students will have equitable access to technology and will use technology to enhance learning across the curriculum through communicating, inquiring, decision making and problem solving in core subject areas.**

- Objectives:**
- 3.1** Strike up a technology committee made up of parents and teachers to look at a 3 to 5 year technology plan.
  - 3.2** Provide additional technological equipment for staff and student use.
  - 3.3** Improve infrastructure throughout building for technology needs.

**Target A: By June 2016**

- A.1** Create a broad vision of where we would like to go with technology.

## A.2 Complete an assessment of the wiring and technology infrastructure

### 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 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. Social responsibility has been and continues to be an important goal at St. Michael's. The school has been working hard on this goal; however, the staff has found that the students are able to reiterate the rules, but they lack the ability to self-regulate their behaviour.

**Goal #3:** Because technology continues to play an important role in modern industrial society, integrating technology into the schools will help prepare students to succeed in a rapidly changing world. "Technology is transforming society, and schools do not have a choice as to whether they will incorporate technology but rather how well they use it to enhance learning" (North Central Regional Educational Laboratory & Illinois State Board of Education, 1995). Technology integration also is important because it supports the goals of the BC Education Plan. To ensure that technology is effectively integrated into the school, school stakeholders must collaborate to create a technology plan which will promote meaningful learning and collaboration, provide for the needed professional development and support, and respond flexibly to change.

### 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.

**School:** DIBELS results for Grades K, 1, 2 and 3 (2010), DIBELS results for Grades 4, 5 and 6 (2010), RAD Grades 1-7, Informal Reading Inventory Grades 4 – 7, Multiple Intelligences Inventory. Both qualitative and quantitative data is collected.

**Classroom:** Informal Reading Inventories, Reading Performance Standards. Both qualitative and quantitative data is collected.

**Goal #2: School:** Teacher Survey, Incident Reports. Both qualitative and quantitative data is collected.

**Classroom:** Student Survey, Incident Reports, Social Responsibility Performance Standards. Both qualitative and quantitative data is collected.

**Goal #3:** Informal teacher questionnaire. Both qualitative and quantitative data is collected.

**Goal #1:** School: DIBELS results for Grades K, 1, 2 and 3 (2012/2013), DIBELS results for Grades 4, 5 and 6 (2012/2013), RAD Grades 1-7, Informal Reading Inventory Grades 4 - 7  
Classroom: Informal Reading Inventories, Reading Performance Standards.

Grade 4 and 7 FSAs Results: Longitudinal Data of Students Meeting and Exceeding Provincial Expectations	Start of new targets 2010	2011 Target Date	2012 Target Date	2013	2014	2015
Reading Comprehension 4	89% ✓(93%)	92% ✓ (100%)	95% ✓ (97%)	✓100%	✓100%	✓100%
Reading Comprehension 7	88% ✓(100%)	91% ✓ (100%)	94% ✓ (96%)	✓100%	✓100%	★93%
Writing 4	95% ✓(97%)	98% ✓ (100%)	100% ✓ (100%)	✓100%	*97%	✓100%
Writing 7	97% ★(96%)	100% ✓ (100%)	100% ✓ (100%)	✓100%	✓100%	✓100%
Numeracy 4	93% ✓(97%)	96% ✓ (100%)	99% ✓ (100%)	✓100%	✓100%	✓100%
Numeracy 7	92% ✓(100%)	95% ✓ (97%)	98% ✓ (100%)	✓100%	✓100%	✓100%

**\*\*When reviewing FSA reading results the following areas were identified needing improvement:**

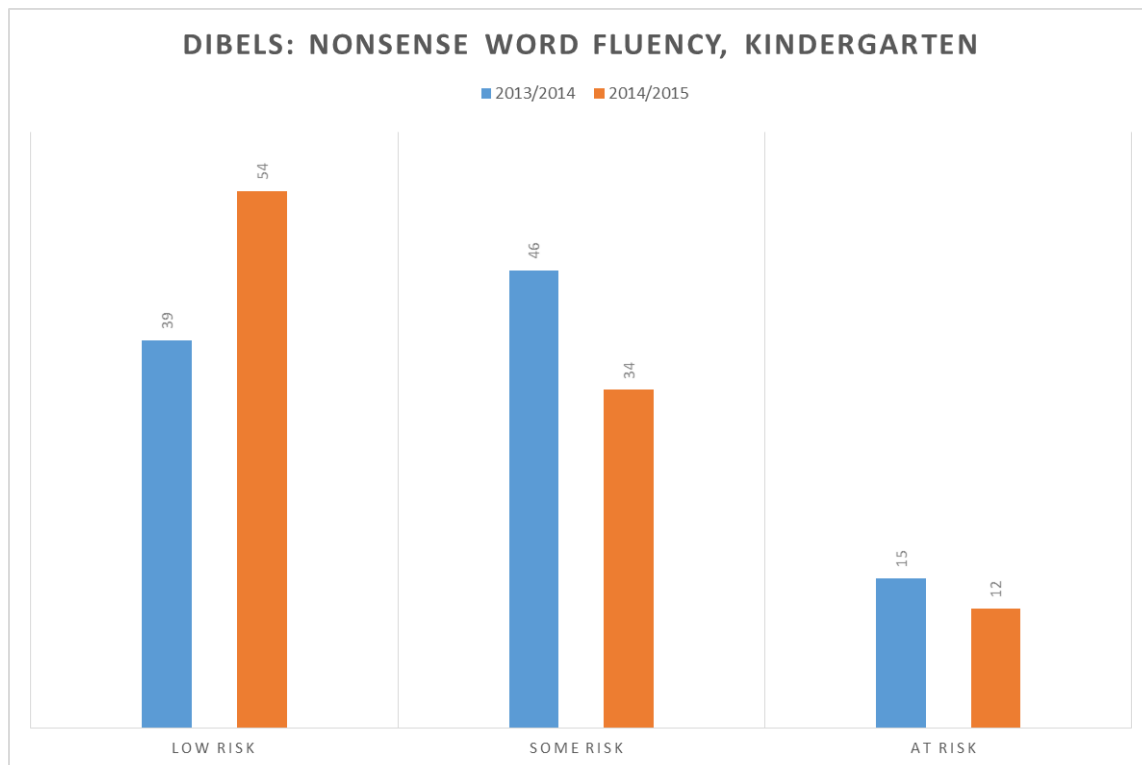
#### **Grade 4 - Analyzing Text**

**Teachers' focus should be on guiding students on how to read the passages and the task carefully, how to make inferences, and how to use support from the passages in their responses. Work on how to compare and contrast passages.** Students were not able to locate and retrieve relevant information about the effect of an action explicitly stated in the article. Students were not able to recognize detailed information from the article. Students were not able to interpret information from the story to infer the lesson learned.

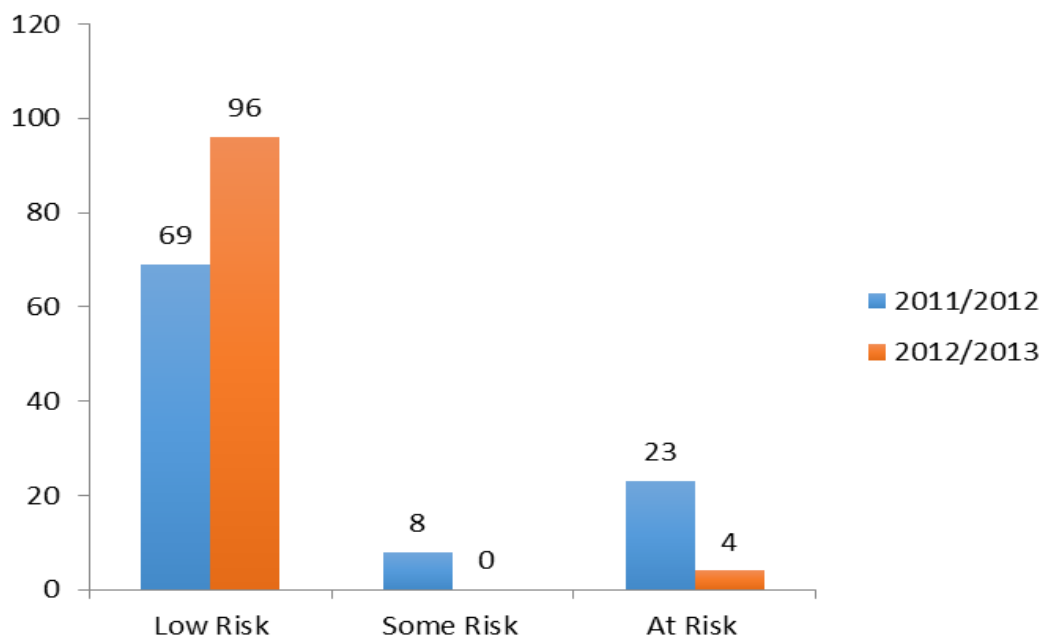
#### **Grade 7**

**Teachers' focus should be on providing instruction around critical thinking skills such as inferencing and other higher thinking skills, and how to use details from the passages to support own opinions and ideas.** Students not were able to infer the main character's motivation and identify the correct response. Students were not able to integrate information to support a generalization or conclusion. Students were not able infer a character's feelings from his or her actions. Students were not able to integrate information from the poem to support a generalization or conclusion. Students were not able to use information from the story to identify the correct response. Students were not able to analyze the texts to compare how one group of characters would react to the actions of the other.

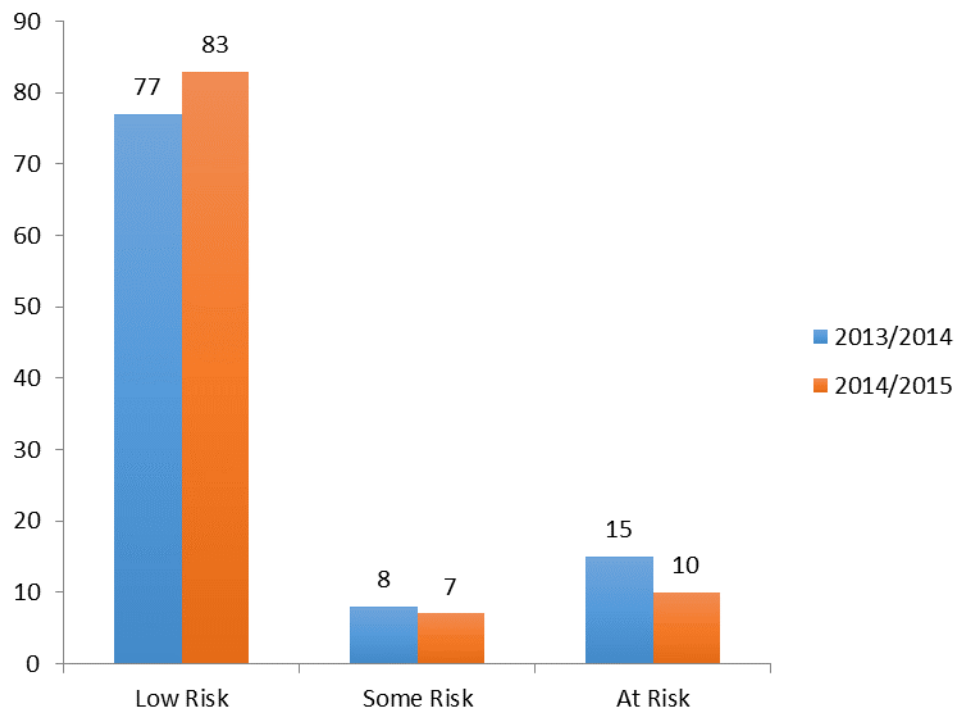
### Class Data ~ Grade Kindergarten - Three



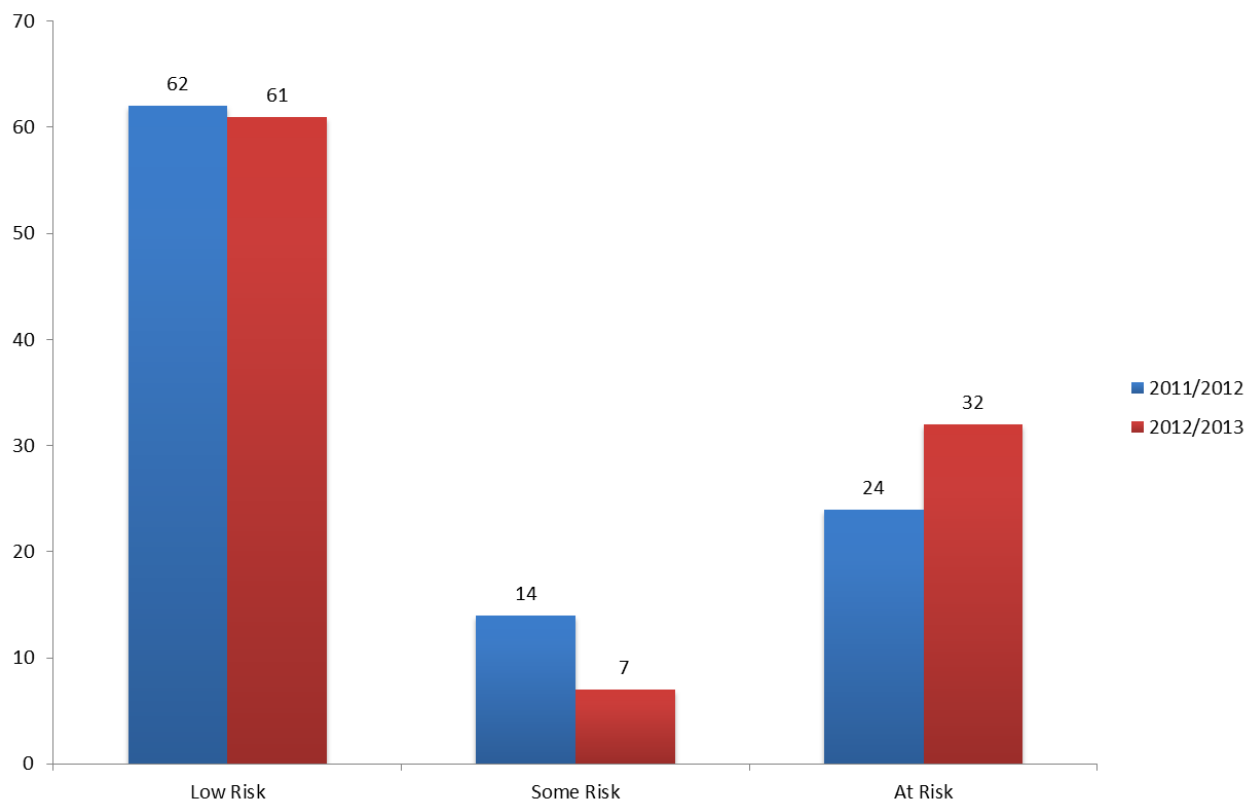
### DIBELS: Nonsense Word Fluency, Kindergarten



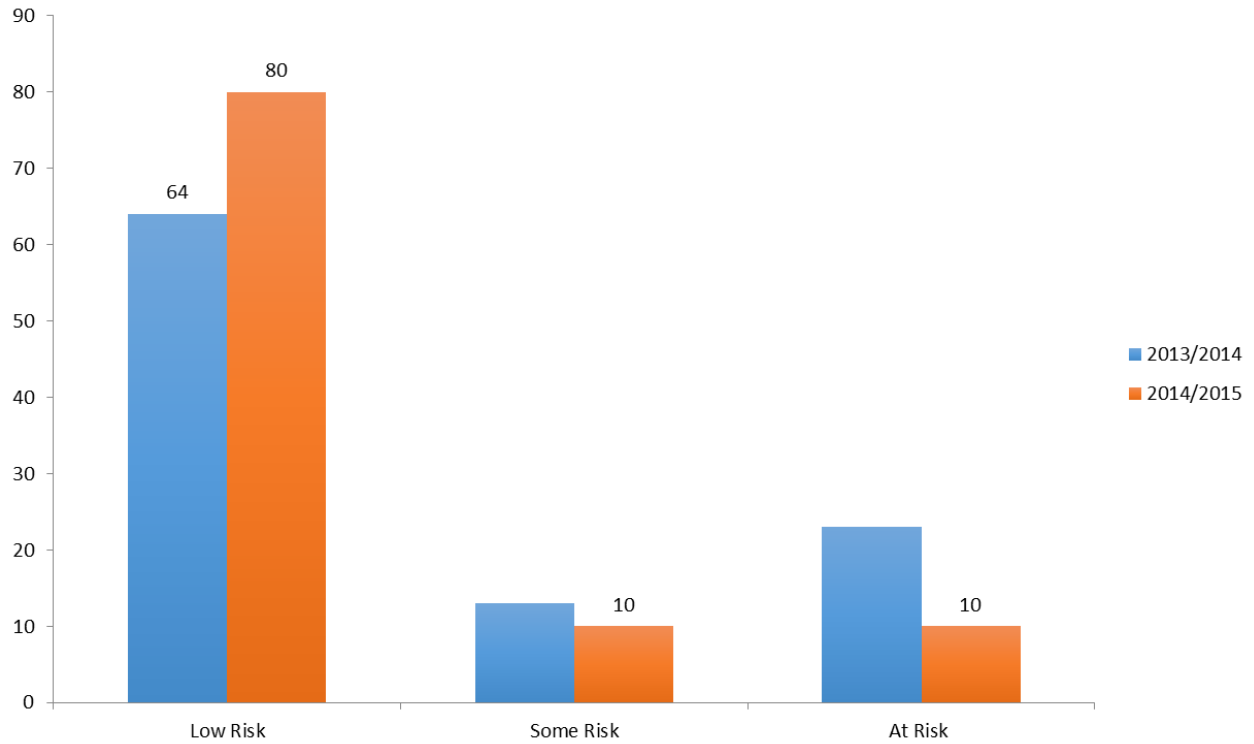
## DIBELS: Oral Reading Fluency, Grade 1



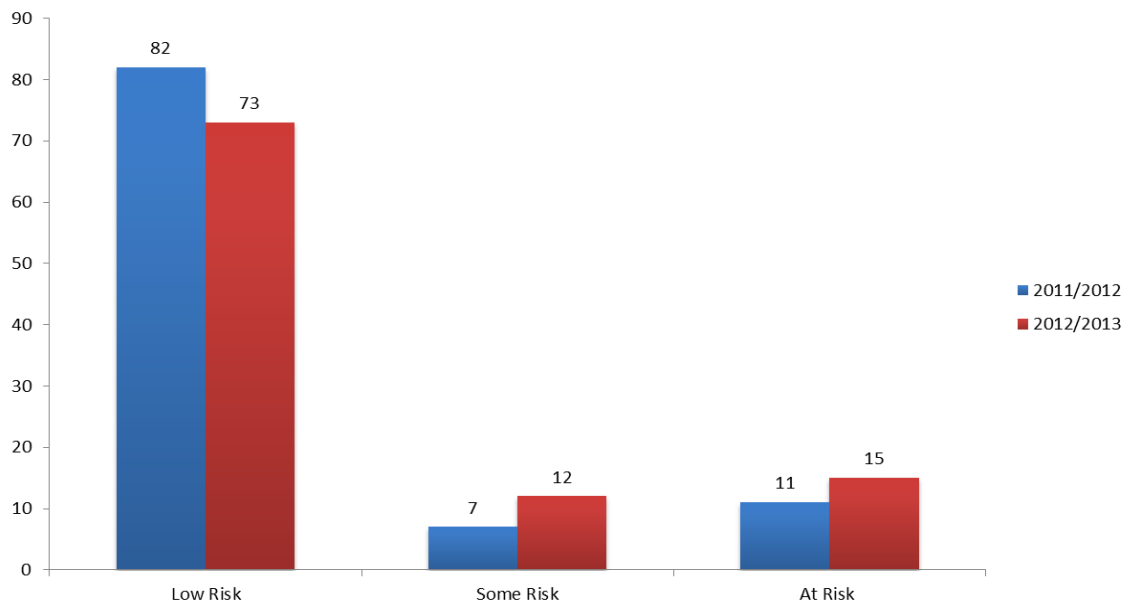
## DIBELS: Oral Reading Fluency, Grade 1



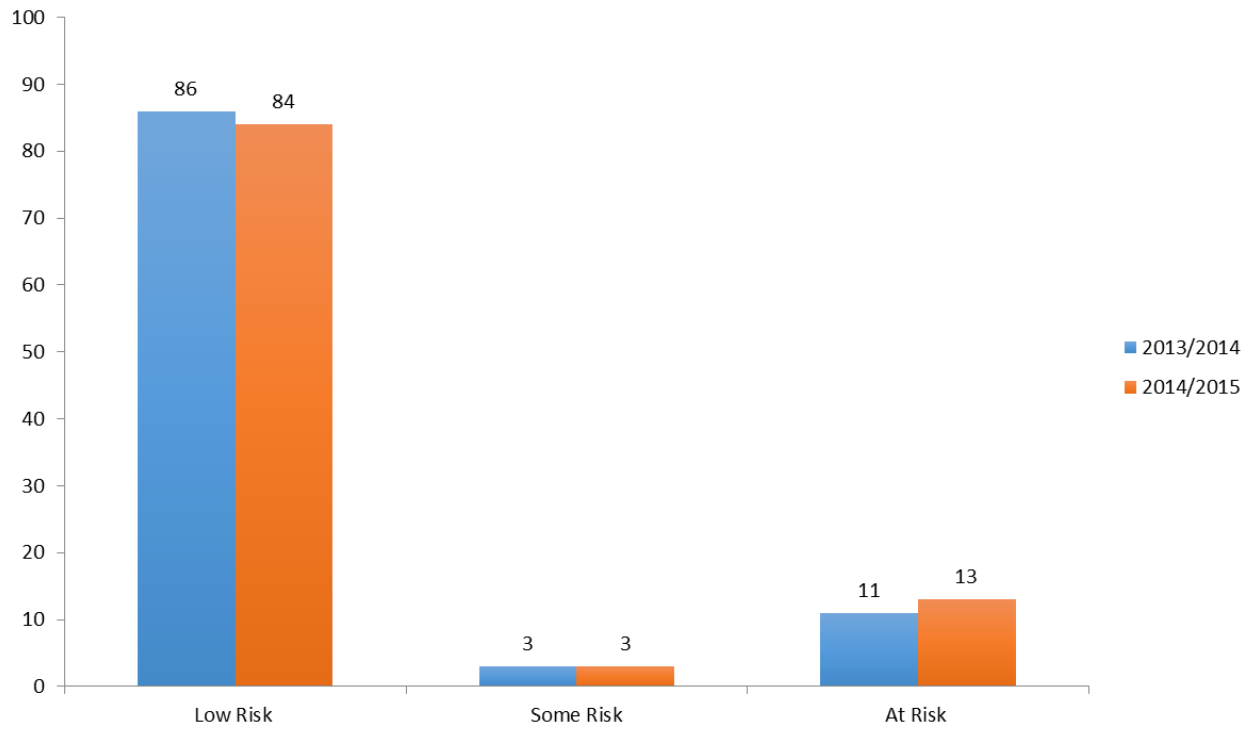
### DIBELS: Oral Reading Fluency, Grade 2



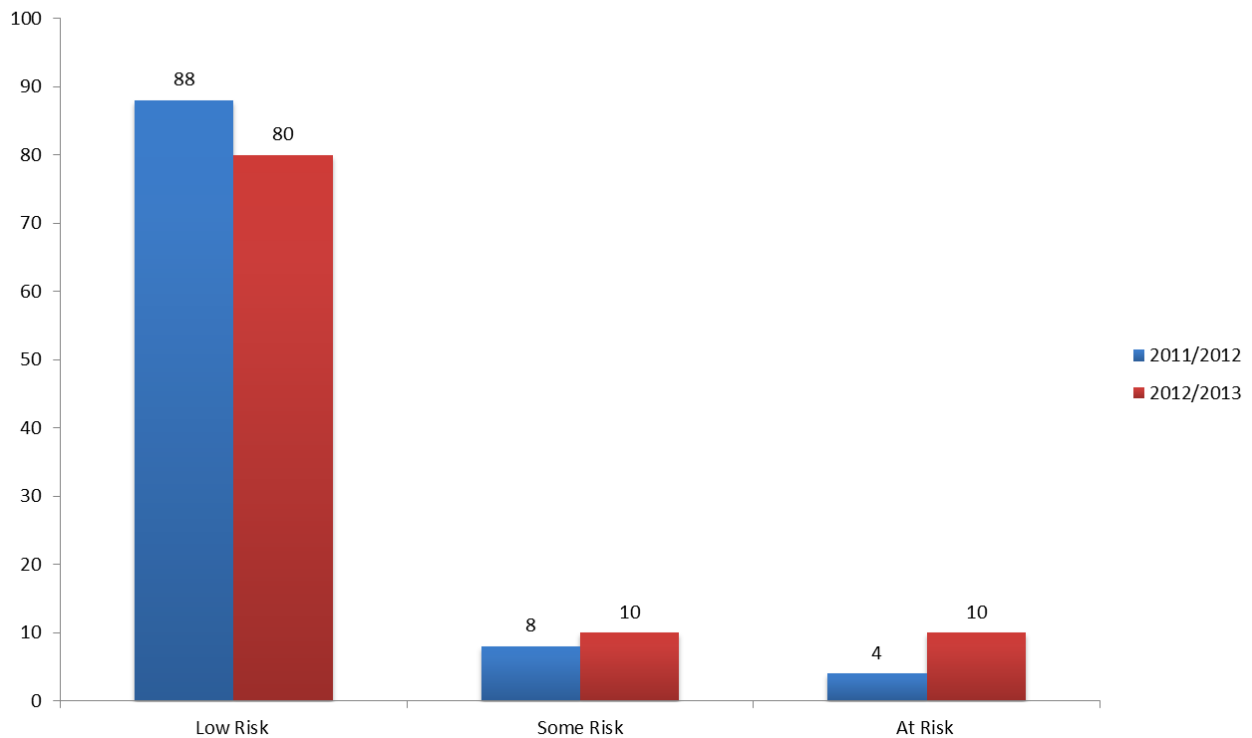
### DIBELS: Oral Reading Fluency, Grade 2



### DIBELS: Oral Reading Fluency, Grade 3

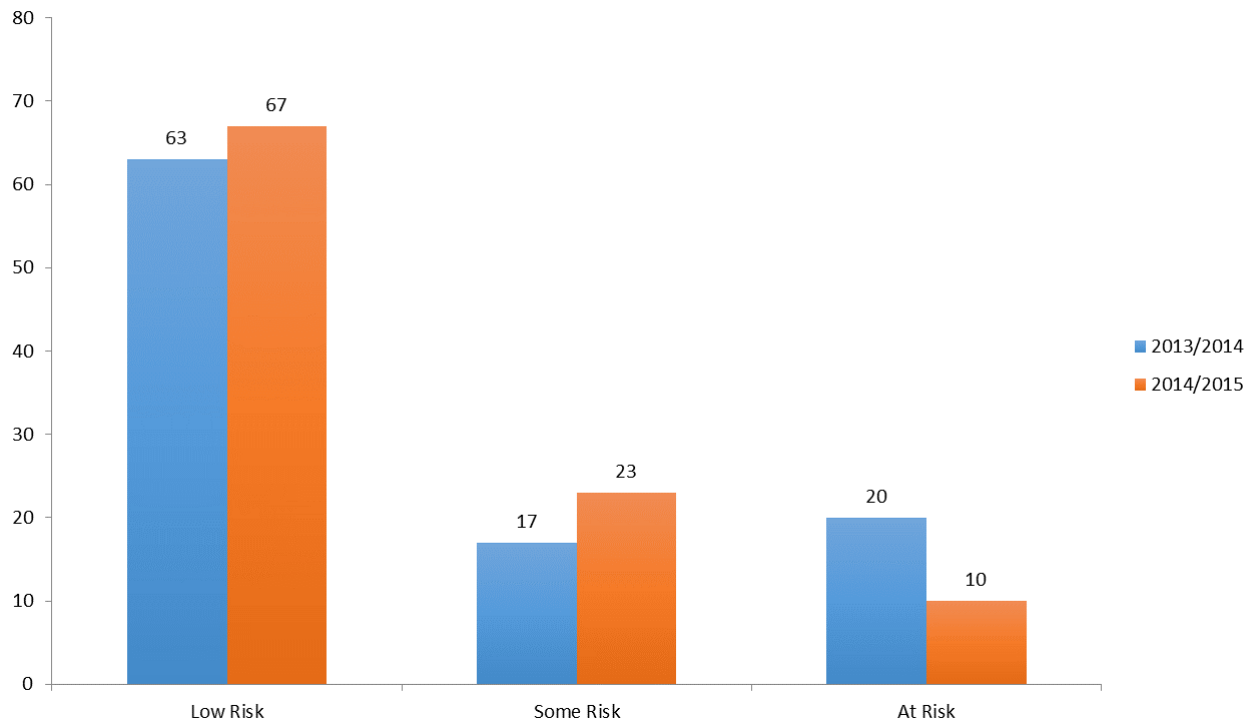


### DIBELS: Oral Reading Fluency, Grade 3

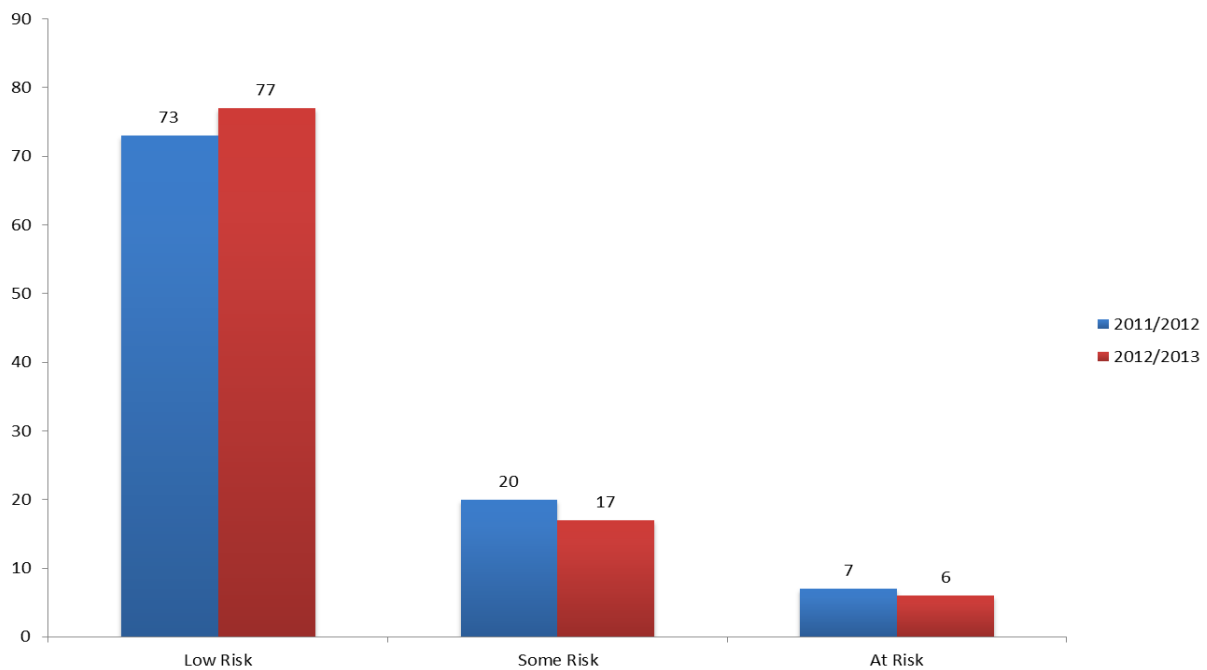


**Class Data ~ Grade Four – Seven**

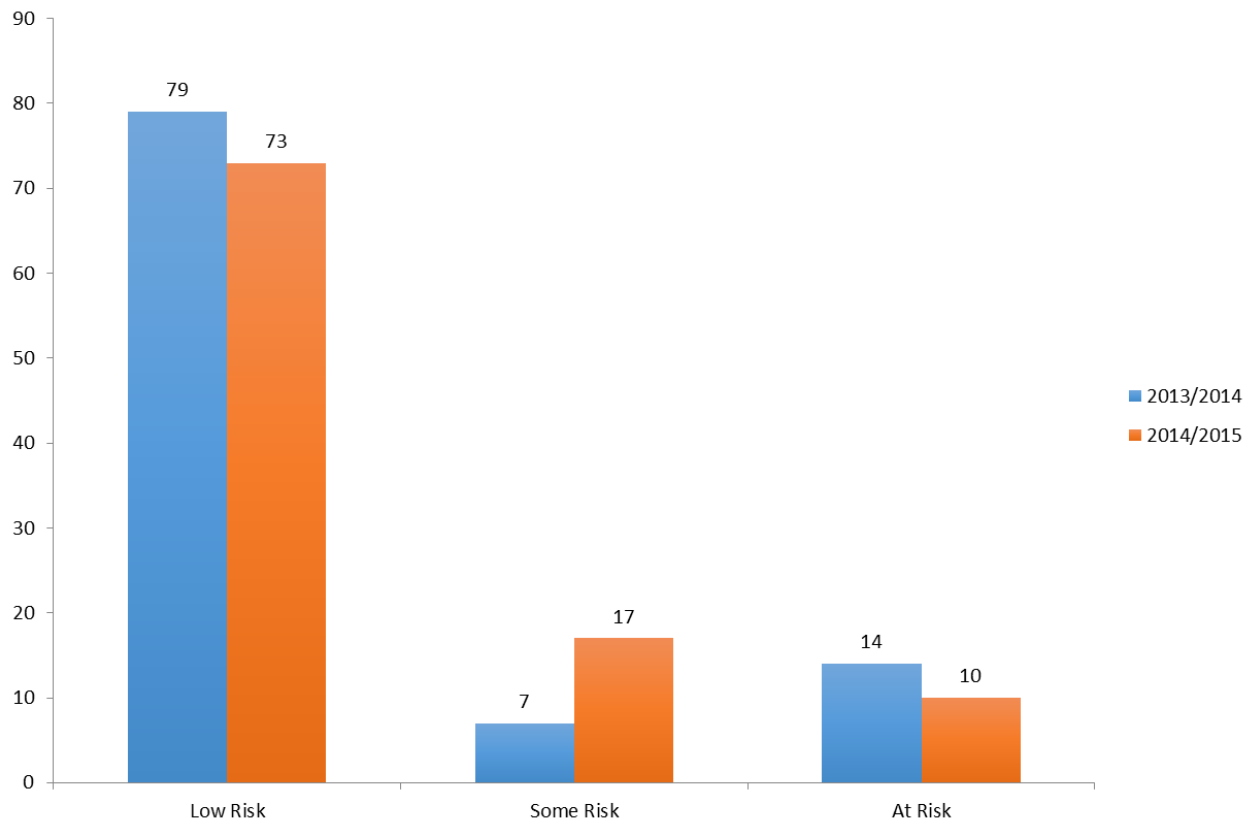
**DIBELS: Oral Reading Fluency, Grade 4**



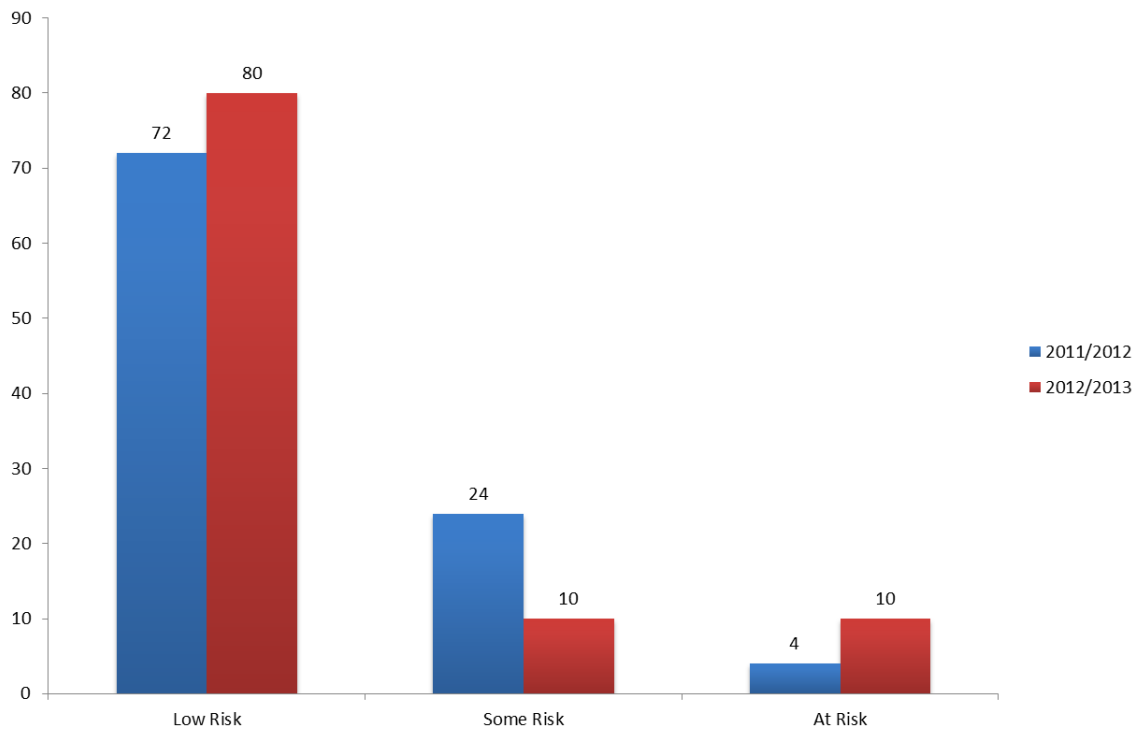
**DIBELS: Oral Reading Fluency, Grade 4**



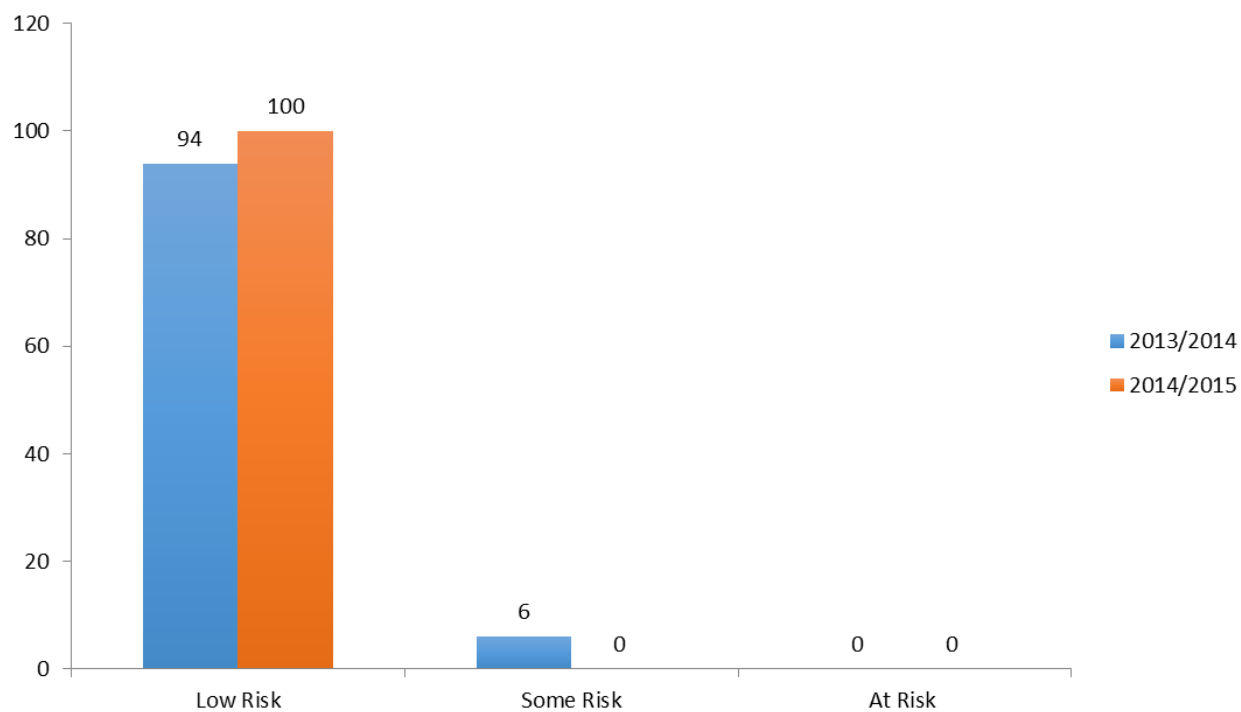
### DIBELS: Oral Reading Fluency, Grade 5



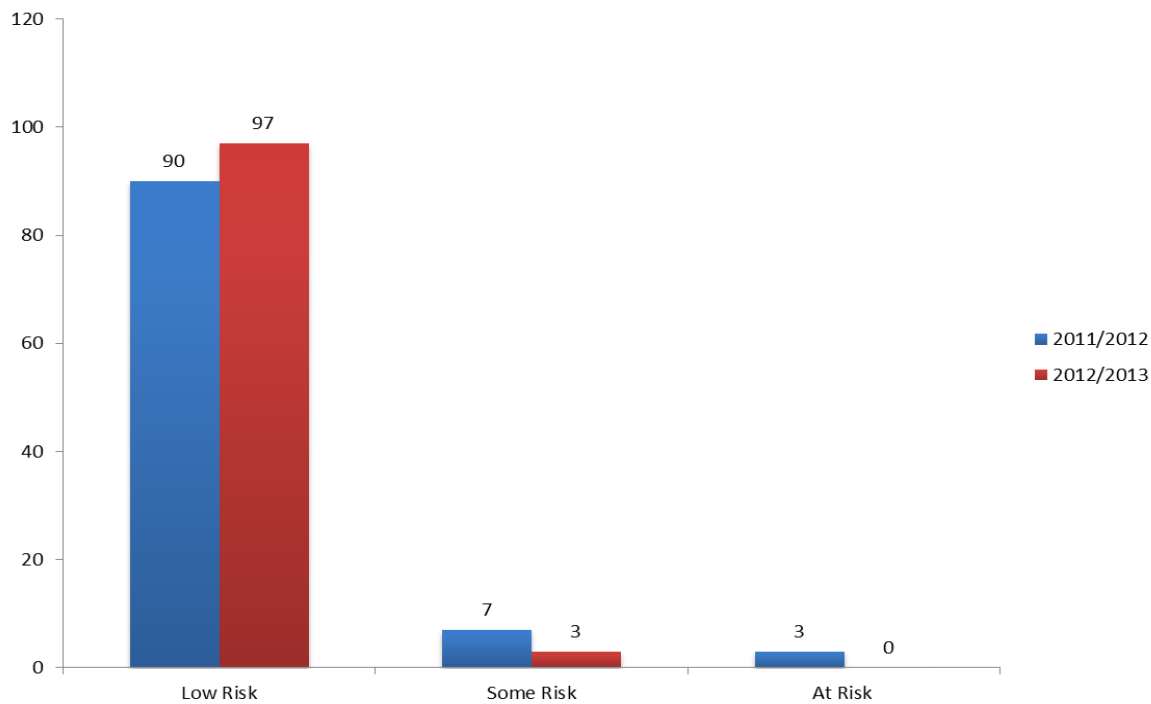
### DIBELS: Oral Reading Fluency, Grade 5



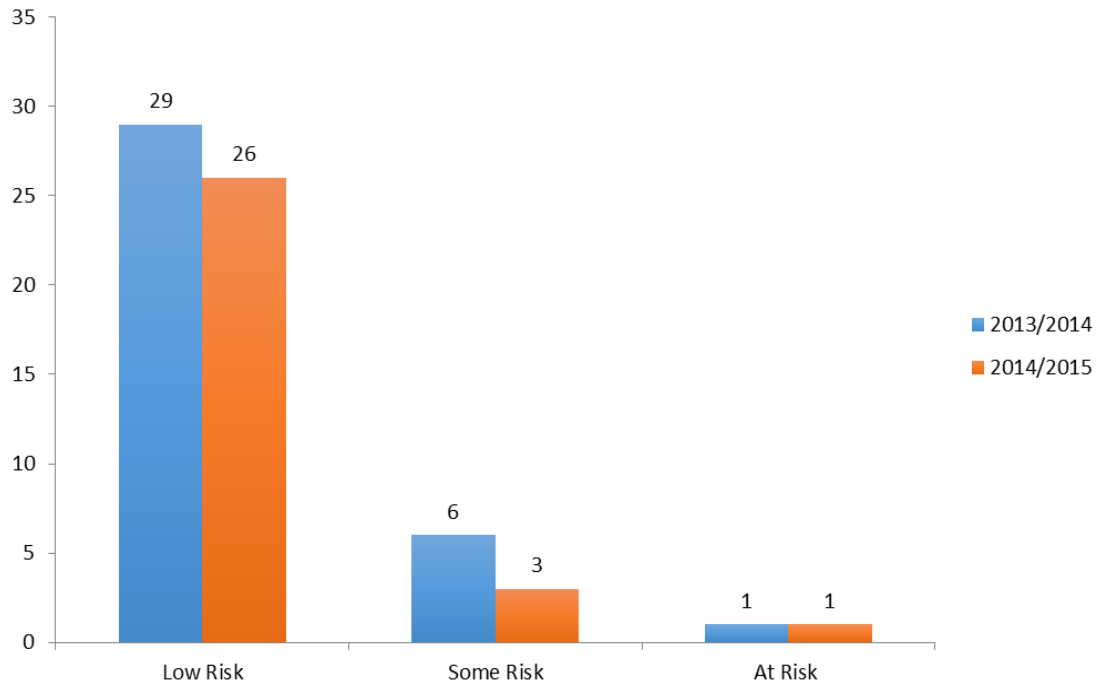
### DIBELS: Oral Reading Fluency, Grade 6



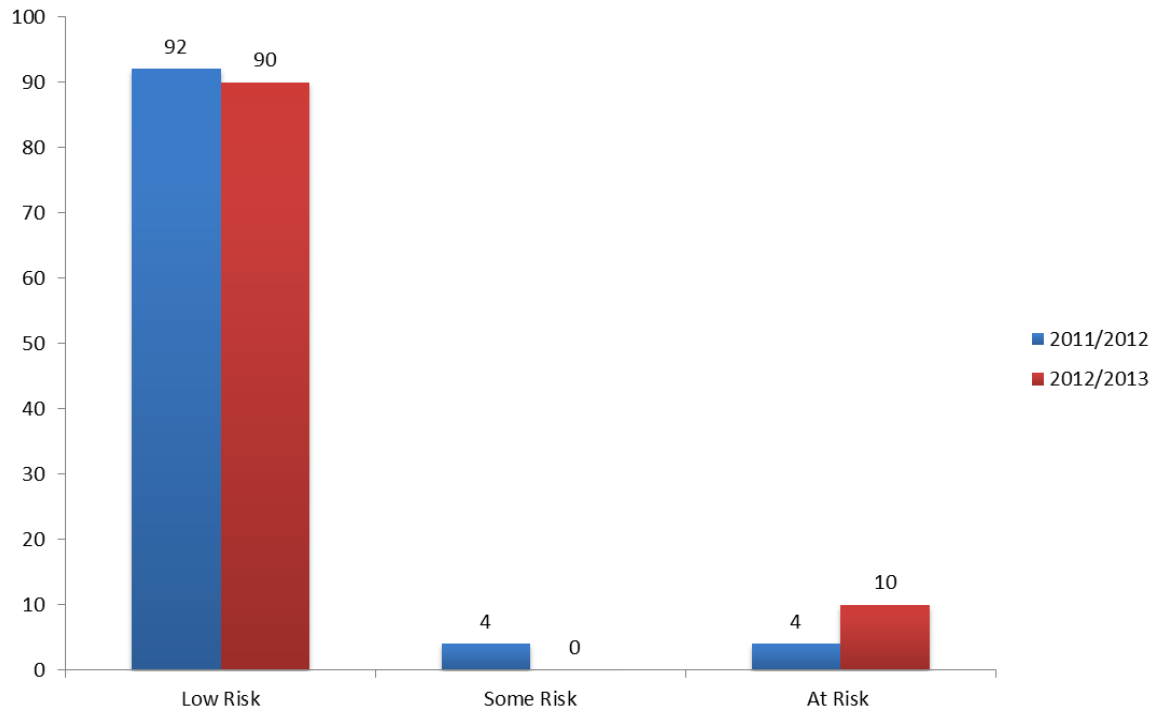
### DIBELS: Oral Reading Fluency, Grade 6



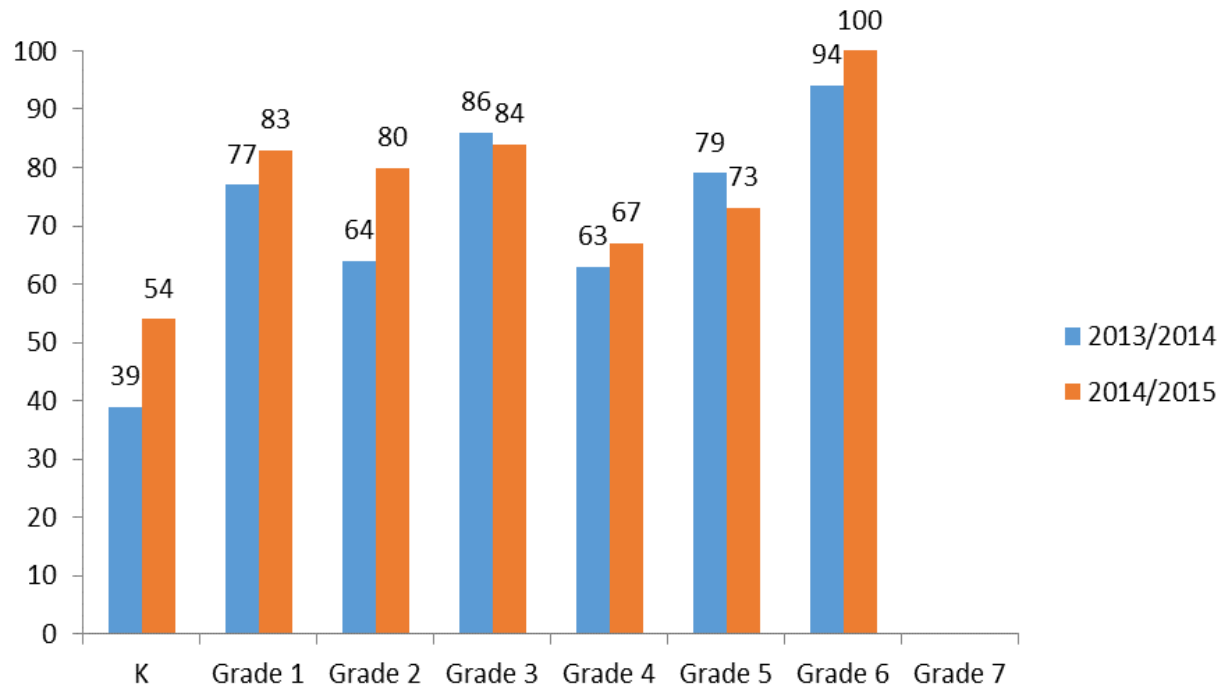
### Jerry Johns: Oral Reading Fluency, Grade 7



### Jerry Johns: Oral Reading Fluency, Grade 7



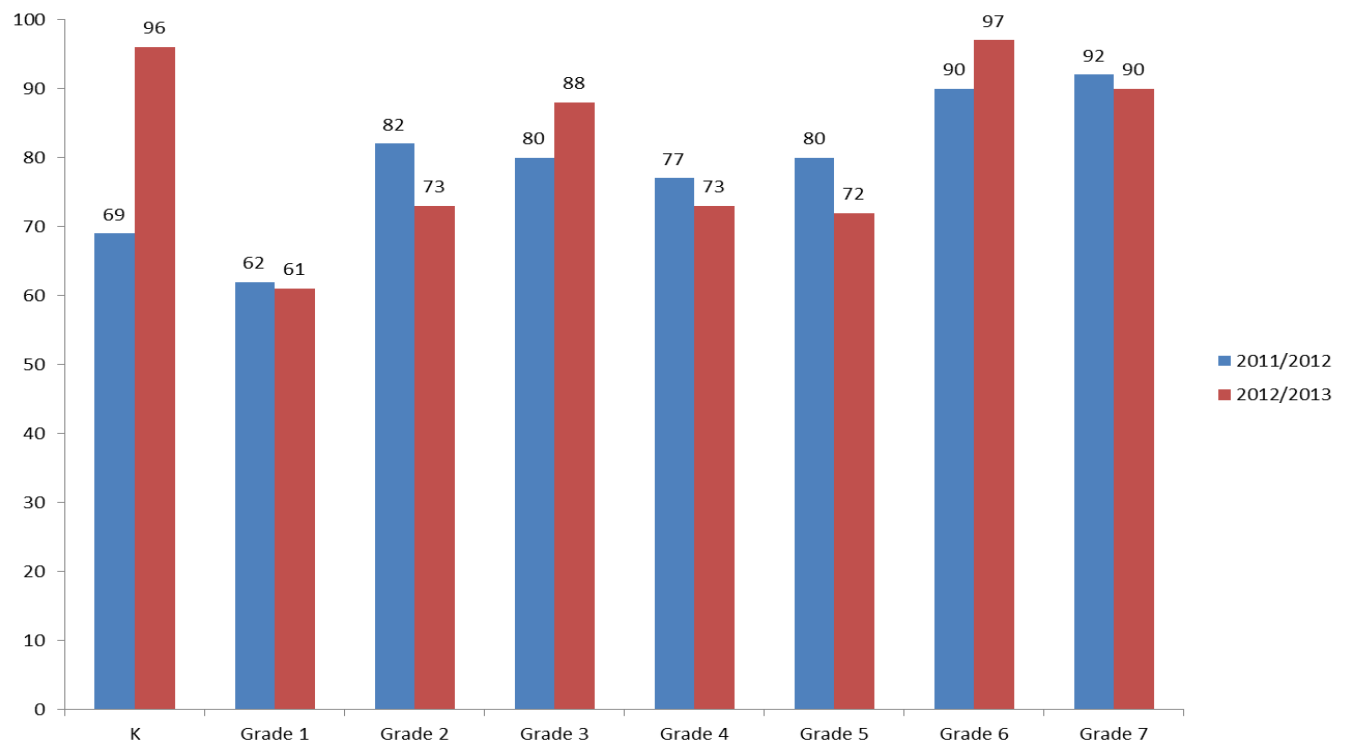
## DIBELS: Percentage of Students in "Low Risk" Grades 1-6



\*DIBELS administered to K-6 students.

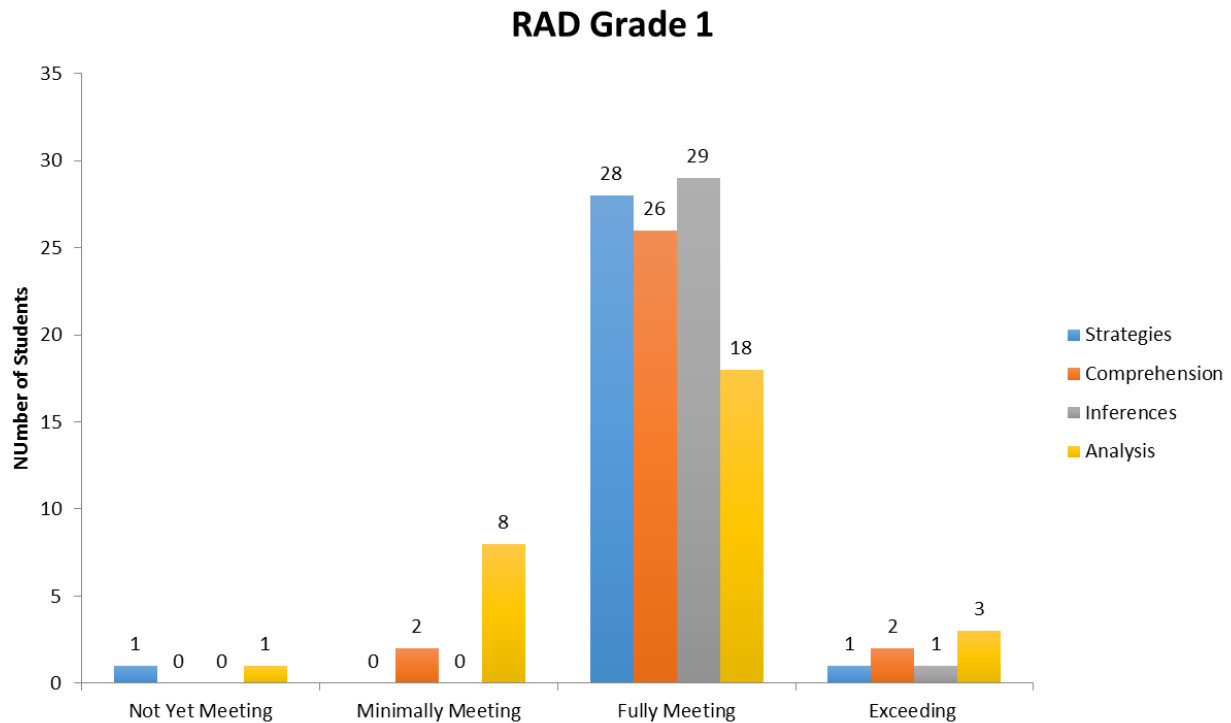
### Class Data ~ Kindergarten-Grade Seven

## DIBELS: Percentage of Students in "Low Risk" Grades 1-7

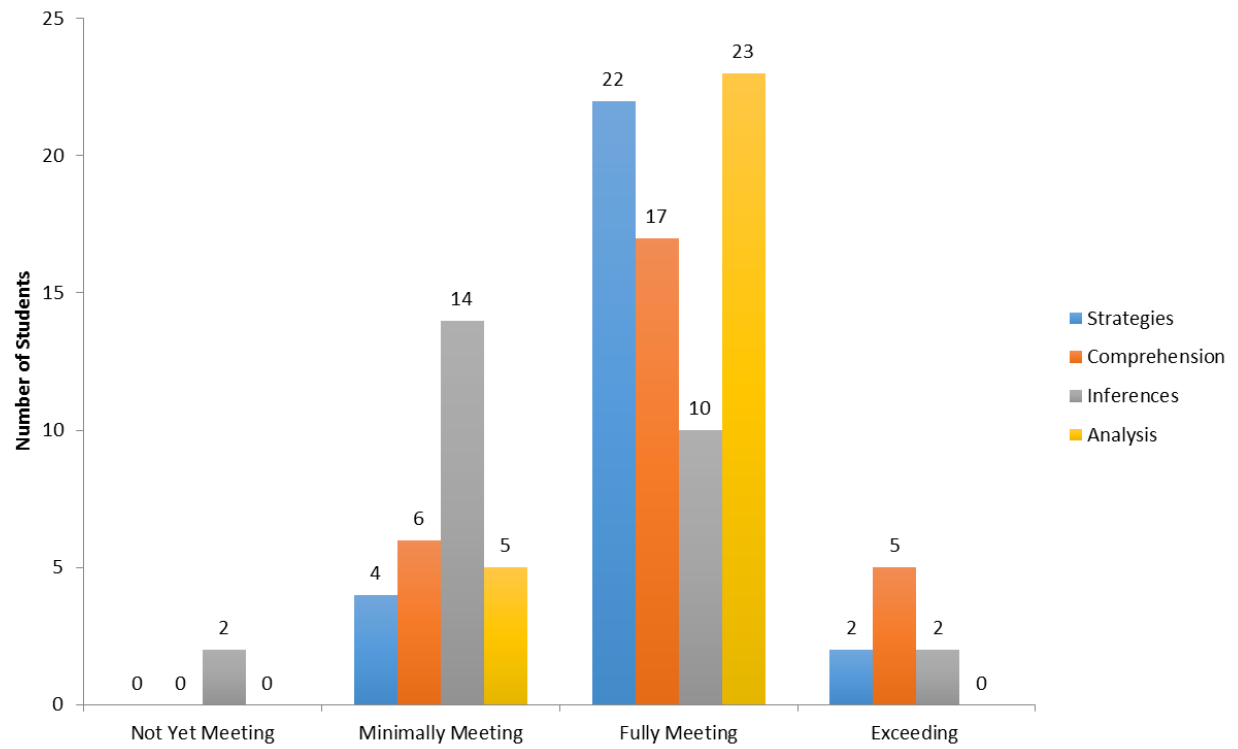


**\*\* When comparing first term results to second term results during the 2014-2015 school year, we have seen a decrease in at risk students. Interventions such as repeated reading and progress monitoring continue to benefit our students.  
We need to continue to reduce the number of students in the “some risk” category.**

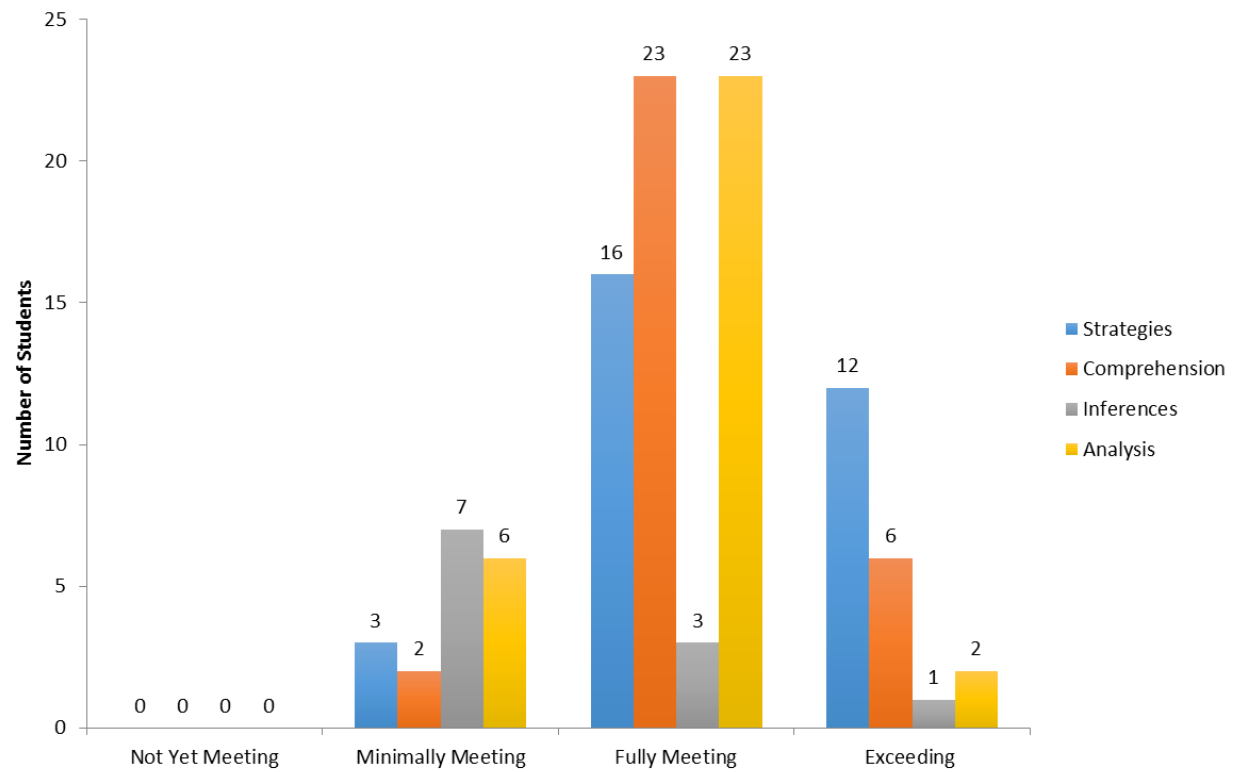
**Class Data ~ Kindergarten-Grade Three**



## RAD Grade 2

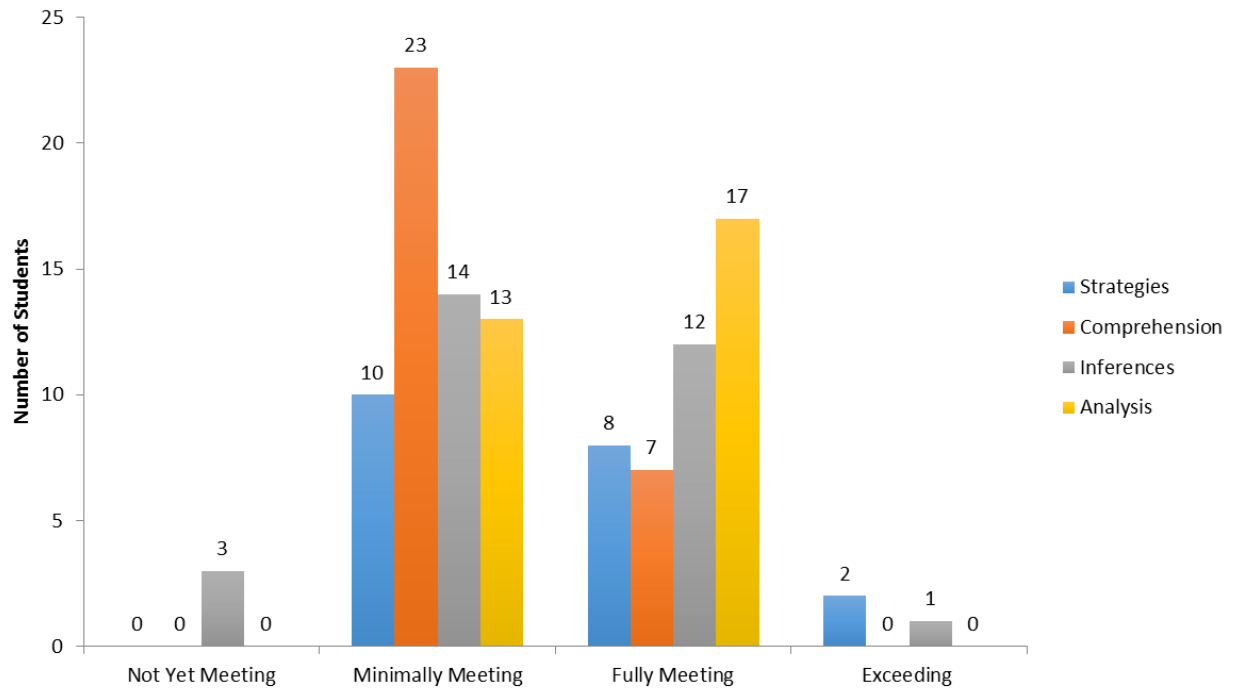


## RAD Grade 3

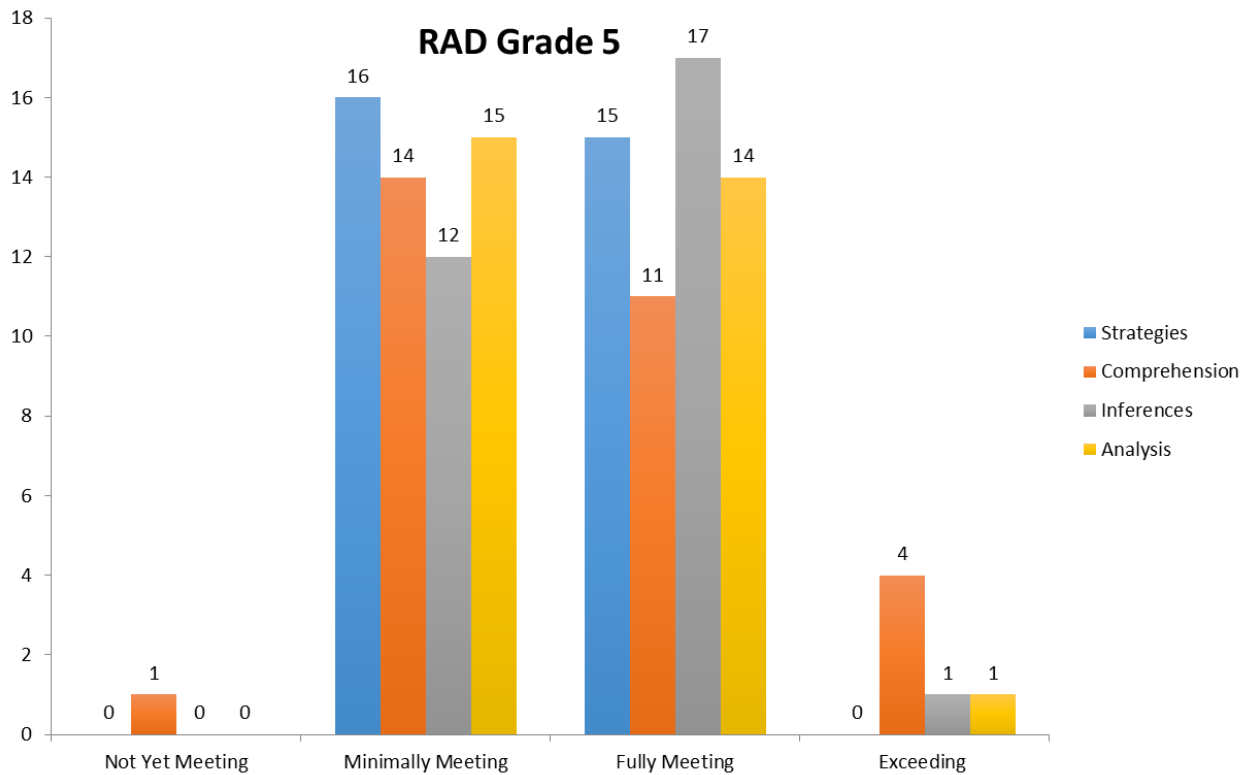


## Class Data ~ Grades Four-Seven

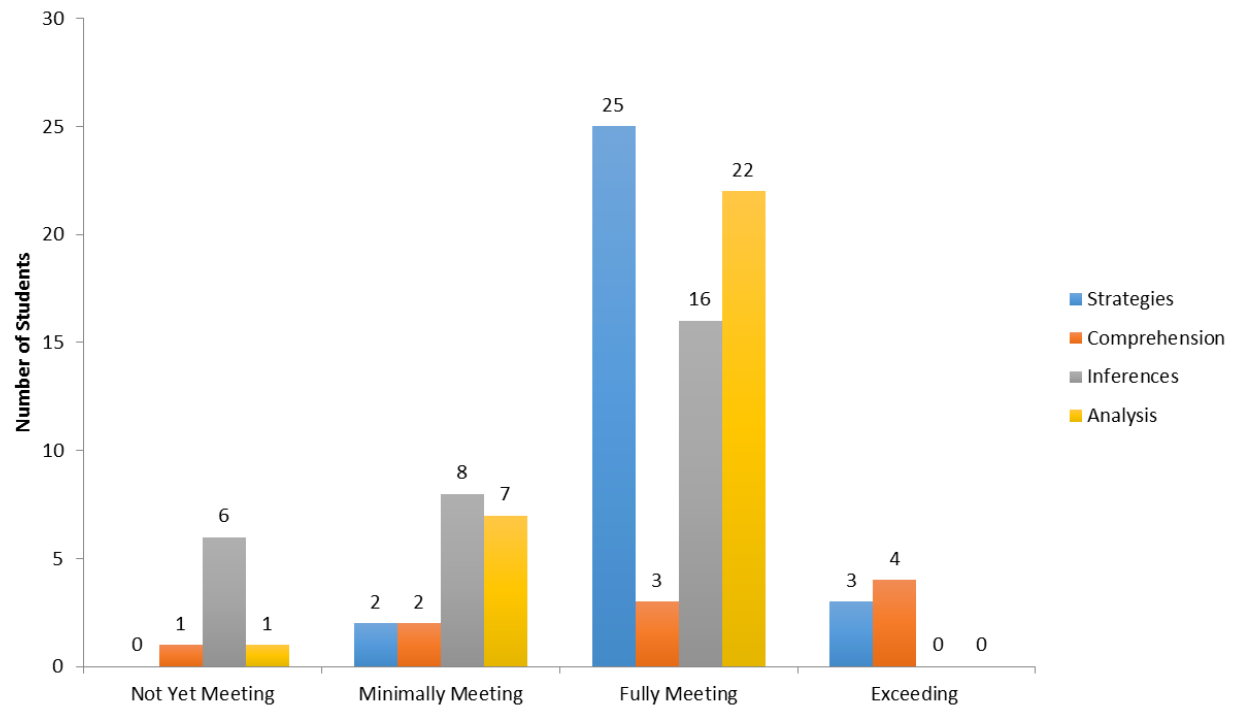
### RAD Grade 4



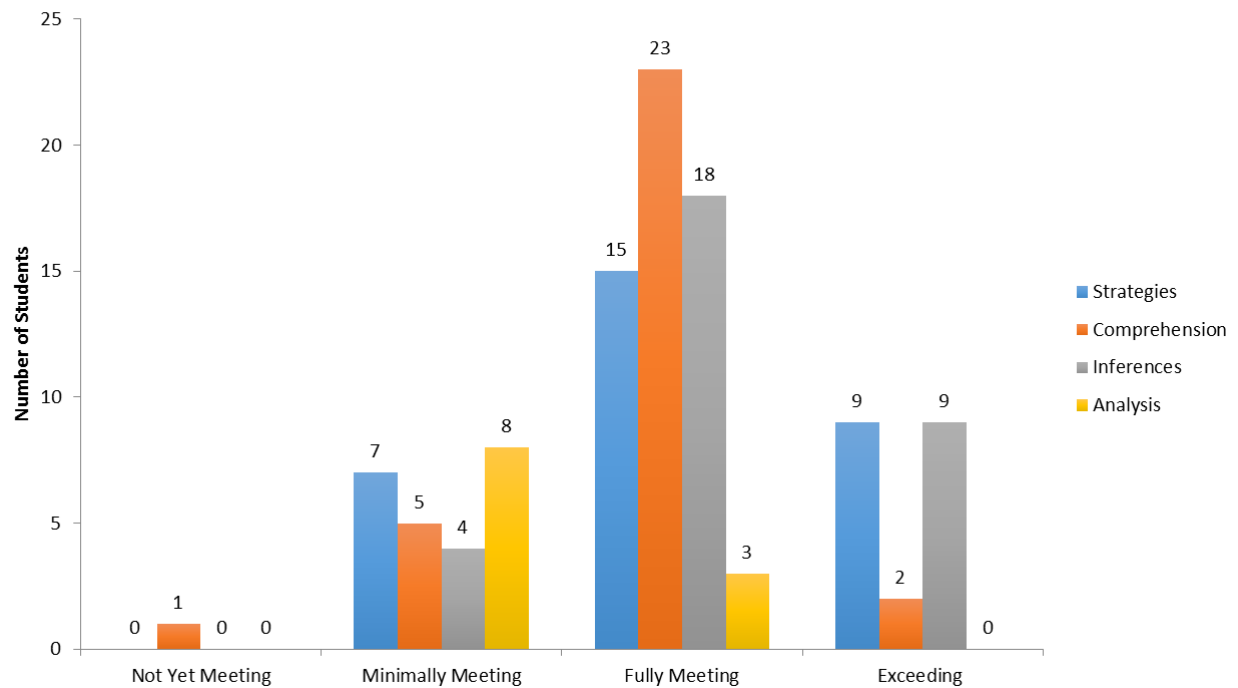
### RAD Grade 5



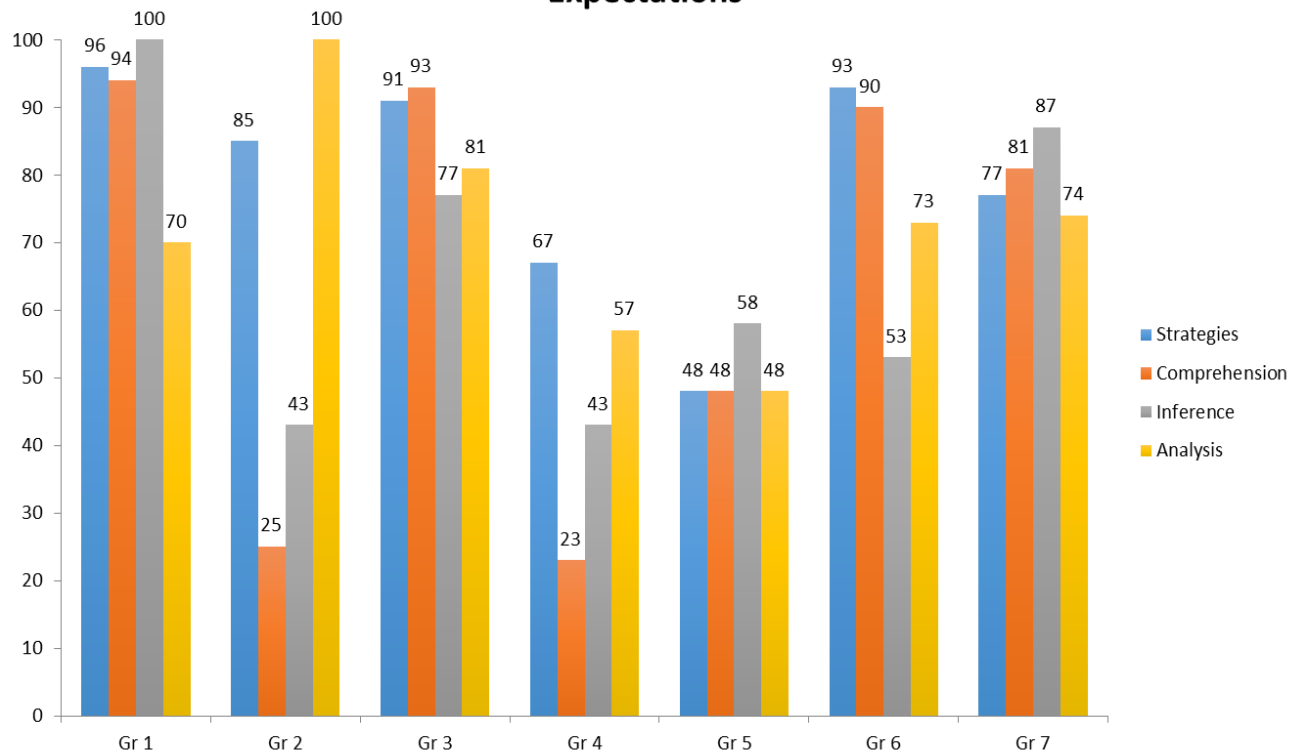
## RAD Grade 6



## Grade 7 RAD



### RAD: Percentage of Students "Fully Meeting" or "Exceeding Expectations"



**\*\*When comparing RAD data, the area of focus for all grades is comprehension (retell and main idea) and making inferences. Teaching “reading strategies” such as predicting, connecting, inferring, summarizing, analyzing and critiquing in order to interpret and analyze text will continue.**

### Multiple Intelligences

Fall 2014	K	1	2	3	Total Average
Linguistic	18	0	18	14	12.5%
Logical/Mathematical	8	30	14	2	13.5%
Visual	12	27	11	40	22.5%
Bodily/Kinesthetic	46	33	26	17	30.5%
Musical	15	0	18	27	15%
Interpersonal	81	33	7	0	30%
Intrapersonal	19	20	7	0	11.5%

Majority of our Primary students were Bodily-Kinesthetic with a large percentage of K students being interpersonal.

***\*ability to control one’s body movements and to handle objects skillfully. These learners process information through the body-through muscle, sensation, and movement. They benefit from physical experiences such as touching, feeling, holding, doing, and getting***

practical hands-on experiences.

***\*ability to relate and understand others.*** These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Fall 2014	4	5	6	7	Total Average
Linguistic	17	3	10	0	7.5%
Logical/Mathematical	3	17	10	23	13%
Visual	7	30	10	6	13%
Bodily/Kinesthetic	17	13	14	23	17%
Musical	41	10	31	16	27%
Interpersonal	7	20	17	26	25%
Intrapersonal	7	7	3	6	6%

Majority of our Intermediate students were Musical

***\*the ability to think in music; to be able to hear patterns, recognize them, and perhaps manipulate them.*** These learners are sensitive to the sounds in their environment, including the inflections in the human voice. They enjoy music, and may listen to music when they study or read. They are skilled at pitch and rhythm. Learning through melody and music works well for people with high musical-rhythmic intelligence.

**Goal #2: School:** Teacher Survey, Incident Reports  
**Classroom:** Student Survey, Incident Reports, Social Responsibility Performance Standard

Quick Scale (Grade K)	Not Yet Meeting Expectations	Minimally Meeting	Meeting Expectations	Exceeding Expectations
Contributes to the classroom and school community.	4%	46%	35%	15%
Solving Problems in peaceful ways.	12%	38%	46%	4%
Valuing diversity and defending human rights.	19%	38%	38%	4%
Exercising democratic rights and responsibilities.	15%	35%	46%	4%

<b>Quick Scale (Grade 1)</b>	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
Contributes to the classroom and school community.	<b>0%</b>	<b>64%</b>	<b>23%</b>	<b>13%</b>
Solving Problems in peaceful ways.	<b>0%</b>	<b>13%</b>	<b>80%</b>	<b>7%</b>
Valuing diversity and defending human rights.	<b>0%</b>	<b>17%</b>	<b>73%</b>	<b>10%</b>
Exercising democratic rights and responsibilities.	<b>0%</b>	<b>30%</b>	<b>63%</b>	<b>7%</b>

<b>Quick Scale (Grade 2)</b>	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
Contributes to the classroom and school community.	<b>7%</b>	<b>0%</b>	<b>93%</b>	<b>0%</b>
Solving Problems in peaceful ways.	<b>7%</b>	<b>11%</b>	<b>75%</b>	<b>7%</b>
Valuing diversity and defending human rights.	<b>3%</b>	<b>7%</b>	<b>90%</b>	<b>0%</b>
Exercising democratic rights and responsibilities.	<b>0%</b>	<b>18%</b>	<b>82%</b>	<b>7%</b>

<b>Quick Scale (Grade 3)</b>	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
Contributes to the classroom and school community.	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>0%</b>
Solving Problems in peaceful ways.	<b>0%</b>	<b>0%</b>	<b>97%</b>	<b>3%</b>
Valuing diversity and defending human rights.	<b>0%</b>	<b>0%</b>	<b>97%</b>	<b>3%</b>
Exercising democratic rights and responsibilities.	<b>0%</b>	<b>0%</b>	<b>97%</b>	<b>3%</b>

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<b>Quick Scale (Grade 4)</b>	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
Contributes to the classroom and school community.	3%	32%	61%	3%
Solving Problems in peaceful ways.	16%	16%	61%	0%
Valuing diversity and defending human rights.	10%	26%	52%	6%
Exercising democratic rights and responsibilities.	3%	19%	71%	0%
<b>Quick Scale (Grade 5)</b>	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
Contributes to the classroom and school community.	0%	30%	67%	3%
Solving Problems in peaceful ways.	0%	30%	63%	6%
Valuing diversity and defending human rights.	0%	23%	70%	6%
Exercising democratic rights and responsibilities.	0%	13%	77%	10%

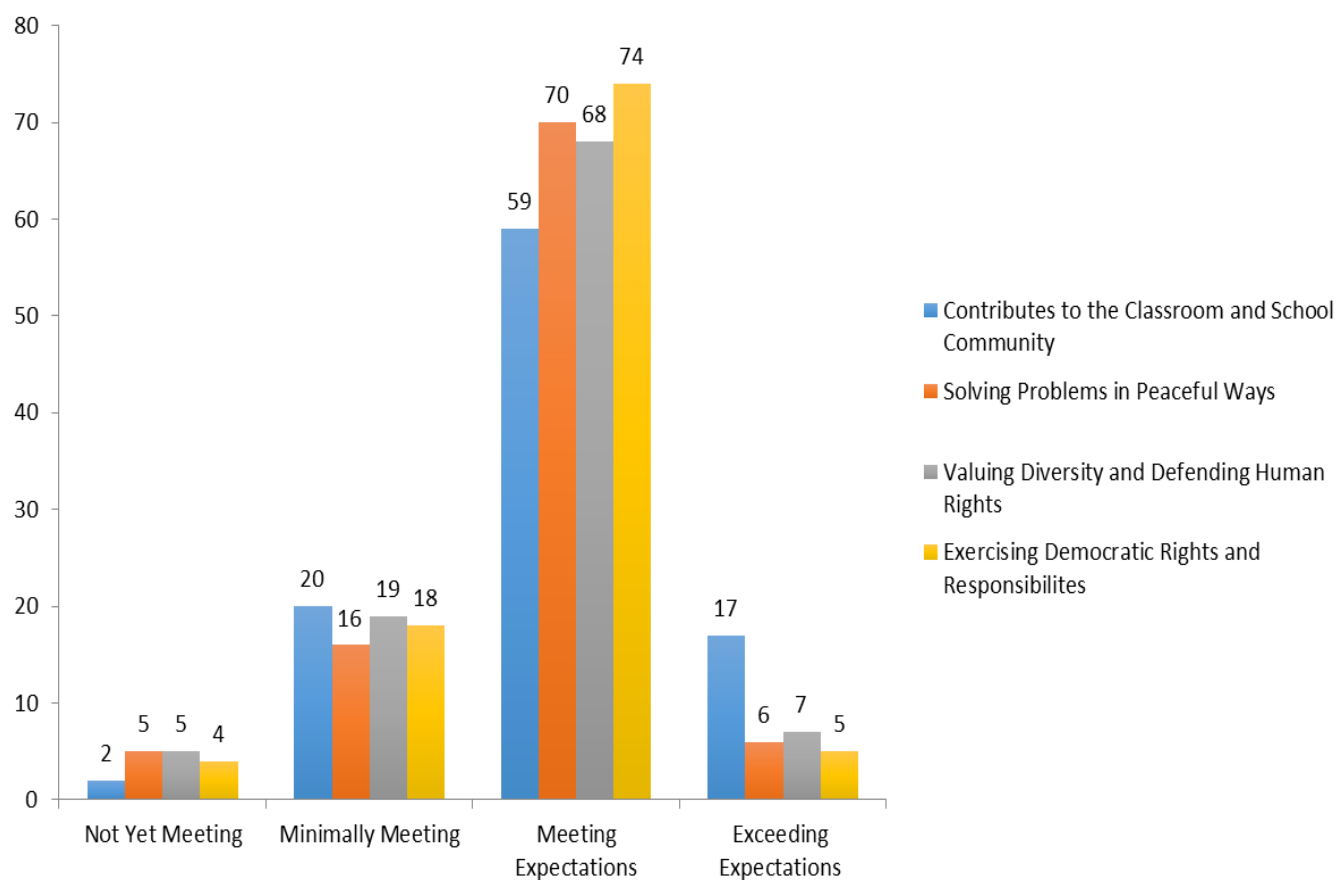
<b>Quick Scale (Grade 6)</b>	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
Contributes to the classroom and school community.	3%	17%	62%	17%
Solving Problems in peaceful ways.	3%	14%	69%	14%
Valuing diversity and defending human rights.	7%	17%	59%	17%
Exercising democratic rights and responsibilities.	10%	23%	59%	10%

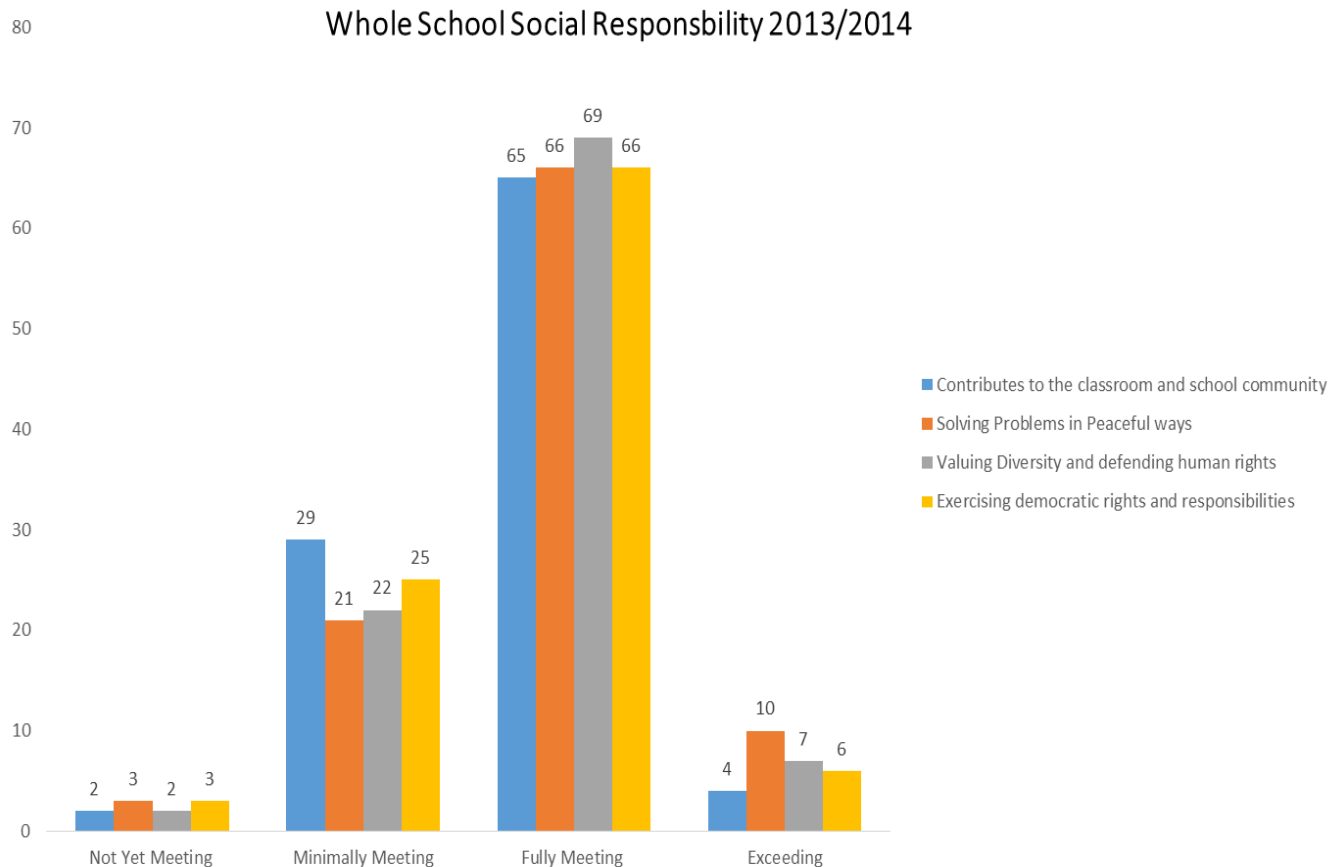
<b>Quick Scale (Grade 7)</b>	<b>Not Yet Meeting Expectations</b>	<b>Minimally Meeting</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
Contributes to the classroom and school community.	0%	1%	27%	87%
Solving Problems in peaceful ways.	0%	6%	84%	10%
Valuing diversity and defending human rights.	0%	22%	68%	10%
Exercising democratic rights and responsibilities.	0%	6%	94%	0%

Principal	2011-2012	2012-2013	2014-2015		
Suspensions	1%	.5%	1%		
Report of Concern/Incident	4%	12%	12%		
Behaviour Log	11%	6%	11%		

**\*\*STUDENT SURVEY (Grades 2 to 7) – New survey will be administered in May 2016.**

## 2014/2015- Whole School Social Responsibility





## 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 has clearly defined, quantifiable goals that are linked to the essential elements and guide instructional decisions.

#### Achieved:

- ✓ Use **DIBELS** as its primary screening and progress monitoring measure and as an outcome measure. Teachers use DIBELS data to group students and inform instruction.
- ✓ Use **RAD** as a reading comprehension assessment that serves to inform instruction. It is designed to give teachers descriptive feedback in three aspects of reading described in the BC Performance Standards: strategies, comprehension and analysis.

- ✓ The approval of an early dismissal time once week for staff to focus on professional learning communities.
- ✓ The purchase of a variety of literacy resources including the Scholastic Literacy Place program for Grades K to 6.
- ✓ The purchase of the Great Leaps reading intervention. The purchase of the Fountas & Pinnell Leveled Literacy Intervention Kit for K and 1.
- ✓ Established Professional Learning Communities teams to analyze student performance and plan instruction, ensuring that instruction is coordinated across grades and special services.
- ✓ Provide a substitute for teachers to complete class wide assessments DIBELS (3 times per year with regular progress monitoring and RAD (2 times per year).
- ✓ Provides additional instructional time for those students who fail to make adequate reading progress through small group, one on one instruction and repeated reading/HELPS program.
- ✓ Develop home practice packages and tips for Kindergarten parent to support students who minimally meet expectations in specific areas of the early intervention assessment.
- ✓ Using the RTI model, teachers determine group size, instructional time, and instructional programs according to learner performance.
- ✓ Purchased and implemented faithfully a research based **supplemental program** (Style and Structure) to fill the gaps within the core program and to provide additional instruction and practice in essential components for those students who need it.

#### **Action Plan:**

- Dedicate at least 90-minutes to reading instruction daily (this should be incorporated in content areas as well), including a minimum of 30 minutes small-group teacher-directed reading instruction for all students.
- Emphasize the Core Competencies. This includes activities where students use critical thinking, collaboration, and communication to solve problems, address issues, or make decisions. The ultimate goal is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum areas.
- Schedule ongoing high quality professional development to support teachers and instructional staff, including time for teachers to analyze, plan, and refine instruction.
- Have PLC's meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

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

#### **Achieved:**

- ✓The approval of an early dismissal time once week for staff to focus on professional learning communities.
- ✓The purchase and implementation of a revised Second Step program.
- ✓Continue the Student Leadership. Our Student Leadership group meets on a regular basis, with staff sponsorship, and contributes to the overall school climate through global and local projects that support people in need and spirit days.
- ✓Continue the Peer Helper Program with a team of students in Grades 5, 6 and 7. These Peer Helpers support students on the playground by lending a hand, helping to resolve minor disputes or simply to be a friend when one is needed.
- ✓Continue the Peer Tutor Program with a team of students in Grades 6 and 7. These Peer Tutors provide tutoring to primary students.
- ✓Allocating staff meetings to discuss collected data.

### Action Plan:

- Continue to focus on the following:
  - Self-Regulate is the foundation of early learning. (Self-awareness and self-management)
  - Emotional Regulation: process of initiating , maintaining and changing the occurrence, intensity or duration of feelings
  - Behaviour Regulation: organization of social interactions with others and the coordination of physical movements
  - Attention Regulation: the capacity to selectively and consciously focus. It is the basis of persistence, curiosity, memory, cognitive flexibility, planning and problem solving.
- For those students who have challenges that prevent competency in these areas we will implement The Zones of Regulation which is a curriculum to help students gain skills in the area of self-regulation.
- Implement the 'Working Together to Prevent Bullying' Program in Grades K to 7. Each month the school will focus on a key message which will also relate to a monthly virtue.
  - September – Everyone has the right to be safe at school. Virtue - **Faith**
  - October – Bullying is not acceptable. Virtue – **Empathy**
  - November – Everyone needs to learn to live in peace. Virtue – **Conscience**
  - December – We all want to feel included. Virtue – **Hope**
  - January – Conflict is inevitable, bullying is not. Virtue – **Self-Control**
  - February – Telling an adult about bullying is not tattling. Virtue – **Respect**
  - March – Bullying can be stopped. Virtue – **Kindness**
  - April – If you're not part of the solution you're part of the problem. Virtue – **Love**
  - May – Bullying is not a normal part of growing up. Virtue – **Acceptance**
  - June – It's important to communicate well. Virtue – **Fairness**

### 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

- Explicitly teach pre-reading, during reading and post reading strategies (Core 44 and Literacy Place) for expository and narrative text.
- Work towards the implementation of Guided Reading with Professional Development (in school, guests and resources).
- Implement Andrienne Gear's "Reading Power". Teach and practice each of the five Reading Powers: connect, question, visualize, infer and transform administer "RAD" assessment to grades 1 to 3 in the Fall and the Spring of each year.
- Administer "DIBELS" assessment to students in grades K to 3 each school term.
- Continue to focus on early intervention for Kindergarten students to increase the percentage of students who meet the expectations for reading readiness by the end of their Kindergarten year.

- Provide students with special needs the tools to address their learning difficulties (e.g. computers, software programs, learning aids, etc.)
- Celebrate Reading school-wide through an annual "Literacy Week."

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

- Explicitly teach pre-reading, during reading and post reading strategies (Core 44 and Literacy Place) for expository and narrative text.
- Work towards the implementation of Guided Reading with Professional Development (in-school, guests and resources).
- Implement Andrienne Gear's "Reading Power". Teach and practice each of the five Reading Powers: connect, question, visualize, infer and transform
- Administer "RAD" assessment to grades 4 to 7 in the Fall and the Spring of each year.
- Administer "DIBLES" assessment to students in grades 4 to 6 each school term.
- Administer Jerry Johns assessment to students in grades 7 first term and to those students who are "at risk" in subsequent terms.
- Provide students with special needs the tools to address their learning difficulties (e.g. computers, software programs, learning aids, etc.)
- Celebrate Reading school -wide through an annual "Literacy Week."
- Grades 3, 4 & 5 PLC - Focus on explicitly teaching vocabulary.
- Grade 6 & 7 PLC – Focus on main ideas.

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

**Achieved:**

- ✓ Implementation of the revised "Second Step" program.
- ✓ Pro-D day on Restitution
- ✓ Walk a bout at the beginning of each school year.
- ✓ Teaching the Ministry approved "Focus on Bullying" lessons.
- ✓ Student bullying survey
- ✓ Review of survey with all students
- ✓ All behaviour issues including telephone conversations, are being documented
- ✓ Develop and implement a school-wide "Buddy Class" where students are actively involved in positive school community-building activities (older students working with younger students).
- ✓ Promote responsible behaviours toward the environment by having a Green Team which consists of Grade 3 students for composting.
- ✓ Develop a consistent "Class Meeting" format in each classroom.
- ✓ Regular review of assembly behaviour.
- ✓ Implement a School Code of Conduct.
- ✓ Post the St. Michael's Code of Conduct in all classrooms.
- ✓ Communicate the St. Michael's Code of Conduct information in newsletters and on the school web-site.
- ✓ Develop a Behaviour Matrix and post in all areas of the school.
- ✓ Continue to implement an aid to teacher communications (student incident report) regarding behaviour of their students.
- ✓ Complete a Social Responsibility Performance Standard twice a year in each grade.
- ✓ Complete a school wide bullying survey to students in Grades 2 to 7 and review results with the students.
- ✓ Hold an assembly per term that focuses on the monthly virtue
- K,1, 2 PLC – To teach specific self-regulation and attention.
- All staff to provide clear, consistent expectations for student interactions with each other and

their environment, and enforce expectations fairly with consideration given to understanding the context of their behaviour.

- Provide training for new staff members.
- Provide follow up review for staff members.
- Re-survey the students

### **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.

### **St. Michael's Code of Conduct:**

At St. Michael's we believe that all children have the right to learn in a safe, caring and orderly environment. Our expectations are that students will maintain an attitude that is cooperative, courteous and respectful. At St. Michael's we:

- **treat others in a respectful and Christ-like manner.**
  - Jesus was the greatest teacher of kindness and tolerance towards others.
- **respect the property of others.**
  - Personal and shared property needs to be treated with care and respect.
- **follow school rules and play safely.**
  - The school must be a place where all students feel safe.
- **take responsibility for your actions and your learning.**
  - Throughout life, we all make daily decisions and must take responsibility for those decisions. Therefore, we expect St. Michael's students will do the right thing, even if a teacher or parent is not present. This is called acting responsibly.

These fundamental obligations are intended to ensure that students learn in a safe environment free from threats to their physical and emotional welfare, and that the time for teaching and learning is optimized.

Expectations regarding acceptable conduct are made known to all students, parents and school staff, as well as to temporary staff or visitors. The School Code of Conduct will apply to students while at school (including before and after school), while going to and from school, and while attending school curricular or extra-curricular functions or activities at any location.

Behavioural expectations outlined in this code of conduct are consistently taught and actively promoted. It is the intent of this Code of Conduct to encourage and reinforce positive behaviour. It is expected that students follow the St. Michael's Code of Conduct and that school administration, staff, and parents work together to support learning and a positive school climate.

### **1. Safety**

All students and staff have the right to a safe school environment.  
Students are expected to:

- behave in a safe manner. (Play without harming or threatening others.)
- inform an adult, in a timely manner, of incidents of bullying, cyber bullying, harassment

or intimidation.

- arrive at school no earlier than 8:20 am unless involved in an extracurricular activity.
- remain on the school grounds, in the designated areas, at recess and lunch.
- provide written permission from a parent or guardian to leave the school grounds during the school day.
- bicycles, scooters, skateboards, etc. are not to be used on the school grounds (bicycles must be walked onto the school grounds).
- use all playground equipment as it is meant to be used.
- play in designated playground areas as per the playground schedule.
- walk in the hallways.

## **2. Respect**

All students and staff have a right to be respected.

Students are expected to:

- demonstrate empathy towards others.
- be considerate of everyone's feelings.
- listen to the ideas and opinions of others.
- behave in a non-disruptive manner.
- follow staff directions co-operatively.
- when transitioning between classrooms, walk silently in the hallway.
- come to school wearing the school uniform properly.
- care for the property of others.
- care for the school and community environment.

Every act of physical, verbal, emotional, or psychological abuse is not acceptable. Every act of violence against property is not acceptable. This includes, but is not limited to, fighting, bullying, cyber bullying, profanity, belittling, name-calling, intimidating, stealing, threatening, retribution for reporting and damaging property. Failure to respect the authority of St. Michael's staff members is also unacceptable.

## **3. Responsibility**

All students have a right to learn.

Students are expected to:

- be on time.
- be attentive.
- be ready to work and engage in purposeful learning.
- complete school and home assignments to the best of their ability.
- seek help when needed.
- use problem-solving skills to settle differences.
- eat in their classroom, sitting quietly. Eating lunch at school is a privilege that students must respect by demonstrating responsible behaviour.
- support others and be positive role models.
- be accountable for personal property.
- increase personal responsibility and self-discipline as they become older and move through successive grades.
- leave all personal electronic devices (PED) at home. A cellphone is only permitted on school property when a parent has completed a PED Permission Form.

Inappropriate clothing on non-uniform days (i.e. clothing with offensive words/graphics/logos,

shoulders must be covered, midriff (front and back) must be covered at all times, even with arms raised, the length of skirt or shorts must reach or exceed the fingertips when arms are fully extended beside the leg) is not to be worn.

Prohibited items include, but are not limited to knives, fireworks, items which are weapon like or intended to be used as a weapon (including toy knives and guns). Inappropriate items will be confiscated. A meeting with the parents, administrator, and when required the RCMP will take place.

**Our Code of Conduct is designed to provide guidelines for appropriate student behavior while under the jurisdiction of the school or at any school-sponsored function.**

## **Inappropriate Behaviour**

**Inappropriate behaviour can consist of, but is not limited to:**

- rudeness, swearing
- fighting (or play fighting)
- lack of respect for others, taunting
- throwing objects (rocks, sticks, snowballs, etc.)
- defiant behaviour, insolence
- running in the halls
- unauthorized leaving of school grounds
- littering

## **Consequences**

Consequences will be applied in a fair and consistent manner, respecting individual rights, responsibilities, age and maturity; and be restorative rather than punitive in nature. The staff will recognize students who consistently display appropriate conduct. Students will be taught and encouraged to use proactive and appropriate decision-making and social skills. The classroom teacher has primary responsibility for correcting and documenting unacceptable behaviour and minor incidents. In common areas such as playgrounds and hallways, the classroom teacher and supervising adults share this responsibility.

### **Level 1**

For behaviours that are minor violations of the Code of Conduct, a staff member will speak directly to the student. The following consequences may be used to encourage more positive behaviour:

- Reminder/informal discussion
- Use of problem solving techniques
- Verbal or written warning
- Contact with parents/guardian by the classroom teacher
- Separation from peers
- Written or verbal apology
- Restitution for damage

### **Level 2**

For behaviours that are repeated or are more serious, a staff member will speak directly to the student. An incident report may be sent home to parents with a request to review the Code of Conduct and to return the signed sheet back to the school. The following consequences may be used to encourage more positive behaviour:

- Any from Level 1
- Verbal or written warning

- Contact with parents/guardian by the teacher and/or administration
- Creation of behaviour contract or plan
- Removal from the classroom/situation

### **Level 3**

For incidents of a more serious nature, students will be referred to an administrator. The nature and severity of the infraction, the intent behind the infraction and the frequency of the infraction will be considered when determining the level of consequence. It should also be noted that all disciplinary decisions are made in consideration of individual circumstances. The following consequences may be used to encourage more positive behaviour:

- Any from Level 1 and/or Level 2
- Administration involved in discussion/planning consequences
- Official written documentation of the incident
- Directly supervised recess/lunchtime activity
- Lunchtime suspensions
- In school suspensions

### **Level 4**

In accordance with the School Act, the CISVA authorizes the principal to suspend a student. Students may be suspended because their behaviour has a harmful effect on the character or persons of other students, e.g. physical fighting or name calling; or because of vandalism to the school, student or staff property. The Parent or Guardian will be asked to return with their child to meet with the administration and make a commitment to improve behaviour. Some of the consequences from Level 3 may apply.

Please note that if there is a violation of a very serious nature, suspension will be immediate. Parents will be contacted by phone and letter.

It is hoped that this system will encourage students to monitor their behaviour, know what is expected of them, and strive toward maintaining and/or improving their academic and social skills.

**St. Michael's School's** Code of Conduct has been structured to align with and adhere to the standards outlined in:

The *School Act* 85(1.1) 168 (2) (s.1) Provincial Standards Ministerial Order 276/07, effective October 17, 2007

*B.C. Human Rights Code*, (SD 36 Policy No. 10900 and Regulation No. 10900.1)

*CISVA Policy Manual – General School Administration Student Code of Conduct #407*

*CISVA Policy Manual – General School Administration Anti-Bullying #408*

B.C. Ministry of Education: *Safe, Caring and Orderly Schools A Guide* (Nov. 2008) and *Developing and Reviewing Codes of Conduct: A Companion* (Aug. 2007), both found at <http://www.bced.gov.bc.ca/sco/>

## **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 meet to discuss assessment results. Staff meet as a whole or in primary/intermediate teams to share results. The growth plan is discussed at these meetings. Staff meet deadlines for reporting; tracking data and handing is summary of data to the office; informal staff discussions; school based team meetings; weekly staff memos to ensure that relevant information reaches all staff members.

**Communication with parents** - the growth plan is shared with the education committee and committee members are asked for input. The growth will be reviewed at every Annual Parent Meeting. Report cards; Parent-Teacher Conferences; impromptu/informal conversation and verbal feedback; student agendas; newsletters; teachers and Principal notes home/phone calls; school website.

**Communication with students** – assessment results are shared with the students and are told of the school wide goals in the classroom. Daily feedback (through conversation, written notes on work or in agendas; report cards; showcase student work on bulletin board displays; peer evaluation; student self-evaluation; sharing accomplishments with Principal and/or other staff member.

### **School Growth Plan – Progress to Date**

Improving schools monitor and make adjustments to get improved results – at the classroom and school levels. (*Results Analysis, p. 22*)

- What results are we finding so far?
- How are we monitoring our results?
- Have there been surprises or unexpected outcomes?
- Based on our results, what adjustments are we making?

We are finding that a high percentage of our students are falling in the minimally meeting category and that very few of our students are exceeding expectations.

We are monitoring our results by actively discussing school wide assessment at our school growth meetings. We administer the school wide assessments at the same time and often work as a team to mark these assessments. The teachers are given deadlines to hand in summaries of their data to the principal. These summaries are then topics for discussion at our school growth meetings.

There have been no surprises or unexpected outcomes.

Based on our results, we are making adjustments to how we teach reading. Teachers are focused on the explicit instruction of reading strategies and are using reading assessments to guide their teaching. They are using their PLCs to analyze data and to develop instructional practices that will improve student learning.