

Canadian Martyrs Catholic Elementary School

PILLAR

HWCDSEB GOAL STATEMENT

		<p>HWCDSEB GOAL STATEMENT: The staff of the HWCDSEB will work to improve student achievement by providing relevant, supportive and equitable programming that reflects the learning needs and interests of all students. The focus will be on supporting education/career/life planning; providing programming in and outside of the classroom for distinct learning groups; and engaging parent/community partners in programming.</p>
<p>Data</p>		
<p>DATA ANALYZED (Click below to add all data sources analyzed)</p>	<p>► Analysis of Learning Skills Report Card Data K—12 ► EDI Trend Data (FDK) ► Learning Management System (LMS) user statistics data ► Parent participation rates at interviews, downloads of myPath to Success App, participation rates at Board Parent Conference and school parent information nights ► Qualitative school-based data (feedback from Classroom Teachers and school SERTs regarding development, implementation and delivery of IEP Transition Plans) ► Report Card Data FDK- 12 ► Review of IEP Transition Plans ► Tracking of number of community partners supporting Co-op placements</p>	
<p>DATA FINDINGS (From all data analyzed, which data will we highlight for improvement?)</p>	<ul style="list-style-type: none"> -Report Card Learning Skills 3 year trend -EQAO Gender, attitudinal, and contextual data -Staff observation of students in class, on the playground, during transition times, and during school wide events -Monthly Student Award winners based on Catholic Graduate Expectations and other virtues -Student Honour Roll recipients achieving level 4 in all strands of Language, Mathemaitcs, and French from previous year -Director Awards & Graduation Award Winners -Grade 9 report card data from feeder school to Grade 8 teacher 	
Focus/Goals/Targeted Actions/Evidence		
<p>BIPSA FOCUS:</p>	<p>1. Supporting education/career/life planning</p>	
<p>Focus: (Urgent Student Learning Need)</p>	<p>-Focus on student understadning and application of the Learning Skills for greater student achievement and prepartion for each reporting period, which inturn, prepares students for transferrible skills for career/pathway planning.</p>	
<p>GOAL STATEMENT:</p>	<p>The staff of Canadian Martyrs CES will work to support students with explicit teaching and guided student exploration as students develop learning skills, work habits, and goal setting; and work through education/career/life planning.</p>	
<p>BIPSA Targeted Action:</p>	<p>4.1 a) Ensure all students engage in education and career/life planning through the 4-step inquiry process and document and review this learning twice per year in an Individual Pathway Plan (7—12) using Career Cruising and an All about Me Portfolio (K—6). 4.1 b) Explicitly connect instruction and programming to the learning skills and work habits outlined in Growing Success 2010 with particular attention to students at Needs Improvement (N) and Satisfactory (S) on the report card.</p>	
<p>Targeted Actions: If... then... statements</p>	<p>If teachers explicitly outline, define, and explore the learning skills, then students will have a better understanding of successful work habits which will be usefull throughout their educational/career pathways.</p> <ul style="list-style-type: none"> -Direct Instruction -Anchor charts/bulletin boards -Career Cruising Gradual roll out of Creathing Pathways to Success Document IPP -Career Day 	
<p>How will we know when we have achieved this goal? What evidence will we need to collect?</p>	<ul style="list-style-type: none"> -Skopus/Report Card Learning Skills results -Observation -Student Career Interests 	

	Other resources school will use:	Curriculum Department Support
What support &/or resources do we need to be successful at implementation? 	-Carrers Consultant -Colleen McPhee-Millar -SERT -Transition Planning for Special Needs Students -Teacher Librarian - Career Cruising -Community Partnerships	➤ EARLY YEARS CONSULTANT
Catholic School Effectiveness Framework		
Which CSEF Focus Indicators will we have achieved? 	5.1 Comprehensive education and career/family life planning programs meet the learning needs, interests and aspirations of all students. 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and program.	
Month	Incremental Strategy	Results Obtained
September	Alignment of monthly awards & distribution & use of agenda	Teachers monitor proper use of agenda and explicitly teach towards the monthly award theme
October	-Displaying and defining the 6 Learning Skills -"Goal Setting & Effort" activities in class -IEPs updated	-Students will be aware and understand the 6 Learning Skills -Award winners at end of month assembly -IEPs distributed for teacher & parental review and involvement
November	Looking at criteria for the Learning Skills *ongoing assessment of learning skills	Progress Reports (comment on 3/6 learning skills)
December	- career cruising for Gr 7 and 8's - option sheet completion for Gr. 8 *	Option sheets for highschool
January	*	Term 1 Report card data
February	*	
March	*	
April	*	
May	Education Week and Career day *	
June	*	Term 2 Reports