



Halton Catholic District School Board

2015 - 2016

CORPUS CHRISTI CATHOLIC SECONDARY SCHOOL

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

Student Achievement & Learning Action Plan

Corpus Christi Catholic Secondary School, in cooperation with Parish and Community, is dedicated to providing all of its students with an excellent learning environment fostering academics, athletics and the arts. The school and community of Corpus Christi prepare its students for life.



SCHOOL IMPROVEMENT PLAN

INTRODUCTION: School Improvement Planning is used to focus and direct activities, resources and energies on supporting effective instructional practice and improved student learning. The goals and strategies identified in the School Improvement Plan (2015-2016) jointly reflect the system goals and initiatives of the Halton Catholic District School Board, the Ontario Catholic Graduate Expectations, and the recommendations of the Ministry of Education, including Student Success/Learning to 18 and Special Education policy documents.

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

Corpus Christ OSSLT Results

	April 2010	March 2011	April 2012	April 2013	April 2014	March 2015	5 Year Rolling Average
CC	97	94	90	90	95	94	92.6
Board	92	91	90	91	91	90	90.6
Province	84	83	82	82	83	82	82.4

Corpus Christi Math EQAO Results

APPLIED	2009-2010	2010 - 2011	2011 - 2012	2012-2103	2013-2014	2014-2015	5 Year Rolling Average
CC	41	69	67	60	71	83	70
Board	48	57	61	58	57	65	59.6
Province	40	42	44	44	47	N/A	

ACADEMIC	2009-2010	2010 – 2011	2011 – 2012	2012-2013	2013-2014	2014-2015	5 Year Rolling Average
CC	87	91	95	89	91	85	90.2
Board	86	88	89	90	89	87	88.6
Province	82	83	84	84	85	N/A	

Grade 9 Credit Accumulation

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2014-2015
% at 8+	87.96 %	90.8 %	94.97 %	93.07 %	97.23%
Board	88%	91%	89%	93%	88.7%

Grade 10 Credit Accumulation

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2014-2015
% at 16+	86 %	85.35 %	87.3 %	90.32 %	93.35%
Board	83%	82%	85%	87%	84.8%



STUDENT ACHIEVEMENT DATA HIGHLIGHTS

EQAO Highlights – Grade 9, OSSLT 2014-2015

Applied Math: Comparing the previous 5 year average of 61.6%. (2009-2010 – 2013-2014) to the current 5 year average of 70% (2010-2011 – 2014-2015) there is an increase of 8.4%
Academic Math: Comparing the previous 5 year average of 90.6% (2009-2010 – 2013-2014) to the current 5 year average of 90.2% (2010-2011 – 2014-2015) there is a decrease of 0.4%
A high percentage of students passing the OSSLT is evident – 92.6% - 5 year rolling average of FTE Grade 10 students passing.

Student Success Indicators – Credit Accumulation 2014-2015

97.23% of grade 9 students achieved the required eight credits by the end of their first year of secondary school
93.35% of grade 10 students were at or above the target of 16 credits

DEMOGRAPHIC DATA

EQAO by Gender 2014-2015

There is no gender gap in grade 9 Academic Math
There is an 9% gap in favour of males in Applied Math (77% of females at or above provincial standard and 86% of males at or above provincial standard). Note that only 3 female students did not achieve level 3, providing context to the 9% gender gap.
There is a 2% gap on the OSSLT in favour of females – 95% of FTE females were successful and 93% of FTE males were successful.

Exceptionality Data 2014-2015

82% of identified students achieved level 3 or above in grade 9 Academic Math in 2014/2015
62% of identified students achieved level 3 or above in grade 9 Applied Math in 2014/2015
71% of identified students passed the OSSLT in 2014/2015

PERCEPTUAL DATA

The Tell Them From Me Survey was completed by approximately 80% of all students in the fall of 2013. The main purpose of the survey was to measure positive school climate and is a baseline for future tracking.
72% of students reported a positive sense of belonging in 2013-2014
75% of students reported a positive sense of belonging in 2015-2016

THE PRIORITY AREAS OF FOCUS

In order to accurately align with current Ministry of Education initiatives and expectations, school improvement planning processes and the demonstration of our distinct Catholic identity, the following areas of Priority will inform our School Improvement Plan:
Strengthening the Catholic character of our school and programs. Achieving Excellence, Ensuring Equity, Promoting Well-Being, Enhancing Public Confidence.

In conjunction with the Halton Catholic District School Board's Strategic Priorities:

Achieving, Believing and Belonging, our primary foci are:

- To increase student engagement
- To reduce the achievement gap between population sub-groups
- To attain higher levels of achievement and well-being

The SMART goals which follow are a reflection of our data analysis, and ensure that the identified goals are evidence-informed. The Corpus Christi Catholic Secondary School SIP Team is committed to meeting throughout the year to monitor progress and make appropriate adjustments, as necessary, to the School Improvement Plan for Student Achievement and Well-Being.



**SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT : “Priorities For Improving Student Achievement”
PLAN, DESIGN AND IMPLEMENTATION STRATEGIES**

SMART Goals	School Effectiveness Framework Indicators	Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART goals	Evaluation
<p>Literacy for 2015-2016, the EQAO scores of 95% for the OSSLT FTE students will be maintained or exceeded.</p> <p>Numeracy for 2015-2016, the EQAO scores of 83% for applied level math students will be maintained or exceeded.</p> <p>For 2015-2016, the EQAO scores for academic level math students will increase from 85%, the current score, to 87%</p> <p>For 2015-2016, students who achieved level 2 in grade 6 will increase to level 3 or above in grade 9 for applied and academic math.</p>	<p>1.3 Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria</p> <p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student's actions and co-constructed success criteria.</p> <p>4.1 In recognition of each student's dignity, a culture of high expectations, supports the belief that all students can learn, progress and achieve</p> <p>4.5 In recognition of each student's dignity, instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being to develop each student's God-given potential.</p>	<p>Strategies for literacy and numeracy</p> <ul style="list-style-type: none"> Lunch time peer tutoring for all grade 9 students struggling academically, specifically for literacy and numeracy Teachers will continue to incorporate differentiated instruction within their lessons Teachers will employ the use of the 3 part lesson Teachers will work collaboratively on establishing learning goals, success criteria, and common assessment practices. Student Success, Special Education and Student Services will continue with monitoring practices and teacher moderation Mini-High School day - All grade 8 students attend classes at the academic and applied level in English and Math to inform their choices of course selection. <p>Literacy</p> <ul style="list-style-type: none"> Expand the use of CPLC to incorporate common assessment practices and teacher moderation Implement after school literacy course for grade 10 students – identified as having difficulty in results of grade 9 mock literacy test (semester 1) Provide students enrolled in GLE 20 opportunities to work on OSSLT practice questions Administer OCA test to grade 9 applied students and grade 10 academic and applied students School wide weekly reading on Mondays (15 min). <p>Numeracy</p> <ul style="list-style-type: none"> Implement after school numeracy course for grade 9 students identified as having difficulty by surveying teachers and developing criteria Incorporate multiple choice EQAO practice assignments throughout the course in both the Academic and Applied courses. These assignments can coincide with each chapter/unit. Math Teachers will also incorporate Short Answer and open response type questions throughout the unit Incorporate, among all subject disciplines, “EQAO Key Words” in lessons, questioning and assessment/evaluation items. Anchor charts are posted in classrooms Increase the use of manipulatives and technology in all math classes Continue cross panel inquiry in math. (the grade 8 teachers of our associate schools, the secondary Math teachers and the Math itinerant to maintain a grade 7, 8, 9 link and a shared focus) Provide all students enrolled in GLE 10 with opportunities to work on sample EQAO questions Register all grade 9 and 10 students on the “homework help iilc.org” website. 	<p>Literacy Resources:</p> <ul style="list-style-type: none"> EQAO website for resources CPLC OCA test OSSLT practice test <p>Numeracy Resources:</p> <ul style="list-style-type: none"> EQAO website and practice materials Teacher Collaboration for math EQAO prep Manipulatives for the Applied/Academic Course Exemplars used for establishing success criteria Graphing Calculators/ Smartboard Technology/Graphing Technologies and APPS (Desmos/GeoGebra) 3 ACT MATH 	<ul style="list-style-type: none"> On-going teacher Collaboration CPLC Engaging and working with itinerants and consultants to build capacity for strategies mentioned above (differentiated instruction, critical thinking, learning goals, success criteria) Growth mindset Growing Success updates at every staff meeting 	<p>Literacy:</p> <ul style="list-style-type: none"> End of PLC evaluation- assessment of learning task OCA, OSSLT Assessment for, of and as learning throughout the after school literacy courses as well as throughout peer tutoring Mock Literacy test to be repeated in February 2016 – results compared Assessment of Learning based on OCA teaching learning cycle <p>Numeracy:</p> <ul style="list-style-type: none"> Assessment for, of and as learning throughout the school year Referral to after school numeracy courses as well as peer tutoring 	<ul style="list-style-type: none"> Overall measurement of Academic & Applied Math scores on the EQAO Overall measurement of OSSLT scores



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<p>By June 2016, the grade 9 credit accumulation rate of 95% will be maintained or exceeded</p> <p>By June 2016, the grade 10 credit accumulation rate of 93% will be maintained or exceeded</p>	<p>1.3 – Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.</p> <p>4.1 – In recognition of each student’s dignity, a culture of high expectations, supports the belief that all students can learn, progress, and achieve.</p> <p>4.7 – Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being to develop each student’s God-given potential.</p> <p>5.3 – Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available</p>	<ul style="list-style-type: none"> • Student Success initiatives: <ul style="list-style-type: none"> • Credit Recovery • Late/Missing Assignment Policy • Continue to build capacity in Positive Assets through mentoring and peer tutoring program. • Monitor and support ESL/ELL. • Implement Grade 8 Transition Team Initiatives • (3 school visits/connections) • Student success conference and Altitude program. • Activate RTI-Response to Intervention through Student Services and Special Education • Implement use of My Blueprint/IPP to provide activities and resources for students, teachers and parents to explore course planning and all pathways destinations. • Encourage completion of 40 hours of Community Service Hours by the end of grade 9 – Freshman Forty • Volunteer Fair • Course Selection Fair • Transition visits for identified students new to Corpus Christi. 	<ul style="list-style-type: none"> • Search Institute, Board and Ministry Data • Public Health Nurse • My Blueprint • Tell Them From Me Survey • Halton Industry (HIEC) • www.electronicinfo.ca • Ontario colleges.ca • School to career.ca • Apprentice search.ca 	<ul style="list-style-type: none"> • Pathways itinerant to provide information and support 	<p>Credit Accumulation/ Pathways:</p> <ul style="list-style-type: none"> • Use of data from Trillium Selective Mark Report – to determine who will receive early intervention for every reporting period • Crystal Student Success reports – for every reporting period • Progress Reports sorted by comment – followed up by Student Success, Guidance and Special Education • Review of My Blueprint data to determine IPP progress and Pathways • Monitor credits achieved in Semester 1 & 2 • Completed registration of My Blueprint • Failure Analysis forms 	<ul style="list-style-type: none"> • Review credit accumulation for grade 9 & 10 students. • Review completion rate of community service hours for grade 9 students at the end of June, 2016.



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<p>By June 2016, there will be a 5% increase from 72% to 77% in “Positive Sense of Belonging”, as measured by TTFM survey.</p> <p>The 2015 TTFM survey reported a 3% increase from 72% to 75% for “Positive Sense of Belonging”.</p>	<p>3.3 – Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population, and that are consistent with Catholic teaching.</p> <p>3.4 – Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship and witness to Catholic Social teaching</p> <p>2.5 – Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy, Catholic learning environment.</p> <p>6.3 – The school, parish and community build partnerships to enhance learning opportunities, faith formation and well-being for students</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Whole school implementation and development of the Positive Assets model • Student Prayer Group • Expand Parent Engagement Team through Presentations and Workshops • Strengthen partnership with Catholic School Council • SIDE With Us (SIDE = Safety, Inclusivity, Diversity, and Equity) Initiatives which includes the safe schools action team. • Student Groups such as, Best Buddies, Student Council, Student Athletic Council, C5-PA Team, Longhorn Student Alliance (LSA), Interact. • Retreats for grade 9 and 10 • Speak Up Grant for Student Voice • Leadership Opportunities such as OSLC, Rotary Camp, Mentor Camp, Camp Brebeuf, Duke of Edinburgh Award • Student Announcement Teams • Community building activities such as Spirit Days, Spirit Month, C4, Toy Shop, Coffee Houses, Longhorn Café, Popcorn Days • Restorative Practices • Anxiety Workshops and group counselling for students. • School Mental Health Team 	<ul style="list-style-type: none"> • Tell Them Me Survey • Developmental Assets Resources – Search Institute/ Lionsquest/ Our Kids Network • Ministry Resources- Parent Engagement Safe Schools • Focus on Faith Themes • Catholic Graduate Expectations • Halton Region Health Department • Halton Regional Police Service • Chaplaincy Services • Social Worker/CYC • Public Health Nurse • HIEC • Halton Food for Thought • School Mental Health Team 	<ul style="list-style-type: none"> • On-going posting of DA materials on CC net, at staff meetings and via email • Relationship Building with students – connecting with vulnerable students “Doting on the Dotless” • Conferences – OSCA • Restorative Practices – IIRP.org • Subject Council • Lunch and Learns for 21st Century Learning • My Blueprint in-service • System Faith Day • ROCK • Social Media Awareness - Chris Villum 	<ul style="list-style-type: none"> • Results from the Tell Them From Me Survey • Results from the “Doting on the Dotless” activity • Ongoing monitoring and consultation of the SIP • Observation of increased student spirit and engagement and observation of increased attendance at school functions 	<ul style="list-style-type: none"> • Evaluation will be ongoing and results will be available in June 2016.



SIP Team Members

Angie Barden-	Consultant
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Melanie Butera-	Numeracy Itinerant
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Irina Clipa-	Department Head of Math
Mariah Falzon	Student Prime Minister
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Franca Ianni-	Department Head of Canadian and World Studies
Valerie Kelenc-	Department Head of Student Services
David Kennedy-	History Teacher
Martin McNally-	Vice-Principal
Rob Petti-	Computer Science/Computer Engineering Teacher
Myra Pierias-	Religion Teacher
Lisa Raposo-	Literacy Itinerant
Nijole Vaitonis-	Principal