



Principal Alfie Sicoli  
 200 Isabella Street  
 Pembroke, Ontario  
 K8A 5S7

## School Continuous Improvement Plan Cathedral Catholic School December 2008

### WHO WE ARE

Inspired by our rich heritage and challenged by the struggles of our past, we are an inclusive Catholic educational community called to express our mission as church to pass on the Good News of Jesus Christ, to make it relevant in the world today, and to be the hope for the future.

Renfrew County Catholic  
 District School Board  
 Vision Statement 2002

At Cathedral Catholic School, we combine true gospel values with academic excellence. We respond to the needs of our school community with open hearts and open minds, enhancing the learning experiences of each student. Active partnerships involving clergy, parents and staff create a safe, warm and hospitable place to learn.

Cathedral Catholic School  
 Mission Statement

### WHAT WE VALUE

- ✓ Quality academic and social learning environments in a moral and ethical framework, through the guidance and teaching of the Good News of Jesus Christ.
- ✓ A welcoming Church, home and school environment that celebrates the partnership in education and recognizes parents and guardians as our students' first teachers.
- ✓ A philosophy of caring that directs all teaching towards nurturing individual skills and abilities based on each student's best potential.

### EQAO PROVINCIAL ASSESSMENTS

**Note:** "Research and practice have shown that improving student achievement is a slow, gradual process. It is possible that results will fluctuate from assessment to assessment. However, significant and sustainable improvements in student achievement require focussed and persistent attention over time."

**Quote from EQAO Educator's Handbook**

### Note:

1. **It is important to understand that the EQAO test results may not always reflect the students' results on his/her report card, since the EQAO tests are only one 'snapshot' of assessment. The term report cards reflect an assessment compilation of units, themes, topics, weekly tests, class participation, notebooks, projects and daily work.**
2. **Each year the performance dynamics of the Grade 3/6 students change. Subject strengths and weaknesses differ as well as Special Education needs from year to year.**
3. **Parents should not be overly alarmed with individual student performances, since the EQAO results ARE primarily school-based data. The scores are used to identify patterns, strengths, weakness, problem areas etc., which in turn will be used in the development of the school's annual improvement plan. The child's individual scores are sent home to the parent. A copy is placed in the student's OSR (Ontario School Records).**

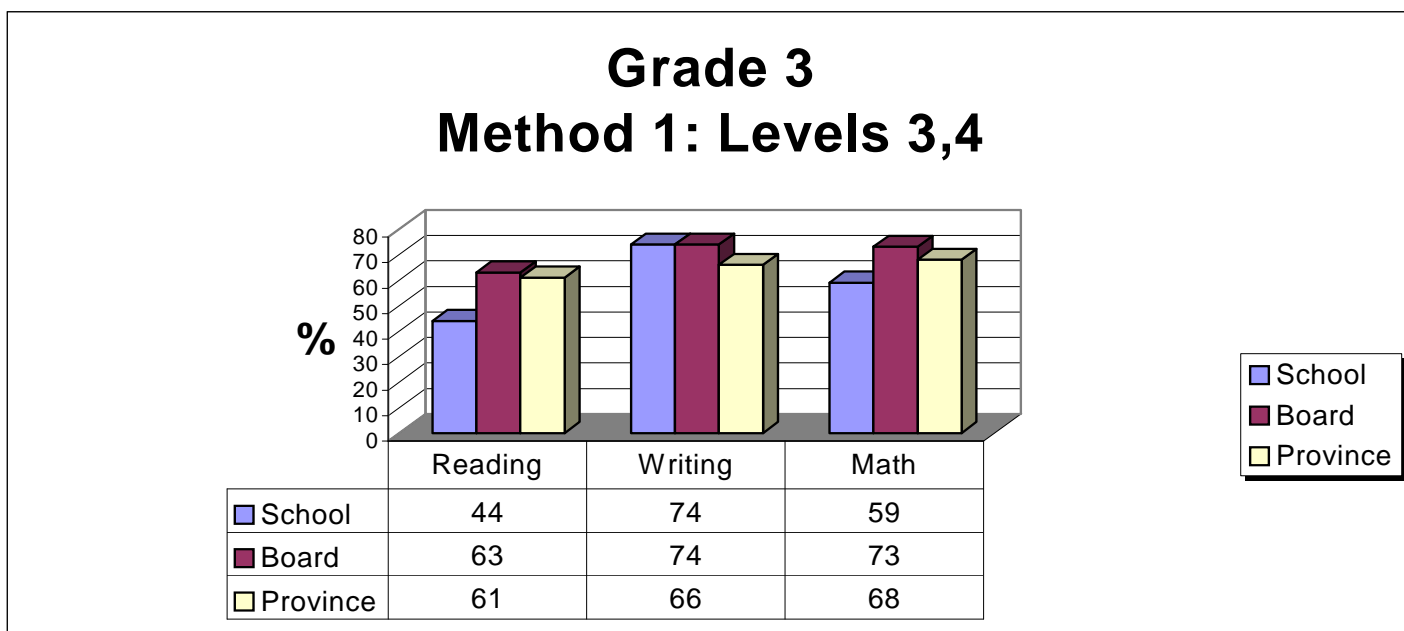
### What Parents Must Do To Help

The testing agency, EQAO, (Education Quality and Accountability Office), recommends that parents can help improve their children's reading, writing and mathematics skills in these ways:

- ❖ that parents talk about reading regularly with their children by discussing what they are reading, helping them understand it and encouraging them to read a wide range of materials in any language.
- ❖ that parents regularly listen to their children read.
- ❖ to involve the Parish within the home in students' religious education.
- ❖ to read scripture daily.
- ❖ to integrate Gospel values and traditions in children's activities at home.
- ❖ to increase student and family awareness on the importance of daily prayer, and sacramental responsibilities.
- ❖ that parents and teachers work together to engage students in enjoyable and useful writing activities such as lists and notes about everyday activities, poems, letters, neighbourhood newsletters or classroom publications.
- ❖ that parents communicate with teachers, describing home-based and out of school activities they can do with the children to develop mathematical skill in number sense, measurement, patterning, geometry, graphs and probability.
- ❖ that parents, students, school councils and community members learn more about the provincial curriculum and school programs, in order to understand the various ways which student achievement is assessed and to become informed about the improvement process in schools and in the school board.

**HOW WE ARE DOING: GRADE 3 ASSESSMENT RESULTS**

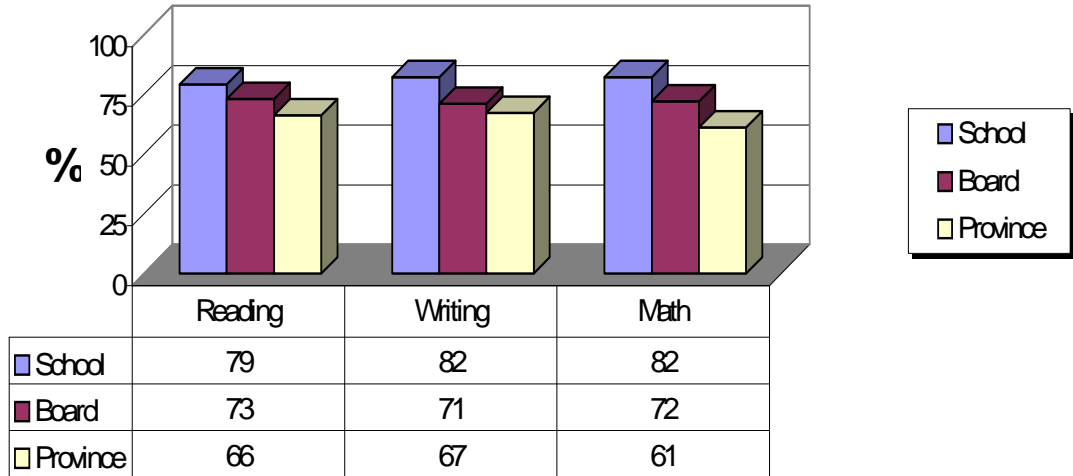
The Renfrew County Catholic District School Board is celebrating student achievement this year after province wide test results showed its Grade 3/6 and 9 students have surpassed the Province in Reading, Writing and Mathematics. In May of 2008, the EQAO administered a three-day unit that students worked on for two hours each day. The unit called **Change** was based on the expectations of the Ontario Curriculum. Achievement is described in four levels for Reading, Writing, Mathematics Categories and Mathematics Strands. The EQAO reported the results of School, Board and Provincial achievement using **Method 1** which includes all Grade 3 students. Realistically, Cathedral’s results would be higher than presented by Method 1, if exempted students were not included in the calculations, since this would reflect the actual dynamic or make up of the classroom being tested. At Cathedral, we had two Grade 3 classes taking the tests for a total of 27 students (1 student was exempted from taking the test in all 3 subject areas and 19% were receiving Special Education).



**HOW WE ARE DOING: GRADE 6 ASSESSMENT RESULTS**

In May of 2008, the EQAO administered a three-day unit that students worked on for two hours each day. The Grade 6 unit called **Perspectives** was based on the expectations in the Ontario Curriculum. Achievement is described in four levels for the Reading, Writing, Mathematics Categories and Mathematics Strands. The EQAO reported the results of School, Board and Provincial achievement using **Method 1** which includes all Grade 6 students. Realistically, Cathedral results would be higher than presented by Method 1, if exempted students were not included in the calculations, since this would reflect the actual dynamic or make up of the classroom being tested. At Cathedral we had two Grade 6 classes taking the tests for a total of 28 students (0 students were exempted from taking the tests in all 3 subject areas and 23% were receiving Special Education).

## Grade 6 Method 1: Levels 3,4



### COMPARISONS / PATTERNS / NEXT STEPS

#### COMPARISONS (Grade 3 Assessment Results – Cathedral)

	2003-2004 (3,4)	2004-2005 (3,4)	2005-2006 (3,4)	2006-2007 (3,4)	2007-2008 (3,4)
Reading	44%	R-50%	R-58%	R-72%	R-44%
Writing	44%	W-56%	W-50%	W-69%	W-74%
Math	44%	M-59%	M-73%	M-79%	M-59%

#### COMPARISONS (Grade 3 Assessment Results – Board And Province)

##### Board

Reading	52%	R-62%	R-69%	R-69%	R-63%
Writing	56%	W-62%	W-65%	W-70%	W-74%
Math	67%	M-69%	M-71%	M-77%	M-73%

##### Province

Reading	54%	R-59%	R-62%	R-62%	R-61%
Writing	58%	W-61%	W-64%	W-64%	W-66%
Math	64%	M-66%	M-68%	M-69%	M-68%

#### COMPARISONS (Grade 6 Assessment Results – Cathedral)

	2003-2004 (3,4)	2004-2005 (3,4)	2005-2006 (3,4)	2006-2007 (3,4)	2007-2008 (3,4)
Reading	69%	R-59%	R-61%	R-62%	R-79%
Writing	63%	W-62%	W-41%	W-48%	W-82%
Math	51%	M-41%	M-59%	M-57%	M-82%

#### COMPARISONS (Grade 6 Assessment Results – Board And Province)

##### Board

Reading	63%	R-59%	R-67%	R-67%	R-73%
Writing	60%	W-56%	W-65%	W-61%	W-71%
Math	67%	M-61%	M-65%	M-66%	M-72%

## Province

Reading	58%	R-63%	R-64%	R-64%	R-66%
Writing	54%	W-59%	W-61%	W-61%	W-67%
Math	57%	M-60%	M-61%	M-59%	M-61%

### **OVERALL PATTERNS (Grade 3 Assessment Results – Cathedral)**

- there has been an increase in Writing results over last year, but a decrease in Reading and Math results.
- 2007-2008 has shown a 28% decrease in Reading, a 5% increase in Writing and a 20% decrease in Math over 2006-2007.
- after careful scrutiny of the data and with some fluctuation of results over the years, it would appear that there are no major concerns at this time, however goals and actions will be put in place in an attempt to improve these marks in the May 2009 assessment year. Last year's main focus was on Writing and it is noted that there was a significant increase.
- 1 student was exempted from taking the tests and 19% of the students were receiving Special Education.
- for the Grade 3/6 students, Cathedral's main thrust and focus will continue to be, to try to move more students from level 2 to level 3 and from level 3 to level 4 over the coming year.
- we will collect as much data from the EQAO results and strive to use this data to inform staff, to improve teaching practice and continue to improve our Grade 3/6 results by 5%.

### **OVERALL PATTERNS (Grade 6 Assessment Results – Cathedral)**

- the 2008 results show a significant increase in Reading, Writing and Math as compared to the 2007 assessment year.
- Reading increased by 17%, Writing increased by 34% and Math increased by 25% over last year's results.
- 0 of the Grade 6 students were exempted from the tests in all three subject areas and 23% of the Grade 6 students were receiving Special Education.
- Reading and Math still continue to be a focus, therefore the following areas listed below would continue to require immediate attention.
- Non-fiction Writing will become a major focus for school year 2008-2009 in both Grades 3 and 6.

## **Math**

1. Problem Solving
2. Understanding of Concepts
3. Application of Mathematical Procedures

## **Math Strands**

1. Number Sense and Numeration
2. Geometry and Spatial Sense
3. Measurement
4. Patterning and Algebra
5. Data Management and Probability

## **Actions**

1. Focus and attention will be directed to problem solving techniques, understanding and applying concepts taught and **explaining** how problems are solved, especially in the areas of Number Sense and Numeration, Geometry and Spatial Sense, Measurement, Patterning and Algebra, Data Management and Probability.
2. The purchase of a new Math series for the Junior/Intermediate divisions to provide consistency with the series purchased for the Primary grades last year.

## **Next Steps**

- Goal 1:** To try and improve overall student achievement in the Grade 3/6 Math Assessment by 5%
- Goal 2:** To focus on the areas of problem solving, understanding of concepts and communication of required knowledge.
- Goal 3:** To encourage more parental involvement with children's homework and school work in general.
- Goal 4:** To try to improve the overall Reading/Writing/Math levels for Grade 3/6 during testing year 2008-2009, by 5% over last year.
- Goal 5:** To continue to implement the Knowing Math program for Grade 6 students and to provide additional support in the classroom in an attempt to raise 2 level 2 students to level 3.
- Goal 6:** To meet with staff, discuss, identify and implement best practices from a demographically similar school in an attempt to improve test results in Reading, Writing and Math by 5%.
- Goal 7:** To assign 2 tutors, 1 for Grade 3 and 1 for Grade 6, from the Ministry's Tutors in the Classroom Initiative, to the Grade 3/6 classrooms, to work closely with the 2 identified level 2 students targeted for intervention.

### **Goal 1 Action Plan**

- To provide test results and improvement plan to individual teachers, outlining improvement areas and recommendations.
- To initiate regular divisional grade meetings to interpret and share results with colleagues.
- To continue to use Ministry Anchor booklets to help with planning and teaching.
- To provide copies of past test questions to parents, in order to develop an increased awareness of question types.
- To plan a curriculum Math evening for parents in February (EQAO assessment awareness evening).
- Continued use of Math Problem of the Week.
- To focus on Math terminology (posters, glossaries, charts, graphs).
- Apply problem-solving methods to day-to-day activities.
- Continued use of Math manipulatives.
- Continued teacher participation in professional development, workshops and courses.
- Continued implementation of the Ontario Math curriculum.
- To share EQAO results with the school community.
- To include some Math Literary articles in the school newsletters.
- To encourage all parents to continue to assist their child(ren) with homework.
- To continue to encourage the use of Math Trek 1-2-3 and Math Trek 4-5-6 computer programs.
- To make the Math Trek computer program available to parents for their own home computers.
- To implement a Daily Math Problem Solving activity.
- Weekly parent communication.

### **Goal 2 Action Plan**

- To continue to share authentic assessment strategies (e.g. rubrics – what a Level 3 or Level 4 work looks like) with staff students and parents.
- To encourage continued use of portfolios in the classroom.
- To encourage continued use of a variety of assessment strategies (unit tests, portfolios, interviews, rubrics, student self-assessment).
- Continued implementation of the Ontario Curriculum Achievement Levels.
- To continue to add to school resource inventory.
- On-going inservice of teachers on assessment strategies and reporting procedures.
- To continue to use the PM Benchmarks, CASI and Prime Assessment tools to gather data to inform instruction.

### **Goal 3 Action Plan**

- To encourage parent involvement with school related initiatives through communication via newsletters, memos and school council.
- Pizza Hut Reading Reward Program in the Primary grades.
- To continue to encourage use of the Agendas through messages in the newsletters.
- To encourage use of the Homework Tips booklet sent home last year, and to make it available to new families to our school community.
- To have a curriculum awareness evening for parents in an attempt to bring awareness to the EQAO Provincial assessment.
- To initiate a Homework Evening in the Fall for parents.

### **Goal 4 5 and 6 Action Plan**

In an attempt to enhance and encourage Early Literacy, Cathedral will be involved in the following literacy activities:

- Bi-monthly 15 minute whole school reading initiative.
- Family Literacy Day initiative.
- Web site ([www.guysread.com](http://www.guysread.com)) initiative, which encourages boys to read.
- School Council Library Renewal initiative.
- Student Peer Reading Buddies (Grade 1 and Grade 5).
- To implement a Daily Language Review Program.
- To implement at least two strategies from the Write Traits Kit to help improve Writing skills.
- To meet with the program coordinator, principal and teachers of a demographically similar (Our Lady of Fatima-Renfrew) school in October, to discuss, identify and implement best practices in an attempt to improve our overall test results by 5% for school year 2008-2009.

- To establish SMART goals (1 per term) to identify improvement areas based on the EQAO and assessment data divisionally and by grade.

**Details of the following initiatives and activities will be explained in various newsletters and notices sent home.**

**\*Be watching for more information. This report can be found on our web page at**

**<http://www.rccdsb.edu.on.ca/cathedral>**

*This school profile and improvement plan has been assembled from a variety of sources for the school year 2008-2009. It indicates how the Grade 3/6 students did in the Ministry Assessment testing process during May of 2008. It also describes the programs and initiatives that the school will offer this school year. This report has been approved by the School Council, posted on Cathedral Catholic School web page and is available in hard copy to all parents in the Cathedral Catholic School community.*