

**2010-2013 Catholic School Learning Plan for Queen of Heaven Catholic School
2010-2011 (Year 1) Progress Report**

Pillar	SMART Goals	Action Plans to Support SMART Goal(s)	Completed	In Progress	Comments
Catholic Community, Culture, and Caring	<ul style="list-style-type: none"> By June 2013 the number of students feeling safe and secure at school will increase 5% as reflected in fewer disciplinary incidents and suspensions tracked through Safe Schools Incident Reporting. 	<ul style="list-style-type: none"> Greater emphasis to be placed on explicit strategies to demonstrate strong citizenship, leadership and advocacy through increased student council and youth faith ambassador initiatives Increased PALS participation on primary yard during recess periods to increase student's sense of safety and inclusion Introduction of Peer Mediation to solve conflicts in yard during recess periods to increase student safety Safe Schools Incident Reporting will monitor school success in lowering incidences of bullying Virtues program sustained through community building initiatives to continue outreach and leadership opportunities 		X	<ul style="list-style-type: none"> Focus on building community has increased student sense of safety Student, staff and parents support and approve the monthly community building and virtues assemblies which include positive reinforcement recognition through Outstanding Student of the Month certificates Students continue to reach out into the community and increase participation in social justice initiatives (food drives, Terry Fox, Jump Rope for Heart, MS Read-a-thon, Make Change for Japan, Share Life, T. D. Waterfront Clean Up) School Council financially supports PALS program. School budget reflects anti-bullying focus
Literacy	<ul style="list-style-type: none"> By June 2013 the number of students achieving grade level expectations set out for them per Ministry guidelines will increase 30% compared to the 2009-2010 Grade 3 Assessment of Literacy and 5% compared to the Grade 6 2009-2010 Assessment of Literacy. 	<ul style="list-style-type: none"> Continued emphasis on high yield teaching strategies based on the Ontario Curriculum expectations in the classroom to include guided reading/practice, use of anchor charts and success criteria, differentiated instruction, use of descriptive feedback Develop cross curricular activities within defined literacy block Teaching/classroom learning environment designed to be flexible and facilitate student learning and engagement Review current model of resource support to maximize student achievement Ongoing P.D. for staff through use of SAT, SAO at division and staff meetings Allocate budget to develop independent reading libraries in higher grades 		X	<ul style="list-style-type: none"> Data (Report Card, PM Benchmark, CASI, summative tasks) has demonstrate marked improvement in student achievement levels Exemplars of student work demonstrates higher percentage of Level 3 achievement as well as movement from NEI to Level 1 and Level 1 to Level 2 achievement Students K- 8 engaged in guided reading/guided practice Staff continues to participate in P.D. and TLCP sessions and apply high yield strategies in their daily teaching Growing Success strategies are reflected in teacher's assessment practices

		<ul style="list-style-type: none"> Ensure student/parent understanding of curriculum expectations and assessment practices through ongoing communication (newsletter, website, parent evenings) 			<ul style="list-style-type: none"> Moderated marking opportunities to continue
Numeracy	<ul style="list-style-type: none"> By June 2013 student performance will increase by 20% compared to the 2009-2010 EQAO Assessment of Numeracy. 	<ul style="list-style-type: none"> Continued emphasis on high yield teaching strategies based on the Ontario Curriculum expectations in the classroom to include 3 Part Lesson (introduced at May staff meeting to begin discussion and begin to plan use of this teaching approach) All staff completed gap analysis of manipulatives available in the classroom Consistent use of math manipulatives in the classrooms Build on understanding and use of technology to support mathematical thinking Implement consistent application of word walls and anchor charts in all classes Ongoing P.D. for staff through use of SAT, SAO at division and staff meetings Allocate budget to support math initiative/focus Ensure student/parent understanding of curriculum expectations and assessment practices through ongoing communication (newsletter, website, parent evenings) 		X	<ul style="list-style-type: none"> Data (student work, Report Cards,) have demonstrate marked improvement in student achievement levels Math manipulatives have been inventoried and purchased. In process of organizing materials by class Focus for next year will be on the 3 part math lesson Teacher PD sessions to focus on developing greater understanding and use of 3 part math lesson using LNS Capacity Building Series
Pathways and Transitions	<ul style="list-style-type: none"> By June 2013 the graduation rate for Dufferin-Peel students will increase 5% 	<ul style="list-style-type: none"> Continued transition planning beginning in Grades 6 & 7 Continued IEP development according to needs of the student Continued sharing of information for successful Transitions from Elementary to Secondary Ongoing positive communication between elementary/ secondary school and parents Secondary/Feeder School networking meetings to continue PPM140 transition planning on IEP's to continue for students with ASD and all special needs students moving from grade to grade 		X	<ul style="list-style-type: none"> TRIADS/Monthly Team meetings focus on planning for students on IEP's Resource staff attends Network meetings and reports back to school team on all initiatives Regular and ongoing communication with St. Paul Secondary administration and ARD (resource) staff Ongoing, regular communication with parents (open house dates, IEP input, specialized programs) Staff provide social narratives, DVD's to special education students as they transition from grade to grade in the school and as new students from other schools transition into Queen of

					Heaven (Needs Moderate Class, SERC, Community Living JK students)
Employee Support and Training	<ul style="list-style-type: none"> By the end of June 2013, an attendance support program and system-wide training protocol will be developed and fully operational 	<ul style="list-style-type: none"> Administrators attendance at and completion of mandatory and optional training sessions Compliance with Emergency Procedures Training for all staff School staff are appropriately certified, trained, and qualified Successful completion of training requirements pertaining to Violence and Harassment in the Workplace Policies and Procedures as required by Bill 168 		X	<ul style="list-style-type: none"> Continue to keep staff abreast of TRACS budget. Continue to provide staff PD through board level networks, TLCP's, staff and division meetings. All professional learning opportunities support teaching and learning that is aligned to the Ontario Curriculum All professional learning opportunities are based on current data and research PAR Planning aligned to Ministry initiatives, board and school plans
Expanded Accountability and Transparency	<ul style="list-style-type: none"> By June 2013, all employees, schools and departments, as appropriate, will demonstrate compliance with the Catholic Code of Ethics, Supply Chain Management policies, hiring practices, construction project tendering procedures (where applicable) and transportation policies and procedures 	<ul style="list-style-type: none"> Budgets as demonstrated by fully transparent record keeping and reporting processes Full use of iRen Financial system reports and SchoolCash.Net system for operating and reporting purposes School budget is aligned with school expenditures School Council is well informed of financial accountability and procedures, as well as, budget priorities and pressures Adhering to G.A.P. reporting processes and timelines regarding School Generated Funds Adherence to Supply Chain Management policies and procedures 		X	<ul style="list-style-type: none"> Continue to work with school secretary and board staff (purchasing department) to ensure that we have put all the necessary processes in place at school level. Continue to share information regarding collection and handling of money with staff and school council each school year to ensure policies are being followed. Ensure that the school budget is aligned to system/school goals for improved student achievement Continue to make decisions based on the needs of the school, division, grade level and classroom necessary for improved student achievement