

**2010-2013 Catholic School Learning Plan for St. Thomas More
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 the end of June 2013, St. Thomas More students' sense of belonging, inclusion, connectedness, and safety will increase compared to baseline data to be collected using the Catholic, Community, Culture and Caring Survey in 2010-2011. 	<ul style="list-style-type: none"> Continuation of Catholic Community of Culture and Caring Action Team (CCCCAT);PALS, Anti-Bullying Administration of Catholic Community, Culture, and Caring School Climate Survey Virtues Education – assemblies, announcements, bulletin boards, classroom activities Participation in social justice initiatives and activities Maintain positive school-parish relationships and school-community partnerships Promote Student Leadership: Youth Faith Ambassadors, Recycling Promote Green and Healthy School Initiatives 	<p align="center">☑</p>	<p align="center">☑</p> <p align="center">☑</p> <p align="center">☑</p> <p align="center">☑</p> <p align="center">☑</p> <p align="center">☑</p>	<p>-continue focus on anti-bullying and cyber bullying</p> <p>- School Food and Beverage Policy introduced to staff, council, pizza days</p>
Literacy	<ul style="list-style-type: none"> By June 2013, student performance on the Primary EQAO assessment of reading will increase by 3% By June 2011, will reduce the gap between girls and boys EQAO assessment of writing by 2% 	<ul style="list-style-type: none"> Support differentiated instruction strategies Provide opportunities for teacher moderation and networking Continue to support guided reading across primary division Begin implementation of guided practice in the junior division Enhance the quality of descriptive feedback given to students Align schedules where possible to provide uninterrupted blocks of time for literacy instruction 	<p align="center">☑</p>	<p align="center">☑</p> <p align="center">☑</p> <p align="center">☑</p> <p align="center">☑</p> <p align="center">☑</p>	

		<ul style="list-style-type: none"> • Success criteria and student generated anchor charts are visible to students in the classroom to support accountable talk and the needs of diverse learners. 			
Numeracy	<ul style="list-style-type: none"> • By June 2013, student performance on the Primary & Junior EQAO assessment of mathematics will increase by 3% 	<ul style="list-style-type: none"> • Support the practice of the 3-part lesson model • Continue to encourage the use of Homework Help Program of on-line resources for students in grade 7 & 8 		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	- All Intermediate registered
Pathways and Transitions	<ul style="list-style-type: none"> • By June 2011, grade 8 students will be provided with increased opportunities to visit feeder secondary school to support transition to secondary school 	<ul style="list-style-type: none"> • Continue to liaise with Secondary personnel to develop effective transitions • Continue grade 8 visits to secondary school • Continue intermediate focus of differentiated instruction • Continue to encourage open communication • Engage parents and students through the Welcome to Kindergarten evening • Continue to encourage partnerships with community organizations 		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> -Welcome to Kindergarten had 60 % of registered students attend -Partnership – Philip Pocock Secondary School, York University, Canusius College, Sheridan College, Peel Regional Police, Peel Health, Tomken Public School,
	<ul style="list-style-type: none"> • Professional learning aligns with curriculum expectations 	<ul style="list-style-type: none"> • School wide focus on Eco School initiative • Intermediate division focus - Integrated Arts initiative • Primary division –Literacy stream sessions • Junior Division continue literacy focus 		<input checked="" type="checkbox"/>	-School achieved Silver status
Employee Support and Training	<ul style="list-style-type: none"> • By June 2013, an attendance support program and system- 	wide training protocol will be developed and fully operational			
Expanded	<ul style="list-style-type: none"> • Ensure financial 	<ul style="list-style-type: none"> • Continue to demonstrate fiscal 		<input checked="" type="checkbox"/>	

Accountability and Transparency	accountability and transparency	responsibility <ul style="list-style-type: none">• Continue to implement financial support tool• Continue to comply with board GAP and best practices in areas of fiscal responsibility and accountability			
---------------------------------	---------------------------------	---	--	--	--