

	on each E.Q.A.O. assessment of Literacy.	<p>focus on curriculum, assessment and evaluation, analysis of data to identify and monitor learning needs.</p> <ul style="list-style-type: none"> • Participate in the Collaborative Inquiry Learning Network for Literacy to foster teacher inquiry collaboration and growth. • Opportunity to share resources at divisional/ staff meetings • Use of common resources to support Guided Practice. • Differentiated Instruction strategies implemented in all divisions. Classroom Learning Profiles, Focus on 5 (junior division); incorporate use of assistive technology as appropriate • Focus on Guided Practice, Independent Reading, Accountable Talk, Success Criteria, and Anchor Charts • Provide descriptive feedback for scaffolding student learning 	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>Continue to promote information/webcasts provided to the schools by the Literacy and Numeracy Secretariat.</p> <p>Continue with current event subscriptions to “What in the World” and “Canadian Reader”</p> <p>Purchased Guided Reading tables for K to 5 classes.</p> <p>Purchased more balanced literacy resources (e.g. Moving Up, Literacy Place)</p> <p>Book Study (Leading The Way to Making Classroom Assessment Work) to support classroom assessment practices.</p> <p>Continue to share successful practices and resources to support program planning.</p>
Numeracy	<ul style="list-style-type: none"> • By June 2013, student performance in Dufferin-Peel will increase by 5% on each EQAO assessment of 	<ul style="list-style-type: none"> • Use of SMART board technology • Support the On-line Homework help program • Begin to implement the use of 3-Part Lesson Model and 4-Part Problem Solving method on a school wide basis 	<p>X</p>	<p>X</p> <p>X</p>	<p>Require Special Assignment Teacher support to assist with the implementation of the 3-Part Lesson Model. Provide opportunities for staff to collaborate on 3-Part Lesson</p>

	numeracy	<ul style="list-style-type: none"> • Use of manipulatives to support accountable talk and diverse learning needs • A minimum of 60 minutes is provided daily for mathematical instructions • Mathematical instruction and assessment and evaluation is varied to meet the needs of the diverse learners • Teachers attending in-services and Summer institutes on the 3 Part Math Lesson 			<p>Planning among grade partners and between divisions. Share best practices.</p> <p>Consider selecting Program support for Primary Math for next year</p> <p>Provide opportunities for staff to collaborate on 3-Part Lesson Planning among grade partners and between divisions. Share best practices.</p> <p>Continue the use of SMART Boards to engage students in mathematical learning.</p> <p>Continue to promote Homework Help for students and OERB site for teachers.</p>
Pathways and Transitions	<ul style="list-style-type: none"> • By June 2013, the graduation rate in Dufferin-Peel will increase by 5%. 	<ul style="list-style-type: none"> • Promotion of Careers Day program • Communicate with the High school to plan visits and to facilitate transitions. • Further develop connection and interactions with community partner • Continue with community partners to enhance student learning opportunity, • Annual Education Plans for gr.7 and 8 and Student Profiles for all students. • Provide Parent sessions- Welcome To Kindergarten parent session, Grade 8 graduation, retreats. • Active Student Council 	X	X	<p>Continue to work closely with the feeder school to ensure a successful transition to grade 9.</p> <p>Continue with visits to the high school for orientation session and to participate in the events that are taking place i.e. The school play.</p> <p>Include high school team in transition meetings for our special needs or at-risk students.</p> <p>Continue to invite Fire department, O.P.P. community officer, Library, Retirement Residence personnel, church leaders and liason into the</p>

					school to provide programs to all of our students. Continue to provide opportunity parent volunteer program.
Employee Support and Training	By the end June 2013, <ul style="list-style-type: none"> Administrators and associated staff participate in the necessary training associated with Employee Support and Training Outcomes 	<p>Administrator Training:</p> <ul style="list-style-type: none"> Attendance Support Program Emergency Preparedness Equity and Diversity Strategy <p>Staff Training:</p> <ul style="list-style-type: none"> Violence and Harassment Training, Bill 168 Equity and Diversity Strategy First Aid Training <p>Succession Planning</p> <ul style="list-style-type: none"> Mentoring Support of others pursuing aspirations 	X	X X	<ul style="list-style-type: none"> Continue to ensure training for staff as directed by Dufferin-Peel Catholic District School Board Continue to support staff in their professional development
Expanded Accountability and Transparency	<p>Balanced School Budget: By the end of June 2011, School will report a balanced budget.</p> <p>School Generated Funds: By the end of June 2011, school will report (annually) the collection and use of school generated funds, consistent with Board policies and procedures.</p>	<p>Continue to monitor on a monthly basis</p> <p>Continue to monitor monthly to ensure implementation of appropriate SGF policy.</p>	X X	X X	Continue to allocate funds to support students' learning needs and aligned with school focus.

	<p>School Councils: : By the end of June 2011, School will adhere to the collection, recording and reporting processes for funds that are generated through their activities.</p> <p>Physical Resources: : By the end of June 2011, school will have completed a current fixed Asset Management Report and be able to provide updates as required</p>	<p>Continue to monitor monthly to ensure implementation of appropriate <u>School Council</u> collection, recording and reporting processes are in place.</p> <p>This has yet to be implemented</p>		<p>X</p>	
--	---	--	--	----------	--