

**2010-2013 Catholic School Learning Plan for St. Bernard of Clairvaux  
2010-2011 (Year 1) Progress Report**

Pillar	SMART Goals	Action Plans to Support SMART Goal(s)	Completed	In Progress	Comments
<b>Catholic Community, Culture, and Caring</b>	<ul style="list-style-type: none"> <li>By the end of June 2013, St. Bernard of Clairvaux 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 (Year 1 of the CBLP).</li> </ul>	<ul style="list-style-type: none"> <li>Establish, define and maintain a CCCAT</li> <li>Continue to provide students with the opportunity to develop their leadership skills and demonstrate servant leadership</li> <li>Continue to integrate our Virtues program throughout our day and within our classrooms</li> <li>Continue to provide our students with cooperative learning opportunities building their skills and respect for individual differences</li> <li>Continue to respond to various opportunities to reach out and help others in need through fund raisers and other vehicles</li> <li>Continue to work with our Parish team to build a strong school, home and parish relationship, helping to support our new parish as they work to build a new church.</li> <li>Continue to build and</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p>At our school we have been working to establish a Catholic Community of Culture and Caring Action Team (CCCAT) which has included our CYW, our Vice Principal, 2 parent reps and class representatives from grades 3 to 8. This will continue to be a focus for the upcoming year as we define and expand their role</p> <p>Our students have many opportunities to develop their leadership skills, such as Peer Mediators, PALS, Office Helpers, Kindergarten Helpers, Intramural Leaders to mention a few.</p> <p>We continue to have monthly Award Assemblies where the Virtues are highlighted and students are recognized. The Virtues continue to be a focus during morning announcements and in classrooms.</p> <p>Our grade 7 students hosted a Multicultural Night on May 19, 2011 for our school community. As well we produce a Diversity Newsletter for our school community.</p> <p>As a School community we have reached out to help others in many ways, such as Terry Fox, Eden Food Bank, Project Love Share Life and Christmas Baskets to mention a few.</p> <p>We continue to work with our Parish Team organizing liturgies, School Masses, and retreats for our students in the sacramental years. Sister Nocy, from our Parish, has visited many classrooms throughout the year.</p> <p>We have had our Community Police officer visit many of our classrooms, we have had the Reduce Abuse in Drugs Program</p>

		enhance our relationship with various local community partners such as Junior Achievement			(RAID) work with our grade 6 students, our grade 1 students visited Peel Safety Village, our students have visited the our local library, participated in the Swim to survive program, bike safety presentation for our primary students, to mention a few.
<b>Literacy</b>	<ul style="list-style-type: none"> <li>By June 2013, student performance in St. Bernard of Clairvaux will increase by 5% compared to 2009-2010 on EQAO assessment of literacy.</li> </ul>	<p><b>PRIMARY DIVISION</b></p> <ul style="list-style-type: none"> <li>Use of PM Benchmarks for guided reading and practice</li> <li>ELL intervention for students in stage 1 and 2 supporting their language development</li> <li>Monthly Team Meetings (special services and/or in school support staff) to review students at risk and their academic progress</li> <li>Instructional strategies are mapped out for the year by grades</li> <li>Coordinated same grade partner planning time to facilitate planning and moderated marking</li> <li>Special Education staff to regularly review the Individual Educational Plan (IEP) with classroom teachers</li> <li>Classroom profiles to be established and maintained in order to drive instruction</li> </ul> <p><b>JUNIOR AND INTERMEDIATE DIVISIONS</b></p> <ul style="list-style-type: none"> <li>Review ministry documents</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p><b>PRIMARY DIVISION</b></p> <p>Our Primary division has continued to focus on Guided Reading as an intervention to enhance students reading comprehension skills. P.M. Benchmark data is used to establish groups and focused intervention.</p> <p>Our ESL staff have worked closely with all classroom teachers and students to support their learning and provide additional small group intervention where warranted.</p> <p>Monthly Team meetings have been held to address concerns and establish appropriate interventions for struggling students. Parents have been contacted regarding follow up interventions and teachers have implemented new strategies and monitored progress.</p> <p>Mapping out instructional strategies for the year will be an area we hope to coordinate for the following year as we work to further align and coordinate grade level planning practices</p> <p>Teachers have been using daily coordinated planning time blocks to collaboratively plan and assess student work. This will be a continued practice for the upcoming year</p> <p>All IEPs have been reviewed in September, November, February, and will be reviewed in June.</p> <p>Classroom profiles are in early implementation stage in the Primary division this year and we plan to expand this practice throughout the Junior and Intermediate divisions in the upcoming academic year.</p> <p><b>JUNIOR AND INTERMEDIATE DIVISIONS</b></p> <p>Teachers are using the ministry documents to guide their</p>

		<p>to develop awareness, enhance understanding and begin implementation of high –yield strategies</p> <ul style="list-style-type: none"> <li>• Use CASI data to address diverse learning styles and abilities which will drive instruction</li> <li>• ELL intervention for Stage 1 and 2 students supporting their language development</li> <li>• Collaborative grade planning time will be established</li> <li>• Review of IEP regularly in order to ensure appropriate programming for our identified students</li> <li>• Monthly Team Meetings (special services and/or in school support staff) to review students at risk and their academic progress</li> </ul>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>planning and instruction as they develop their units. We have been implementing the three part math lesson within the Junior and Intermediate grades.</p> <p>Junior and Intermediate division teachers have begun to discuss the concepts of guided instruction and application to the classrooms. CASI data has been tracked by grade level, by division, by gender as well as looking at the progress of our ELL students. We continue to use this data to help identify students at risk and intervention priorities.</p> <p>Our ESL staff have worked closely with all staff and students to support their learning and provide additional small group intervention where warranted. A parent presentation for students in grades 8 entering high school was given on May 3, 2011.</p> <p>Teachers have been given the opportunity to plan together, and coordinate assessment and evaluation strategies / tools. This will continue to be a focus for the upcoming year.</p> <p>All IEPs have been reviewed in September, November, and February and will be reviewed in June.</p> <p>Monthly Team meetings have been help to address concerns and establish appropriate interventions for struggling students.</p>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• By June 2013, student performance in St. Bernard of Clairvaux will increase by 5% on EQAO assessment of numeracy.</li> </ul>	<p><b>PRIMARY DIVISION</b></p> <ul style="list-style-type: none"> <li>• Review and begin implementation of the problem solving model with the students</li> <li>• Primary classes to have a minimum of 60 minutes of daily mathematical instruction</li> <li>• Enhance awareness ,</li> </ul>		<p>✓</p> <p>✓</p> <p>✓</p>	<p><b>PRIMARY DIVISION</b></p> <p>Staff has begun to increase their knowledge and understanding of the problem solving model and are at an early implementation stage incorporating this strategy within their program.</p> <p>A 60 minute daily mathematical instruction block has been incorporated into most primary classroom schedules. We will continue to work as a school to provide this numeracy block wherever possible.</p> <p>Staff has begun to increase their knowledge and</p>

		<p>understanding and application of the seven processes in math during divisional meetings</p> <ul style="list-style-type: none"> <li>• Begin to focus and implement the mathematical processes within math classes</li> </ul> <p><b>JUNIOR AND INTERMEDIATE DIVISIONS</b></p> <ul style="list-style-type: none"> <li>• Continue to implement problem solving model using mathematical processes as outlined in the ministry document</li> <li>• Teaching Learning Cycle and data collection to focus on student progress through math cycles</li> <li>• Teacher moderation (collaborative same grade planning time)</li> <li>• Continue to expand and enhance the use of the 3 part Math lesson during math classes</li> <li>• Problem solving approach using the three part model where students are engaged in real issues and authentic problems</li> <li>• Critical thinking and meta cognition is modelled, practised and developed within the math classes</li> <li>• Continue to use big ideas in math classes helping students connect skills and knowledge</li> </ul>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>understanding of these mathematical processes and this will become a focus for the upcoming academic year.</p> <p><b>JUNIOR AND INTERMEDIATE DIVISIONS</b></p> <p>The Junior and Intermediate divisions have completed three teaching Learning cycles with a focus on developing student problem solving skills. They have used the data from the cycles to establish learning goals and guide instruction throughout the year.</p> <p>The teaching learning cycles were completed in December 2010, March 4, 2011 and June 2011. The Junior Intermediate Numeracy focus was clearly communicated to the school community by way of newsletters, Curriculum Night (March 10), School Website and at School Council meetings.</p> <p>During common planning time periods same grade level teachers have collaboratively looked at assessment and unit planning.</p> <p>Teachers have been working at refining their use of the three part math lesson. During these lessons a focus has been placed on critical thinking skills as well as big ideas in math. Through the three part math lessons students have been working on improving their skills in using various strategies, justifying their responses, mathematical language and communication skills as well as critical thinking and reasoning skills.</p>
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<b>Pathways and Transitions</b>	<ul style="list-style-type: none"> <li>Continue to work collaboratively with all staff members and parent community to help ensure that every student transitions in a confident and positive manner from grade to grade.</li> </ul>	<ul style="list-style-type: none"> <li>Resource staff will meet with grade partners and administrator to review class needs and student data (October, January, April and June)</li> <li>Development of Student learning profiles which will be passed on as students progress</li> <li>Regular review of PM Benchmarks / CASI and address individual student progress</li> <li>Social stories developed for special needs students</li> <li>Open and continuous communication between staff and parent community</li> <li>Connections meetings for students transitioning from IBI to full time status at our school</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<p>Resource staff continues to meet and dialogue regularly with classroom teachers in order to monitor and support student progress. This is the main focus during IEP reviews and Report Card writing periods.</p> <p>This has been implemented in the Primary division and we will be working to further expand its use within the Junior and Intermediate divisions for the upcoming school year.</p> <p>The School Admin team have reviewed all CASI and PMB data by classroom, by gender, grade, ELL learners in order to guide resource intervention, budget allocations and set learning goals.</p> <p>Social Stories are established for Christmas break, March break and summer break for all students who benefit and require this support.</p> <p>Our staff continues to have open communication with parents using agendas, phone calls, parent teacher and conferences, in an effort to build the school and home partnership.</p> <p>Connections meetings have been established for all students going through a transition from IBI to full time school attendance.</p>
<b>Employee Support and Training</b>	<ul style="list-style-type: none"> <li>By the end of June 2013, staff will demonstrate an ongoing commitment to attend ministry and system-wide training with a focus on professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to access PD place professional development and training database system</li> <li>Evidence of staff attendance at and completion of mandatory in-services and training sessions</li> <li>Evidence of compliance with Emergency Procedures Training for all staff (e.g., Lockdown Procedures, Fire Drills)</li> <li>Selected staff to receive training and certification in Crisis Prevention and</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>This is a continuous and on-going focus.</li> </ul>

		<p>Intervention, First Aid, etc.</p> <ul style="list-style-type: none"> <li>• Staff participation in job-embedded professional learning</li> </ul>			
<p><b>Expanded Accountability and Transparency</b></p>	<ul style="list-style-type: none"> <li>• By the end of June 2013, the school will report balanced budgets on an annual basis.</li> <li>• By June 2013, the School Councils will adhere to the collection, recording and reporting processes for funds that are generated through their activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to access PD place professional development for training opportunities on budgeting process and procedures</li> <li>• Staff will continue to use the Financial Support Tool provided through the Finance Department</li> <li>• School Council chairs will yearly receive the DP Catholic School Council Resource Handbook outlining processes in handling funds</li> <li>• School Council members will be encouraged to attend Board and Family level in-services and training sessions including Board-wide training every October for the specific roles of the Council</li> </ul>		✓	<ul style="list-style-type: none"> <li>• This is a continuous and on-going focus.</li> </ul>