

**2010-2013 Catholic School Learning Plan for St. Andrew
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, the percentage of students in grade 1 to 8 feeling a sense of belonging, inclusion, connectedness and safety will increase compared to baseline data to be collected using CCCC survey in 2010-11. 	<ul style="list-style-type: none"> Continuation of safe school leadership interventions and programs within the school. Virtues program leadership program PALs, Peer Buddies Peer Mediator Program Green and Healthy school Program Recycling Program and Composting ECO School Program Social Justice Promote Student Leadership – Faith Ambassadors, Student Council, Green Team Faith Formation: Masses, Liturgies, Sacramental Preparation, retreats, etc. Emergency Safety Preparedness activities are further enhanced. 		All programs are in progress and moving towards success	<ul style="list-style-type: none"> Safe School survey Continue to integrate our diversity and safe schools focus in assemblies, classroom and school-wide activities Catholic Community, Culture and Caring survey These surveys will be use for future planning and next steps. The number of Social Justice projects proved to be successful in developing social responsibilities within the school culture. Daily announcements and prayers to promote and nurture the Catholic Culture and the Virtues program Continue to foster students leadership for developing a faith based community. Use of progressive discipline process by all staff Stations of the Cross displayed in the front hall. Continue to develop our Green School initiatives and extend our green focus
Literacy	<ul style="list-style-type: none"> By June 2013, an increase of 5% of junior students will achieve level 3 or higher in reading and writing on the 	<ul style="list-style-type: none"> Focus on five initiatives to track the learning and achievement progress of five specific learners. (student evidence portfolios) Special Education and support staff (Special Assignment Teacher) to support literacy among students with diverse learning needs 		All programs are in progress and moving towards success.	<ul style="list-style-type: none"> While we have completed all components, all action plans to support the Smart Goals; these components are always on the continuum in the Literacy program Continue to focus, refine and consolidate school practices. Integrate “Focus on Five” for all Literacy Teacher Learning Community cycles.

	<p>EQAO assessment in literacy.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Daily Guided Reading in all classrooms • Summer Literacy Camp • Diversity Novels • Use of assistive technology as appropriate • Promote the use of Ministry Guides for Effective Instruction in Literacy, Primary Literacy Room and Library. • Use of differentiated instruction and computer and assistive technology tools to support diverse learning needs and foster independence with literacy skills. • Review EQAO results to identify student strengths and areas of need. • Link PM benchmark results to guide instructional decisions for guided reading groups and resource support. 		<ul style="list-style-type: none"> • Review materials currently in Primary Literacy room and identify areas of need.
Numeracy	<ul style="list-style-type: none"> • By June 2013, an increase of 5% of junior students will achieve level 3 or higher in numeracy on the EQAO assessment. 	<ul style="list-style-type: none"> • Focus on five initiatives to track the learning and achievement progress of five specific learners. (student evidence portfolios) • Special Education and support staff (Special Assignment Teacher) to support literacy amongst students with diverse learning needs • Three part lesson model to be implemented by all divisions • Focus on the Five Initiative • Homework Help program on-line 	<p>All programs are in progress and moving towards</p>	<ul style="list-style-type: none"> • While we have completed all components, all action plans to support the Smart Goals; these components are always on the continuum in the numeracy program • Continue to focus, refine and consolidate school practices. • Integrate Focus on Five for all Teacher Learning Community Numeracy Cycles • Provide opportunities for staff to collaborate on 3-Part Lesson Planning among partners and between divisions. • Continue to promote Homework Help Online resources.

		resources for students in Grades 7 to 10		success.	
		<ul style="list-style-type: none"> Use SMART board technology 			
Pathways and Transitions	<ul style="list-style-type: none"> By June 2013, all students will be provided with appropriate transition and pathway options in collaboration with parents to meet the diverse learning needs of students. 	<ul style="list-style-type: none"> Student success team Cross-panel transitional meetings Planning for independence, communication, or career path program to provide information regarding specialized programs for students. Plan Welcome to Kindergarten Evenings to support school and board's goals for literacy achievement and transition of new students to the school system On-going communication and collaboration with Secondary Feeder School to ensure successful transitional planning for all students School Team planning for identifying students at risk and strategies for successful interventions. 	Completed with further refinement and development for the next school year.		<ul style="list-style-type: none"> The intermediate team, secondary school team and administrators continually reflect and modify to achieve students success in planning for independence. Continue to work with School Council to further identify parent interests and needs to support learning at home.
Employee Support and Training	<ul style="list-style-type: none"> By June 2013, the increase of staff accessing professional learning opportunities in the delivery of differentiated instructions will increase compare 	<ul style="list-style-type: none"> Network and support from the Special Assignment Teacher in the Primary Division with a focus on numeracy Network and support for the implementation of three part math lesson in the Junior Division. Network and support from programming for intermediate teachers who participated in the Integrated Arts program. Professional development 	Completed		<ul style="list-style-type: none"> In the following year, these components will continue to be added to those already in place for the next year.

	<p>to 2010-2011. (Primary, Junior and Intermediate teachers)</p>	<p>opportunities for staff, (ie: learning teams, Teacher Learning Communities, Math Networks/stream)</p> <ul style="list-style-type: none"> • Professional Development for FSL teachers in the A.I.M. programs. • Professional Development opportunities for Special Education Staff. <p>Administrator Inservices:</p> <ul style="list-style-type: none"> • Attendance Support Program • Emergency Preparedness • Equity and Diversity Strategy • CPI training <p>Staff Training:</p> <ul style="list-style-type: none"> • Violence and Harassment Training, Bill 168 • Equity and Diversity Strategy • Emergency Preparedness • First Aid Training (3 staff) • CPI Training <p>Succession Planning</p> <ul style="list-style-type: none"> • Mentoring • Support of others pursuing aspirations • Advocacy of own professional development 			
Expanded Accountability and Transparency	<ul style="list-style-type: none"> • Allocation of funds towards purchasing of resources aimed at students' 	<ul style="list-style-type: none"> • Monthly monitoring and examination of budget statements • Input from all divisions as to resources needed to ensure 	In Compliance		<ul style="list-style-type: none"> • Continue to build and strengthen learning opportunities for students of all learning needs.

	success.	students' achievements. <ul style="list-style-type: none">• In collaboration with school council, allocation of funds in areas identified needed for further development.			
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