

**2010-2013 Catholic School Learning Plan for All Saints 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	By the end of 2013, the percentage of students feeling a sense of belonging, inclusion and connectedness will increase, when compared to baseline date to be collected using the CCCC Survey in 2010. We will focus on this priority through the work of our Peacemakers Committee, which includes representation from students, staff and the broader community.	<ul style="list-style-type: none"> • Catholic Community of Culture and Caring Action Team (CCCCAT) in place: Peacemakers' Committee; • Catholic Community, Culture, and Caring School Climate Survey administered (pilot school) and will respond accordingly; • Virtues program in place: assemblies; newsletter; announcements/prayers; displays; • Integration of high-yield strategies (e.g., co-operative learning, PALS, Youth Faith Ambassadors, eco projects, ShareLife); • Monthly social justice projects (e.g., work with Dr. Simone); • Focus on maintaining positive school-parish relationships (see Pastoral Plan); • Focus on maintaining positive school-community engagement, partnerships and/or collaborative (e.g., Peel Health, etc.) 	X		<ul style="list-style-type: none"> • While we have completed our Action Plans, we will continue to work in these areas and refine our practices • As we review our SCS data, we may also realign our areas of focus
Literacy	<p>By the end of the 2013, EQAO results for grades 3 and 6 students in literacy will increase by 5 %</p> <p>2010-2011: 2 % increase 2011-2012: 2 %</p>	<p>Consistent school-wide focus on Critical Thinking</p> <ul style="list-style-type: none"> • Staff engaged in Teaching Learning Critical Pathways focused on Critical Thinking • Data driven instruction • Staff engaged in refining Balanced Literacy Approach, including Independent and Guided Reading 	X		<ul style="list-style-type: none"> • The Tutors in the School Program was not offered at our school • As above, while we have completed our Action Plans, we will continue to work in these areas and continue to refine our practices • Evidence based on our T/LCPs suggests that our work has been successful

	<p>increase 2012-2013: 1 % increase</p>	<ul style="list-style-type: none"> Balanced assessment, including timely formative descriptive assessment and feed-back Consistent use of Graphic Organizers and Accountable Talk Use of Assistive Technology to support literacy instruction and assessment Parents and Volunteer Coaches Reading Program Tutors in the School Program 			
Numeracy	<p>By the end of the 2013, EQAO results for grades 3 and 6 students in literacy will increase by 5 %</p> <p>2010-2011: 2 % increase 2011-2012: 2 % increase 2012-2013: 1 % increase</p>	<p>Consistent school-wide focus on Critical Thinking</p> <ul style="list-style-type: none"> Staff engaged in exploring the 3-part lesson model Data driven instruction Balanced assessment, including timely formative descriptive assessment and feed-back Balanced instruction/Guided Release of Responsibility Model, including Guided Practice Homework Help Use of manipulatives in all classes Tutors in the School Program 	X		<ul style="list-style-type: none"> The Tutors in the School Program was not offered at our school As above, while we have completed our Action Plans, we will continue to work in these areas and continue to refine our practices
Pathways and Transitions	<p>By the end of 2013, all students will be effectively supported in their transitions within the school and programs and outside of the school.</p>	<ul style="list-style-type: none"> Ongoing refinements of in-school team processes Ongoing refinements of elementary to secondary transitions processes Ongoing refinements of Kindergarten to grade 1 transitions processes Triad and Team meetings as appropriate Use of Social Stories (particularly for students with ASD) 	X		<ul style="list-style-type: none"> As above, while we have completed our Action Plans, we will continue to work in these areas and continue to refine our practices

		<ul style="list-style-type: none"> • Use of Transition Bins • Sharing of resources as appropriate 			
Employee Support and Training	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Staff to access PD place professional development and training database system • Evidence of staff attendance at and completion of mandatory in-services and training sessions • Evidence of compliance with Emergency Procedures Training for all staff (e.g., Lockdown Procedures, Fire Drills) • Staff to receive training and certification in Crisis Prevention and Intervention, First Aid, etc. • Staff participation in job-embedded professional learning 		X	<ul style="list-style-type: none"> • This is a continuous and on-going focus.
Expanded Accountability and Transparency	<ul style="list-style-type: none"> • By the end of June 2013, the school will report balanced budgets on an annual basis. • By June 2013, the School Councils will adhere to the collection, recording and reporting processes for funds that are generated through their activities. 	<ul style="list-style-type: none"> • Staff to access PD place professional development for training opportunities on budgeting process and procedures • Staff will continue to develop knowledge and use of the Financial Support Tool provided through the Finance Department • School Council chairs will yearly receive the DP Catholic School Council Resource Handbook outlining processes in handling funds • 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 		X	<ul style="list-style-type: none"> • This is a continuous and on-going focus.