

**2010-2013 Catholic School Learning Plan for St. Therese of the Child Jesus
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 (CCCC)	<ul style="list-style-type: none"> By the end of 2013, the percentage of students in kindergarten to grade 8 feeling a 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 	<ul style="list-style-type: none"> CCCCAT (Catholic Community Culture and Caring Action Team) meet to address safety and bullying concerns, and to discuss initiatives Youth Faith Ambassadors (YFA) Executive established (takes place of Student Council) to lead Catholic school initiatives including Virtues assemblies, outreach projects, and positive school climate initiatives YFA includes students from grade 6 to 8 leading various Catholic outreach and positive climate projects: (Thanksgiving Food Drive, Christmas Baskets Toy Drive, Easter Personal Needs Drive, Adopt a Senior, Helping Hands Mitten Drive, Eden Food Bank Toonie Tuesday Drive, Dr. Simone Halloween Candy Drive, Sharelife Basketball Tournament, Spring Dance for Sick Children's Hospital, ice cream for Share life) CCCCAT and YFA bring in school spirit days PALS program and Circle of Friends in place to develop social skills and student leadership Divisions organize liturgies (Advent, Lent, etc.) and Masses (Feast Day, Advent, Education Week, and Grad) PEEL Police Presentations provided on Bullying and Street-proofing, Cyberbullying, Youth and the Law, etc. Mixed Theatre Company 'Bully Show' drama presentation RAID Drug Awareness Program PEEL Safety Village visits Facebook 101 parent and student presentations on social-networking funded 	X		<ul style="list-style-type: none"> All items listed are ongoing and will continue in the following year except for the Facebook presentation and Diversity quilt project. We plan to expand our Healthy Schools initiative next year to include Healthy eating activities and ECO schools initiative.

		<p>as pro grant initiative by School Council</p> <ul style="list-style-type: none"> • School Council fundraises for Catholic school initiatives • Art teacher, parent, and student created Diversity Quilt representing diversity at St. Therese is displayed—supported by School Council and parent volunteers • Parish meetings attended by Admin once per term to liaise with Pastoral team on various issues • Parish meetings for sacramental preparation attended by teachers in gr. 2 and 8 (communion, reconciliation, confirmation) • Pastoral connection reinforced by invitations to school events (i.e. father participated in teacher student basketball challenge for Sharelife) • Grade 2 and 8 teachers prepare students for sacraments with activities supported by school council • ‘We Are One’ Diversity Conference for students • Healthy Schools Program (in addition to regular varsity and tournament sports, Skating Days, Curling days, Golf Days, Tae Kwon Do School Fundraiser Sessions, Dance Program, and intramural indoor soccer provided) 			
Literacy	<ul style="list-style-type: none"> • By the end of 2013, student performance will increase by 5% on each EQAO Assessment of Literacy 	<ul style="list-style-type: none"> • Teachers in-serviced at PA Days and staff meetings on descriptive feedback, accountable talk, success criteria, guided reading, and anchor charts using LNS (Literacy and Numeracy Secretariat) video clips, research articles, and peer group discussions • Administrators engage in Learning Walks • Guided Reading/Guided Practice is evident across the school • Last year’s EQAO results were reviewed (along with CASI results) to determine student areas of weakness that should be the focus of the first Teaching Learning cycle. • Primary Division focused on retell and 	X		<ul style="list-style-type: none"> • Literacy high yield strategies such as guided reading or guided practice, accountable talk, success criteria, anchor charts will continue to be supported as effective teaching practices throughout the grades.

		<p>point of view.</p> <ul style="list-style-type: none"> • Primary Division involved in Network session in-services for professional development and inquiry based learning— focus on Reading • Special Assignment Teacher supported primary teachers in Teaching Learning Cycle planning, moderated marking, reviewing high yield strategies (ie. Accountable talk, descriptive feedback, success criteria), creating student friendly rubrics, reviewing Literacy and Numeracy Secretariat videos, creating rich culminating tasks (co-teaching with teachers throughout), refining best practices with Guided Reading • Junior Division focused on main idea, summary, text features and point of view • Intermediate Division focused on Summary Writing and Main Idea, Text forms and features. • Intermediate students were engaged in guided reading • 3 Intermediate teachers involved in Intermediate Balanced Literacy Network • In order to make resources more accessible to the Junior and Intermediate Divisions, literacy resource rooms are being set up for both. • Junior classes are implementing Literacy Place resource, which was recently purchased for gr. 4, 5, and 6 and supported by school council 			
Numeracy	<ul style="list-style-type: none"> • By the end of 2013, student performance will increase by 5% on each EQAO Assessment of Numeracy 	<ul style="list-style-type: none"> • In September, EQAO results were reviewed by all divisions to determine areas of greatest difficulty. In the Gr. 3 tests, patterning and multi-step problem-solving were major challenges. In Gr. 6, the multiple choice Measurement and the Geometry open response were challenges. • The three-part math lesson was a focus for professional development. • A variety of effective teaching practices 	X		<ul style="list-style-type: none"> • The 3-part math lesson is a continuous and ongoing teaching practice in every grade.

		were supported to enhance student learning.			
Pathways and Transitions	<ul style="list-style-type: none"> By June 2013, all students requiring transition support will be provided seamless and appropriate supports as indicated by personalized assessment and evaluation information 	<ul style="list-style-type: none"> TRIADS and TEAM meetings are used to transition and support students from grade to grade and within the grade level to meet the needs of diverse learners, including learners with special needs. Members include Child and Youth Worker, Educational Resource Worker, Speech and Language Pathologist, School Psychologist Computer plan was developed to support students 4 teachers in-serviced this year on SMARTBOARD use to enhance technology and integrated arts curriculum Year end transition meeting were held to ensure balanced classes while meeting student needs transition meetings in place with the high schools to flag students at risk and determine support for success in high school meetings between gr. 8 and grade 9 teachers to review CASI data –dialogue between panels to help prepare students for EQAO and OSSLT opportunities provided for students to explore career interests and use multiple intelligences through experiential learning in field trips, Junior Achievement, and talent show Accommodations/modifications are provided for all IEP students; planning time teachers and French teachers also given copies of IEPs so that they are informed about needs of students across curriculum Welcome to Kindergarten evening planned for parents of new JK students helping new students to transition from home to school, supported by involving participation from 	X		<ul style="list-style-type: none"> All practices for transitions are continuous and ongoing.

		<p>Meadowvale Public Library and Peel Health Presentation</p> <ul style="list-style-type: none"> • Staggered entry for JK students help with adjustment to school; meeting with parents before school begins also assists JK parents with transition; bus orientation in August available to help students with bussing as it is their first experience • Transition to extended French—parent information meeting with eligible candidates informs parents of details of program • Gr. 5 extended French students are involved with cooperative games to familiarize themselves with new environment to assist in transition from home school • Meet the Teacher’s Night/BBQ welcomes parents to St. Therese community—it is run by School Council and is an invitation for parents to get involved with our school, learn about curriculum expectations and meet their child’s teacher (Sept) 			
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) • Selected 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 	<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 use of the Financial Support Tool provided through the Finance Department • School Council chairs will yearly receive the DP Catholic School Council Resource 		X	<ul style="list-style-type: none"> • This is a continuous and on-going focus.

	processes for funds that are generated through their activities.	Handbook outlining processes in handling funds <ul style="list-style-type: none">• 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			
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