

**2010-2013 Catholic School Learning Plan for St. Marguerite d'Youville Secondary 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	<ul style="list-style-type: none"> <li>By 2013, at least 85% of the grade 10-12 students who participate in the CCCC Climate Survey will respond that they feel a strong sense of safety, connectedness and belonging at St. Marguerite d'Youville Secondary School.</li> </ul>	<ul style="list-style-type: none"> <li>School Climate Survey – We will implement the Catholic Community, Culture, and Caring School Climate Survey once every two years and respond accordingly.</li> <li>Anti-bullying link on school website to report concerns anonymously.</li> <li>Link Crew Mentoring/Transition Program supports grade 9 students.</li> <li>Implement various pro-active strategies that promote and celebrate the diversity of the school community.</li> <li>Co-curricular activities such as Students for Life, Justice League, d'Y Prophets, Spirit Council allow students to be involved in community outreach activities and social justice projects throughout the year.</li> </ul>		✓	<ul style="list-style-type: none"> <li>Staff and students report bullying/unacceptable behaviour to the office.</li> <li>Students also use the school website link to report concerns anonymously.</li> <li>The Link Crew Program will be offered as a 2-credit course in September 2011.</li> <li>Staff and students have a voice in creating a safe, caring and inclusive community.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>By June 2011, FTE student performance will increase by 5% on each EQAO assessment of literacy.</li> <li>By June 2011, PE student performance will increase by 5% on each EQAO assessment of literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 10 students were provided with Don't Panic workbooks.</li> <li>FTE students are encouraged to attend after school literacy modules</li> <li>Grade 9 and 10 teachers have participated in the Co-Coaching initiative this year.</li> <li>PE Students are encouraged to attend after school literacy modules.</li> <li>Teachers started to use High Yield Instructional Strategies such as Guided Practice with grade 11 English classes.</li> </ul>		✓	<ul style="list-style-type: none"> <li>Grade 10 students worked on the Don't Panic workbooks every Wednesday for the month of March prior to the administration of the OSSLT. These resources will be used again for 2011-2012.</li> <li>We had 2 sections of students in Grade 10 who attended the after school literacy modules in Semesters 1 and 2.</li> <li>10-20 teachers from across the curriculum participated in the Co-Coaching initiative this year.</li> <li>We had 1 section of students in Grade 11 who attended the after school literacy modules in Semesters 1 and 2.</li> <li>Teachers began to use the Guided Practice strategy in Grade 11 English</li> </ul>

					courses this year and they will continue to do so next year.
Numeracy	<ul style="list-style-type: none"> <li>By June 2011, Grade 9 Academic student performance will increase by 2% on each EQAO assessment of numeracy.</li> <li>By June 2011, Grade 9 Applied student performance will increase by 2% on each EQAO assessment of numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers used the 3-part lesson plan in Grade 9 Academic and Applied math courses.</li> <li>Board Professional Development for math teachers.</li> <li>Use of SMART board technology in math classes.</li> <li>Continued use of TIPS program in all Grade 9 math classes.</li> <li>Continued use of exit tickets in all Grade 9 math classes.</li> </ul>		✓	<ul style="list-style-type: none"> <li>Teachers participated in various mathematical professional development opportunities provided at the Board level.</li> <li>Teachers participated in various mathematical professional development opportunities provided at the Board level.</li> </ul>
Pathways and Transitions	<ul style="list-style-type: none"> <li>To increase our graduation rate by 5% by June 2012.</li> </ul>	<ul style="list-style-type: none"> <li>Enhancement of Credit Recovery and Alternative Education Programs.</li> <li>Specialist High Skills Major Programs in Health Care and Sports Management.</li> <li>Comprehensive Transition Program which includes Link Crew and Get Ready offered to Grade 9 students every year.</li> <li>Enhancement of Experiential Learning and Technology-based Programs.</li> <li>Continued implementation of SMART-board technology across departments.</li> </ul>		✓	<ul style="list-style-type: none"> <li>Increased credit accumulation for students in Credit Recovery and Alternative Education.</li> <li>Increase in students involved in SHSM programs will encourage credit accumulation.</li> <li>To expand the variety of pathways and opportunities for student success.</li> </ul>
Employee Support and Training	<ul style="list-style-type: none"> <li>By the end of June 2013, Administrators and associated staff participate in the necessary training associated with Employee Support and Training Outcomes.</li> </ul>	<p>Administrator Training:</p> <ul style="list-style-type: none"> <li>Attendance Support Program</li> <li>Emergency Preparedness</li> <li>Equity and Diversity Strategy</li> <li>Pastoral Guidelines for assisting students with Same-sex Orientation.</li> <li>Safe Schools Certification</li> <li>Canadian Race Relations Foundation Certification</li> <li>Principal/Vice Principal Mentorship Program</li> <li>School Food and Beverage Policy In-Service</li> </ul>		✓	<ul style="list-style-type: none"> <li>Continue to ensure appropriate training for staff as directed by the Dufferin-Peel Catholic District School Board and aligned with the board and school learning plans.</li> <li>School to provide financial support for teachers to engage in ongoing professional learning.</li> </ul>

		<p>Staff Training:</p> <ul style="list-style-type: none"> <li>• Violence and Harassment Training, Bill 168</li> <li>• Equity and Diversity Strategy</li> <li>• First Aid Training</li> <li>• Motivating Black Male Students to Succeed - Workshop</li> <li>• Pastoral Guidelines for assisting students with Same-sex Orientation.</li> <li>• Link Crew Training</li> <li>• Co-coaching Literacy Initiative</li> <li>• Differentiated Instruction Workshops</li> <li>• Brain-based research and Gender-based instructional strategies</li> <li>• Wilderness First-Aid and Rescue Responder Training</li> </ul> <p>Succession Planning:</p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Support of others pursuing leadership opportunities</li> <li>• Advocacy of personal professional development</li> </ul>		✓	
Expanded Accountability and Transparency	<ul style="list-style-type: none"> <li>• By June 2013, all school employees as appropriate will demonstrate compliance with the Catholic Code of Ethics, supply management policies.</li> <li>• The school will report a balanced budget by June 2011.</li> <li>• The school will report the collection and use of school generated funds, consistent with Board policies and procedures.</li> <li>• The school will ensure that School Council</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor the collection and use of SGFs in order to ensure consistent implementation of the Board policies and procedures for School Generated Funds.</li> <li>• Continue to monitor monthly in order to ensure implementation of appropriate School Council procedures regarding the collection, recording, and reporting processes for funds.</li> <li>• Continue weekly Budget Review Meetings</li> <li>• Keep financial reports readily available in order to update the Principal and Department Heads, so that they are able to monitor their expenses and revenues.</li> <li>• Purchases are processed according to Board procedure/guidelines. Whenever possible board suppliers are used to process purchases as well as ensuring</li> </ul>		✓	<ul style="list-style-type: none"> <li>• Balanced Budget</li> <li>• Ensure transparency and accountability</li> <li>• Budget reflects school goals and priorities as outlined in the CSLP.</li> </ul>

	adheres to the collection, recording and reporting processes for funds that are generated through their activities.	the usage of Board tenders and Blanket vendors. <ul style="list-style-type: none"><li>• Appropriate staff are trained/ advised as to the appropriate purchasing procedures and are instructed to follow the Boards policies at all times.</li><li>• Banking procedures/controls are established to show full disclosure with respect to proper record keeping and maintaining accuracy of funds.</li></ul>			
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