

**2010-2013 Catholic School Learning Plan for Corpus Christi Catholic Elementary 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>1.1 By the end of June 2013, 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> <li>1.2 By the end of 2013, the percentage of students in Kindergarten to Grade 8 feeling a sense of belonging, inclusion, connectedness and safety will be increased compared to baseline data to be collected using the Catholic Community, Culture and Caring Survey in 2010-2011</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Sustain a Catholic Community of Culture and Caring Action Team (CCCCAT)</li> <li>CCCC - Social Justice Projects</li> <li>School activities, assemblies, liturgies, announcements, sacred spaces, and monthly displays, etc., are aligned with the monthly virtues. Students and staff not only articulate the meaning and importance of each virtue, but demonstrate the virtues in daily interactions.</li> </ul>		<p>X</p> <p>X</p> <p>X</p>	<ul style="list-style-type: none"> <li>Living Our Faith Awards are given monthly to recognize outstanding students</li> <li>Virtue Assembly is held monthly</li> <li>Hall of Fame students nominated by teachers</li> <li>Students raise money for Share Life and Terry Fox charities</li> <li>Families donate to "The Open Door" at Christmas, Thanksgiving and Easter</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>2.1 By June 2011, student performance at Corpus Christi School will increase by 2% on each EQAO assessment on literacy.</li> <li>2.2 Continue to move towards implementation of Guided Practice in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Guided Reading/Guided Practice - Continue implementation of varied instructional strategies, assessment and evaluation to support diverse learners</li> <li>TPA of some teachers in various divisions – guided reading lessons</li> </ul>		<p>X</p> <p>X</p>	<ul style="list-style-type: none"> <li>EQAO Tutoring for students in Grade 3 and 6</li> <li>Teachers network with colleagues.</li> <li>Teachers attend workshops/ inservices. relevant to their division</li> <li>Information regarding current ministry initiatives and resources are provided</li> </ul>

					<p>at Staff meetings/ divisional meetings/PA days</p> <ul style="list-style-type: none"> <li>• Staff view ministry videos</li> <li>• Professional reading</li> <li>• 2 hour literacy block implemented</li> <li>• Staff work collaboratively to implement best practices</li> <li>• Staff in Junior division participated in ministry inservices</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• 3.1 Implement the Three-Part Math lesson</li> <li>• 3.2 By June 2012, student performance at Corpus Christi will increase by 2% on EQAO assessment of mathematics in grades 3 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Common instruction and assessment language used in all classrooms</li> <li>• Collaboration of common assessment tool development-PAR /pre-post assessment questions</li> <li>• TPA of some teachers in various divisions – 3 PART MATH</li> <li>• Evidence of anchor charts, exemplars, rubrics to set expectations and provide feedback for students</li> <li>• Evidence of modifications/ accommodations for ELL and students with special needs</li> <li>• Evidence of differentiated instruction</li> </ul>		<p>X</p> <p>X</p> <p>X</p>	<ul style="list-style-type: none"> <li>• Staff are using common instruction and assessment language</li> <li>• Primary staff attended Prime/ Three Part Math lessons inservices</li> <li>• anchor charts are displayed in displayed in rooms</li> <li>• manipulatives are in classrooms</li> <li>• rubrics are developed and explained</li> <li>• staff differentiate instruction to meet students' needs</li> <li>• modifications/ accommodations are implemented for students who require</li> </ul>

					<p>them, resource support is also provided</p> <ul style="list-style-type: none"> <li>• Explicit feedback/descriptive feedback is used to improve students' performance</li> </ul>
Pathways and Transitions	<ul style="list-style-type: none"> <li>• 4.0 PATHWAYS AND TRANSITIONS PILLAR: By June 2013, the graduation rate will increase by 5%.</li> <li>• 4.1 By June 2013, the percentage of Senior Kindergarten students assessed as being ready for school according to the Early Development Instrument will increase compared to the results from the 2009-2010 assessment</li> <li>• 4.2 By 2013, Intermediate students will be familiar with high school options, programmes and pathways to determine appropriate placement for success, thus increasing the graduation rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with team approach to assist students with transition from Gr. 8 to 9. Continue to assist students with transitions changing grades in high school, and levels. Assist students with transitions from secondary to post secondary.</li> <li>• Gr. 8 students will participate in various activities designed to acclimate them to their feeder school. They will be encouraged to attend the dance organized by the Secondary School.</li> <li>• To assist intermediate students to increasingly become more familiar with high school options, pathways and programs and selecting appropriate choices.</li> </ul>		<p>X</p> <p>X</p> <p>X</p>	<ul style="list-style-type: none"> <li>• Secondary staff visited Grade 8s to discuss course selection</li> <li>• Grade 8 participated in shadow day at secondary school</li> <li>• Staff consulted with parents re: students' selections</li> <li>• ARD staff invited to IPRCs for Grade 8 students</li> <li>• Parents and students attended information night at secondary school</li> <li>• Students attended Gr. 7 &amp; 8 dance</li> <li>• Staff establish a relationship with secondary staff at other high schools that students will be attending</li> </ul>
Employee Support and Training	<ul style="list-style-type: none"> <li>• By June 2013, the percentage of teachers at Corpus Christi Catholic School participating in Program-supported professional development</li> </ul>	<ul style="list-style-type: none"> <li>• After-School Professional Development</li> <li>• Sponsor Summer institutes</li> </ul>		<p>X</p> <p>X</p>	<ul style="list-style-type: none"> <li>• Staff are encouraged to attend after school inservices and Summer Institute courses</li> </ul>

	<p>opportunities (Literacy and Numeracy) will increase their capacity by one level as measured by professional learning session evaluation forms.</p>	<ul style="list-style-type: none"> <li>Stream work during school year</li> </ul>		X	<ul style="list-style-type: none"> <li>Staff are given opportunities to attend conferences (such as Minds on Learning, For the Love of Reading, etc.), Trillium workshops, etc.</li> <li>Staff have opportunities to visit other classrooms to view high yield strategies in place and how they are implemented</li> <li>Staff are provided with current ministry initiatives and resources</li> </ul>
Expanded Accountability and Transparency	<ul style="list-style-type: none"> <li>By 2013, finances will continue to be geared towards supporting curriculum initiatives that support the Catholic Board Learning Plan</li> </ul>	<ul style="list-style-type: none"> <li>Budget will be aligned to the curriculum initiatives outlined by the Ministry and the Board.</li> </ul>		X	<ul style="list-style-type: none"> <li>Supplemented books in the classroom for independent and guided reading</li> <li>Nelson PM Writing program provided to primary classes</li> <li>Purchased Stepping Up literacy program to support Junior literacy</li> <li>Math manipulatives purchased to supplement existing stock</li> </ul>