

**2010-2013 Catholic School Learning Plan for St. Philip 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"> • Continue to develop and/or maintain positive parish-school relationships. • St. Philip students will have a sense of belonging, inclusion, connectedness and safety, and will be involved in various outreach and social justice projects. • Implementation of the CCCSC Survey and establish a Catholic 	<ul style="list-style-type: none"> • Build strong pastoral connection with our new parish Cristo Rei Church • Invite Parish Priest into the school for visits • Meet with Parish Priest in September 2010 and establish dates for celebration of the Eucharist and Sacramental preparation • Continued with Youth Faith Ambassadors (YFA) • Continued with our Harmony Movement Club • Continued implementation of Virtues Program • YFA to lead our social justice projects such as Pennies for the Poor • Continue to support ShareLife, families in need (Christmas Baskets) , Angels on the Tree, Terry Fox Run, MS Read-A-Thon, Heart and Stroke Hoops and Jump Rope, organize Food Drives at Thanksgiving, Christmas and Easter • Child and Youth Worker supports and puts interventions in place such as whole class support, small group or individual support • Continued implementation of the Playground Activity Leaders in Schools (PALS) to support cooperative and active games for primary students • Social Worker supports in place • Established a Catholic Community of Culture and Caring Action Team (CCCCAT) 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> • Relationship with Father Carlos at Cristo Rei Parish was established and he has developed a good rapport with the students and staff.

	Community of Culture and Caring Action Team.	<ul style="list-style-type: none"> Implementation of Board developed Anti-Bullying lessons by Grade 4 to 8 teachers prior to student completion of the Catholic Community Culture and Caring School Climate Survey (CCCCSC Survey) Administer the CCCCCSC Survey to students in Grades 4 through 8 when it becomes available. 	✓		<ul style="list-style-type: none"> Focus was on implementing Board developed lessons on anti-bullying, for 2011 – 2012, plan to include lessons into curriculum spaced out throughout the school year.
Pillar	SMART Goals	Action Plans to Support SMART Goal(s)	Completed	In Progress	Comments
Literacy	<ul style="list-style-type: none"> By June 2013 EQAO scores will increase by 5% in Reading and Writing. The diverse learning needs of each student will be supported by literacy instruction and assessment and evaluation that are varied in nature and provide the learner with on-going, timely, descriptive feedback that will be used by the learner to increase their literacy skills and will be evident at the end of each TLC. 	<ul style="list-style-type: none"> Data unavailable at this time Continued implementation of literacy block Implementation of cross grade guided reading groups for primary students Implementation of guided reading/guided practice Implement regular practice of high-yield strategies (focusing on specific strategies each term) and providing timely feedback During learning, students receive on-going, descriptive feedback based on the success criteria Use of anchor charts across all classrooms Moderated marking amongst same grade level teachers Differentiation of instruction (learning groups are based on prior assessment of student learning, strengths and needs, interests and/or learning preferences; students are grouped and regrouped, frequently, based on their readiness to learn a concept) 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> 2010 – 2011 EQAO Data will be reviewed when it becomes available in the fall of 2011 Early implementation Early implementation in intermediate division, implementation in primary and junior divisions
Numeracy	<ul style="list-style-type: none"> By June 2013 EQAO scores will increase by 5% in Mathematics. 	<ul style="list-style-type: none"> Data unavailable at this time Move toward a 60 minute mathematics block 		<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> 2010 – 2011 EQAO Data will be reviewed when it becomes available in the fall of 2011 Early implementation

		<ul style="list-style-type: none"> Anchor charts visible in all classrooms Moderated marking amongst same grade level teachers Participation in Junior Math Stream of support 3 Part Math Lesson Model 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> Early implementation Early Implementation at junior division and awareness level at primary and intermediate divisions
Pathways and Transitions	<ul style="list-style-type: none"> Grade 8 students' placements for high school will appropriately reflect and be based on student achievement levels; course selections will be reviewed with Father Michael Goetz Secondary School and Philip Pocock Secondary School (Extended French) Guidance and Academic Resource Department Head. 	<ul style="list-style-type: none"> Grade 8 teachers, administrator and special education teacher to meet with Academic Resource Department Head, Guidance Department Head, Student Success Teacher and administrator from Father Michael Goetz Secondary School and Philip Pocock Secondary School to review individual student course selections, identify at-risk students, and students with special/diverse learning needs 	<ul style="list-style-type: none"> ✓ 		
Employee Support and Training	<ul style="list-style-type: none"> From September 2010 to June 2013, appropriate staff attend professional development and learning opportunities for specific initiatives (i.e., Junior Math Stream, Integrated Arts Initiative, Science Inservices, Music and Arts Inservices) 	<ul style="list-style-type: none"> Three teachers and one administrator attended Junior Math Networked Sessions throughout the 2010-2011 school year One grade 7 and one grade 8 teacher attended Integrated Arts Initiative re. SMART Boards attended inservices throughout the 2010-2011 school year One grade 7 teacher attended science inservices throughout the 2010-2011 school year Two primary and two junior teachers attended inservices for the new Music and Arts program Special Education Teachers attended inservices on DP-Lite program, IEPs, SEA requests, throughout the 2010-2011 school 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

		year.			
Expanded Accountability and Transparency	<ul style="list-style-type: none"> Compliance will continue under the Catholic Code of Ethics, hiring practices and transportation policies/procedures. School Head Secretary to continue to keep abreast of recent changes/developments with all budget procedures. 	<ul style="list-style-type: none"> All hiring practices were in compliance with the Catholic Code of Ethics All transportation policies and procedures were followed Head secretary attended some inservices throughout the 2010-2011 school year regarding recent changes/development with school budget procedure and computer software programs 	<ul style="list-style-type: none"> ✓ ✓ ✓ 		