

**2006 - 2007**



# School Learning Plan

**Kevin Kobus**  
Director of Education

**Oliver Carroll**  
Chair of the Board

**Les Nemes**  
Deputy Director,  
Academic Affairs

**Mark Fenwick**  
Superintendent of Education,  
Curriculum and Accountability Team

Elementary Schools: 168  
Secondary Schools: 32

**Catholic Education Centre**  
80 Sheppard Ave. E., Toronto ON M2N 6E8



## SCHOOL INFORMATION

SCHOOL NAME: James Culnan Catholic School

ADDRESS: 605 Willard Ave  
Toronto ON M6S 3S1

NO OF STUDENTS: 421

PRINCIPAL: Lillian Ugrin

SUPERINTENDENT: Colleen Tovey-Shackleton

TRUSTEE: Barbara Poplawski

Kevin Kobus  
Director of Education

Oliver Carroll  
Chair of the Board

**PRIORITY: NURTURING OUR CATHOLIC COMMUNITY**

**GOALS: FAITH DEVELOPMENT**

To create and celebrate Catholic Community where all proclaim the Good News of the Gospel and where Catholic beliefs are modelled and integrated into the whole learning experience.

**SAFE, INCLUSIVE AND HEALTHY LEARNING ENVIRONMENT**

To enhance the quality of the working and learning experience through improving schools and workplaces so that they contribute to positive health and respectful relationships.

**INCREASING ENROLMENT AND RETENTION IN GRADES JK-12**

To support and implement a variety of local and system initiatives that actively enhance the school profile and promote the benefits of Catholic education.

**PRIORITY: IMPROVING STUDENT LEARNING and ACHIEVEMENT**

**GOALS: LITERACY**

To improve the overall level of students' literacy skills by enhancing their reading and writing proficiency through an interdisciplinary approach.

**NUMERACY**

To improve the overall level of students' Mathematical literacy skills through problem solving experiences that involve the application and communication of concepts in Mathematics.

**SUCCESS FOR ALL**

To improve opportunities for all our students to achieve their desired destinations through a variety of programs, supports, assessment strategies and pathways (apprenticeship, college, community living, university and the workplace).

**PRIORITY: BUILDING CAPACITY TO LEAD and LEARN**

**GOALS: EMPOWERING CATHOLIC LEADERSHIP**

To develop and support Catholic Educational Leaders who are energizing, caring, visionary, student-focused and collaborative role models in building a Catholic professional learning community.

**PROFESSIONAL DEVELOPEMENT**

To provide job-embedded professional development that focuses on broadening the range of skills, practices and attitudes needed to create sustainable improvement and better results



## OUR MISSION

IN A SCHOOL COMMUNITY FORMED BY CATHOLIC BELIEFS AND TRADITIONS, OUR MISSION IS TO EDUCATE STUDENTS TO THEIR FULL POTENTIAL.

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2006-2007**

### Wards

1. Joseph Martino	416-512-3401
2. Ann Andrachuk	416-512-3402
3. Sal Piccininni	416-512-3403
4. Mary Cicogna, Vice-Chair	416-512-3404
5. Maria Rizzo	416-512-3405
6. Christine Nunziata	416-512-3406
7. John Del Grande	416-512-3407
8. Oliver Carroll, Chair	416-512-3408
9. Catherine LeBlanc-Miller	416-512-3409
10. Barbara Poplawski	416-512-3410
11. Angela Kennedy, Honorary Treasurer	416-512-3411
12. Paul John Crawford	416-512-3412
Ihor Korbabicz, Student Trustee	416-512-3413

**Priority: Nurturing Our Catholic Community**

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**Goal: Faith Development**

To create and celebrate Catholic Community where all proclaim the Good News of the Gospel and where Catholic beliefs are modelled and integrated into the whole learning experience.

Division: JK - 8

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**1) Strategy:** Students will participate in the Liturgical celebrations at St. James Church. Paraliturgical celebrations will provide additional opportunities for students' spiritual development. Students will participate in assisting local community initiatives to help the less fortunate in our society.

**a) Evidence of Improvement:** Students will participate in the liturgy, student choir and paraliturgical celebrations. Students will be involved in food drives for St. Francis Table, Mitten Tree drive for local children's charity, Toy Drive for the Children's Aid Society, Valentines Day fund raiser for a local charity, and the Nelson Mandela Toonie drive. Students are involved in many ventures providing assistance to many charities requiring support in our school community

**Timeline:** Term 2

**Responsibility:** Teacher, Principal

**Resource:** Teacher resources

**Status:** Ongoing

**b) Evidence of Improvement:** Classroom will visibly and physically demonstrate the practice of our Catholic faith.

**Timeline:** Academic Year

**Responsibility:** Teacher

**Resource:** Teacher resources

**Status:** Ongoing

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**Priority: Nurturing Our Catholic Community**

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**Goal: Safe, Inclusive and Healthy Learning Environment**

To enhance the quality of the working and learning experience through improving schools and workplaces so that they contribute to positive healthy and respectful relationships.

Division: JK - 8

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**1) Strategy: A safe and welcoming learning environment is provided for all members of our school community.**

- a) Evidence of Improvement:** The safe arrival program provides monitoring of student punctuality. The TCDSB protocol for lockdown has been inserviced to all staff and students; this is an ongoing process. All matters requiring immediate intervention are addressed in a timely matter with the appropriate contacts made to Board and police departments. Parents are kept informed in a timely manner. Safe schools discussion is a regular item on our CSAC agenda.

**Timeline:** Academic Year

**Responsibility:** Teacher, Vice Principal, Principal

**Resource:** Board-wide resources

**Status:** Ongoing

- b) Evidence of Improvement:** Daily Physical Activity will be incorporated into the daily schedules of all classes. Students will participate in an activity for 20 minutes daily; this will be divided into 2 - 10 minute interval, one in the morning, and one in the afternoon.

**Timeline:** Academic Year

**Responsibility:** Teacher, Vice Principal, Principal

**Resource:** School resources

**Status:** Ongoing

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**Priority: Nurturing Our Catholic Community**

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**Goal: Increasing Enrolment and Retention in Grades JK-12**

To support and implement a variety of local and system initiatives that actively enhance the school profile and promote the benefits of Catholic education.

Division: JK - 8

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**1) Strategy:** James Culnan Catholic School's monthly newsletter invites parents to share the good news of the many programs and activities provided for students at our school with their friends and neighbours. We also call upon our priest, Father Koroway, to promote our school in his newsletter at registration time.

**a) Evidence of Improvement:** We look forward to increased enrolment, especially in our Junior kindergarten program.

**Timeline:** Academic Year

**Responsibility:** Teacher, Vice Principal, Principal

**Resource:** Board-wide resources

**Status:** Ongoing

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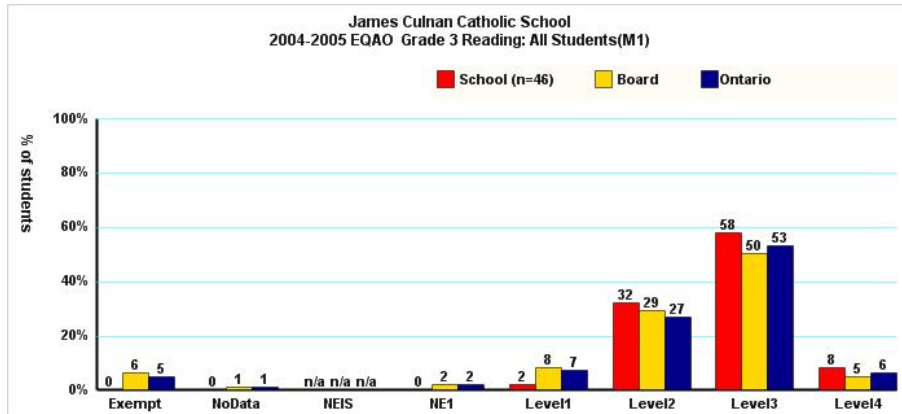
## Priority: Improving Student Learning and Achievement

### Goal: Literacy

To improve the overall level of students' literacy skills by enhancing their reading and writing proficiency through an interdisciplinary approach.

Division: JK - 8

#### EQAO-Reading-20042005-Grade 3-All Students

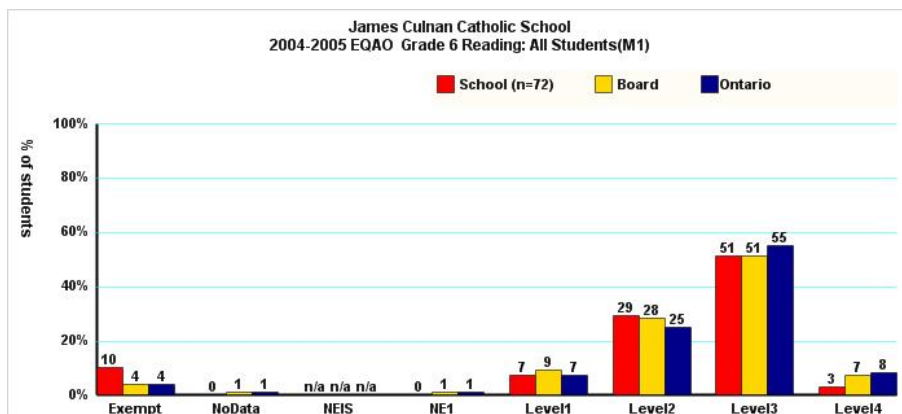


**Gap Analysis:** The data above indicates strong representation of students at Level 3. It is the goal to move more Level 2 students into Level 3 .

Reading: Improve reading comprehension skills through illustration and content analysis, critical interpretation and inference (retell, relate, reflect) as per our system initiative this year.

Writing: Focus on non-fiction writing, analyzing, reporting and understanding of non fiction materials. The 5th Block program will continue to provide interventions for students requiring intensive reading supports. The CODE program in the grade 4 classrooms will provide opportunities for students to utilize assistive technology (the Academy of Reading Program) to provide support for reading skills acquisition.

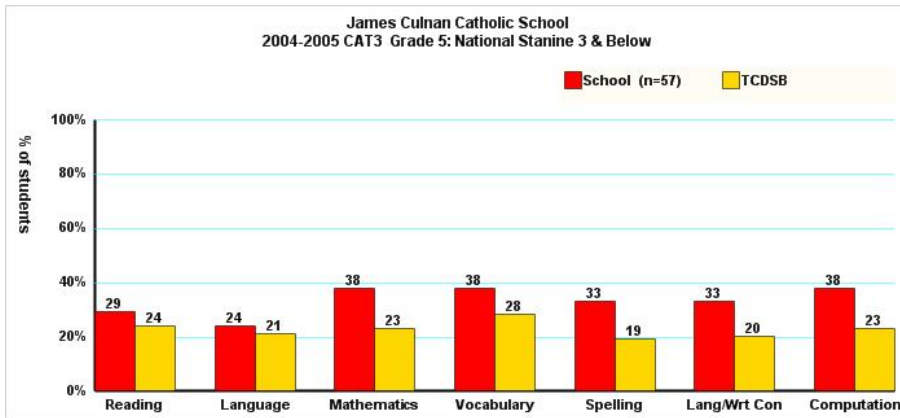
#### EQAO-Reading-20042005-Grade 6-All Students



**Gap Analysis:** Data from results indicates a strong need to equip Level 2 students with skills to move into the higher Level 3 achievement group.

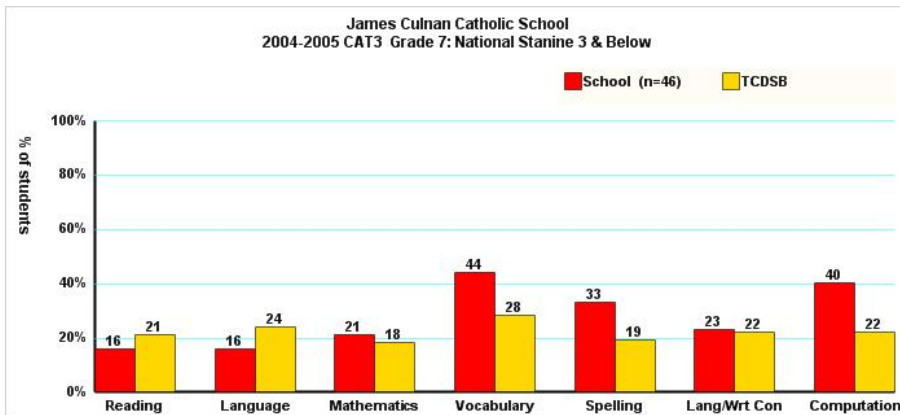
The Junior Division teachers have identified the area of reading comprehension to be a focus for interventions to assist in this area which permeates all subject areas. Students will engage in activities which will facilitate greater awareness and success when completing comprehension type activities. The teachers of the junior division have embarked on a homework club during lunch hour to assist students with reading based activities, specifically reading comprehension.

### CAT3-National Stanine 3 & Below-20042005-Grade 5



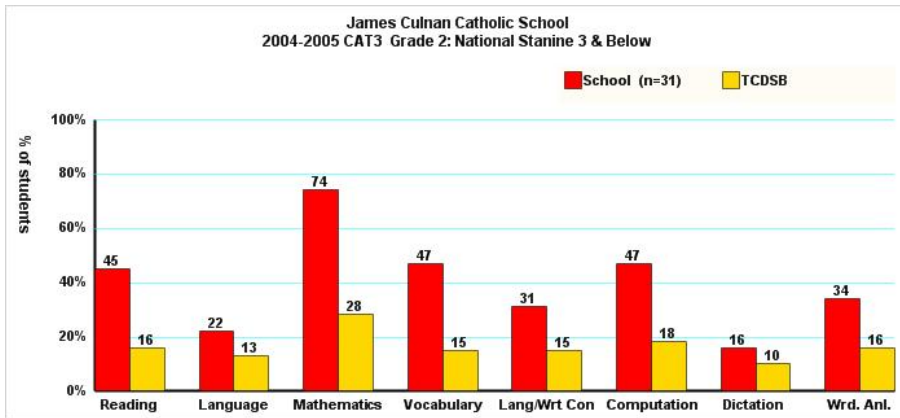
**Gap Analysis:** The CAT/3 assessment results of grade 5 students indicate a need to focus on reading skills, vocabulary acquisition, spelling and written language conventions. Students experiencing difficulty with language arts skills specifically reading demonstrate a distinct need for support in the language based math program as well. The Junior Literacy Program will continue to provide intervention for those students requiring intensive support for reading skills acquisition. Teachers will refer to CAT 3 support documents for Language Arts to further assist students in acquiring and consolidating their learning of language skills.

### CAT3-National Stanine 3 & Below-20042005-Grade 7



**Gap Analysis:** The CAT/3 assessment results indicate a strong need for greater support in the areas of language arts: vocabulary, spelling and written language conventions. Teachers have indicated direction to focus on dictionary skills, grammar, punctuation, and spelling in writing process activities. Students will complete a rough copy, a good copy and published work for their assessment and placement in their writing portfolios. The after school remedial language program will provide additional support for intermediate students.

## CAT3-National Stanine 3 & Below-20042005-Grade 2



**Gap Analysis:** The primary teachers will focus on assisting students to develop and acquire reading strategies which will provide a greater fluency of completing successfully reading and writing activities. Work in the area of letter and sound representation, comprehension skills and vocabulary development.

The Balanced Literacy programs will continue to be a prime source of teacher direction for teaching literacy skills. The 5th Block will continue to provide additional supports for students requiring intensive interventions. Primary teachers will refer to the CAT 3 support document for additional strategies to assist their students in acquiring and consolidating language arts skills.

## Running Records-Number of Students-20052006-Year to Date

James Culnan Catholic School - Grade Summary 2005-2006 (Year to date)  
- Number of Students at Instructional Level (90% - 94% Accuracy)

Grade (# of Students)	Below expectation																	Above expectation																	Total
	<A	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	P+																	
JK(22)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
SK(37)	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1										
01(33)	4	2	7	7	3	1	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	27											
02(36)	0	0	0	0	2	0	2	4	3	3	7	1	0	0	2	0	0	5	2	0	0	0	5	29											
03(34)	0	0	0	0	2	3	0	1	0	2	2	2	0	7	2	2	0	4	2	2	0	4	27												
Total	4	2	7	8	7	4	2	5	3	7	10	3	0	7	4	2	0	9	9	0	0	9	84												
Expected by end of:	JK,SK			Grade1							Grade2					Grade3																			

**Gap Analysis:** The primary teachers utilize the running record assessment as a tool to drive instruction practices. Students requiring intensive support will be referred for intensive support through the 5th Block program. Additional supports are provided to students through our special education teacher. Acquisition of reading skills in addition to comprehension continue to be the areas requiring individual support for many of our students.

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**1) Strategy:** Primary Division: Students will be provided with many opportunities to complete tasks focussing on reading comprehension skills through illustration, content analysis, critical interpretation and inference (retell, relate, reflect). Work will be done in the area of sound symbol association and representation, comprehension of words and vocabulary development. The Balanced Literacy Program will continue to be the prime source of teacher direction for teaching literacy skills

Teachers will utilize the TCDSB program BALANCED LITERACY to drive instruction in all areas of the Language Arts program in the primary grades. Teachers may access resource personnel to provide input on specific curriculum issues to assist with program delivery.

**a) Evidence of Improvement:** Students will complete teacher prepared evaluation measures to assess student progress. Students will show an improvement in reading comprehension skills, vocabulary development and phonological awareness. The completion of the running record assessment tool will yield stronger results with more students making gains in grade appropriate reading levels.  
Students in the 5th Block reading program will make gains in reading skill acquisition thereby continuing to receive instruction in language arts in the regular class program.

**Timeline:** Term 2

**Responsibility:** Teacher, Principal

**Resource:** Board-wide resources

**Status:** Ongoing

**b) Evidence of Improvement:** Winter 2006-2007 - Reading: Making inferences about texts using stated and implied ideas from the texts as evidence.  
Writing: Identify and order main ideas and supporting details into units that can be used to develop a paragraph.

**Timeline:** Academic Year

**Responsibility:** Teacher

**Resource:** School resources

**Status:** Ongoing

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**2) Strategy:** Junior Division: Reading comprehension skills will be targeted for interventions to assist students across all subject areas. Students will engage in activities to further develop comprehension skills. Strategies from Literacy in the Junior Grades will provide direction and materials to be utilized. Students in grade 4 will participate in the CODE program using assistive technology; thus be provided with additional supports to further develop reading skills. The Academy of Reading program is one of the programs to be provided to students. The Junior Literacy Program will be provided to students who need to further consolidate the acquisition of reading skills.

**a) Evidence of Improvement:** Students will make gains resulting from direct interventions prepared by teachers to assist students with comprehension skills. Students will benefit from participating in the home work club. Students will demonstrate their progress on both classroom and assessment measures. The Academy of Reading program will track student progress overtime. Students will see the progress they make on a daily basis. Students in the Junior Literacy Program will demonstrate gains in the skills set defined in their program. Students will return to partake in language arts lessons in the regular classroom.

**Timeline:** Term 2

**Responsibility:** Teacher

**Resource:** Board-wide resources

**Status:** Ongoing

**b) Evidence of Improvement:** Expectations to target: 1.4 1.5 1.6 1.7.1.8 1.9  
summarize and support work with detail, expand opportunities for personal connections to allow students to explore the skill of relating or connection to character, conflict, theme  
- Initial exploration of Retell, Reflect, Relate  
- Age appropriate gender appropriate reading materials  
- Elements; using graphic organizer, activity paper bag book report  
- Point of View: writing in a different character

**Timeline:** Academic Year

**Responsibility:** Teacher

**Resource:** Classroom / school resources

**Status:** Ongoing

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**3) Strategy:** Intermediate division: Students will complete assigned tasks focusing on vocabulary, spelling and written language conventions. Further focus will be provided for developing dictionary skills, grammar and punctuation in the writing process. Students will complete all stages of the writing process as their work is published and placed in the writing portfolios.

**a) Evidence of Improvement:** Student produced written work will demonstrate improvement in spelling, grammar, punctuation in writing activities: short answer questions, essay questions, journal writing and narratives. Teachers will use TCDSB programs to direct their instruction of language arts subjects across the curriculum. Teachers will access resources for teachers for specific curriculum inquiry and support for program delivery.

**Timeline:** Term 2

**Responsibility:** Teacher, Principal

**Resource:** Classroom / school resources

**Status:** Ongoing

**b) Evidence of Improvement:** 2006-2007: Intermediate students will be instructed on writing a reading response focussed on making inferences and interpreting texts. Students will develop skills to answer with accuracy questions which demonstrate understanding of text.

**Timeline:** Academic Year

**Responsibility:** Teacher

**Resource:** Classroom / school resources

**Status:** Ongoing

**c) Evidence of Improvement:** Students will demonstrate the fluency with reading response focussed on making inferences and interpreting texts. Strategies utilized will encompass: debating, modeliiing, summarizing, using graphic organizers, making connections, making judgements, connecting, comparing and contrasting.

**Timeline:** Academic Year

**Responsibility:** Teacher

**Resource:** Classroom / school resources

**Status:** Ongoing

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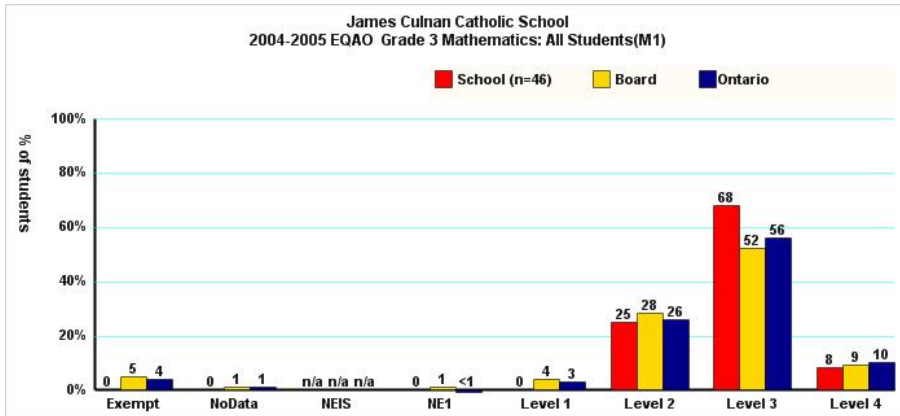
## Priority: Improving Student Learning and Achievement

### Goal: Numeracy

To improve the overall level of students' Mathematical literacy skills through problem solving experiences that involve the application and communication of concepts in Mathematics.

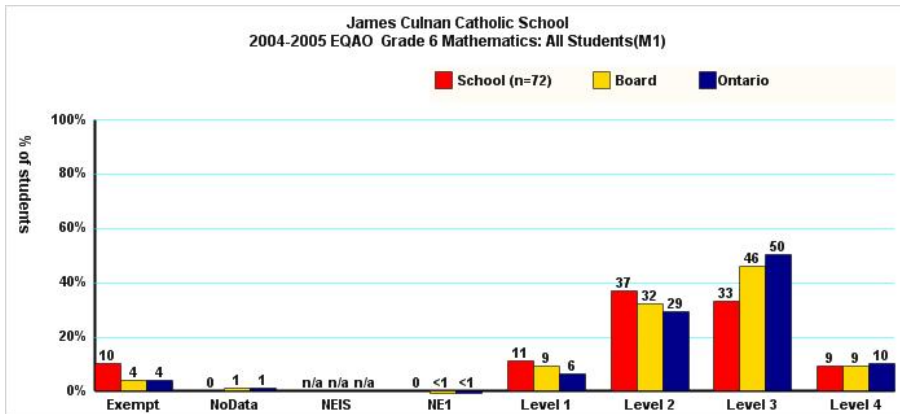
Division: JK - 8

#### EQAO-Mathematics-20042005-Grade 3-All Students



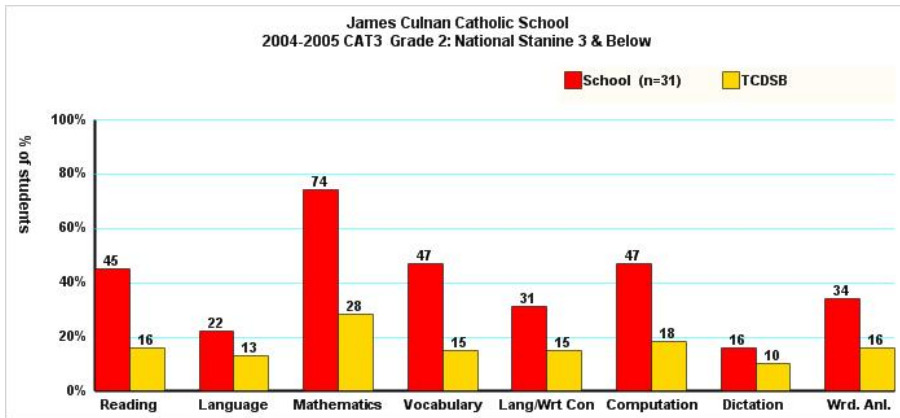
**Gap Analysis:** The data from the above results indicates a strong number of students who need additional support to achieve at Level 3. The focus in the grade 3 classroom will continue to be directed towards improvement of problem solving skills using the 4 step approach. Students will be provided with additional materials to further develop and improve computation skills.

#### EQAO-Mathematics-20042005-Grade 6-All Students



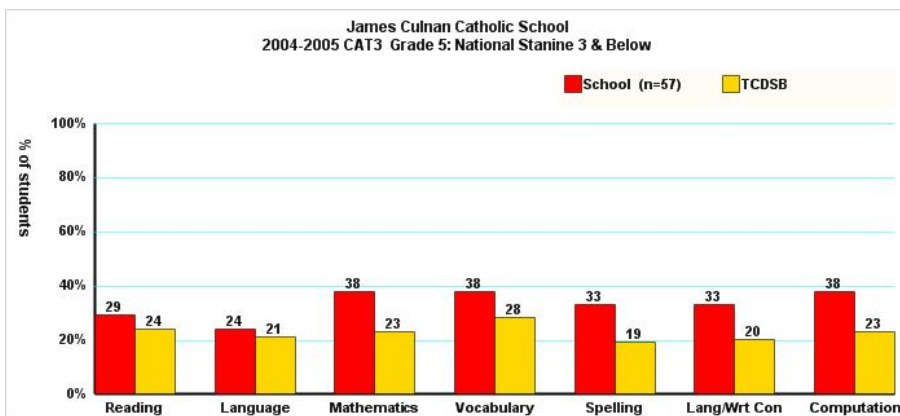
**Gap Analysis:** The data from the graph above indicates a large number of students who need additional supports and learning opportunities to achieve at Level 3. The Junior division teachers will focus on facilitating the development of problem solving skills as they apply to the junior level math program. Students will be provided with many opportunities to complete mathematical problems using manipulatives, calculators, and other resources as needed. Students will focus on the language of mathematics to assist them through daily math lessons and activities. The junior teachers are providing a homework club during lunch hour to provide additional mathematics assistance to students.

## CAT3-National Stanine 3 & Below-20042005-Grade 2



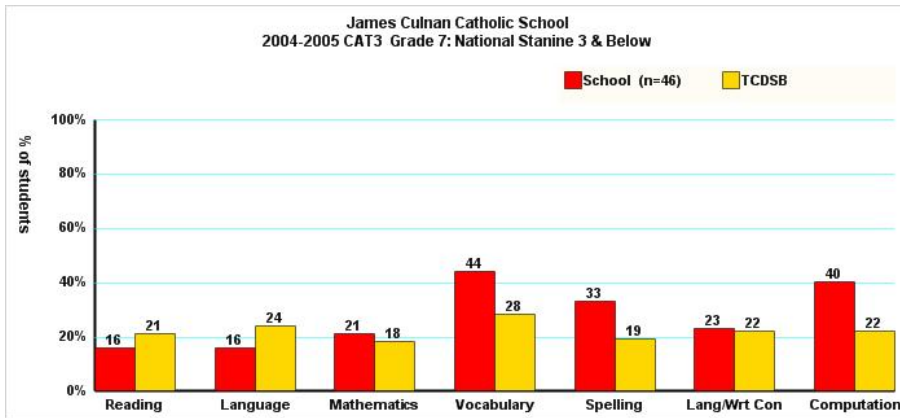
**Gap Analysis:** The results on the above graph indicate a large number of our students need additional supports to achieve within the average range on the CAT 3 assessment. The detailed results of the CAT 3 assessment indicate a need to focus on identifying patterns, Data analysis and probability, subtracting whole numbers and basic math facts in addition and subtraction at the grade 2 level. Furthermore, students will be provided with additional supports to assist their understanding of regrouping and borrowing skills to complete simple equations. Simple problem solving strategies will be provided to assist students in this area. Manipulatives will be utilized to support the learning of basic math facts and to complete problem solving questions. Teacher will consult the CAT3 support document for mathematics to provide additional strategies and activities to assist student learning.

## CAT3-National Stanine 3 & Below-20042005-Grade 5



**Gap Analysis:** The above results indicate the need to provide students additional learning opportunities in order for them to achieve in the average range on the CAT 3 assessment. The CAT 3 results indicate a need to focus on number concepts, measurement, patterns, data analysis and probability, basic multiplication and division of whole numbers, consolidate knowledge of fractions and the decimal operations of working with fractions, and estimation strategies. The junior teachers provide a home work club to assist students who need additional supports to increase their fluency of these mathematical operations and the concept of fractional parts. Students will have access to manipulatives to support their learning in these areas. Teachers will consult the CAT 3 support document for Mathematics to provide appropriate strategies and interventions to assist students.

## CAT3-National Stanine 3 & Below-20042005-Grade 7



**Gap Analysis:** The above results on the CAT 3 assessment indicate students need more learning opportunities to consolidate their learning and achieve at the average range on the CAT 3 assessment in the future. The results of the CAT 3 assessment in specific skill areas indicate the need for additional and intensive ongoing instruction in the areas of Order of Operations, Decimal Operations and Algebraic Number Operations. Students will be provided opportunities to practice basic skills during Math Teams activities, daily Math Trivia activities and timed drill activities for students at risk. Students are provided support during lunch hour tutoring sessions in specific areas requiring additional supports. Teachers will consult the CAT 3 support document for improvement planning in mathematics for specific skill areas identified above; to support student learning and consolidation of skills.

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**1) Strategy:** Junior Division: Teachers will focus on facilitating the development of problem skills as they apply to the junior level math program. Students will use manipulatives, calculators, and other resources to assist the completion of daily seatwork; specifically problem solving computations. Students will focus on the language of mathematics to assist them through daily math lessons and activities. The CAT 3 results (grade 5 May 2005) indicate a need to focus on number concepts, measurement, patterns, data analysis and probability, basic multiplication and division of whole numbers, consolidation of fractions and the decimal operations of working with fractions and estimation strategies. Teachers will use TCDSB program materials. Teachers will access resource personnel to assist with curriculum inquiries. Teachers will attend inservices focusing on math program instructional strategies.

**a) Evidence of Improvement:** Students will demonstrate an improvement in mathematics achievement levels on teacher prepared tests (all grades), CAT3 assessment (grade 5) and EQAO (grade 6). The junior teachers provide a home work club to assist students who need additional supports to increase their fluency of these mathematical operations and the concept of fractional parts. Students will have access to manipulatives to support their learning in these areas. Teachers will consult the CAT3 support document for mathematics to provide appropriate strategies and interventions to assist students.  
Grade 6 teachers will refer to the exemplars to assist with planning and developing lessons to facilitate preparedness of skills for going classroom and EQAO assessments.

**Timeline:** Term 2

**Responsibility:** Teacher, Principal

**Resource:** Classroom / school resources

**Status:** Ongoing

**b) Evidence of Improvement:** Our parent community has identified a need for more review and drills to assist students with learning their multiplication facts.

**Timeline:** Term 2

**Responsibility:** Teacher, Principal

**Resource:** Classroom / school resources

**Status:** Ongoing

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**2) Strategy:** Intermediate division: Instruction shall focus on the specific skill areas of Order of Operations, Decimal Operations and Algebraic Number Operations. Students will be provided with opportunities to practice basic skills during Math Teams activities, daily Math Trivia, and timed drill activities for students at risk. Students are provided support during lunch hour tutoring sessions in specific areas requiring additional supports. Teachers will consult the CAT 3 support document for improvement planning in mathematics skills sets to support student learning and consolidation of skills. Teachers will use TCDSB approved programs and materials. Teachers will attend TCDSB inservices provided by the mathematics department. Teachers shall consult with resource personnel from the Mathematics department to provide further curriculum strategies to assist students with understanding mathematics concepts.

**a) Evidence of Improvement:** Students will demonstrate their learning on teacher prepared tests in addition to the CAT3 assessment and on individual assessment tools provided by the special education teacher.

**Timeline:** Term 2

**Responsibility:** Teacher, Principal

**Resource:** Classroom / school resources

**Status:** Ongoing

**b) Evidence of Improvement:** Student results on CCAT testing will indicate overall improvement in the student's abilities to answer mathematical questions were consistently, greater accuracy when completing a variety of math questions.

**Timeline:** Academic Year

**Responsibility:** Teacher

**Resource:** Classroom / school resources

**Status:** Ongoing

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**Priority: Improving Student Learning and Achievement**

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**Goal: Success for All**

To improve opportunities for all our students to achieve their desired destinations through a variety of programs, supports, assessment strategies and pathways (apprenticeship, college, community living, university and the workplace).

Division: JK - 8

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**1) Strategy:** Students in the intermediate division will be provided with an opportunity to participate in the After School remedial program for additional supports of their academic program.

**a) Evidence of Improvement:** Students will complete a 10 week remedial program in language arts.

**Timeline:** Term 2

**Responsibility:** Teacher

**Resource:** Board-wide resources

**Status:** Ongoing

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