



Angela Gauthier
Director of Education

Ann Andrachuk
Chair of the Board

Josie Di Giovanni
Associate Director,
Academic Services

Dan Koenig
Superintendent of Education,
Curriculum and Accountability Team

Patrick Keyes
Superintendent of Education,
Student Success

Catholic Education Centre
80 Sheppard Avenue East
Toronto ON M2N 6E8

www.tcdsb.org

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

SCHOOL LEARNING IMPROVEMENT PLAN 2011 - 2014

OUR MISSION

We are an inclusive Catholic learning community that educates students, staff, parents and trustees to grow in grace and knowledge and to lead lives rooted in faith, hope and charity.

OUR VISION

Witness, Innovate, Act: Toronto Catholic District School Board learning communities transform the world..

*"Come let us go up to the mountain of the Lord
that he may teach us his ways
and that we may walk in his paths."*

(Isaiah 2:3)

SCHOOL NAME: Father John Redmond Catholic Secondary School and Regional Arts Centre
SUPERINTENDENT: Douglas Yack
SCHOOL ADDRESS: 28 Colonel Samuel Smith Park Dr Toronto ON M8V 4B7
STUDENT ENROLMENT: 1115

PRINCIPAL: Lisa Tomeczek
TRUSTEE: Ann Andrachuk

SCHOOL LEARNING IMPROVEMENT PLAN

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

SCHOOL LEARNING IMPROVEMENT PLAN 2011 - 2014

Father John Redmond Catholic Secondary School and Regional Arts Centre



Father John Redmond Catholic Secondary School and Regional Arts Centre originated in 1985 in South Etobicoke. Our roots are embedded in the Basilian motto of "Teach me Goodness, Discipline and Knowledge". The late Father John Redmond placed an emphasis on addressing and educating the needs of the whole person: mind, body, and soul. Father John Redmond is home to the Regional Arts Program. Our community is a partnership among dedicated teachers, students who value Catholic education, and parents who want the best academic learning environment for their children.

Father John Redmond has a well-established tradition of excellence. FJR students continue to demonstrate improvement in numeracy and literacy. Our results for students in academic Mathematics improved from 47% in 2007 to 89% of our students achieving level three or higher in 2013 as measured through the EQAO Grade 9 Math Test. Our results for students in applied Mathematics improved from 30% in 2007 to 40% in 2013 achieving level three or higher. Our Ontario Secondary School Literacy Results are very impressive. In 2007, 85% of our fully participating first time eligible students were successful. This past year, April 2013, 97% of our first time eligible students were successful. Our students with IEPs (excluding gifted) achieved 81% success rate. In addition, high academic standards are reflected with almost all of our graduates gaining admission to universities and colleges. In June 2013 our graduating class received a record number of prestigious scholarships and bursaries.

The Father John Redmond Student Leadership Team is the driving force behind many activities, such as the Mini Olympics, Best Buddies, Carnival, dances, semi-formal, and the Grade 9 Retreat. We provide Catholic leadership opportunities for our students through peer ministry, Salesian leadership retreats, as well as our Catholic student of the month awards. We are committed to Catholic social teaching evidenced through various social justice initiatives including Me to We, Sandwich Patrol, Key Club, and the Breakfast Program. Extra-curricular activities play an important role in promoting cooperation, teamwork, competitiveness, and pride.

Father John Redmond is a collaborative and productive community with a plethora of learning opportunities, including Taste of the Arts Festival, school musicals, Christmas Spirit Day, performances, and other experiential learning opportunities. Our school has a bustling Resource/Enrichment Centre and After School Tutorial program offering students one-to-one assistance. Many students partake in learning opportunities outside the classroom including the Duke of Edinburgh awards, Queens Mini-Enrichment Week, and CSUNA. Our athletic program mirrors the philosophy and beliefs of the late Father John Redmond; he instilled enduring values of sportsmanship, fair play, and perseverance in our Catholic youth. Basketball, Cross-Country, Hockey, Soccer, Swimming, Volleyball are just a few sports that are available for students to choose from.

Our parent community continues to play a critical role in the success of our school. Our CSAC members organize initiatives such as a speaker series on anti-bullying, parent engagement, and help fund our fund our Kaleidoscope and Regional Arts program.

Our school community strives to inculcate within each student a passion for lifelong learning, academic excellence, responsible citizenship, ethical sportsmanship and commitment to service.

- On-going consultation with Students, Parents and Staff on the School Learning Improvement Plan will take place throughout the year.

SCHOOL LEARNING IMPROVEMENT PLAN

School GOAL : Students will be in-serviced in myBlueprint and will develop their Individual Pathways Plan (IPP). By June 2014, there will be a 20% increase in the number of students completing an eLearning credit. We will maintain our high levels of academic achievement (credit accumulation in all grades) and ideally improve student outcomes in all disciplines.

School Effectiveness Framework	CCCC, Literacy, Numeracy, Pathways, Learning for All	Targeted, Evidence-Based Strategies	Resources for Targeted, Evidence-Based Strategies	Indicators of Success
4.1; 4.2; 4.4; 4.5; 4.6; 5.1; 5.2; 5.3; 5.4; 6.3; 6.4; 1.7; 2.5; 3.1;	Primary Pillar Pathways Related Pillar CCCC	CCCC Student Engagement <ul style="list-style-type: none"> • Attendance Support • Leadership Opportunities Transitions <ul style="list-style-type: none"> • Exchange of Information 	TCDSB Ontario Youth Apprenticeship Program (OYAP) Building Pathways to Success: "The Report of the Program Pathways for Students at Risk Work Group" 2003 Apprenticeship Search.com Ontario Skills Passport Ontario School Counsellors' Association Human Resources and Skills Development Canada	-All Grades 9 and 10 students will develop myBlueprint profiles; all students will use myBlueprint for pathway planning and course selection -20% increase in number of students in eLearning (summer, night, day) -maintain high levels of academic achievement (credit accumulation) - and improve student outcomes in all disciplines

Additional Data/Information as determined by School Improvement Team:

School Effectiveness Framework	<p>4. Curriculum, Teaching and Learning</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</p> <p>4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>4.6 Resources for students are relevant, current, accessible and inclusive.</p> <p>5. Programs and Pathways</p> <p>5.1. Programs, pathways and career planning meet the learning needs and interests of all students.</p> <p>5.2. Authentic learning experiences and experiential learning are built into all subject areas and programs.</p> <p>5.3. Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.</p> <p>5.4. Students have opportunities to build on in-school and out-of-school experiences and activities to further explore personal interests, strengths and career options.</p> <p>6. Home, School and Community Partnerships</p> <p>6.3 The school and community build partnerships to enhance learning opportunities for students.</p> <p>6.4 Learning opportunities, resources and supports are provided to help parents support student learning, and have productive parent-teacher-student conversations.</p> <p>1. Assessment for, as and of learning</p> <p>1.7 Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.</p> <p>2. School and Classroom Leadership</p> <p>2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.</p> <p>3. Student Voice</p> <p>3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.</p>
--------------------------------	---

SCHOOL LEARNING IMPROVEMENT PLAN

School GOAL : To increase the number of Special Education Students (excluding gifted) achieving Levels 3 and 4 in Applied Mathematics by 5% as measured through the 2013-2014 Gr 9 Applied EQAO from 40% to 45%. To maintain the number of ELLs achieving Levels 3 and 4 in Grade 9 EQAO Mathematics at 100% as measured through the 2013 - 2014 Grade 9 EQAO Mathematics.

School Effectiveness Framework	CCCC, Literacy, Numeracy, Pathways, Learning for All	Targeted, Evidence-Based Strategies	Resources for Targeted, Evidence-Based Strategies	Indicators of Success
1.2; 1.4; 1.5; 3.1; 4.1; 4.2; 4.5;	Primary Pillar Numeracy Related Pillar Learning for All	<p>NUMERACY Improve Problem Solving: four - step problem solving process and strategies (G. Polya).</p> <ul style="list-style-type: none"> • Activating Prior Knowledge <ul style="list-style-type: none"> - Review of prior skills and concepts • Co-operative Learning <ul style="list-style-type: none"> - Bansho, Math Congress, Gallery Walk - Think-pair-share - Varied respectful grouping • Communication <ul style="list-style-type: none"> - Academic vocabulary in Mathematics • Problem Solving <ul style="list-style-type: none"> - 4-step problem solving process and strategies • Variety of Learning Tools <ul style="list-style-type: none"> - Graphic organizers 	<p>Think Literacy Mathematics, Grades 7 - 9, 2004, pgs. 22, 38, 90, 96, 102 Student Textbooks, grades 9 -12 Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Gr. 9 - 12 Think Literacy Mathematics, Grades 10 - 12, 2005, pgs. 12, 22,34, 60, 66 The Ontario Mathematics Curriculum Grades 9 & 10, 2005, pgs.12, 11-22</p> <p>Resources</p> <ul style="list-style-type: none"> -All Grade 9 and 10 teachers follow the Numeracy Assessment for Learning Cycle. -Provide opportunities for co-teaching. -Allow students to problem-solve both in groups and individually. -Model appropriate problem-solving strategies. -Provide students with opportunities to solve multi-step problems. -Encourage students to check the reasonableness and completeness of their solutions. -Embed EQAO sample multiple-choice and open-response questions throughout the instruction and assessment of each strand. -Use CODE days for all Grade 9 math teachers to work together through the Numeracy Assessment for Learning Cycle. 	<p>The SLIP Team will meet regularly to examine the indicators of success on an ongoing basis and to determine if progress is being made or if it is necessary to further develop and refine our SMART goals.</p> <p>2014 EQAO results will be reviewed and analyzed.</p>
Additional Data/Information as determined by School Improvement Team:				

SCHOOL LEARNING IMPROVEMENT PLAN

School Effectiveness Framework	<ol style="list-style-type: none">1. Assessment for, as and of learning<ol style="list-style-type: none">1.2. During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.3. Student Voice<ol style="list-style-type: none">3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.4. Curriculum, Teaching and Learning<ol style="list-style-type: none">4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
--------------------------------	--

SCHOOL LEARNING IMPROVEMENT PLAN

School GOAL : We will maintain a 75% success rate in First-Time Eligible (FTE) students taking Applied English courses as measured by the Grade 10 EQAO OSSLT. We will continue to maintain a gender gap of 2% in FTE male student achievement. We will maintain 77% accuracy on multiple choice responses for IEP FTE students.

School Effectiveness Framework	CCCC, Literacy, Numeracy, Pathways, Learning for All	Targeted, Evidence-Based Strategies	Resources for Targeted, Evidence-Based Strategies	Indicators of Success
1.2; 1.5; 2.1; 4.2; 4.5; 5.3; 6.2;	Primary Pillar Literacy Related Pillar CCCC	LITERACY Data Analysis and Determining Needs <ul style="list-style-type: none"> • Comprehensive Assessment Practices <ul style="list-style-type: none"> - CAT/3(4) - Descriptive and Ongoing feedback - EQAO - OCA - TLCP(Assessment for Learning) 	EQAO Item Information Report: Student Roster (IIR) Profile of Strengths and Areas for Improvement (PSAI) Detailed School Results (EQAO) Tracking a Cohort's Achievement on EQAO Assessments OCA (Ontario Comprehension Assessment), grades 7,8,9 Grade 7 CAT3 Detailed School Report Education For All, pp. 19-29 (Learning for All K-12, DRAFT, pp. 25-46) Me Read? No Way, pp.43-45 Curriculum.org, Webcast: Teacher Moderation: Collaborative Assessment of Student Work OSSLT Detailed School Reports Consult with Literacy Resource teachers at the CEC for recommended resources on reading and writing strategies for boys. Additional release days to support OSSLT preparations, monitoring students, marking of OCA and Mock Tests, and to attend literacy conferences and workshops.	Grade 9 OCA results will be reviewed and analyzed to determine direction of SMART goals. Grade 10 Mock OSSLT (Fall and Winter tests) will be reviewed to determine direction of SMART goals (specifically in the areas of multiple choice, graphical texts, inferencing, and written responses (news report and opinion response). 2013 OSSLT results will be reviewed and analyzed to determine if SMART goals have been achieved.
Additional Data/Information as determined by School Improvement Team:				
School Effectiveness Framework	1. Assessment for, as and of learning 1.2. During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers. 1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps. 2. School and Classroom Leadership 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. 4. Curriculum, Teaching and Learning 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning. 5. Programs and Pathways 5.3. Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available. 6. Home, School and Community Partnerships 6.2. Students, parents and community members are engaged and welcomed, as respected and valued partners.			

SCHOOL LEARNING IMPROVEMENT PLAN

School GOAL : By June 2014, there will be an increase in the number of students who view themselves as positively engaged in their own learning. We will continue shaping positive school climate and student engagement by focusing on leadership opportunities and mental health initiatives. We will continue our efforts in increasing student achievement through 21st century learning.

School Effectiveness Framework	CCCC, Literacy, Numeracy, Pathways, Learning for All	Targeted, Evidence-Based Strategies	Resources for Targeted, Evidence-Based Strategies	Indicators of Success
1.1; 1.2; 1.5; 2.4; 2.5; 3.1; 3.2; 4.3; 4.4; 6.2;	Primary Pillar CCCC Related Pillar Learning for All	CCCC Student Engagement <ul style="list-style-type: none"> • Attendance Support • Caring Adult • Leadership Opportunities Other Strategy <ul style="list-style-type: none"> • 21st Century Learning -collaboration, communication, critical thinking, project based learning 	Camp Olympia Leadership Training Leadership Training Camp Stop the Stigma Initiative Take Action... Leaders Today The Covey Leadership Program – 7 Habits of Highly Effective Teens Chaplaincy Student Leadership Training Program Student Engagement/Caring Adult Presentations Solving School Problems – Solution Focused Strategies Author: Nancy McConkey Student Leadership conferences Stop the Stigma Health and Wellness Committee Safe Schools Team to collaborate with 22 Division FJR Teachers to continue in-service on Solving School Problems TCDSB21C Conference Student Success Team / Conferences Community Mental Health Agencies TCDSB Virtue of the Month TCDSB Student Success and Psychology Websites	We will use the following indicators to determine our degree to which we have met the goal: MSMV Survey Transition Survey EQAO questionnaire Improved attendance Increased participation in extra-curricular and leadership initiatives Improved academic achievements in all disciplines - minimum provincial standard and beyond Increased participation in after school tutorials Continued partnering and growth in tutoring program at Christ the King Elementary School

Additional Data/Information as determined by School Improvement Team:
 We will use the following indicators to determine our degree to which we have met the CCCC SMART goal
 MSMV Survey
 Transition Survey
 EQAO questionnaire
 Improved attendance
 Increased credit accumulation
 Increased participation in extra-curricular and leadership initiatives
 Improved academic achievements

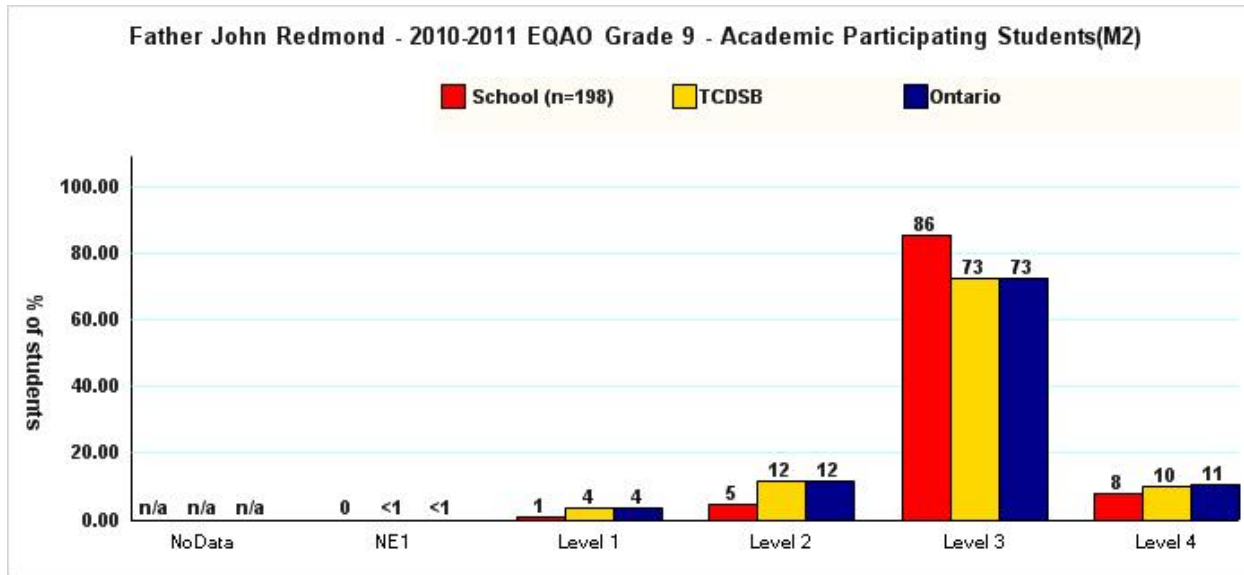
SCHOOL LEARNING IMPROVEMENT PLAN

School Effectiveness Framework	<ol style="list-style-type: none">1. Assessment for, as and of learning<ol style="list-style-type: none">1.1 Students and teachers share a common understanding of the learning goals and related success criteria.1.2. During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.2. School and Classroom Leadership<ol style="list-style-type: none">2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.3. Student Voice<ol style="list-style-type: none">3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population.4. Curriculum, Teaching and Learning<ol style="list-style-type: none">4.3 Teaching and learning incorporates 21st century - content, - global perspectives - learning skills, - resources and - technologies.4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.6. Home, School and Community Partnerships<ol style="list-style-type: none">6.2. Students, parents and community members are engaged and welcomed, as respected and valued partners.
--------------------------------	---

SCHOOL LEARNING IMPROVEMENT PLAN

Comprehensive Needs And Strengths Assessment

Father John Redmond C.S.S. and R.A.C. is a caring, Catholic community with a strong commitment to student achievement and engagement. We continue to build capacity in the following areas: • Ongoing professional development in the areas of TLCP, SEF, DI, NAfLAC, gradual release of responsibility, student engagement, moderated marking, Student Success Learning Network • literacy and numeracy development and achievement • improved pass rates and credit accumulation Gr 9 Pass Rate - 98%; Gr 10 - 98%; Gr 11 - 97%; Grade 12 - 97% Administration, Student Success, Guidance, and Resource closely review all Grades 9 - 12 midterm and final report cards. Department Heads also review this data with their department and discuss instructional strategies. Father John Redmond's programs are tailored to students – to shape student learning and reduce the achievement gap. Our Academic Support Program (ASP) builds on the premise that student learning and student success is a whole school commitment. Our ASP provides students with an opportunity to continue learning after school and develop in a safe environment that supports academic achievement. In addition to the complement of teachers and educational assistants, our ASP is differentiated as we involve a significant number of Grade 10 – 12 student tutors. Teachers use practices that relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students. Teachers provide ongoing feedback that is clear, specific, and meaningful to support improved learning and achievement. All departments use TLCP and DI strategies to shape student learning and achievement.



SCHOOL LEARNING IMPROVEMENT PLAN

SCHOOL LEARNING IMPROVEMENT PLAN