SCHOOL INFORMATION

SCHOOL NAME: St. Nicholas of Bari Catholic School
ADDRESS: 363 Rogers Rd
          Toronto ON M6E 1R6
PRINCIPAL: Joe Pannozzo
SUPERINTENDENT: Josephine Nespolo
TRUSTEE: Christine Nunziata
NO OF STUDENTS: 700

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 DEVELOPMENT
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.
Priority:  Nurturing Our Catholic Community

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:  Primary (JK - 3)

1)  **Strategy:** Prayer Table
   Each classroom would have a prayer table incorporating the primary symbol of each Religious Education Program

   a)  **Evidence of Improvement:** Prayer Table contains:
   Cloth (green, purple, white), Bible, Cross and appropriate symbol for grade level:
   Gr One: Story Shawl
   Gr Two: Table
   Gr. Three: Tent

   **Timeline:** Academic Year
   **Responsibility:** Teacher, Vice Principal, Principal
   **Resource:** Classroom / school resources
   **Status:** In progress
Priority: Nurturing Our Catholic Community

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: Junior (4-6)

1) Strategy: Providing/updating/renewing Religion/Family Life resources for all grade levels.

   a) Evidence of Improvement: Report Cards - Report Cards are to include Statements for Reporting learning in Religion and Family Life - 3 for Religion and 1 to 2 for Family Life.

   Timeline: Academic Year

   Responsibility: Teacher, Vice Principal, Principal

   Resource: Born of the Spirit; Catechetical Series grades 4-6; CCCB publications
   Fully Alive Program; Grades 4-6; Pearson Educational
   Institute of Catholic Education
   Religion/Family, Life Website

   Status: In progress
Priority:  Nurturing Our Catholic Community

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:  Intermediate (7-8)

1) Strategy:  Providing/updating/renewing Religion/Family Life resources for all grade levels.

a) Evidence of Improvement:  Report Cards - Report Cards are to include Statements for Reporting learning in Religion and Family Life - 3 for Religion and 1 to 2 for Family Life.

Timeline:  Academic Year
Responsibility:  Teacher, Vice Principal, Principal
Resource:  We are Strong Together Catechetical Series; CCCB publications
Fully Alive Program; Grades 7-8; Pearson Educational Institute of Catholic Education
Religion/Family Life Website

Status:  In progress
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: Primary (JK - 3)

EQAO-Reading-20042005-Grade 3-Participating Students

1) Strategy: Focused professional development on guided reading via:
- divisional meetings;
- in-class coaching and modeling by peers;
- attendance at board/secretariat sponsored inservices.

a) Evidence of Improvement: Increased use of guided reading in classrooms; increased familiarity and comfort level amongst teachers as to how to structure their classrooms to effectively facilitate guided reading.

Timeline: Academic Year

Responsibility: Teacher, Vice Principal, Principal

Resource: Language Arts Coordinator and resource staff
Various Balanced Literacy documents
Early Reading Strategies Binder, Ministry of Education 2003
Balanced Literacy: A Principal’s Handbook, TCDSB 2000
Professional reading in central storage (provided by Language Arts Dept.)

Status: Ongoing
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: Junior (4-6)

EQAO-Reading-20042005-Grade 6-Participating Students

**1) Strategy:** Mentorship of divisional teachers regarding implementation of shared reading and writing in both our local JLI program and our core classrooms

a) **Evidence of Improvement:** Increased (proper) use of shared reading and shared writing in junior division classrooms.

**Timeline:** Academic Year

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

**Resource:** JLI mentor
JLI Lead Teacher
Local JLI teacher
Language Arts coordinator and curriculum resource teacher
Board / secretariat sponsored inservices
Literacy in the Middle Grades binder
Literacy for Learning Expert Panel Report
Professional Reading resources in central storage

**Status:** In progress
2) **Strategy:** Focus on Boys’ Literacy:
- Purchase more materials aimed at boys, namely graphic novels, non-fiction, magazines, etc.,
- Increasing opportunities for authentic reading and writing
- Increase exposure to computer technology to supplement reading and writing instruction
- Infuse more opportunities for the arts to be incorporated into daily instruction.

**a) Evidence of Improvement:** Improved engagement of boys in daily lessons and activities

**Timeline:** Academic Year

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

**Resource:** Language Arts Coordinator and resource staff
- Various publishers willing to share “boy-friendly” materials
- Professional reading located in school central storage

**Status:** Ongoing
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: Intermediate (7-8)

1) Strategy: Focus on Boys' Literacy.
- Purchase more materials aimed at boys, namely graphic novels, non-fiction, magazines.
- Increase opportunities for authentic reading and writing.
- Increase exposure to computer technology to supplement reading and writing instruction.
- D.E.A.R.-Drop Everything And Read-Class reads quietly and uninterruptedly for 20 minutes twice a week.
- D.E.A.W.- Drop Everything And Write-Class writes quietly for 20 minutes twice a week.
- Mentorship of divisional teachers regarding implementation of shared reading and writing.

a) Evidence of Improvement: Improved boys’ scores on EQAO and CAT3.
- Decreased discrepancy between boys and girls on Literacy based assessments.
- Improved reading and writing grades on report cards.
- School board sponsored workshops

Timeline: Academic Year
Responsibility: Teacher, Vice Principal, Principal
Resource: Classroom / school resources
Status: In progress
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: Primary (JK - 3)

EQAO-Mathematics-20042005-Grade 3-Participating Students

1) Strategy: Ensure that the expectations of the revised Ontario Mathematics curriculum and the Nelson Math program which supports it are being properly implemented

a) Evidence of Improvement: Consistent implementation of the new expectations by all teachers across the division.

Timeline: Academic Year

Responsibility: Teacher, Vice Principal, Principal

Checklist: Principal “Look Fors” in the Mathematics Classroom
Checklist: Supporting the Six Math Principles
Curriculum Side-by-Side Comparisons at: http://www.ocup.org/resources/#compare
CEC Math Resource Department In-Services

Status: In progress
**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:** Junior (4-6)

EQAO-Mathematics-20042005-Grade 6-Participating Students

1) **Strategy:** Ensure that the expectations of the revised Ontario Mathematics curriculum and the Nelson Math program which supports it are being properly implemented

a) **Evidence of Improvement:** Consistent use of centrally provided text and support materials by all teachers in the division

**Timeline:** Academic Year

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

Checklist: Principal "Look Fors" in the Mathematics Classroom
Checklist: “Supporting the Six Math Principles”
Curriculum Side-by-Side Comparisons at: http://www.ocup.org/resources/#compare
CEC Math Resource Department

**Status:** In progress
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: Intermediate (7-8)

1) Strategy: Ensure that the expectations of the revised Ontario Mathematics curriculum and the Nelson Math program which supports it is being properly implemented
   
a) Evidence of Improvement: All teachers are conversant with the revised curriculum and the new expectations
   
   Timeline: Academic Year
   
   Responsibility: Teacher, Vice Principal, Principal
   
   Leading Math Success: Mathematical Literacy Grades 7-12 pp.76-78
   Checklist: Principal “Look Fors” in the Mathematics Classroom
   Checklist: “Supporting the Six Math Principles”
   Curriculum Side-by-Side Comparisons at: www.ocup.org/resources/#compare
   CEC Math Resource Department
   
   Status: In progress

2) Strategy: Increase in the number of students obtaining level 3 in the area of Numeracy.
   
a) Evidence of Improvement: Report Card marks/Various assessments,CAT/3 results
   
   Timeline: Academic Year
   
   Responsibility: Teacher, Vice Principal, Principal
   
   Resource: Classroom / school resources
   
   Status: In progress

b) Evidence of Improvement: Increase in the number of students obtaining level 3
   
   Timeline: Academic Year
   
   Responsibility: Teacher, Vice Principal
   
   Resource: Board-wide resources
   
   Status: In progress
Priority: Building Capacity to Lead and Learn

Goal: Professional Development

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.

Division: Primary (JK - 3)

1) Strategy: To attend the following workshops throughout the school year and share best practices with the primary division. Early Reading strategies / Early writing strategies / Professional Learning Communities / PA days / In-services

a) Evidence of Improvement: Assessments/Report Cards/EQAO results and Running Records.

Timeline: Academic Year

Responsibility: Teacher, Vice Principal, Principal

Resource: Classroom / school resources

Status: In progress
Priority: Building Capacity to Lead and Learn

Goal: Professional Development
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.

Division: Junior (4-6)

1) Strategy: 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.

a) Evidence of Improvement: Middle literacy assessment measures.
   EQAO results
   CAT/3 results

Timeline: Academic Year
Responsibility: Teacher, Vice Principal, Principal
Resource: Board-wide resources
Status: In progress
Priority: Building Capacity to Lead and Learn

Goal: Professional Development
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.

Division: Intermediate (7-8)

1) Strategy: After School Literacy and Numeracy program for at risk students in grade 7 and 8.
PLC at Romero High School

  a) Evidence of Improvement: Increase in report card marks for Literacy/ Numeracy.

     Timeline: Academic Year

     Responsibility: Teacher, Vice Principal, Principal

     Resource: Classroom / school resources

     Status: In progress