TORONTO CATHOLIC DISTRICT SCHOOL BOARD

SCHOOL LEARNING IMPROVEMENT PLAN

2010 - 2011

K - 8

ST. THOMAS AQUINAS CATHOLIC SCHOOL

PRINCIPAL: Maria Teresa Bernardi
TRUSTEE: Maria Rizzo

SCHOOL NAME: St. Thomas Aquinas Catholic School
SUPERINTENDENT: Douglas Yack
SCHOOL ADDRESS: 636 Glenholme Ave Toronto ON M6E 3G9
STUDENT ENROLMENT: 673

www.tcdsb.org

Ann Perron
Director of Education

Ann Andrachuk
Chair of the Board

Angela Gauthier
Associate Director, Academic Services

Josie Di Giovanni
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
**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.

**Student Success:** 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.
School: St. Thomas Aquinas Catholic School
School year: 2010-2011
Focus: Literacy / K-8 (i.e. K-8; Literacy, Numeracy, Pathways, CCCC)

SMART Goal:
To increase the number of students achieving level 3 and 4 in reading by 2\% as measured through the Primary EQAO assessments and 4\% as measured through the Junior EQAO assessment in May 2011.

Specific:
*Identified area of concern was determined based on analysis of EQAO's Item Information Report, CAT/4, Running Records and QCA data from 2009-2010.
*In Reading, we will focus on student's multiple choice and open responses targeting making connections and vocabulary
*In Writing, we will focus on long pieces, language conventions, as well as writing in context.

Profile of Strengths and Areas for Improvement (PSAI) indicates the following specific areas need to be targeted:

Grade 3
Skill: Making Connections, grade 3 - 64\% demonstrated strength
Overall Expectation: Reading for Meaning (Expectations 1.0), grade 3 – 57\% demonstrated strength

Grade 6
Skill: Making Connections grade 6 – 58\% demonstrated strength
Overall Expectation: Reading for Meaning (Expectations 1.0), grade 6 – 56\% demonstrated strength

CAT-3, grade 2 National Stanine Reading results:
58\% of students achieved National Stanine 6,7,8,9

CAT-3, grade 5 National Stanine Reading results:
55\% of students achieved National Stanine 6,7,8,9
Measurable Data examined:

* detailed school report (DSR)
* profile of strengths and areas of improvement (PSAI)
* item information reports (IIR)
* Running Record and QCA classroom assessments
* CAT-3
* 3rd term report card marks for Reading

Mid-point Assessment:

* TLCP
* Running Record data
* QCA data
* Report card data

Measuring Success:

Data being examined:

* EQAO released IIR for Spring 2010
* PSAI (Profile of Strengths and Areas for Improvement)
* Running Records and QCA classroom assessments
* CAT-4 data for Grade 3 and 6 students
* Third term report card marks for Reading 2009-2010

Mid-point assessment tools/data sources:

* Teaching Learning Critical Pathway: pre and post assessment progress
* Running Records Data: collected three times a year
* QCA Data-to be collected twice a year

Measuring success in area of concern:

* EQAO Spring 2011 student achievement in reading as measured through the primary and junior EQAO assessments
* Report card data
* Comparison between CAT-4 and EQAO scores
The following strategies will be used to help attain our goal:

Targeted Evidence-Based Strategies/Actions
Literacy Learning Block- Daily
* Primary grades (grades 1-3) between 10:15-11:30
* Junior grades (grades 4-6) between 8:30-10:00
* Intermediate grades (grades 7-8) between 12:30-2:00
* 45-60 min. literacy-related activity in kindergarten

Comprehensive Literacy Assessments (k -Gr. 3)
* Use of revised assessment tool for reading, writing, oral language and phonological awareness to assist with explicit instruction

Gradual Release of Responsibility
* Embedded in Literacy Block-daily read alouds, explicit modeling/teaching of comprehension strategies
* Commitment to shared reading on a regular/weekly basis
* Review basic framework of Guided Reading practice in primary and junior divisions and commit to Guided Reading on a daily basis
* Explicit instruction of writing strategies and genre
* Integration of technology/assistive technology-Premier, drama and the arts to differentiate instruction

Intervention Programs
* 5th Block, Empower, Corrective Reading

Professional Learning
* Literacy-related in-services and workshops lead by Literacy Resource Teacher Patricia Kirkwood (main focus to be Guided Reading)
* Teacher moderation
* Participating/Leading in Divisional Meetings: sharing best practices, focusing on Education for All document, The Daily Five, etc.
* Participating in Premier workshops lead by Assessment and Programming Teacher, Eva Matyas

Differentiated Instruction
* Full range of accommodations in place for students with special needs including use of scribes and assistive technology (Premier)
* Use Premier assistive technology with grade 3 and 6 students
* 2 TLCP cycles
Results-Oriented

Resources:
* Dictionaries and Thesauruses purchased for every classroom to assist with vocabulary development
* A variety of genre purchased to increase the number of books in individual classroom libraries
* Corrective reading materials
* Empower reading materials
* On the Mark assessment packages being Centrally ordered by the Language Department
* Purchase Plan B to continue

Human Resources
• Area 3 Literacy Resource Teacher (P. Kirkwood)
• School Improvement Team
• 5th Block Teacher
• School Literacy Rep
• Principal and Vice-Principal
* Assessment and Programming Teacher (E. Matyas)

TCDSB Resources
• Comprehensive Literacy Handbook and Assessments
• Literacy in the Middle Grades and Assessments
• Kindergarten Guide to Timetabling
• Quick Comprehension Assessment (QCA), grades 3-6
• C/A Portal: On the Same Page (e-newsletter to all teachers)
• Premier Assistive Technology

Ministry Resources
• Documents (Guides to Effective Instruction), webcasts, monographs
• websites – www.eworkshop.on.ca, www.curriculum.org

School Resources
• Levelled texts for Guided Reading
• Comprehensive Literacy handbook and assessment
Monitoring and Responsibility

Data to be collected and identified
• EQAO and CAT-3 analysis, September 2009, September 2010
• SLIP October 2009
• Term Report Cards – December 2009, March 2010, June 2010
• Running Record Data – to be collected in October, January, and April (available on DIP)
• QCA Data – to be collected September and February (available on DIP)
• TLCP pre/post assessment- every 6-8 weeks; shared at network meetings
• classroom assessments

Identify who is responsible for monitoring each part of the SLIP:
Principal and Vice-Principal
• facilitates work of professional learning community focusing on student work, teacher moderation and TLCP
• establishes and work with a School Improvement Team
• informs and work with the school CSAC
• uses the School Effectiveness Framework to guide/inform the plan
• monitors progress
• facilitates and participate in Teaching Learning Networks/Hubs within the family of schools
• monitors and supports implementation of: Comprehensive Literacy and Literacy in the Middle Grades

Classroom teachers and Special Education teachers
• implement: Comprehensive Literacy or Literacy in the Middle Grades, revised Kindergarten and/or Language Arts Curriculum, the Guides to Effective Instruction, and the gradual release of responsibility in their daily teaching
• administrator TCDSB Literacy Assessments
• use assessment for learning to guide practice and differentiate instruction
• participate in TLCP and teacher moderation sessions
• support the work of Networks, Hubs, and PLCs
• attend professional learning in-services
• collect and share student artefacts for discussion

School Improvement Team
• gathers and analyzes data to develop School Learning Plan
• uses DIP to monitor school data on an ongoing basis

5th Block Teacher
• provides in-school support to classroom teachers using a coaching model

School Literacy Reps
• share information and resources provided at regional meetings
**Evaluation:**
We will examine our indicators of success on an ongoing basis to determine if we are making progress or need to further develop and refine our SMART goals.

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<tr>
<th>Responsibility</th>
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<tr>
<td><em>Classroom teachers</em></td>
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<td><em>School Improvement Team</em></td>
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<td><em>Special Education teacher - Empower program</em></td>
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<td><em>Fifth Block Teacher</em></td>
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<td><em>Administration</em></td>
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- *Running Records data collected 3 times a year*
- *QCA and OCA data collected twice a year*
- *TLCP pre/post assessment*
School: St. Thomas Aquinas Catholic School
School year: 2010-2011
Focus: Numeracy / K-8 (i.e. K-8; Literacy, Numeracy, Pathways, CCCC)

SMART Goal:
There will be an improvement in student achievement at levels 3 and 4 in both the Primary and Junior EQAO assessment by 10% in mathematics.

Specific:

There will be a 3% improvement in student achievement in the following overall expectations:

Develop, select and apply problem solving strategies as they pose and solve problems and conduct investigations in order to help deepen their mathematical understanding and communicate mathematical thinking orally, visually, and in writing by using everyday language, basic mathematical vocabulary, and/or using a variety of representations, and observing basic mathematical conventions;

This will be measured through the primary and junior EQAO and CAT/3 assessments.

![Graph showing student achievement levels in 2008-2009 EQAO All Grades - Math All Students (M1)]
Measurable

- Review results from Key Question with rubric
- Review results from Mid Chapter and Final Chapter test
  - We will examine data from the EQAO spring assessments and compare 2008-2009 data with 2009-2010 results
  - CAT/3 Gr. 2 and 5 and 7 data will be compared on DIP to previous trends
  - NAfLC (Numeracy Assessment for Learning Cycle) and Key Assessment questions from Nelson Math program
  - Item Information Reports (IIRs) from EQAO question and response analysis
  - SIT re-visit data and DIP ongoing
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<tr>
<th>Attainable</th>
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<tr>
<td>Develop common math language/vocabulary bank by strand</td>
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<td>Review math language on assessments</td>
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<td>Modelling math language and 4 step problem solving model (start scaffolding approach; model; share with partner; independent)</td>
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<td>Increase usage of anchor charts</td>
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<td>Review IIR results at divisional and staff meetings</td>
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**Professional Development:**

- Sessions with Numeracy Resource Teacher
- School in the Middle hubs/Nafic support
- Math representative to report feedback/information to school staff

**Strategies:**

- School block timetable supports mathematics instruction
- Focused support for targeted students grade 3 and 6
- Problem of the Week applying the four step problem solving strategies in each grade
- Math word wall, explicit math vocabulary
- Daily drills, teacher modelling, SMART board usage
- Manipulatives, scaffolding, key assessments
- Provide opportunities to present alternate solutions using a variety of strategies (Think-Pair-Share, Bansho, Gallery Walk)
- Reflect on previous OFIP strategies introduced

**Professional Learning:**

- Differentiated Instruction
- Manipulatives, Assistive Technology, SMART Board
- OFIP Math intervention inservices
Evaluation:

We will examine our indicators of success on an ongoing basis to determine if we are making progress or need to further develop and refine our SMART goals.

<table>
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<tr>
<th>Results-Oriented</th>
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<tbody>
<tr>
<td>Math data folder</td>
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<td>Naflc results</td>
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<td>Report card assessments</td>
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<td>EQAO</td>
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<td></td>
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<td>- Shared responsibility of Teachers, Principal, Support Staff, Math reps</td>
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<td>- Nelson Math resources provided in all grades, manipulatives for each class, uninterrupted math instruction</td>
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<td>- Identified students to watch in DIP; focussed intervention in gr. 3 and 6 for these students</td>
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<td>- Problem of the week resources, EQAO website, moderated marking sessions to discuss progress of problem solving goals.</td>
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<th>Timeline</th>
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<td>- after term report card, compare marks versus mid and final chapter</td>
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<td>- Ongoing Nelson key assessment questions</td>
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<td>- Weekly Problem of the Week problem solving</td>
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<td>- Divisional meetings ongoing</td>
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<td>- Numeracy Assessment for Learning Cycle-terms 2 and 3</td>
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Teachers, Administration
**School**  St. Thomas Aquinas Catholic School  
**School year:**  2010-2011  
**Focus:**  Pathways / K-8 (i.e. K-8; Literacy, Numeracy, Pathways, CCCC)  

**SMART Goal:**  
Increased participation of authentic and age-appropriate experiences focused on pathways exploration from the Explore and Discover Pathways curriculum.

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<tr>
<th>Specific</th>
<th>Measurable</th>
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| Students from grades 1-6 will participate in at least 2 authentic age-appropriate experiences focused on Pathways exploration from the Explore and Discover Pathways Curriculum Resource.  
To introduce and present the Transition document in the grade 8 classes.  
To arrange Junior Achievement presentations in the grade 8 classes.  
To arrange the Skills Canada presentations for the grade 7 and 8 classes.  
To introduce "Career Cruising" program to the grade 7 and 8 classes.  
To arrange local police department presentations for classes JK through to grade 8 | Initiate survey and response opportunities for students to reflect on pathways experiences in each grade.  
Increase awareness and understanding of pathways opportunities at age appropriate levels including high school information, post-secondary options, and career choices. |
**Evaluation:**
Survey results will show an increase in awareness of pathways experiences. Ongoing results/lessons learned to be communicated through school newsletters, assemblies, etc.

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<th>Attainable</th>
<th>Strategies:</th>
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<td>- Availability of rich literature and a variety of texts related to community jobs, career choices, and pathways experiences available for students at primary and junior levels.</td>
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<td>- Embedded pathways discussions and exploration in variety of curriculum areas: Social Studies, Science, Language Arts, Math, Family Life, Religion</td>
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<td>- Junior Achievement in junior grades presentations and activities</td>
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<td>- Guidance counsellors involvement at all grade levels</td>
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<td>Professional Learning:</td>
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<td>- SMART goals school wide to promote pathways experiences</td>
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<td>- Addition of pathways to divisional discussions</td>
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<td>- Co-teaching with classroom and guidance teachers</td>
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<td>- Technical support and PD on variety of media/software, workshops, community programs</td>
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</table>

| Results-Oriented | - Students and staff develop broader understanding and knowledge of pathways experiences for each grade level. |
|                 | - Increased participation in pathways experiences across the curriculum |
|                 | - Upon availability, implementation of Grade 6 Program Pathway Planner for grade 6 students |
|                 | - Support documents upon availability to connect curriculum to pathways |

| Timeline | - Ongoing discussion in divisional meetings: staff and admin team. |
|          | - Mid year sharing of best practices and pathways experiences to date in each grade |
|          | - Year end survey of student responses/experiences with pathways experiences |
School: St. Thomas Aquinas Catholic School
School year: 2010-2011
Focus: CCCC / K-8 (i.e. K-8; Literacy, Numeracy, Pathways, CCCC)

SMART Goal:
Regular monthly assembly for the St. Thomas Aquinas school community (i.e. staff, students, parents) to gather and share in our Catholic community and gospel values.

Initiate

Specific

To fully engage in the TCDSB 3 year faith development of Word, Worship, Witness Initiative.
To implement school and parish connections through the Word, Worship and Witness initiative involving celebrations, sacraments, home and school involvement.

Continue to engage in Virtues Education through the Witness, celebrating successes and acknowledging acts of faith in our school.

All students will have the opportunity to volunteer and demonstrate their leadership capabilities within the school, church and community. The Me to We philosophy will be evident through social justice initiatives in our school community for the academic year 2010-2011.

Dress Down for Charity events will be held monthly. Contributions will be given to:
- Oct - Me to We - Halloween Drive
- Nov - TCDSB Angel Foundation
- Dec - Kids Help Phone
- Jan - Free the Children - Adopt a Village
- Feb - Nelson Mandela Toonie Day
- Mar - Sharelife
- Apr - Heart and Stroke
- May - Canadian Cancer Society
- June - Me to We - Buy a Book/Give a Book Program

**Food drive at Thanksgiving, Halloween, Christmas and Easter to help St. Paul de Vincent organization

**Mitten and scarf drive for Christmas Concert participants
| Measurable | Students will have increased opportunities for leadership.  
|            | Monthly recognition through Virtue assemblies for success in faith leadership and reflection of Gospel values.  
|            | Staff to assess student success in each classroom.  
|            | School community will gain increased awareness of social justice and global issues.  
|            | Opportunities for volunteering at parish and in the community. |
| Attainable | Students and Staff will:  
|            | - Participate in school Me to We activities and social justice initiatives: Mittens for Christmas, Halloween to end Hunger, Philippines Aid, etc.  
|            | - Participate in monthly virtues activities, scripture, assemblies  
|            | - Student preparation of monthly community mass celebrations  
|            | - Sacrament preparation and retreats for grade 2’s  
|            | - Food drives for Thanksgiving, Christmas, Easter, etc.  
|            | - Daily prayer and announcements connected to virtue, gospel readings  
|            | - Religion and Family Life curriculum and connections  
|            | - Peer/Door Monitors  
|            | - Safe Schools Team, anti-bullying initiatives  
|            | - Health Action Team  
|            | - Monthly newsletters reflect parish connections and news, as well as, monthly virtues and gospel connections |
| Results-Oriented | There will be increased involvement and participation in social justice initiatives in the school.  
Focus on the Gospel through Word, Worship and Witness, as well as, awareness of monthly virtues and gospel connections will be evident through student participation, reflections, work products and dialogue.  
To assist new students to Canada with transition to the Canadian school system with coordination from the Culture Link Settlement Worker (M. Guaio) and APT (E. Matyas) for especially large contingency of Hungarian immigrants. |
|---|---|
| Timeline | Ongoing review of staff and student involvement in our Catholic Community through school, parish, and home connections.  
Monthly divisional assemblies and reflection on virtue contributions from staff and students.  
Social justice events ongoing each term and throughout the school year.  
Ongoing communication to community on all initiatives through newsletters, CSAC meetings and parish bulletins. |

**Evaluation:**  
Feedback to reviewed from all stakeholders to determine if changes, edits and continuation of new experiences/events to be done.  

Has there been an evident increase in staff development and sense of community?  
Has there been an evident increase in student relationships that demonstrate peace, respect and harmony?  
Has there been an evident increase in parent/school relationships that demonstrate increased participation?