



Kevin Kobus
Director of Education

Catherine LeBlanc-Miller
Chair of the Board

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Deputy Director, Academic Affairs

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Superintendent of Education,
Curriculum and Accountability Team

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



2007 - 2008
**School
Learning
Plan**



SCHOOL NAME: Blessed Trinity Catholic School
SUPERINTENDENT: Michael McMorrow
SCHOOL ADDRESS: 3205 Bayview Ave , Toronto ON , M2K 1G3
STUDENT ENROLMENT: 222

PRINCIPAL: Frank Savoia
TRUSTEE: Maria Rizzo

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:

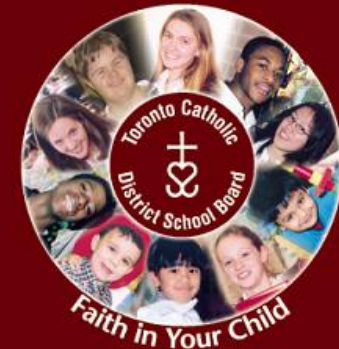
BUILDING CAPACITY TO LEAD and LEARN

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.

Kevin Kobus, Director of Education



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 2008

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School Learning Plan

Blessed Trinity Catholic School

2007 - 2008

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)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Prepare Grade 2 Students for first Reconciliation and Communion.		Academic Year	Teacher, Principal	Classroom; School; Parish	In progress	Engage students in discussions about the sacraments. Complete booklets to reinforce ideas. Visit the Church. Invite Father Hansoo to come in and discuss the sacraments with the students.
Offer assemblies to encourage Christian outreach.		Academic Year	Teacher, Principal	Classroom / school resources	In progress	There will be a variety of charitable projects going on in school.
Invite Brother Fernando to work with students during Religion class on a weekly basis.		Academic Year	Teacher, Principal	Classroom / school resources	In progress	Develop a schedule for brother Fernando. Brother Fernando visits the classroom every Monday.
Timetable prayer in Opening, Closing exercises.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Students will lead prayer on PA; Teachers will end each day with prayer/blessing of students
Review and practise Mass behaviour and responses.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Participation in school Masses will increase.
Enhance relationship between school and Parish.		Academic Year	Teacher, Principal	Classroom / school resources	In progress	Liaison meetings with the church will be held. Invite Father Hansoo Park and Rev. Ambrose E. Sheehy to school events and to work with students on a weekly basis.



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Blessed Trinity Catholic School

2007 - 2008

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)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Providing/updating/renewing Religion/Family Life resources for all grade levels.		Academic Year	Teacher, Principal	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	Ongoing	Religious Education Grades 4-6 Teacher Texts Sufficient numbers of Student texts Accompanying Music for each program
Each classroom would have a Prayer table incorporating the primary symbol of each religious Education Program		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Prayer Table contains: cloth (green, purple, white), Bible, Cross and appropriate symbol for grade level: Gr. Four: Tree Stump Gr. Five: Rock Gr. Six: Lamp
Distribution and utilization of Board produced support materials		Academic Year	Teacher, Principal	Remember Statements Banner Templates Combined Grade Outlines	Ongoing	Teacher uses Curriculum Night Scripts for Religion/Family Life Calendar outlines for planning; Remember statements are displayed by Prayer Table; Combined grade outlines used for combined grade
Timetable prayer in Opening, closing exercises		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Students will lead prayer on PA; Teachers will end each day with prayer/blessing of students
Review and practise Mass behaviour and responses.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Participation in school Masses will increase.



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Enhance relationship between school and Parish.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Liaison meetings with the church will be held. Invite Father Hansoo Park, Brother Fernando and Rev. Ambrose E. Sheehy to school events and to work with students on a weekly basis.
Offer assemblies to encourage Christian outreach.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	There will be a variety of charitable projects going on in school.
Invite Brother Fernando to work with students during Religion class on a weekly basis.		Academic Year	Teacher, Vice Principal	Classroom / school resources	Ongoing	Develop a schedule for Brother Fernando. Brother Fernando visits the classroom every Monday.



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2007 - 2008

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Division	Intermediate (7 - 8)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Review and practise Mass behaviour and responses.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Participation in school Masses will increase.
Enhance relationship between school and Parish.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Liaison meetings with the church will be held. Invite Father Hansoo Park, Brother Fernando and Rev. Ambrose E. Sheehy to school events and to work with students on a weekly basis.
Offer assemblies to encourage Christian outreach.		Academic Year	Teacher, Principal	Community Resources	Ongoing	There will be a variety of charitable projects going on in school.
Invite Brother Fernando to work with students during Religion class on a weekly basis.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Develop a schedule for Brother Fernando. Brother Fernando visits the classroom every Monday.



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Providing/updating/renewing Religion/Family Life resources for all grade levels.		Term 1	Teacher, Principal	We are Strong Together Catechetical Series; CCCB publications Fully Alive Program; Grades 7-8; Pearson Educational Institute of Catholic Education Religion/Family Life Website	Ongoing	Religious Education Grades 7-8 Teacher Texts Sufficient numbers of Student texts Accompanying Music for each program
		Term 1	Teacher, Principal	We are Strong Together Catechetical Series; CCCB publications Fully Alive Program; Grades 7-8; Pearson Educational Institute of Catholic Education Religion/Family Life Website	Ongoing	Family Life program Teacher texts (grades 7-8) Student texts
		Academic Year	Teacher, Principal	We are Strong Together Catechetical Series; CCCB publications Fully Alive Program; Grades 7-8; Pearson Educational Institute of Catholic Education Religion/Family Life Website	Ongoing	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.
Timetable prayer in Opening, closing exercises.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Students will lead prayer on PA; Teachers will end each day with prayer/blessing of students



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Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Grade 8 Preparation for the sacrament of Confirmation.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Attending a confirmation retreat as a class to Blessed Trinity Church. Attending mass as a class before school begins. In class preparation as well as weekly visits from Father Hasnsoo to work with students.



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2007 - 2008

Priority	Nurturing Our Catholic Community
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 - 12
Gap Analysis	Bullying. Students may not be fully aware of what constitute bullying and how to deal with incidents. A thorough implementation of the bullying programs and theatrical presentations will eliminate this gap. Cyber Bullying Students are not fully aware of the dangers of improper internet use. Revisiting the policy on internet use will narrow this gap.

Identified Goal/Need	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Training and implementation of bullying awareness and prevention programs to all stakeholders.	Bullying resources range from Primary grades to Intermediate grades. Lessons are also available in the Religion and Fully Alive Programs.	Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Teachers have reviewed the Bullying Awareness Program. Tracking document - Use of Program (Safe @ School Bully Prevention projects TFO." (Located in the Behaviour Room) Evidence of Lessons in Teacher Daily Lesson Plans (Frequency 3-4 times per month) Frequency of bullying behaviour decreases and eventually eliminated. A CSAC Sponsored Evening- Bully Awareness & Prevention has taken place.



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Identified Goal/Need	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Revisit the Surfright Policy and make students aware of the serious nature of cyber bullying and internet safety.	Junior and Intermediate students sign contracts. Primary students are made aware of Internet safety rules.	Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Send home surfright contract. Teachers collect signed contracts. Develop an internet protocol for the school. Students are aware of Internet protocol. Incidents of inappropriate internet use decrease and are eliminated. There is no unstructured computer use. There is a focus of bullying programs on cyberbullying.

Note: The principal will report to the school community on the effectiveness of each strategy at the end of the year how the plan worked based on the evidence of improvements.



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2007 - 2008

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)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Using Graphic Text (1.1) alongside text features(2.3) to extend understanding of texts. JK- SK - magazines, posters, comp. interactive text Gr.1 calendars, environmental print, signs Gr.2 Simple maps, charts, diagrams, graphs Gr. 3 comic books, maps, posters, charts, tables gra		Term 1	Teacher, Principal	School resources	In progress	Nov. 14 Pre-question, Dec. 12 Post-Question, Moderator Marking
Use assessment measures to determine student's reading levels (e.g. running records, K-3; EQAO results, Gr. 4 and 7; exemplars).		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Students will be grouped for direct instruction in reading strategies. Teachers will complete 3 running records for each primary student. Teachers will analyze and discuss assessment results divisionally.
Identify students performing at level 2 - by collecting assessment data in both reading and writing.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Teachers will identify students that are performing at level 2.
Increase availability of variety of reading materials in each classroom		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	A greater number of students will choose to read for pleasure. Classroom library collections will increase and will include non-fiction and fiction materials in a variety of genres.



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Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Identify at-risk students and provide early intervention (i.e. 5th Block, S.B.S.T.).		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Regular consultation between 5th Block teacher and homeroom teacher will take place. Block teachers and Special Education staff will mentor homeroom teachers. The program will be appropriately modified for at-risk students.



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2007 - 2008

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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)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Create a Teacher Inquiry Team to analyze test scores; work collaboratively with staff; gather data needed to determine school needs with regards to resources and to implement strategies which will lead to school improvement in literacy.		Academic Year	Teacher, Principal	Board-wide resources	In progress	<p>The team members are F. Savoia, Shannon Kostiak, Maureen Trabucco, Sofie Somer.</p> <p>Boys' Literacy Teacher Inquiry Plan will be written. If approved, \$4,000.00 will be used to add more books of interest for boys in the library.</p> <p>\$1,500.00 will be used to bring in authors to school to speak about literacy.</p> <p>Boys are reading books that interest them.</p> <p>Boys are showing improvement in literacy.</p>



School Learning Plan

Blessed Trinity Catholic School

2007 - 2008

<p>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.</p>		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Improved scores for boys on standardized measures, namely EQAO grade 6 and CAT 3 in grade 7
		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Decreased discrepancy between boys and girls on Literacy based assessments
		Academic Year	Principal	Board-wide resources	Ongoing	Improved engagement of boys in daily lessons and activities



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<p>Making Connections using text features in non-continuous texts. Improvement of 25%. 1-Charts to explain text features 2. Rubrics for levels 3-Wall Charts with questions for making connections</p>		Term 1	Teacher, Principal	Classroom / school resources	In progress	Pre-test/post-test question assessments -Rubrics



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Blessed Trinity Catholic School

2007 - 2008

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)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Making Connections using text features in non-continuous texts. Improvement of 25%? 1-Charts to explain text features 2-Rubrics for levels 3- Wall Charts with questions for making connections		Term 1	Teacher, Principal	Classroom / school resources	In progress	Pre-test/post-test question assessments Rubrics
Use the Ontario curriculum exemplars to develop rubrics to describe knowledge and skills students should demonstrate to improve levels.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Students will understand the use of rubrics in looking at their own performance.



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Division	Intermediate (7 - 8)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Identify at-risk students and provide intervention and program modifications (S.B.S.T.) to improve their literacy skills.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Gather analyze and improve school data. Implement, strategies, support, monitor and celebrate success..e.g. student of the month. Purchase the necessary sources required for improvement.
		Academic Year	Teacher, Vice Principal	Classroom / school resources	Ongoing	Provide special education and remedial education. Teachers develop a positive relationship with students in the classroom and through extra-curricular activities.
		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Teachers attend inservice and have a better understanding of learning styles and the at-risk learner. They differentiate instruction and engage the reluctant learner. They create a safe, orderly, supportive learning environment in their classrooms. They choose innovative structures and modify their programs.
Teach students to identify their strengths and weaknesses.		Academic Year	Teacher	Classroom / school resources	Ongoing	Students will be able to analyze their own work and recognize characteristics of work at provincial standard. Students will be able to use goal setting and self-assessment strategies.



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Division	Intermediate (7 - 8)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Establish reading, writing and computer literacy buddy partnerships between older and younger students/classes.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Teachers' timetables will reflect weekly scheduling of reading buddy time.



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2007 - 2008

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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)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Develop and share curriculum supports for teachers with combined grades.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Formal development of local resources to support mathematics programs with combined grades.
Support mathematics-related inservice for special education teachers.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Broader range of observable instructional and assessment strategies will be used by the special education teacher
Whenever possible, promote central storage of manipulatives in elementary schools.		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	All teachers report sufficient manipulatives available and easily accessible.



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Division	Primary (JK - 3)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Ensure that the expectations of the revised Ontario Mathematics curriculum and the Nelson Math program which supports it are being properly implemented		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	All teachers are conversant with the revised curriculum and the new expectations
		Academic Year	Teacher, Principal	Mathematics: The Ontario Curriculum Grades 1-8 (2005) Early Math Strategy (2003) 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	Ongoing	Consistent implementation of the new expectations by all teachers across the division.
		Academic Year	Teacher, Principal	Mathematics: The Ontario Curriculum Grades 1-8 (2005) Early Math Strategy (2003) 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	Ongoing	Consistent use of centrally provided text and support materials by all teachers in the division



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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)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Ensure that the expectations of the revised Ontario Mathematics curriculum and the Nelson Math program which supports it are being properly implemented		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	All teachers are conversant with the revised curriculum and the new expectations
		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Consistent implementation of the new expectations by all teachers across the division.
		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Consistent use of centrally provided text and support materials by all teachers in the division
Ensure that variety of instructional approaches are being used in conjunction with appropriate resources such as manipulatives and technology		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Teachers are knowledgeable and articulate about the benefits of using manipulatives and technology to teach Math.
		Academic Year	Teacher, Principal	Classroom / school resources	Ongoing	Teachers know when it is appropriate to use manipulatives and can use them effectively.



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Division	Junior (4 - 6)

Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Review divisional assessment and evaluation practices and facilitate grade and divisional dialogue		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	<ul style="list-style-type: none"> - in-school assessment practices are clearly linked to the curriculum expectations and the new Achievement Chart - all seven “mathematical processes” are assessed in a balanced way - assessment is used to inform instruction - assessment tasks accommodate students’ learning styles and ability levels



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Division	Intermediate (7 - 8)					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Ensure that variety of instructional approaches are being used in conjunction with appropriate resources such as manipulatives and technology		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Teachers are knowledgeable and articulate about the benefits of using manipulatives and technology to teach Math.
		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Teachers know when it is appropriate to use manipulatives and technology and use them effectively; particularly with students at risk



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Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Ensure that the expectations of the revised Ontario Mathematics curriculum and the Nelson Math program which supports it is being properly implemented		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	All teachers are conversant with the revised curriculum and the new expectations
		Academic Year	Teacher, Principal	Mathematics: The Ontario Curriculum Grades 1-8 (2005) Leading Math Success: Mathematical Literacy Grades 7-12 pp.76-78 Targeted Implementation and Planning Supports – TIPS (2003) 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	Ongoing	Consistent implementation of the new expectations by all teachers across the division.
		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Consistent use of centrally provided text and support materials by all teachers in the division
To use computer technology to improve mathematics.		Academic Year	Teacher	Classroom / school resources	Ongoing	Students will use Microsoft Excel to complete assignments in Mathematics.



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Priority	Building Capacity to Lead and Learn					
Goal	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.					
Division	JK - 8					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Teachers work in Teams.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Divisional teams are evident in the school. Goals, roles and procedures are established in order to seek professional development and acquire and share best practice. Teams analyze data; identify strengths and weakness of student performance and identify goals to enhance student achievement.
Review the TCDSB mission statement during staff meetings as it relates collaborative culture we are building.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Teachers articulate the principles of the Professional Learning Community as it relates to improving student learning. What do we expect students to learn? How will we know what students have learned and How will we respond to students who aren't learning?
Build a community of leaders who are persistent, help each other (concept of servant leadership at work) and celebrate the success of others.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Teachers articulate the questions of the PLC - What can I do to help? What is best for the students? They promote, protect and defend the school's vision and values and confront behaviours that are inconsistent with the school's vision and values. They recognize the accomplishments of others.



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Division	JK - 8					
Strategy	Divisional Consideration	Timeline	Responsibility	Resource	Status	Evidence of Improvement
Mentor and empower teachers who seek leadership roles in the school or administrative opportunities at TCDSB.		Academic Year	Teacher, Principal	Board-wide resources	Ongoing	Teachers who are seeking positions of responsibility as Resource or administration are supported by their colleagues and by the principal.