

# ST. MARY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017-2018

## Pillar: Serve

**Strategic Priority:** Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

**SEF Indicators:**

**3.1 - The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student’s strengths, needs, learning preferences and cultural perspectives.**

**3.2 - Students stated priorities that reflect the diversity, needs and interest of the student population are embedded in School Improvement Plans (SIPs)**

**CGEs:**

- A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living
  - An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values
  - A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
  - A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential
  - A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good
  - A caring family member who attends to family, school, parish, and the community
  - A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

<p style="text-align: center;">Theory of Action, based on Needs Assessment</p> <p style="text-align: center;"><b>PLAN</b></p>	<p style="text-align: center;">Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;"><b>ACT</b></p>	<p style="text-align: center;">Data/evidence gathered for monitoring</p> <p style="text-align: center;"><b>OBSERVE</b></p>	<p style="text-align: center;">Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p>
<p><b>Religious Education, Faith Formation and Well-Being</b> If we explore ways to integrate the Catholic Graduate Expectations into our daily teaching and school culture, then our students will take an active role in being faith filled, contributing members of the school, home and parish communities.</p>	<ul style="list-style-type: none"> <li>• Monthly Faith based/CGE Assemblies</li> <li>• Parish Volunteers with a focus on Fruits of the Holy Spirit</li> <li>• Ensure all staff have opportunities to develop their knowledge of the Religious Education Policy and Family Life document.</li> </ul>		

	<ul style="list-style-type: none"><li>• Promote opportunities for student prayer (Advent, Lent, Month of Mary)</li><li>• Have older students model the importance of prayer for the younger students.</li><li>• Implement self-regulation strategies in the classroom</li><li>• Promote Growth Mindset</li><li>• Continuation of the Breakfast Program and Nutrition Bins</li><li>• School-wide food drives</li><li>• Learning Buddies</li><li>• Choir/Band</li><li>• Orange Shirt Day</li><li>• Walking the Path</li><li>• Blanket Exercise</li><li>• Faith Integration in daily lessons, not just in Religion class</li></ul>		
--	---	--	--

# ST MARY CES CAMPBELLFORD CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

## Pillar: Learn

**Strategic Priority:** Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

**SEF Indicators:** Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.

Learning is deepened through authentic, relevant and meaningful student inquiry

### CGEs

A self- directed, responsible, lifelong learner who develops and demonstrates God given potential

A collaborative contributor who finds meaning dignity and vocation in work that respects the rights of all and contributes to the common good

<p>Theory of Action, based on Needs Assessment</p> <p><b>PLAN</b></p>	<p>Evidence-based Instructional and Assessment Strategies</p> <p><b>ACT</b></p>	<p>ta/evidence gathered for monitoring</p> <p><b>OBSERVE</b></p>	<p>Analyze, assess, where to next?</p> <p><b>REFLECT</b></p>
<p><b>Learning Goal: We will collaborate in a continuous professional learning cycle by engaging in inquiry, action research, data analysis, planning, observing and reflection.</b></p> <p><b>If educators provide opportunities for students to identify their learning strengths and provide open-ended thinking questions, then students will be aware of their learning strengths and communicate their understanding.</b></p>	<p>Math</p> <ul style="list-style-type: none"> <li>- School wide use of a problem solving model</li> <li>-Math Journals</li> <li>-Growth Mindset</li> <li>-Teach three part math lessons</li> <li>-One hour uninterrupted math</li> <li>-Technology - coding/dash and dot/apps</li> <li>-Differentiated Instruction</li> <li>-Teach problem solving models</li> <li>-Utilize a variety of manipulatives</li> <li>-Provide opportunities for students to have several attempts to work through a problem</li> <li>-Incorporate Number Talks to support math lessons (mental math practice) K-8)</li> <li>-Purchase resources to support problem solving lesson i.e. Marion Small, Three Part Math, Number Talks</li> <li>-Incorporate and teach self-regulation strategies</li> </ul>		

	<ul style="list-style-type: none"><li>-Triangulation</li><li>-Use of math continuum in Number Sense and Numeration</li></ul> <p>Language</p> <ul style="list-style-type: none"><li>-Curriculum</li><li>-Growth Mindset</li><li>-Teach writing process - variety of purposes</li><li>-Drop Everything and Write</li><li>-Google Read and Write</li><li>-Modelled writing/shared writing</li><li>-Use of writing continuum</li></ul> <p>Teacher Professional Development</p> <ul style="list-style-type: none"><li>-Focus on Minds On to activate prior knowledge</li><li>-Attend Deep Learning in-service</li></ul>		
--	--	--	--

# ST. MARY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017-2018

## Pillar: Lead

**Strategic Priority:** Foster Critical thinking, creativity, collaboration and communication, to enable all students to realize their God-given potential.

### SEF Indicators:

2.3 Organizational structures are coherent, flexible, and respond to the needs of students

5.1 Comprehensive education and career/life planning programs, meet the learning needs, interests and aspirations of all students

5.3 Students, Parents, Families and Educators understand the full range of pathways, programs, options and supports that are available.

5.4 Students build in school and out of school experiences to further explore upon their interest, strength and skills and career aspirations.

### CGEs:

CGE 5- A collaborative contributor who finds meaning, dignity and vocation and work which respects the rights of all and contributes to the common good.

CGE7- A responsible citizen who gives witness to Catholic school teachings by promoting peace, justice and the sacredness of human life

<p>Theory of Action, based on Needs Assessment</p> <p><b>PLAN</b></p>	<p>Evidence-based Instructional and Assessment Strategies</p> <p><b>ACT</b></p>	<p>Data/evidence gathered for monitoring</p> <p><b>OBSERVE</b></p>	<p>Analyze, assess, where to next?</p> <p><b>REFLECT</b></p>
<p>If we can model leadership and provide student led inquiries based on interest then students will have a sense of belonging, take risks and be better equipped to meet the CGE's.</p>	<ul style="list-style-type: none"> <li>-Inquiry based Teaching and Learning</li> <li>-Deep Learning Projects</li> <li>-DI</li> <li>-Use of technology</li> <li>-Set up a safe learning environment</li> <li>-Me to We initiatives</li> <li>-Mental Health initiatives</li> <li>-Hatch Grant</li> <li>-FNMI</li> <li>-Walking the Path</li> <li>-Blanket Exercise</li> <li>-Robotics</li> <li>-Coding</li> <li>-Math Olympics</li> <li>-Math Turtle Test(Trent)</li> </ul>		

<p>If students are provided with opportunities to understand themselves as an individual and a learner than they will show an improvement in their learning skills, achievement levels and well-being.</p>	<ul style="list-style-type: none"> <li>- Gr: 7-8 continued use and implementation of Career Cruising to develop IPP's</li> <li>- Teach students to embrace and be familiar with their IEP accommodations- self-advocate for accommodations that promote success in learning- reduce stigma around IEP's</li> <li>- Embedding of technology "Google" in all classrooms to support documentation, and meeting accommodations on IEP's( ie. Google read and write).</li> <li>- investigate mental health initiatives for each division, use reflective, meditation and self-regulation activities. (social worker, REBOUND, meditation, yoga, mindfulness)</li> <li>-Purchase more technology for students and classroom</li> </ul>		
--	--	--	--