

ST. PAUL, NORWOOD CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2018 - 2019

Pillar: Learn

Strategic Priority:

Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments

SEF Indicators:

1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan

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.

CGEs: An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values

<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;">PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused individual student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW - 	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;">ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk - 	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;">OBSERVE</p> <ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	<p>Analyze, assess, where to next?</p> <p style="text-align: center;">REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
<p>If we focus on the fundamentals of Number Sense and Numeration, then students will be able to build upon their existing knowledge base and develop essential skills.</p> <p>If we deliver focused small group instruction in leveled literacy then students will develop the vocabulary needed to develop their comprehension skills.</p>	<ul style="list-style-type: none"> - Differentiated Instruction (DI), Universal Design for Learning (UDL) - Implementation of Ontario's Fundamentals of Math - Integration of Technology (STEAM) - 60 minute Math block - Analysis of school data - Assessment for Learning, Assessment as Learning, Assessment of Learning. - Including self-regulation strategies as integral components to effective teaching and learning - Working with numbers, recognizing and applying understanding of number properties, mastering math facts, developing mental math skills, developing proficiency with operations. - Primary Leaps and Bounds Diagnostic 		

Pillar: Serve

Strategic Priority:

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible adults.

SEF Indicators:

2.5 Staff, students, parents, and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

CGEs: All CGEs

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<p>If we intentionally explore the Catholic Graduate Expectations using an equitable lens, then all students will have the opportunity to grow in their faith and become contributing members of their school, home and parish communities.</p>	<ul style="list-style-type: none"> - Ontario's Equity and Inclusive Education Strategy - Mind Body Spirit: Be Well (Mental Health and Well-being Strategy) - Self-regulation practices - Classroom practice reflects safe, accepting, inclusive caring, respectful and a healthy learning environment to support well-being for all - Regularly collaborate with the diocese to support and implement sacramental preparation. - Promote opportunities for staff & student prayer (e.g. Morning Announcements, Advent and Lent, Month of May Rosary, Stations of the Cross) - Encourage positive home-school-parish relationships - Breakfast Program and Nutrition Bags - School-Wide Food Drives - Student Council/Christmas Ornament Drive (supporting local families and communities abroad) - Learning Buddies - Rainbows - Participation in the Norwood Fair 		

Pillar: Lead

Strategic Priority:

Foster critical thinking, creativity, collaboration and communication, to enable all students to realize their God-given potential.

SEF Indicators:

5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

6.3 The school and community build partnerships to enhance learning opportunities and well-being for students

CGEs: A self Directed, Responsible, Lifelong learner who develops and demonstrates their God-given potential

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<p>If we work collaboratively with our students and families to build self-confidence in their abilities, then we will create a safe environment to foster diversity and spirituality where students will be able to make informed choices, have successful transitions and create plans to achieve goals.</p>	<ul style="list-style-type: none"> - Ontario's Equity and Inclusive Education Strategy - Mind Body Spirit: Be Well (Mental Health and Well-being Strategy) - Self-regulation practices - Sharing of EAP resources - Educators will create opportunities for experiential learning in all classrooms - Educators, Students and families will work together to create goals that positively build academic, social, emotional and faith filled needs. - Educators will build Individual Education Plans collaboratively, ensuring student voice and community partners. - Educators will foster self advocacy as students, through modelling, prompting and reinforcement. 		