

ST. PAUL, NORWOOD CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

Pillar: Teaching and Learning

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:

1.3 Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success

4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school

CGEs: (include the number and the description)

<p>Theory of Action, based on Needs Assessment</p> <p>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 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>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>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>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>1) If we focus on the Learning Skills and Work Habits of students for the purpose of strengthening the foundation required in Numeracy and Literacy across the curriculum, then there should be measurable improvement in student success.</p> <p>2) If we consolidate Numeracy and Literacy practice skills in and out of the classroom, then students will continue to build upon their existing knowledge base and will result in greater success in their daily work and assessments.</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Instructional Practice Admin Procedure - Assessment and Evaluation Admin Procedure - Differentiated Instruction (DI), Universal Design for Learning (UDL) - The implementation of Ontario's Renewed Math Strategy - Integration of Technology - implementation of the strategies outlined in the PVNC Math Goal - Uninterrupted Language and Math (60 min) blocks - Learning partnerships (in the school and outside the school) - analysis of school results to identify and support student learning needs - Equity and Inclusive Education - Self-regulation - Student feedback on how they learn best and use the input to help drive instructional planning - Classroom practice reflects safe, accepting, inclusive caring, respectful and healthy learning environments - Instruction (e.g. the gradual release of responsibility) supports students in moving confidently to independent demonstration and application of the intended learning including self-regulation strategies as integral components to effective teaching and learning 	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice 	<p>Where to go from here?</p> <ul style="list-style-type: none"> - Focus on Math and Literacy - How do we measure improvement? - Take from the CBIPSAW to generate CSIPSAW - Keep Learning Skills and Work Habits focus - Tracking home practice completion daily (Drill to Skill) - Quarterly review of CSIPSAW at staff meetings - Look to create shared Google Sheet for student tracking of Learning Skills - Have student and parent input on Learning Skills - Integrated Learning Program Teachers working with students on Math

Pillar: Living our Catholic Faith

Strategic Priority: Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations

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 transferrable skills such as teamwork, advocacy, leadership and global citizenship

CGEs: (include the number and the description) all CGEs

<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 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 intentionally support daily catechetical instruction through the implementation of the Religious Education Policy Documents, model Gospel values and Catholic Social Justice Teachings in our relationships, and work collaboratively with parishes and families, then staff and students will take an active role in being faith-filled, contributing members of their school, home, and parish communities while living out the Ontario Catholic Graduate Expectations.</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Equity and Inclusive Education - Mental Health and Well-being - Self-regulation & meditation practice - Classroom practice reflects safe, accepting, inclusive caring, respectful and healthy learning environment - Regularly collaborate with the diocese to support and enhance adult faith formation - Regularly collaborate with the diocese to support and implement sacramental Preparation. - Promote opportunities for staff & student prayer e.g. Advent and Lent, Month of May Rosary - champion positive home-school-parish relationships - ensure that children, educators and all staff feel that their well-being is supported 	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice 	<p>Where to from here?</p> <ul style="list-style-type: none"> - Invite parish priest to visit the school regularly - Create a schedule for the priest visits with suggestions of what Father John could discuss with students

Pillar: Personal Pathways and Leadership

Strategic Priority:

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

Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students

SEF Indicators:

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

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

CGEs: (include the number and the description) A self Directed, Responsible, Lifelong learner who develops and demonstrates their God-given potential

<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 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 work collaboratively with students and their families to instill the importance of Learning Skills and Work Habits as a launching point for their success, then students will be more successful in developing self-awareness, making informed choices, having successful transitions and creating plans to achieve goals.</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Mental Health and Well-being - Equity and Inclusive Education - Self-regulation - Sharing of EAP resources - Educators will create opportunities for experiential learning in all classrooms - Educators will create personalized precise goals with a variety of measures and strategies to monitor effectiveness - Educators will build Individual Education Plans collaboratively, ensuring student voice and community partners (using samples of transition plans and self regulation goals) - Educators will foster self advocacy as students prepare for transitions 	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice 	<p>Where to go from here?</p> <ul style="list-style-type: none"> - Talk to students regularly about the pathways available to them in elementary and how it leads to secondary - Work with students to help them understand the process of AFL and how it relates to assessment - Help students see how feedback helps them to make improvements - Have student self-evaluate their own Learning Skills and Work Habits before each report card