

HOLY FAMILY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

Pillar: Teaching and Learning- Learning Strategic Priority: -Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations -Embed technology to support digital literacy, creativity innovation, collaboration, and the learning needs of all students SEF Indicators: 4.2- A clear emphasis on high emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. CGEs: A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.			
Theory of Action, based on Needs Assessment	Evidence-based Instructional and Assessment Strategies	Data/evidence gathered for monitoring	Analyze, assess, where to next?
PLAN	ACT	OBSERVE	REFLECT
<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 	<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 	<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 	<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
Literacy If we provide the conditions for students to activate their prior knowledge, develop thinking skills and consolidate their learning, then students will be able to communicate their learning through a variety of modes and forms for different purposes and audiences.	We will: <ul style="list-style-type: none"> - understand and apply diagnostic assessments to help plan next steps in learning (examples: DRA, PM,) - implement small group instruction in areas such as decoding, comprehension, fluency, and writing - Use of Apps (seesaw, google classroom) to promote teacher, peer and self feedback - Use of google read and write - Share student work with colleagues 		
Mathematics If we focus professional learning and practice on further developing the communication of knowledge and feedback, using the three-part lesson, manipulatives and math vocabulary, then students will become more proficient in their ability to communicate their understanding of math in all strands.	We will: <ul style="list-style-type: none"> - Continue to use the 3 part lesson in classrooms - Use of Four Part Problem Solving Model (Problem of the week) - Focus on consolidation and feedback (problem of the week, sharing student work with students and staff) - Share student work with colleagues - Focus on Number Talk - ILP and Math connections - Simplified version of the Problem Solving model for students in grade 1 and 2 		

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| | <ul style="list-style-type: none">- Reserve 300 minutes a week for math- Inservice with Sandra Connolly regarding Data analysis of EQAO scores | | |
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Pillar: Leadership and Personal Pathways

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

CGEs: A collaborative contributor

A responsible citizen

<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>Personal Pathways</p> <p>If staff program effectively to meet the individual, diverse and unique needs of the students, then students will develop a greater self-awareness to make informed education and career/life choices.</p>	<ul style="list-style-type: none"> - Individual Education Plans - Transition planning - Parent Information Night - Learning Goals (co-created: individual and class) - Fruits of the spirit award/ Principal lunch - Individual Pathway Planning - Skills Canada Excursion - Mini-Job Fair - FNMI Awareness and experiences - Weekly Educational Assistant Meetings 			
<p>Leadership</p> <p>If we provide leadership opportunities to our students, then the students will be more equipped to meet the Catholic Graduate Expectations and have a true sense of belonging.</p>	<ul style="list-style-type: none"> - Leadership opportunities for Intermediate Students (buddy bench photography club, Glee Club) - Fun Fair - Fitness Friends - Reading/Mass buddies 			

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Pillar: Living our Catholic Faith Through Service

Strategic Priority: Ensure our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings

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

CGEs: A collaborative contributor who develops one’s God-given potential and makes a meaningful contribution to society.

A responsible citizen who acts morally and legally as a person formed in Catholic tradition and witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

<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>Religious Education</p> <p>If we focus on effective religious and family life programming and instruction, model gospel values and Catholic Graduate Expectations, work collaboratively with the parish, then students will work and grow towards achieving the Catholic Graduate Expectations before grade 8, be faith filled members at home, school, the community and the church.</p>	<ul style="list-style-type: none"> - Instruction in Healthy Living through the Catholic faith - Implementation of the new Growing in Faith, Growing in Christ Religion program for grade 4 students - Be Well Mental Health and Wellbeing Strategy (PVNC): Self Regulation, Social Emotional Learning, Growth Mindset - Safe schools Team initiatives (kindness/spirit day, monthly Learning Assemblies) - Sacramental retreats - Priest visits - Teaching parts of the mass to students (Youth ministry) 		

<p>Faith Formation and Well-Being If teachers intentionally incorporate catechetical instruction into their daily programming, provide students with exposure to social justice issues in society, then our students will apply these teachings to their Catholic School life and take responsibility for their actions.</p>	<ul style="list-style-type: none"> - Therapy Dog - Rainbows - Global Initiatives - Me to We - Be an Angel - Food Drives - Fitness Friends - Grandfriends - Motivational speakers to speak about student well-being - Self-regulation strategies 		
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