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

Pillar: Teaching and Learning

LEARN: If we focus professional learning on effective questioning and feedback, then educators will further develop students' critical thinking skills to support them in setting their own goals, monitoring their progress, determining their next steps, and reflecting upon their thinking.

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

SEF Indicators: 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.

4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.

4.5 Instruction and Assessment are differentiated in response to student strengths, needs and prior learning.

CGEs: 4: A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

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**
- 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	- 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	- 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	- 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 -
If teachers provide Differentiated Instructional Strategies across the curriculum that are grounded in consistent assessment practices then students will have more opportunities to consistently and independently demonstrate their learning.	We will deepen our understanding of Differentiated Instructional Strategies through: ● Initiation of Collegial partnerships in the school to ensure on-going best practices 　○ Collaborative Inquiries 　○ Divisional Meeting 　○ Professional Development Days 　○ Moderated Planning & Marking 　○ Tech Buddies We will work towards consistent practice in this area for all of our Divisions in both English and French. ● Continued use of the **Writing and Problem Solving Continui, in both English and French** ● Apply for further funding to bring the Writing Continuum to FSL and INTERMEDIATE classrooms (CI Process) 　○ See Active Writing and Problem Solving Continui in all classrooms that have implemented the practice - Primary E/FI; Junior E/FI and some INT classrooms (Math) 　○ Support new staff in these divisions to implement the Continui effectively in their classrooms ● Students will be able to clearly speak to their writing/problem solving in terms of the set Success Criteria, their placement on the Writing/Problem	● Continued development of the Writing continuum to address the Intermediate classroom *Gr. ⅞ FI ; Gr. 7, Gr. 8 Gr. ⅞ in English and French through peer Mentorship* ● Consistency in Practice across the divisions should be observed in classrooms ● Professional focus on Assessment for Learning Practices, Differentiated Instruction to ensure *Learning for All;* entry points for Special Education students become evident in the curriculum of the classroom. ● Identify resources that can support further implementation of Differentiated Instruction. ● Teachers engaging in PD Deep Learning PD and CI ● Evolution/Increased use of the library as a Learning Commons that can support Differentiated Instruction ● Teachers engaged in Monitored Marking of both Writing and Problem Solving to ensure consistent assessment practices ● Buddy System ~ Collegial Partnerships that are self selected to ensure teacher learning is optimal ● Divisional Meetings that are targeted to staff development and understanding of Assessment for Learning and Differentiated practices.	On-going process throughout the year.

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	Solving Continui and what is required as "Next Steps" to improve work.		

Pillar: Personal Pathways and Leadership

LEAD ~ If we focus differentiated professional learning on the personal leadership resources of resilience and problem solving, then educators will enhance their own and students' capacity to persevere and grow through personal and academic challenges.

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

SEF Indicator: 2.2 ~ Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.

6.4~Learning opportunities, resources and supports are provided to help parents support student learning opportunities and well-being for students.

CGEs: Self-directed, Lifelong Learner: applies effective communication, decision-making, problem-solving, time and resource management skills

Theory of Action, based on Needs Assessment **PLAN**	Evidence-based Instructional and Assessment Strategies **ACT**	Data/evidence gathered for monitoring **OBSERVE**	Analyze, assess, where to next? **REFLECT**
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If teachers can identify and explicitly teach specific technology skills then students will use technology as an effective tool to demonstrate their learning, in process and product, in meaningful ways.	We will:
	
	• Develop a Continuum of Technology Skills focused on targeting specific technology skills to be taught in each grade.
	• Increase staff comfort in supporting skill development for the students in their class.
	• Look for opportunities to **Integrate Technology to support _Learning for All_**
	
	• Develop a Technology Plan to identify skill sets for learning for each grade
	  ○ all teachers will have the opportunity to explore, learn, expand and implement their understanding and knowledge of GSuite
	  ○ PLCs, Divisional Meetings, Lunch n Learns, etc will be offered to support the optimal use of these tools as they relate to student learning and parent engagement
	• Work towards the Learning Commons as a hub to enhance student learning.
	  ○ Employ one System for Centrally Assigned Access to Technology through Library
	• Encourage BYOD with our students as it is an opportunity to "transform their learning experience" and will encourage Digital Citizenship - "they use their devices regularly and need to learn to use technology safely, effectively, ethically, and respectfully."
		To consider:
		- Educator Voice
		  - PLCS, Divisional Meetings, Peer Partnerships offered for collegial support
		  - PD as a staff with modelling of Best Practice
		  - Use of Google Classroom for all Staff Meetings
		- Student Voice
		  - Opportunity to BYOD
		  - TECH BUDDIES ~ Opportunity to share best practices around learning with younger students
		  -
		- Parent Voice
		  - Engage parents by allowing them to be part of and respond to the learning environment in a positive and immediate way
		  - This includes different mediums of technology GSuite, Google Classroom, Telephone calls, SeeSaw, etc.
		  - CSC engaged in purchasing to support student learning
		
		Learning Partners Voice
		
		• Work cooperatively with SEA Trainer, Pam Switzer to ensure optimal learning for students with technology
		• Work cooperatively with PVNC staff as a resource to support teacher and student learning; Consultant and Computer Dept staff.
			Where to from here?

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Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting			

Pillar: Living our Catholic Faith through Service

SERVE: If we support faith formation that fosters foundations of well-being and continuous integration of Gospel Teachings, Catholic Social Teaching, and catechetical instruction, then we invite students and staff to dynamic personal relationship with Jesus Christ within the community of parish, school and family.

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: 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.

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

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.

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If the school community (staff, students, parents, parish) take a needs based approach to Mind, Body and Spirit then students will have equitable access to the well-being strategies that meet their personal needs .	We will:
	
	• **Continue to** investigate how the Physical Environment of the classroom, and broader School Environment, can be effective in creating positive learning environments, if they provide opportunities to promote and support Self-Regulation practices.
	
	• Provide opportunities for students to identify their needs within the classroom to provide optimal learning
	   ○ My Perfect Classroom (DI Activity)
	   ○ Google form for student feedback
	   ○ Classroom Profiles from previous teacher -Quicknotes
	• Students/staff will have opportunities to learn about Zones of Regulation, Emotional Intelligence and how Choices in the classroom can have a positive impact on Mind, Body and Spirit
	• Implementation of Domain work when discussing students in the SRT process, and apply learning within the classroom
	• Implementation of Meditation practices for students
	• Mental Health Rangers - Student led focus on Mental Health during Mental Health Week at the school
	• *Emphasis on DAILY DPA*
		We will see:
		
		Educator Voice:
		• PLCs, Divisional Meetings and PD focused on developing understanding of Self Regulation, Zones of Self Regulation and Emotional Intelligence
		• Review Base Assessment Data for the 5 Domains of Self Regulation for our JK into SK students.
		Student Voice:
		• Feedback on engaging with the physical environment of the classroom - "What works for you?" "Why do you think it works for you?"
		• Ask students what they want purchased as furniture for the classroom. Google form
		Parent Voice:
		• Parent Nights to engage with a speaker on Well-Being and Self Regulation - Julie Brown
		• Reach out to parents through social media
		• Make parent aware of the resources in our community - 6 Part Mini Series from the MERHIT Centre for PD Learning & Parent Learning
		
		Learning Partner Voice:
		• Work actively with our community partners from CCAC, MEHRIT Centre, 5CCC in implementing strategies that are "Necessary for some, but good for all."
		• Continue to work cooperatively with our PVNC Board staff to support students who require more Strategic Interventions to be successful in their learning;
			Where to from here?

		Psychological and SL Assessments, Social Work, ASD and EA Mentors	