

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

Learn			
<p>Strategic Priority Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations</p> <p>SEF Indicators: 4.3 - Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context. 4.4 - Learning is deepened through authentic, relevant and meaningful student inquiry</p> <p>CGEs:</p> <ul style="list-style-type: none"> • An effective communicator who listens actively and critically to understand and learn in light of gospel values. • A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems. 			
PLAN	ACT	OBSERVE	REFLECT
<p>Numeracy If we teach specific strategies within a balanced Math Program (e.g., Math talk, Math fluency, Communication, Problem Solving, Teacher and Peer feedback (e.g, My Favourite No), Real life application, Use of visuals in Math, etc.), then students will become more confident and effective communicators when Problem Solving in Mathematics.</p> <p>Literacy If we use resources and strategies that are relevant, current, research based and inclusive, then our students will become more confident and successful by demonstrating an improvement in Reading decoding, fluency and comprehension and in their reading or writing.</p>	<p>We will support:</p> <ul style="list-style-type: none"> • Continued implementation of the Renewed Math Strategy • Professional Development (PD) re: Problem Solving & the implementation of visuals in Math • PD and implementation of the Problem Solving continuum in Math in Gr. 1 to 8 • Continuing the Implementation of the Writing continuum in Gr. K to 6 • Lexia Core 5 pilot to support Reading with Empower and LD students (CI partnership with St. Joe’s Cobourg) • Exploring how and what we are pedagogically documenting and how we are organizing this documentation • Move our currently library from the traditional model to the Learning Commons model • Implementation of Robotics and Coding in all the Junior and Intermediate classes • Instructional Practice Admin Procedure • Assessment and Evaluation Admin Procedure • Universal Design for Learning (UDL) • Integration of Technology • Uninterrupted Language & Math (60 min) blocks • Mental Health and Well-being strategy • Self-regulation • Rotating 6 week block of resource support 	<p>Student work Artefacts of learning Book study School partnerships Data collection Use of common language Use of common templates Embedding of technology resources Increase student interest in learning Student voice Revisit goals at Staff meetings Revisit goals at Collaborative Inquiries Parental engagement Monthly SEAC updates</p>	<p>Language Lexia Core 5 pilot (and partnership with St. Joe’s in Cobourg) postponed until 2017-2018 Focus on organization and use of pedagogical documentation Writing continuum implementation in Junior postponed until 2017-2018 Explore Universal Design for Learning More focus and emphasis on strategies to support Learning Disability students in Language Continue SeeSaw and Synvoice Introduce the LLI resource to late Junior and Intermediate divisions</p> <p>Math Next Steps for Math learning - A general K to 8 strategy, introducing school wide learning In Problem Solving, Communication in Problem Solving, Math Talk, My Favourite No, Math fluency, visuals in Math, re-visit assessments and work assigned (assign one good Math question versus assigning 8 questions), real world application, Number Talk, Continued implementation of Math vocabulary into ILP More focus and emphasis on strategies to support Learning Disability students in Math Continued implementation of RMS Continued use of a google folder for Math visuals Collection and analysis is PRIME diagnostics Revamp Math assessments - less quantity, more quality</p> <p>Consider: Activity Days for Math, Language, Science Standardized Math facts for homework in Primary to Junior Provide parents strategies about Math Prizes and graphing for Math homework (e.g., sheets sent home for addition facts of 1 & 2 during week one and facts of 3 and 4 on week 2, send home a mad minute sheet and have parents time them to see how many they can get correct in a timed manner. Return to school and then draw prize ticket for students that complete their homework.) Multiplication tables painted on the stairs?</p>

Lead			
<p>Strategic Priority Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments</p> <p>SEF Indicators: 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being</p> <p>CGEs:</p> <ul style="list-style-type: none"> • A Collaborative Contributor • A Responsible Citizen 			
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
<p>Leadership If we continue to foster a strong sense of community and family, through Student Leadership Opportunities within the school, then students will be empowered to use their voice confidently to lead and support the St. John Catholic School Community.</p> <p>Mental Health If we make students and staff more aware of the PVNC Mental Health and Well Being Board plan and strategies, then students and staff will improve their ability to create and foster a positive learning environment.</p>	<p>We will support:</p> <ul style="list-style-type: none"> • Improve Student voice being heard and recognized • Student leadership for a variety of ages (in-classroom - genius hour, maker-space, learning buddies, expert board, zipper club - out of classroom - clubs, extra curricular activities, explicit teaching videos) • Improve staff use of consultation log of the IEP • Improve use and knowledge of student safety plans • Improve student and staff awareness of the Mental Health and Well Being strategies • Implementation of video announcements • Explore the possibility of moving National anthem to a different time than the AM (for continued protection of Instructional time) 	<p>Embedding of technology Increase in parent and student engagement Increase in two way communication between school & home Use of common templates Increased collaboration of support staff and teaching staff Student voice Community activism (Social Justice, charity) Artefacts of learning Data collection Increase student interest in learning Student voice Revisit goals at Staff meetings Revisit goals at Collaborative Inquiries Monthly SEAC updates</p>	<p>- 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> <p>-</p> <p>Need a staff member to take on and create a more active Student Council and intramural program Continued use of on-line portfolios, but expand Social Media use for communication of CSIPSAWB Use interview nights to further engage parents in school Transition of Library to a makerspace Implementation of All About Me Portfolio Make the Mental Health/Well Being strategy more transparent to students, staff and our school community</p>

Service

Strategic Priority

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

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

4.7 Timely and tiered interventions, supported by a team approach, response to individual student learning needs, and well-being.

CGEs:

- A discerning believer formed in the Catholic Faith Community who participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
- 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>Catholic Faith Formation and Well-Being (Self Regulation)</p> <p>If we use a whole school approach to educate students, staff and our school community about self regulation, then students will self select an appropriate strategy/tool to return to a calm state to benefit their learning (and student achievement)</p> <p>Religious Education (update and revise)</p> <p>If we intentionally support daily catechetical instruction through the implementation of the Religious Education Policy Documents (revised Religion and Family Life curriculum, Grade specific Religion and Family Life programs), model Gospel values and Catholic Social 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>We will support:</p> <ul style="list-style-type: none"> • Implementation of Gr. 4 Religious Education program • The Rosary Prayer Program (formerly Apostolate program continues) (K - 8) • Continue implementation of revised Religion & Family Life curriculum • Walking the Path training with students in Gr.6/7 and 5/6 • Share Self Regulation learning with parents (e.g., use parent interview night to share learning like how to help child sleep, calm, etc) • 'Self Regulation Tool of the Month' guided learning assemblies (for Primary, Junior and Intermediate) to teach students HOW to use the tools or strategies effectively (use student leadership opportunities) • Year 2 of SPARK Self Regulation Whisper Bike study with Trent University (Anna participating) • expand whisper bike program (and add tray on it so the students can work on it) • Creation of Self Regulation tool boxes for individual classes • Regular Self Regulation Audits with students of concerns as a whole staff • Every classroom needs to have a calming space by November 2016 • Create a new self contained calming space for exceptional students in resource room closet • Create self regulation strategy visual (in a circle so it isn't linear) for entering the buildings • Whole school guided mindfulness in PM • Introduction to gratitude and self regulation journals (write, draw, tech) 	<p>Pedagogical Documentation (Conversations, Observations, Products of Learning)</p> <p>Book study</p> <p>School partnerships</p> <p>Data collection</p> <p>Use of common language</p> <p>Use of common templates</p> <p>Embedding of technology resources</p> <p>Increase student interest in learning, faith formation and well-being</p> <p>Student voice</p> <p>Revisit goals at Staff meetings</p> <p>Revisit goals at Collaborative Inquiries</p> <p>Parental engagement</p> <p>Monthly SEAC updates</p>	<p>Implementation of Gr. 4 religious ed program</p> <p>Continued implementation of Minds Up program</p> <p>Year 2 of self regulation program</p> <p>Resource room rebranding continues</p> <p>Walking the Path for 2-3 classes next year</p>

	<ul style="list-style-type: none">• Pilot the reduction of gym time to 20 minutes in Primary to allow gym time each day• Creation of an outdoor natural play space• Instructional Practice Admin Procedure• Assessment and Evaluation Admin Procedure• First Nations Metis Inuit Education Board Plan		
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