

Notre Dame CSIPSAW - 2017 - 2018

Learn			
School Effectiveness Framework Indicators: Mathematics: 2.2 Process and practices are designed to deepen understanding of of the curriculum and refine instruction to improve student learning and achievement.		Literacy: 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.	
Strategic Priority: <ul style="list-style-type: none"> Achieve excellence in instruction and assessment to enable all students to become reflective, self directed, lifelong learners 			
Catholic Graduate Expectations (CGEs): <ul style="list-style-type: none"> An effective communicator who listens actively and critically to understand and learn in light of gospel values. A collaborative contributor who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good. 			
Theory of Action PLAN	Evidence-based Instructional and Assessment Strategies ACT	Data/evidence gathered for monitoring - use the details of the School Effectiveness indicator as a guide for the evidence you collect OBSERVE	Analyze, assess, where to next? REFLECT
Mathematics: If we focus professional learning and practice, on the use of the three- part lesson, manipulatives, and core math concepts, then students will become more proficient in their conceptual understanding of math in all strands.	We will support : Mathematics: <ul style="list-style-type: none"> My Favorite No: https://www.youtube.com/watch?v=Rulmok_9HVs Problem of the Week potw@waterloo.ca Support from math leads, itinerant math teacher and consultants to support teacher learning Professional learning for/with school math leads Purposeful triangulation of evidence (pedagogical documentation) of student learning: observations, conversations, product use of instruction in all subject areas that includes three-part lessons with a focus on consolidation understanding of a rich task and when and how to use it effectively instruction around effective questioning to promote critical thinking, problem solving, and accountable talk confidence and efficacy in teaching and learning of mathematics and language explicitly modelling growth mindset, strategies to approach learning challenges and using mistakes to drive the learning incorporation of experiential learning and authentic, action-oriented tasks and learning tools in an inquiry-based classroom Use of number talk strategy to increase fluency Literacy: <ul style="list-style-type: none"> use of the Assessment For Learning model to guide teacher instruction and assessment communication of timely descriptive feedback based on co-constructed success criteria implementation of small group instruction in areas such as decoding, comprehension and fluency 		
Literacy If we communicate, demonstrate and provide opportunities to give and receive descriptive feedback in reading and writing, then students will identify and communicate their own strengths and areas for improvement (self-assessment) and will take steps to improve their learning.			

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| | <ul style="list-style-type: none">• creation of classroom structures to implement small group instruction (e.g. guided reading groups, shared writing groups, Daily 5, LLI)• use of self and peer assessment opportunities to inform next steps• 1.3 reading comprehension - as per grade expectations | | |
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P.V.N.C.C.D.S.B. CATHOLIC BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

Lead			
School Effectiveness Framework Indicator(s): <i>Pathways:</i> 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students. <i>Leadership:</i> 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.			
Strategic Priority: <ul style="list-style-type: none"> Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential 			
Catholic Graduate Expectations (CGEs): <ul style="list-style-type: none"> A self-directed, responsible, lifelong learner who develops and demonstrates their God given potential. A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good. 			
<p>Theory of Action</p> <p>PLAN</p>	<p>Evidence-based Instructional and Assessment Strategies</p> <p>ACT</p>	<p>Data/evidence gathered for monitoring - use the details of the School Effectiveness indicator as a guide for the evidence you collect</p> <p>OBSERVE</p>	<p>Analyze, assess, where to next?</p> <p>REFLECT</p>
<p>Pathways:</p> <p>Pathways: If we provide authentic in-school and out-of-school learning opportunities and experiential learning through community partnerships, then students will further explore and reflect upon their strengths, skills and career/life aspirations.</p> <p>If staff program effectively to meet the individual, unique needs of the students then they will develop a greater self-awareness focusing on self-regulation to make informed choices and feel safe, and supported through school, parish and community .</p> <p>Leadership:</p>	<p>We will work with staff in one or more of the areas below:</p> <p>Pathways:</p> <ul style="list-style-type: none"> School Code of Conduct Appropriate use of Google Classroom Anti-bullying lessons: teach how to respond and report incidents Social Justice, Service, Stewardship Education, Eco Team Fitness Friends, Me To We Peer Mentors Prefects Volunteers, partnerships, community involvement Student-Led Conferences in Nov and/or Feb. Nutrition bins distributed by parent volunteers Be Well Mental Health and Well-Being Strategy 2014-2017 		

<p>If we provide leadership opportunities for our students then students will be more equipped to make sense of the catholic school expectations and will be better able to demonstrate leadership within the school, parish and community.</p>	<ul style="list-style-type: none"> ● Individual Education Plans <ul style="list-style-type: none"> ● Multiple forms of data ● Personalized precise goals with a variety of measures ● Strategies to monitor effectiveness ● Transition plans ● Individual Pathway Planning (All About Me and IPP) ● Career Cruising, OYAP Girls in Trades ● Students have the opportunity to be involved in some form of extra-curricular activities. ● Students have the opportunity to explore technology ● FNMI - use of resources integrated into curriculum, aboriginal teaching and values with connections to school FNMI structure ● Christian meditation ● Share School Climate Survey, EQAO data with staff, parents and community ● Positive Mental Health: Implement the Be Well Mental Health and Well-Being Strategy 2014 - 2017 <ul style="list-style-type: none"> ● Self-Regulation ● Social Emotional Learning ● Growth Mindset ● Engage Family and Community ● Regional Pro Grant, Catholic Parent Engagement Committee Student voice/Leadership: <ul style="list-style-type: none"> ● Student participation in CSC meetings ● Student ownership of milk program, Eco club, monthly assemblies 		
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P.V.N.C.C.D.S.B. CATHOLIC BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

Serve			
School Effectiveness Framework Indicator(s):			
<i>Religious Education:</i> 3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.			
<i>Faith Formation and Well-Being:</i> 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.			
Strategic Priority: Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.			
Catholic Graduate Expectations (CGEs):			
<ul style="list-style-type: none"> ● 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 caring family member who attends to family, school, parish, and the wider community. ● 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. 			
Theory of Action PLAN	Evidence-based Instructional and Assessment Strategies ACT	Data/evidence gathered for monitoring - use the details of the School Effectiveness indicator as a guide for the evidence you collect OBSERVE	Analyze, assess, where to next? REFLECT

<p>Religious Education If we continue to focus on effective Religious and Family Life programming and instruction, model Gospel values and Catholic Graduate Expectations and work collaboratively with the parish, then students will work and grow towards achieving the graduate expectations by the time they reach grade 8, and be faith-filled members at home, school, the community and the church.</p> <p>Faith Formation and Well-Being: If we share information on adult faith formation, then staff will have the opportunity to grow within their own personal faith journey.</p> <p>If teachers intentionally incorporate catechetical instruction into their daily programming and 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>	<p>We will:</p> <ul style="list-style-type: none"> ● Assess and evaluate student learning in an integrated way using the Religion and Family Life curriculum expectations ● Bring the CSGE and 6C's to life in all classrooms and embed the CGE in all subjects. ● Increase professional resources within the school about Religious and Family Education Resources (Shared Google Drive Folder) ● Promote and support opportunities for staff professional development (e.g. When Faith Meets Pedagogy conference, CARFLEO conference) ● Regularly collaborate with the diocese to support and implement sacramental preparation ● Grade 7 VEYO Retreat ● Utilize resources available in the Google Faith Folder, Catholic Curriculum Corporation and CARFLEO to support Religious Education and Family Life instruction ● Visits by Father in classrooms ● Fruits of the Holy Spirit Fruits bulletin board ● Implementation of new Religious Education program for grades 1, 2, 3 and 4 ● Monthly Masses ● Spirit Days for Social Justice Projects ● Prayer Tables as a focal point in all classrooms ● Learning Goals and Success Criteria are used in Religion lessons <p>Healthy Schools: Integrate Foundations for a Healthy School</p> <ul style="list-style-type: none"> ● Maintain Gold-Standard Audit Criteria (Sun Safety, Milk Program, Physical Activity) <p>Positive Mental Health: Implement the Be Well Mental Health and Well-Being Strategy 2016 - 2017</p> <ul style="list-style-type: none"> ● Self-Regulation ● Social Emotional Learning ● Growth Mindset ● Professional Development opportunities for staff (Safe Talk) ● Violence Coalition Workshops offered by the Ministry of Justice <p>Safe and Caring Schools: Embed Caring and Safe Schools in Ontario (http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf) Support the PVNC Bullying Prevention & Intervention Plan Promote Digital Citizenship</p> <ul style="list-style-type: none"> ● Safe School Committee - including Grade 7 and 8 students who will run monthly assemblies to recognize student successes and to promote student led initiatives in mental health and well-being 		
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