

MLC CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

Pillar: LEARN

Strategic Priority:

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

CGES: Listens actively and critically to understand and learn in the light of gospel.

Reads, understands, and uses written materials effectively.

<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>Mathematics;</p> <p>If we engage students in open ended questions, with multiple entry points, and teach math vocabulary, rote facts, and how to use a variety of strategies and tools, then students will be better able to understand the question, select an appropriate strategy to solve the problem and communicate their thinking.</p>	<p>We will teach math vocabulary and rote facts through activities such as;</p> <ul style="list-style-type: none"> ~ Mad Minute Math, ~ Math talks ~ and EQAO type practice problems. <ul style="list-style-type: none"> - use Polya's Problem Solving model throughout the grades; - Explicitly teach a variety of strategies to solve rich questions - Incorporate Marian Small Open Questions, multi-strand math problems - Explicitly teach how to use a variety of math tools - Problem of the Week - Math word walls in each classroom - Differentiated instruction - considering specific strengths and strategies based on learning profiles in Psychological Assessment - Reserve 300 minutes of uninterrupted math time/week - Implement 3 Part Math Lesson with emphasis on Consolidation - Math Talk; questioning, examining and probing student mathematical learning 	<ul style="list-style-type: none"> -participation in daily math talks focusing on number sense and numeration - recording student thinking on chart paper. -Math Wall with problem Solving Strategies -Working with Michael Mooney in the classroom on Math Talks and strategies for modified students in math 	

<p>Literacy: If we focus on implementing reading comprehension strategies, using a variety of tools, then students will be able to summarize and synthesize in order to understand and communicate what they read, hear, and see.</p>	<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 ● use of self and peer assessment opportunities to inform next steps ● PM Benchmarks, DRA, running records to guide teaching ● implementation of small group instruction in areas such as decoding, comprehension and fluency ● create of classroom structures to implement small group instruction (e.g. guided reading groups, shared writing groups, Daily 5) ● emphasize the use of literacy comprehension strategies in math to understand and solve word problems ● 1.3- 1.7 Critical Literacy expectations - as per grade expectations ● Refine writing continuum and refer to it regularly 	<p><i>-Combined Literature Circles in the Intermediate Grade- Working on all four strands of Language through group readings and discussions</i></p> <p><i>-Integrating all four strands of language into the Gr.8 Deep Learning Project (Showcase Day of learning for all age groups with a focus on the students' oral communication skills, learning to create professional videos, enhancing research skills)</i></p>	
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2017 -2018 MONSIGNOR LEO CLEARY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

Pillar: LEAD

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

Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills and attributes to support our Vision.

SEF Indicators: Pathways: 6.3 The school and community build partnerships to enhance learning opportunities and well-being of students.

CGEs: (include the number and the description)

<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>Pathways: If teachers program for the unique needs of each of their students, and explicitly teach a variety of self-regulation and well-being skills, then students will be able to make more informed academic choices and be better able to monitor and maintain their sense of well-being.</p> <p>Leadership: If we provide leadership opportunities to students, then students will be better able to achieve the Catholic Graduate Expectations and be more confident in their life choices.</p>	<p>We will:</p> <p>Pathways</p> <ul style="list-style-type: none"> ● Nutrition bin ● Teach and model self regulation strategies as well as guided meditation ● Fruits of the Holy Spirit / Spirit Squad Assemblies ● 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 planning ● Individual Pathway Planning (All About Me and IPP) ● Career Cruising, OYAP Girls in Trades, Skills Canada ● Talent Show/Christmas Concert M.Cs ● Develop FNMI awareness <ul style="list-style-type: none"> ● Students have the opportunity to be involved in some form of extra-curricular activities ● Provide opportunities for student leadership through Reading buddies, lunch/recess helpers, morning announcements ● Spirit Squad ● Mass readers, Servers ● Spirit Week activities 	<p>To monitor, we will:</p> <ul style="list-style-type: none"> -Eco-club members have participated in morning announcements to help inform the school of environmental issues and facts. -Grade 5 students have acted as lunch and recess helpers for the primary grades. -Grade 5/6 students have been introduced to keeping a digital portfolio on google drive to keep their best work from the year - this can be used towards their All About Me portfolios. -Gr.8 students have spent a lot of time working on their IPP and research/developing plans for their future -The Gr.8 students have taken on may leadership roles within the school community this year: <ul style="list-style-type: none"> - leading morning announcements each day -Spirit Squad -Teaching each class about FNMI issues (Orange Shirt Day, the need for winter clothing in Northern Communities) - Leading a Showcase Day for the entire school and community, on their 'Clean Water' Projects -Running a MultiVitamin Drive for communities in the Philippines -Reading Buddies - Beginning to work on Stress and Mental Health Projects, in which they will lead a 'Chill Fair' for the school and community (This will focus on positive coping mechanisms for stress) 	<p>Where to from here?</p>

2017-2018 MONSIGNOR LEO CLEARY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

Pillar: SERVE

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

Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills and attributes to support our Vision.

SEF Indicators: : Students demonstrate a wide range of transferable skills, like teamwork, advocacy, leadership and global citizenship.

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

A caring family member who attends to family, school, parish and the wider community.

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<p>Religious Education</p> <p>If we implement effective religious and family life programming and instruction to instil gospel values, then students will become faith filled members of the School community and achieve the Catholic Graduate Expectations.</p>	<ul style="list-style-type: none"> - Teach parts of Mass, responses - Be Well Mental Health & Wellbeing Strategy: Self Regulation, Social Emotional Learning, Growth Mindset - Safe Schools Team initiatives (kindness/spirit days, Spirit Rallies) - Priest visits - Sacramental Preparation - Students reading and serving at Mass - Fruits of the Holy Spirit recognition - Monthly Masses - Implement Growing In Faith programs (grades 1-4) - Daily Prayer with focus on formal prayers such as Hail Mary, Act of Contrition, & the Apostle's Creed 	<ul style="list-style-type: none"> - Grade 5/6 class has participated in reciting daily prayers before lunch, at end of religion class and at the end of the day. Focused prayers have been Hail Mary, Act of Contrition, the Apostle's Creed and the Angelus. - Fr. Paul spoke to the Grade 5/6 class about what "Saints" are and how we can strive to be saints. - Grade 5/6 class studied a saint (wrote a biography) who they admired to help prepare them for confirmation - choosing a confirmation saint. - Monthly Spirit Assembly, recognizing our Fruit of the Holy Spirit Award Recipients 	<p>Where to from here?</p>
<p>Faith Formation and Well-Being</p> <p>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"> - Toy Drives - Food Drives (Thanksgiving, Christmas, Easter) - Promote social justice activities - Daily prayer and intentions for others - Priest Visits from Fr. Tomazs and Fr. Paul - Promote digital Citizenship - Explicitly teach Self Regulation Strategies 	<ul style="list-style-type: none"> - Social Justice - Grade 5/6 class focused on caring for the vulnerable by sending Valentine Cards to the visitors of St. Vincents kitchen and inviting them to the church - Lunch time and end of day prayers include special intentions from our prayer box. - Grade 5/6 class participate in daily prayer meditation. - Eco-club promotes participation of the school in litterless/boomerang lunch and the use of reusable water bottles to help the environment. 	

		<ul style="list-style-type: none">- Working with Fr. Paul Massel on a Vitamin Drive for his medical brigade to the Philippines- Winter Coat Drive for ten Northern Communities- Water Ambassadors Canada came in and presented on their mission and work in Developing Countries around the World, bring Clean Water and Christian Values to these communities- Gr.8 students interviews the Director of the Organization	
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