

ST. JOSEPH COBOURG ELEMENTARY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 18

Pillar: Living Our Catholic Faith Through Service

Strategic Priority: To 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 and Forgiveness, Reflection and Moral Living.

<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>Faith Formation and Well-Being: If we gather, with consistency, as a Catholic School Family, to explicitly discuss, and develop self-regulation skills and positive mental health strategies, then our students will develop skills in the areas of positive behavior, interactions with others, self-control, and a positive sense of self.</p> <p>If we learn about Self-Regulation as a Professional Learning Community, we will learn how to explicitly support and model strategies for positive self-regulation. In turn, our students will develop skills to remain calm, handle conflicts appropriately and regulate their emotions.</p> <p>Religious Education: If we continue to implement the new catechetical “Growing in Faith” Program, in Grades 1-4, then staff and students will take a more active role in being faith filled, contributing members of their school, home and parish communities, while living out the Catholic Social Teachings and Catholic Graduate Expectations.</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Instructional Practice Admin Procedure - Assessment and Evaluation Admin Procedure - Differentiated Instruction (DI), Universal Design for Learning (UDL) - Integration of Technology - Uninterrupted Language and Math (60 min) blocks - Learning partnerships (in the school and outside the school) - First Nations Metis Inuit Education Board Plan - FSL 3-year Plan - ESL - Equity and Inclusive Education - Mental Health and Well-being - Self-regulation <p>“Team Meeting” Monthly Assemblies Breakfast and Snack Program/Therapy Dog Program Explicit Teaching of Mental Health and Strategies Practicing and Transferring Skills by Students and Staff Establishment of a Self-Regulation Space for Students Explicit Teaching and Modeling of Catholic Graduate Expectations and Catholic Social Teachings Monthly Masses Possible FOS Mass in the Spring Implementation of the new Catechism Program for Grades 1,2, 3 and 4 Support of new Sacrament Preparation Program at St. Michael’s Parish for Grade 2 and 7 Students</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice <p>Review CSIPSAW with all Staff during Professional Development Day in September</p> <p>Review CSIPSAW with Catholic School Council Members in November</p> <p>Collection of Data - See/Hear</p>	<p>Where to from here?</p> <p>Next Steps to be Determined after Observations are Made and Data is Collected</p>

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

Pillar: Personal Pathways and Leadership

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

SEF Indicators:

5.3 Students, Parents, Families and Educators understand the full range of Pathways, programs, options and supports that are available.

CGEs: An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.

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, 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>Pathways: If we encourage the consistent use of Google Classroom, Google Docs, and Google Read and Write) then students will take more responsibility to organize tasks, complete written tasks and share their work with a variety of Stakeholders (Teachers and other Students).</p> <p>Leadership: If we foster a strong sense of community and a Growth Mindset, through expansion of Team Tuesdays, Leaders Today and other Student Leadership Opportunities, within the school, then students will be empowered to use their voice confidently to lead and support their Catholic School Community.</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Instructional Practice Admin Procedure - Assessment and Evaluation Admin Procedure - Differentiated Instruction (DI), Universal Design for Learning (UDL) - Integration of Technology - Uninterrupted Language and Math (60 min) blocks - Learning partnerships (in the school and outside the school) - First Nations Metis Inuit Education Board Plan - FSL 3-year Plan - ESL - Equity and Inclusive Education - Mental Health and Well-being - Self-regulation <p>Professional Development for Teacher and Support Staff - Technology SEA Training on Google Read and Write for Students and Staff Professional Development on Self-Regulation at September PD Day and PLCs Implementation of technology in learning Week at a Glance Sent by Email Weekly Implementation of a Facebook and Twitter Site Expanded use of Twitter Use of technology to support Renewed Math Strategy</p> <p>SAIDAT Assembly - Launch of Growth Mindset Promotion Team Tuesday Assemblies Leaders Today Program</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice <p>Review CSIPSAW with all Staff during Professional Development Day in September</p> <p>Review CSIPSAW with Catholic School Council Members in November</p>		<p>Where to from here?</p> <p>Next Steps to be Determined after Observations are Made and Data is Collected</p>

	Student Representative on Catholic School Council Student Voice Representative on Leaders Today			
Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting				

Pillar: Teaching and Learning: Literacy and Numeracy

Strategic Priority: Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic Graduate Expectations

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.

4.2 A clear emphasis on high levels of achievement in Literacy and Numeracy is evident throughout the school.

CGEs:

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

<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>Numeracy If we participate in Daily Number Talks that involve Problem Solving, then students will learn to represent and apply their thinking, within Open Ended Numeracy Tasks.</p> <p>Literacy If we create teaching and learning environments that promote the engagement in literacy skills (Reading Comprehension, Fluency and Decoding) for all students, then students will be better able to communicate their thinking about a piece of text which they read.</p> <p>If we co-create success criteria based on the Communication process in writing, then students will create written tasks which have focus and meaning.</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Instructional Practice Admin Procedure - Assessment and Evaluation Admin Procedure - Differentiated Instruction (DI), Universal Design for Learning (UDL) - Integration of Technology - Uninterrupted Language and Math (60 min) blocks - Learning partnerships (in the school and outside the school) - First Nations Metis Inuit Education Board Plan - FSL 3-year Plan - ESL - Equity and Inclusive Education - Mental Health and Well-being - Self-regulation <p>Numeracy: Participation in the Ontario Renewed Math Strategy with a focus on Students with Learning Disabilities Introduction of Number Talks Introduction of Math Leads on Staff and at the Board Co-Teaching/Co-Planning with Teachers Use of Technology Precision Teaching</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice <p>Review CSIPSAW with all Staff during Professional Development Day in September</p> <p>PD on Number Talks at September PD Day</p> <p>Review CSIPSAW with Catholic School Council Members in November</p> <p>Critical Analysis of EQAO Data</p> <p>Leaps and Bounds Diagnostic/Summative Assessment for Mathematics or Another Diagnostic Assessment Suggested by RMS.</p> <p>Examination of PM Benchmarks/DRA Scores</p> <p>Critical Thinking Lessons and Provision of Resources to Support Literacy Development and Thinking Skills</p>	<p>Where to from here?</p> <p>Next Steps to be Determined after Observations are Made and Data is Collected</p>

	<p>60 mins of Dedicated Instructional Time for Math Special Education Support in Mathematics Principal and Teacher Professional Development</p> <p>Literacy: Summary Graphic Organizers Editing Frameworks Writing Proof Cards Daily 5 Cafe Small Group Lessons Inquiry Empower/Special Education Groups Lexia Core 5 - Pilot Project for Reading Support (TBD)</p> <p>Collaborative Inquiries in Math and Reading Technology to Support Students identified with a Learning Disability.</p>	School Resource Team Meetings	
Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting			