

Catholic Board Improvement Plan for Student Achievement and Well-being

2015-2016

CATHOLIC BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2015 - 2016

Pillar	Theory of Action	Strategic Priorities		Monitoring		
		Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations		School Effectiveness Framework		
		Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students		1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.	4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.	Catholic School Graduate Expectations
		Strategies				
Teaching and Learning Learning	If we support the needs of all students by implementing effective, evidence-based instructional and assessment strategies then all learners will deepen their knowledge and understanding, demonstrate their ability to think critically, and communicate and apply their learning.	<ul style="list-style-type: none"> triangulate evidence (pedagogical documentation) of student learning: observations, conversations, product provide timely descriptive feedback based on co-constructed success criteria implement balanced instruction that includes three-part lessons in all subject areas with a focus on consolidation incorporate experiential learning and authentic, action-oriented, quality tasks and learning tools use effective questioning to cultivate an environment of problem solving and inquiry-based teaching and learning analyze evidence to inform instruction (e.g. student voice, IEP, diagnostic assessments, learner profile) and to apply timely and tiered supports / interventions develop Deep Learning Competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking (New Pedagogies for Deep Learning) as reflected in the Catholic School Graduate Expectations 	<p>Please view this video which highlights some of our Board's instructional strategies - Using Collaborative Teacher Inquiry to Support Students with Learning Disabilities in Mathematics</p>	<p>What does the IF look like?</p> <ul style="list-style-type: none"> Meaningful tasks, activities and experiences are designed to: – foster thinking and metacognition – build on students' diverse perspectives, knowledge and experiences – assess the depth of new learning in order to identify next steps. Assessment for and as learning processes are evident as students undertake authentic and relevant performance tasks. Quality evidence of learning is determined collaboratively (e.g., through moderation, lesson study, co-planning) across grades, courses and pathways to determine student learning needs. Student learning is regularly documented to inform educator and student next steps. <p>What does the THEN look like?</p> <p>Students:</p> <ul style="list-style-type: none"> Actively plan for and set personalized learning goals that relate to the curriculum expectations. Engage in authentic and relevant performance tasks that are connected to their learning goals. 	<p>What does the IF look like?</p> <ul style="list-style-type: none"> Teaching and learning strategies support student inquiry. Learning through problem-solving supports students in connecting ideas and developing conceptual understanding. Explicit teaching of concepts, processes and skills within inquiry supports students' learning Critical thinking skills are taught, modelled, practised and developed. Students are provided with regular opportunities for planned, purposeful, accountable talk. Self and peer assessment opportunities are used to establish a culture of inquiry. <p>What does the THEN look like?</p> <p>Students:</p> <ul style="list-style-type: none"> Identify authentic problems and pose significant questions for investigations across all curriculum areas. demonstrate curiosity and a positive and productive disposition to learning. demonstrate skills of metacognition. take risks to share work in progress (ideas, solutions, strategies) in order to test hypotheses, obtain feedback and suggestions from peers and teachers 	<p>An effective communicator who listens actively and critically to understand and learn in light of gospel values.</p> <p>A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.</p>

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Pillar	Theory of Action	Strategic Priorities				
		Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments		Monitoring		
		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		School Effectiveness Framework		
		Strategies		3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.	5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career / life aspirations.	Catholic School Graduate Expectations
Personal Pathways and Well-Being Leadership	If we implement processes and strategies to ensure equity, promote well-being, foster a safe, inclusive and accepting school climate, and focus on the development of the whole child and his/her unique pathway, then each student will realize the promise of the Catholic School Graduate Expectations.	Integrate Foundations for a Healthy School Embed Be Well Mental Health and Well-Being Strategy 2014 - 2017 <ul style="list-style-type: none"> Self-Regulation Social Emotional Learning Growth Mindset Support the PVNCCDSB Bullying Prevention & Intervention Plan Implement the Equity and Inclusive Education Strategy Promote Digital Citizenship <ul style="list-style-type: none"> Samaritans on the Digital Road Implement the Board Action Plan on First Nation, Métis and Inuit Education Support Individual Education Plans <ul style="list-style-type: none"> Personalized precise goals with a variety of measures Strategies to monitor effectiveness Collaboratively-built transition plans Sharing of IEP exemplars and board samples of transition plans Develop the Education and Career / Life Program K - 12 <ul style="list-style-type: none"> Students establish an All About Me Portfolio (Grades K - 6) or an Individual Pathway Plan (IPP) (Grades 7 - 12), which is reviewed twice a year with a teacher and parent/guardian Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs. Promote Instructional Leadership <ul style="list-style-type: none"> Professional, collaborative learning teams use action inquiry methods to improve processes and strategies to achieve the theory of action Engage Family and Community	What does the IF look like? <ul style="list-style-type: none"> Educators collaborate to identify and implement evidence-based conditions that support the intellectual engagement of students (e.g. learning experiences that are clear, meaningful, interesting, motivating, challenging, productive and include ongoing descriptive feedback and opportunities for metacognition). Instruction is differentiated and curriculum materials, digital tools, human and a range of other resources are provided to support student strengths and needs. Students and educators work together to build a collaborative and safe learning environment, free from discriminatory bias and systemic barriers. Student input is actively and regularly sought with regard to curriculum delivery and program needs. What does the THEN look like? Students: <ul style="list-style-type: none"> See themselves, their values, culture and interests reflected in their learning environment. Assume ownership in learning experiences that are collaborative, innovative and creative. Demonstrate confidence, resilience, self-regulation and self-efficacy in their capacity to learn and succeed. Try new tasks, take risks and share learning with others. 	What does the IF look like? <ul style="list-style-type: none"> Flexibility and support allow students to engage in in-school and out-of-school activities and experiential learning opportunities related to their [All About Me] portfolio or Individual Pathways Plan (IPP). Educators provide opportunities for students to reflect on, document and share their learning from their in-school and out-of-school activities and experiential learning. What does the THEN look like? Students: <ul style="list-style-type: none"> Reflect on their in-school and out-of school learning related to the education and career/ life planning process and document in a portfolio [All About Me] or Individual Pathways Plan (IPP). Choose experiences, programs and/or pathway opportunities that reflect their interests, strengths and aspirations. 	<ol style="list-style-type: none"> A discerning believer formed in the Catholic faith community An effective communicator A reflective, creative and holistic thinker A self-directed, responsible, lifelong learner A collaborative contributor A caring family member A responsible citizen 	

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		Ensure our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings	School Effectiveness Framework		Catholic School Graduate Expectations
			2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.	6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.	
		Strategies			
Living Our Catholic Faith Service	If we intentionally support catechetical instruction in our daily programming, model Gospel values and Catholic Social Teachings in our relationships, and work collaboratively with parishes, then students will take an active role in being faith-filled, contributing members of their school, home, and parish communities.	<p>Promote structures and processes to ensure that all staff have a foundational knowledge of our Catholic teachings and traditions through the Religious Education policy and Family Life document.</p> <p>Collaborate with the diocese to support catechetical programming and instruction - Growing in Faith, Growing in Christ</p> <p>Assess and evaluate student learning in an integrated way using the Religion and Family Life curriculum expectations.</p> <p>Gather principals, chaplaincy leaders and priests regularly for professional dialogue to enhance the school-parish connection.</p> <p>Implement and further support of the Faith Ambassador program.</p> <p>Promote opportunities for staff prayer (e.g. Advent and Lent, Month of May Rosary)</p>	<p>What does the IF look like?</p> <ul style="list-style-type: none"> The Catholic learning environment supports professional dialogue about the big ideas and content in the curriculum and how to implement instructional practices that lead students to deep conceptual understanding. Access to expertise and Catholic professional learning resources is provided in response to the range of student needs. Structures, processes and practices that have been collaboratively established at the school and school community are used to determine day-to-day decision-making, based on student needs. <p>What does the THEN look like?</p> <p>Students:</p> <ul style="list-style-type: none"> Access and engage in the intended learning as individuals, in small groups and as a whole class. Independently apply knowledge, skills, concepts and processes in different contexts. 	<p>What does the IF look like?</p> <ul style="list-style-type: none"> Student learning and well-being are intentionally supported through the meaningful involvement of parents, families, diocese, members of the Catholic School Council and community partners. Participation in community activities and social justice initiatives is supported. Partnerships with community organizations are established so that students and their families have access to programs and services on the school premises during and outside of regular school hours. <p>What does the THEN look like?</p> <p>Students:</p> <ul style="list-style-type: none"> Participate in and learn from interactions with community partners both in school and in community settings. Students are aware of and access programs and services available to them in their school and community to support their social, emotional, cognitive, physical and spiritual development. Demonstrate social responsibility from the lens of the Catholic Social Teachings in the school, community and parish. 	<p>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.</p> <p>A collaborative contributor who develops one's God-given potential and makes a meaningful contribution to society.</p> <p>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>