

						
A Discerning Believer	An Effective Communicator	A Reflective, Creative & Holistic Thinker	A Self-Directed, Responsible, Life-Long Learner	A Collaborative Contributor	A Caring Family Member	A Responsible Citizen

## Catholic Board Improvement Plan for Student Achievement and Well-Being

2019 - 2020

**P.V.N.C.C.D.S.B. CATHOLIC BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2019 - 2020**

<b>LEARN</b>			
<p><b>School Effectiveness Framework Indicators:</b>                      2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.                      1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.                      1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.</p>			
<p><b>Strategic Priorities:</b></p> <ul style="list-style-type: none"> <li>● Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.                             <ul style="list-style-type: none"> <li>○ Encourage and facilitate responsible technology-enabled learning for all</li> <li>○ Continue and enhance Assessment For Learning in every classroom</li> <li>○ Broaden and provide for differentiated support for all students and differentiated professional development for all staff</li> </ul> </li> </ul>			
Theory of Action <b>PLAN</b>	Evidence-based Instructional and Assessment Strategies <b>ACT</b>	Using the School Effectiveness indicator(s) to gather data/evidence for monitoring. <b>OBSERVE</b>	Assessment, evaluation What are our next steps or learning goals? <b>REFLECT</b>
<p>If we make visible purposeful questioning and feedback, then our community of learners will develop critical thinking and application skills.</p>	<ul style="list-style-type: none"> <li>● Provide explicit instruction in the design of effective questions, including questions used in daily Number Talks</li> <li>● Model and make visible intentional questions and feedback in all professional learning (Why this question, at this time, with these people?)</li> <li>● Create authentic learning opportunities designed around critical thinking and application (Deep Learning Plan, <a href="#">Math Plan</a>, Community-Connected Experiential Learning)</li> </ul>	<ul style="list-style-type: none"> <li>● Modelling Number Talks in classrooms and at staff meetings with a focus on norms, learning goal, strategy harvest board ideas. In French Immersion classrooms, the modelling also includes developing capacity around using Number Talks to increase spontaneous oral confidence in French and confidence with Math fluency.</li> <li>● Supporting educators in analyzing EQAO questions to determine qualities of application and thinking questions which they in turn will apply to questions they ask in their classrooms</li> <li>● Providing educators with access to assessment tools used for gathering observations and conversations from Deep Inquiry Learning experiences so that students receive timely feedback.</li> <li>● Using diagnostics to help educators better understand where their students are at and plan next instructional steps.</li> <li>● Providing authentic learning opportunities through dual credit programs led by college instructors who still work in industry and through Specialist High Skills Major (SHSM) certifications (e.g. First Aid, Working at Heights, Wrapping/Taping).</li> </ul>	

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<b>LEAD</b>			
<b>School Effectiveness Framework Indicator(s):</b>			
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.			
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 interest of the student population.			
<b>Strategic Priority:</b>			
Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.			
<ul style="list-style-type: none"> <li>○ Encourage and facilitate deeper inquiry learning in every classroom</li> <li>○ Continue and enhance discernment of what it means to be Church in the world today in light of the Gospel and Catholic Social Teachings</li> <li>○ Broaden and provide for training and resources to support well-being for all students and staff</li> </ul>			
<p style="text-align: center;">Theory of Action</p> <p style="text-align: center;"><b>PLAN</b></p>	<p style="text-align: center;">Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;"><b>ACT</b></p>	<p style="text-align: center;">Data/evidence gathered for monitoring using the School Effectiveness indicator as a guide for the evidence you collect</p> <p style="text-align: center;"><b>OBSERVE</b></p>	<p style="text-align: center;">Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p>
<p>If we foster an inclusive culture where we honour strengths, stories and voices then our community of learners will recognize and apply gifts and talents to learning and life choices.</p>	<ul style="list-style-type: none"> <li>● Include students or student voice in professional learning</li> <li>● Use asset-based language in professional learning</li> <li>● Focus on human dignity and bring visibility to those who live in our spaces (Belonging, Democracy, Social Justice, Give Voice)</li> <li>● Facilitate student-led learning opportunities in schools that support the development of their gifts and talents</li> </ul>	<ul style="list-style-type: none"> <li>● Supporting staff in honouring newcomer student stories and voices and ensuring students have a caring adult to support them in transitioning to their new school community.</li> <li>● Facilitating Indigenous Students and Allies groups at secondary schools.</li> <li>● Coaching Deep Inquiry Learning teachers in their journey toward becoming activators who empower their students to share their voice, gifts and talents while collaborating.</li> <li>● Working in French Immersion and Core French classrooms to increase teacher capacity in planning lessons where students interact as social actors to increase their confidence in French - increasing student voice and autonomy in their use of the target language.</li> <li>● Supporting educator teams in understanding and appreciating that student well-being is an essential foundation for learning.</li> <li>● Supporting students in selecting the best pathway (workplace, university, college, apprenticeship) for their gifts, talents and life choices.</li> </ul>	

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<b>SERVE</b>			
<b>School Effectiveness Framework Indicator(s):</b> 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.			
<b>Strategic Priority:</b> <ul style="list-style-type: none"> <li>● Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens                             <ul style="list-style-type: none"> <li>○ Encourage and facilitate vibrant School/Parish/Home relationships</li> <li>○ Continue and enhance open, transparent communication and partnerships</li> <li>○ Broaden and provide for local and global involvement in social justice, equity, Indigenous, and environmental education</li> </ul> </li> </ul>			
Theory of Action  <b>PLAN</b>	Evidence-based Instructional and Assessment Strategies  <b>ACT</b>	Data/evidence gathered for monitoring using the School Effectiveness indicator as a guide for the evidence you collect  <b>OBSERVE</b>	Analyze, assess, where to next?  <b>REFLECT</b>
If we use the Catholic Social Teachings to create opportunities for reflection in the work we do, then together with our community of learners, we will deepen our relationship with God and with our Catholic community.	<ul style="list-style-type: none"> <li>● Use Catholic Social Teachings as a lens for our work and professional learning as outlined in the Pastoral Plan</li> <li>● Develop outreach and partnerships with families and communities to support learning, including Indigenous communities</li> <li>● Emphasize the care of God’s creation through environmental stewardship, including Eco Schools</li> </ul>	<ul style="list-style-type: none"> <li>● Learning how Catholic Social Teachings inform our instruction and assessment practices and our relationships in our school communities.</li> <li>● Supporting all schools and the Catholic Education Centre to follow the Eco Schools framework to support environmental stewardship</li> <li>● Partnering with Nogojiwanong Friendship Center to deliver Indigenous Cultural Awareness Training to staff and cultural teachings to students.</li> <li>● Connecting to and supporting many environmental, social justice, and mental health agencies in our communities School based Deep Inquiry Learning initiatives - improving the well-being for all.</li> </ul>	