Peterborough Victoria
Northumberland and Clarington
Catholic District School Board

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

2018 - 2019

Achieving Excellence in Catholic Education Learn · Lead · Serve

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Northumberland and Clarington
Catholic District School Board

P.V.N.C.C.D.S.B. CATHOLIC BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2018 - 2019

LEARN
School Effectiveness Framework 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 to determine next steps. 1.4 - During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria

Strategic Priorities:
● Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.
    ○ Encourage and facilitate responsible technology-enabled learning for all
    ○ Continue and enhance Assessment For Learning in every classroom
    ○ Broaden and provide for differentiated support for all students and differentiated professional development for all staff

Theory of Action **PLAN**	Evidence-based Instructional and Assessment Strategies **ACT**	Using the School Effectiveness indicator(s) to gather data/evidence for monitoring. **OBSERVE**	Assessment, evaluation What are our next steps or learning goals? **REFLECT**
If we make explicit intentional questioning and feedback when facilitating professional learning experiences, then educators will enhance their Assessment for Learning practices to develop students' critical thinking and application skills.	● Build staff capacity in Assessment for Learning under the guidance of the Assessment, Evaluation and Reporting Handbook ● Model and make explicit Assessment for Learning in all Professional Learning (Growing Success) ● Build staff capacity in intentional questioning and feedback in all professional learning opportunities ● Analyze school data to identify student learning needs (e.g. EQAO, Student Voice, Early Development Instrument (EDI), School Climate Survey, A+ Software, First Nation, Métis and Inuit Self-Identification, School Resource Team Data, Benchmark Assessment) ● Deepen educator understanding of the fundamentals of Math and how they connect across the strands and through the achievement categories ● Leverage technology as a tool for learning - Technology Enabled Learning Plan (TELP) ● Apply and interpret diagnostic assessments to plan next steps in student learning (e.g. Benchmark Assessment System for Reading, Leaps and Bounds Mathematics Intervention, PRIME, Steps to English Proficiency Continuum) ● Develop and implement relevant, data-driven IEP goals ● Provide professional development on Applied Behavioural Analysis (ABA) ● Review and implement Effective Instructional Practice	Monitoring Tools: - learning goals, success criteria, analysis of descriptive feedback, CSIPSAW Learning Visits, Educator feedback & exit cards, Formative Assessments - Numeracy/Literacy, Collaborative Inquiry Summaries of Learning, Central Team Meetings, EQAO; Pedagogical Documentation, common assessment tasks and moderated marking, and Ministry Data Collections - Achieving Excellence in Applied Courses, Taking Stock, PRISA	

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LEAD

School Effectiveness Framework Indicator(s):
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.
3.3 Students are partners in dialogue and discussions to inform programs and activities in the classrooms and school that represent the diversity, needs and interests of the student population.

Strategic Priority:
Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.
- ○ Encourage and facilitate deeper inquiry learning in every classroom
- ○ Continue and enhance discernment of what it means to be Church in the world today in light of the Gospel and Catholic Social Teachings
- ○ Broaden and provide for training and resources to support well-being for all students and staff

| Theory of Action

PLAN | Evidence-based Instructional and Assessment Strategies

ACT | Data/evidence gathered for monitoring using the School Effectiveness indicator as a guide for the evidence you collect

OBSERVE | Analyze, assess, where to next?

REFLECT |
|------|------|------|------|
| If we foster a culture where each student's strengths, story and voice are honoured then educators will build an inclusive, safe community so students recognize and apply their gifts and talents to their personal choices. | Build staff capacity in Mental Health and Well-Being strategies (Be Well Strategy, Ontario's Well-Being Strategy for Education) Ensure that staff and students feel that their well-being is supported (e.g. Self-Regulation, Social Emotional Learning, Growth Mindset, promote professional resource - Capacity Building Series - Student Voice Model and teach explicitly the Ontario Catholic School Graduate Expectations and the Global Competencies through Deep Inquiry Learning and Experiential Learning Foster student self-advocacy in the Individual Education Plan (IEP) and through pathway planning Create Student Profiles to support student learning needs (Learning for All) Support staff advisors in implementing student voice initiatives (Speak UP proposals, Focus on Youth program, LINK, Student Council, Indigenous Student Leadership Gathering, Be Well Summit, Student Leadership Conference) Understand the story of our English Language Learners to better provide for their learning needs Build parent and student understanding of all pathways Provide feedback and mentoring supports to staff so that they can identify their gifts and talents in order to determine their career pathways Listen to the stories of educators to support them in creating safe, inclusive learning communities | Monitoring Tools:
- student attendance, school climate surveys, Outdoor Education / Experiential Learning reports, Leadership participation, School Resource Team meetings, Identification Placement and Review Committee (IPRC) meetings, Case Conferences; staff absentee reports, Specialist High Skills Major participation, Dual Credit participation, Ontario Youth Apprenticeship Program (OYAP) participation, Centre for Success results | |

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SERVE	
School Effectiveness Framework Indicator(s):	
Home, School and Community Partnerships:	
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.	
Student Engagement:	
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.	

Strategic Priority:
- Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens
  - Encourage and facilitate vibrant School/Parish/Home relationships
  - Continue and enhance open, transparent communication and partnerships
  - Broaden and provide for local and global involvement in social justice, equity, Indigenous, and environmental education

Theory of Action **PLAN**	Evidence-based Instructional and Assessment Strategies **ACT**	Data/evidence gathered for monitoring using the School Effectiveness indicator as a guide for the evidence you collect **OBSERVE**	Analyze, assess, where to next? **REFLECT**
If we ground faith formation in the Gospel and Catholic Social Teachings, then students and staff will deepen their personal relationship with Jesus Christ within their home, parish and school communities.	- Foster adult formation through exploring Renewing the Promise - Assist schools to develop and sustain effective working relationships with home, school and parishes - Support schools in using intentional prayer and Christian Meditation - Provide opportunities for all staff to develop a foundational knowledge of our Catholic teachings, prayer, and traditions through various experiences (e.g. webinars, retreats, conferences) - Collaborate regularly with parish pastoral teams and families to support sacramental preparation and religious education programming (Growing in Faith, Growing in Christ (GIFGIC), new Kindergarten Religious Education curriculum, Secondary Religious Education curriculum) - Provide opportunities for students and staff to deepen their awareness of Indigenous spirituality and worldview - Deepen our commitment to equity, inclusivity and honouring the dignity of the human person - Establish a Care for Creation Working Committee which includes stakeholders within and outside PVNC - Ground every prayer in Gospel teachings and Catholic Social Teachings - Support student participation in social justice initiatives such as the Youth Social Justice Forum, student retreats and other events which connect explicitly with Catholic Social Teachings - Make explicit connections between Catholic Social Teachings, faith formation and the components of the Be Well Health and Well-Being Strategy	Monitoring Tools: - prayers, participation in liturgies, Christian meditation, Equity Action Plan Report; Eco-Schools participation, exit cards, surveys, classroom environments, Learning Walks, feedback	

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