Catholic Community, Culture and Caring — How can the active, authentic faith journeys of our staff tell the richness of our Catholic story, a story that is rooted in the Gospel and a story in which the particular needs of the marginalized are attended to, so that students will reap the benefits of a strong, welcoming culture where engagement, well-being and achievement flourish and poverty in all its forms is reduced?

Needs Assessment
A need for our students to be the ambassadors for Catholic education as a positive force in our community
A need to remain connected to our diocese and parish communities to encourage pupils to participate in parish life.
A need for our students to experience child-like unconditional love, especially those on the fringes
A need for a student leadership in promoting justice, welcome and belonging in schools.
A need to celebrate, model, and proclaim our faith story to our pupils.
A need to ensure that students are active disciples of Catholic Church in all subject areas.
A need to engage pupils in a critical analysis of the arts, media and technology.

Strategies and Indicators
Publication of Notebook, “Good News from our Board” and Director’s Annual Report; media promotion of Catholic Education Week to celebrate pupil achievements and contributions to society. Regular participation of school communities in the lives of their parish, especially through a celebration of Eucharist.

Continued participation in Grey Sisters’ Dominican Republic Experience, social justice initiatives of Srs. Of St. Joseph, CWNA, local foodbanks and others led by schools and working with local media to showcase our faith-based and social justice activities in Renfrew County press.

Highlighting board and school community outreach and faith-based celebrations on school and board websites.

Providing adult development opportunities to staff through web-based resources (e.g., BCCDS’s 2013 We Who Believe, Growing in Adult Faith and RCCDS’s adult faith resources),

Use of Twitter to promote prayer and faith life resources

Use of RCCDS’s Mental Health, school climate surveys, related programs (e.g., We Who Believe),

Board electronic sign to promote Catholic liturgy, liturgical life

Resources

BCCDS resources: We Who Believe, Growing in Adult Faith; Our Language, Our Story and RCCDS’s adult faith resources on board’s Religious Education & Family Life website.

New Elementary and Secondary Religious Education policy documents

System-wide distribution of Catholic Update, Seasonal (Advent-Christmas, Lent Easter-Pentecost) staff and student resources.

School staff, prayer, adult faith life resources on Religious Education & Family Life website.

Bimonthly and Secondary Family Life Education policy documents, programs.

Published bishops’ Bishop, Religious Education and Family Life Education teachers, Chaplaincy Leaders, local clergy chaplains

OCSSR Catholic Education Week packages 2013-2014; CBM resources in print, radio, televised media...

Local media contacts and services (e.g., Poppin Communications)

Religious Education/Family Life Resource Library (esp. Adult Faith resources) and new BCCDS Who I Am resource

Ontario Catholic School Graduate Expectations, BCCDS Curricular Support for Catholic Schools and OurStory

Director-led discussions on fees for learning materials and fund-raising

Board of Trustees (Director’s Annual Report) District Education

Stewardship and Sustainability Priorities 2014-15
How can the growth of knowledge and skill of our staff around forming warm and caring relationships provide a sense of safety and well-being for our students?

A need to utilize School Climate survey data to inform school-based planning and action around student engagement in school and to develop goals and practices that build and sustain a safe and accepting learning environment.

A need to re-emphasize Catholic education’s strength found in its joy-filled, community building in and around classrooms that comes from the Holy Spirit.

A need to promote self-care with staff and students (e.g., good diet, rest, exercise, basis, healthy relationships)

A need to bring awareness to concussions and develop a policy around reporting.

A need to ensure that every classroom provides a welcoming, caring, safe, “learning stance” environment.

A need to understand and focus on the mental health needs of pupils and for all staff to see themselves and their lived experience as reflected in the school and the curriculum.

A need to further our knowledge of progressive discipline, restorative justice and equality and inclusion in the context of loving unconditionality so that every student feels welcome and cared for.

A need for increased collaboration amongst agencies when designing and providing support to our staff and schools.

A need to promote a safe reporting system for bullying and other safe school issues.

A need for ongoing monitoring of the board-wide Bullying Prevention and Intervention Plan

Safe Schools Survey used to assess mental health awareness and training, positive sense of belonging, school and classroom climate and student safety board-wide. Support Safe Schools team as they look at data to determine school goals with regard to bullying prevention, restorative practices, progressive discipline and school climate.

Planning and delivery of positive peer relationship groups done in partnership with other agencies (e.g., Phoenix Centre)?

Continued use of the Safe Schools website to promote school climate activities and allow for a safe reporting process for students and staff.

Continue to promote DVA and Healthy Eating.

Other perceptual data (e.g., EQAO student surveys, data gathered for multi-year plan) and used to assess student perceptions of their learning.

Pupil mental health and resiliency will be embedded into all teacher collaborative inquiries.

Incorporating the Board Leadership Development Strategy, professional development around community, culture and caring.

The Board will hire a mental health lead and mental health working group follow-up to environmental scan undertaken.

To develop higher order thinking about human and environmental ecology using a mentor text “13 Artists” for K-8 and high school religion classes.

Professional Learning

Parent Involvement Committee—School Council evenings with a focus on connecting faith, parental engagement and student engagement, achievement and growth and poverty elimination.

Catholic curriculum/Catholic Graduate Expectations embedded into teacher collaborative inquiry

Utilization of new BCCDS Resource: We Who Believe: Growing in Adult Faith

Student-led daily prayer in schools, classes

Catholic Graduate Expectations will be woven into every staff and collaborative inquiry

Increasing the Catholic Professional Learning Cycle (New BCCDS DVD resource)

Monitoring—Knowing the Impact

Board of Trustees (Director’s Annual Report) District Education

Focuses on reference to CGE during teacher professional development and use of class projects.

Emphasis on celebrating Catholic education week, including province-wide Mass on May 7th, 2015.

Conversations with priests, bishop on board multi-year plan and annual BPSA

Amen state feedback from clergy, stakeholder, public.

Hills on board, school and department websites.

School climate survey data

Changes in school communication and practices around required materials and fund-raising.

Professional Learning

Enhanced teacher support staff under standing of mental health needs of pupils, conditions to foster belonging and connectedness and skill in early identification of pupil mental health needs

Heightened clarity among directing pupils and families to assist with mental health needs (e.g., VPR, mental health nurses, ATS supports)

Enhanced facility of teachers to weave building resiliency into the curriculum, K-12

Professional Learning

Mental health working group—School teams (e.g., Safe Schools Teams/Student Success Team)

Review and share data-sheets, school climate surveys, relevant EQAO data, feedback from pupils from collaborative inquiry work, applied work

Safe School Student Surveys

Feedback from the bullying prevention and intervention planning team that schools develop

Use of safe reporting systems
Data for numeracy over the past years has indicated that if student understanding of the Big Ideas of Math by the end of the primary division is not solid, gaps in learning become evident quickly. This holds true for students especially in the process of representation of thinking for discussion.

SEF Indicator: 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement. (Also indicators 1.1, 1.4, 2.1, 2.4, 4.1, 4.2, 4.5)

SEF Indicator: 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. (Also indicators 1.4, 1.7, 2.2, 3.3, 4.1, 4.7)

SEF Indicator: 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.

4.2 A variety of relevant and meaningful assessment data is used by students and educators to continue to monitor learning, to inform instruction and determine next steps.

4.4 Clear emphasis on high levels of achievement in literacy and numeracy is

4.5 SMS alignment with board needs in high levels of achievement in literacy and numeracy is

4.6 School Literacy and Numeracy Improvement Plan and work on the 3-year framework.

4.7 Ongoing use of formative assessment is needed to be used to continuously monitor instruction.

 Lifelong Learning—Numeracy, Literacy and Pathways in the 21st Century: How can collaborative learning opportunities for our staff continue to support and spread effective and innovative instructional practices for the purpose of student engagement and achievement?

Needs Assessment

Recent Primary, Junior and Grade 9 Applied EQAO assessment data show continuing needs in math especially in the process of representation of thinking.

A need to respond to specific student needs to influence student thinking and learning in math.

A need to re-envision adolescent literacy strategies and results, especially for students taking the majority of their courses at the applied level.

A need to increase primary reading results—with a particular need in open response questions and reading for fluency.

A need to understand better the achievement of subpopulations such as self-identified FNMI pupils and special needs pupils.

A need to assess student efficacy—gaps between academic and applied; school climate—student engagement.

A need to provide and spread relevant and engaging learning experiences for students, and educators fostered by an asset orientation.

A need to refine ‘personalization and precision’ for individual school needs by developing the influence of instructional leaders.

A need to incorporate student voice in their learning.

A need to continue implementation of the Kindergarten program and its curriculum with the new Year 5 teams.

Focus on scaling up inquiry-based learning into the primary grades.

A need to build on transition work from grade to grade, especially for identified pupils.

A need to sustain growth in student pathway opportunities such as SHSM, dual credits, co-op.

A need to further embed technology as a tool for the 21st century classroom and spread innovative teacher practices including blended learning.

A need to heighten the importance of student voice and engagement in the classroom through inquiry-based learning.

A need to have an intervention plan for at-risk pupils.

A need to emphasize the ongoing growth of learning skills.

A need to develop a 3-year FSL framework plan.

A need to implement and support the new CPS document to assist students with course and career planning.

A need to further refine what instructional leaders, such as principal, vice-principal and program leaders do in spreading effective teaching and learning practices

Strategies and Indicators


Pay attention to proportional reasoning: K-12

Ministry of Education Full-Day Kindergarten site: http://www.edu.gov.on.ca/kindergarten

EQSDN Program, Mentor Texts, Aboriginal Education Framework, Learning for All

PRIME kits, PRIME thinkers, Program Team

PM Benchmark Kits, CASI Kits, Program Team

EQAO research and resources

Destination: Imagining Teacher, Program Team

EQSDN Thinking Symposium, Lucy West, Revised SS/His Geo Curriculum Document, Program Team


Program Team: and SERTs, CHEO

OYAP Co-ordinator

SHSM and dual credit teachers

Aboriginal Education Funding Proposal: Closing the Gaps in-house trainers for adaptive technology for identified pupils and their teachers

FSL Framework: My Blueprint resources and training

Inquiring Minds: Jeffrey Willmore; Essentials Questions; McIntyre and Wayne; Inquiry Circles in Action, Harvey and Daniels A More Beautiful Question, Bergen;

21st Century Learning Team

Outdoor Education Resource Teacher and related initiatives (eg. KIDActive, Shaw Woods.)

Professional Learning and Conversations

EQSDN Math Project: Teachers in Grades 4 to 12, along with a numeracy expert and program team members, will address the content area of proportional reasoning, processes of representation of thinking in mathematics and teacher fluency. (Fall-Winter)

EPCI in Math - Teachers in Grades 1 to 2, along with program team members, will address the content area of proportional reasoning, processes of representation of thinking in mathematics and teacher fluency. (Winter-Spring) Teachers will identify student cohorts including students who identify as PRMI and review the abitlity: “How PRMI Students Learn Mathematics”.

Applied Math - Teachers in Grades 7 to 9, along with program team members, and Ruth Beatty will continue learning about and implementing effective math practices in the classroom in both elementary and secondary panels with increased awareness of pathways, including the implications of IEPs and available options from elementary to secondary. (Fall-Spring)

All Applied Course—Learnings from math will be extended to teachers of other applied courses.

A Teacher’s Recipe for Success in Written Responses for HOT”- (P/J, J/I teachers along with SERT’s and Principals) Teachers will apply strategies to support students to write higher order thinking responses to poetry and non-fiction text through gradual release of responsibility, success criteria and learning goals, and moderated marking. There will be a focus on using poetry and/or non-fiction texts. The achievement of PRMI students and students with IEPs will be highlighted during the moderated marking to assist with achieving high achievement as gradual release of responsibility with HOT questions through “13 Artists” until which will be supported through a teacher blended learning site.

PRIME training for SERT’s, Grades 3-6 teachers, and Principals - Assessment for learning training using PRIME common assessment tool. SEFSDN training will also involve strategies for writing modified math programs in IEPs.

Assessment for learning Gap Training- using common assessment tools for reading such as PM Benchmarks or CASI

Principal Inquiry Circles led by SEL’s

EQAO Regional Workshops and Learning Opportunities - School teams are invited to attend 3 day workshops where they will be familiar with EQAO reporting applications in order to effectively analyze their school results.

Destination Imaginatio - Grades 3-8 - Teachers and their students will explore creativity and innovation through the use of Destination Imaginatio; Classroom Edition. There will be an opportunity to share learning with others.

Student Learning Through Inquiry - Teachers will have the opportunity to explore student learning through using the revised Social Studies, History and Geography Curriculum Document. Teachers may have the opportunity to attend the Thinking Symposium to investigate their stticke to learning.

CI for 4-10 Transitions - A collaborative inquiry to support transitions in student learning in Grades 4 to 10. A family of schools team will attend a Student Achievement Division learning session in the fall and in the spring.

School-based professional development to explore inquiry-based learning through the revised Social Studies, History, Geography and Science Curriculum Documents.

“Road to Independence” training for educational assistants

Development of FSL plans, especially via a leadership early learning

Skills support in designated classrooms will focus on student needs through a collaborative approach and will monitor the impact of the instructional approaches.