

BOARD IMPROVEMENT PLAN for STUDENT WELL-BEING, ENGAGEMENT and ACHIEVEMENT

Catholic Community, Culture and Caring 2015-16 How can the active, authentic faith journeys of our staff tell the richness of our Catholic story, a story of mercy that is rooted in the Gospel, so that students will know a strong, welcoming, faith-infused culture where engagement, well-being and achievement flourish.

Needs Assessment	Strategies and Indicators	Resources	Professional Learning	Monitoring—Knowing the Impact
<p>A need for our students to be ambassadors for Catholic education as a positive force in our secular culture.</p> <p>A need to remain connected to our diocesan and parish communities to encourage pupils to participate in parish life.</p> <p>A need for our students to experience Christ-like unconditional love, especially those on the frontiers</p> <p>A need for student leadership in promoting justice, welcome and belonging in schools.</p> <p>A need to celebrate, model, and proclaim our faith story to our pupils.</p> <p>A need to ensure that students are receiving a distinctive Catholic curriculum in all subject areas.</p> <p>A need to engage pupils in a critical analysis of the arts, media and technology.</p>	<p>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.</p> <p>Regular participation of school communities in parish life, especially through celebration of Eucharist. Year of Mercy activities and prayer</p> <p>Continued participation in Grey Sisters’ Dominican Republic Experience, social justice initiatives of Srs. Of St. Joseph, CPAN, local food-banks and others led by schools and working with local media to showcase our faith-based seasonal and social justice activities in Renfrew County press.</p> <p>Highlighting board and school community outreach and faith-based celebrations on school and board websites.</p> <p>Providing adult faith development opportunities to staff through: - web-based resources (e.g., EOCCC’s 2013 <i>We Who Believe, Growing in Adult Faith</i>) Christian Meditation and RCCDSB adult faith resources,</p> <p>Use of Twitter to promote prayer and faith life resources</p> <p>Use of RCCDSB Mental Health, school climate surveys, related programs such as the “Who I Am ” and PINK Week activities</p> <p>Board electronic sign to promote Catholicity, liturgical life</p>	<p>EOCCC resources: <i>We Who Believe, Growing in Adult Faith, Our Language, Our Story</i> and RCCDSB adult faith resources on board’s Religious Education & Family Life website.</p> <p>System-wide distribution of <i>Catholic Update</i>, Seasonal (Advent-Christmas, Lent-Easter-Pentecost) staff and student resources.</p> <p>School/staff prayer, adult faith resources on Religious Education & Family Life website.</p> <p>Elementary and Secondary Family Life Education policy documents, programs.</p> <p>Parish priests/Bishop, Religious Education and Family Life Education teachers, Chaplaincy Leaders, local clergy chaplains</p> <p>OCSTA Catholic Education Week packages 2015-2016, CEW messages in print, radio, televised media..</p> <p>Local media contacts and services (e.g., Pappin Communications)</p> <p>Religious Education/Family Life Resource Library (Esp. Adult Faith resources) and new EOCCC <i>Who I Am</i> resource, RCCDSB Christian Meditation resource</p> <p><i>Ontario Catholic School Graduate Expectations, EOCCC Curriculum Support for Catholic Schools and Our Language, Our Story</i></p> <p>New Growing in Faith, Growing in Christ religious education program</p> <p>PINK Week activity resources—Peaceful, Inclusive., Noble and Kind</p>	<p>Parent Involvement Committee—School Council evenings with a focus on connecting faith, parental engagement and student engagement, achievement and well-being</p> <p>Catholic curriculum/Catholic Graduate Expectations embedded into teacher collaborative inquiry, staff in-services</p> <p>Student-led daily prayer in schools, classes</p> <p>Incorporating the Catholic Professional Learning Cycle (New EOCCC DVD resource)</p> <p>The theme of “mercy” will be explored throughout the year.</p> <p>Contemplative prayer (Christian Meditation) will be explored as a system faith and well-ness piece</p>	<p>Board of Trustees (Director’s Annual Report) Director of Education</p> <p>Focused reference to CGE’s during teacher professional development and use by students in class projects</p> <p>Emphasis on celebrating Catholic education week, including province-wide Mass in May 2016</p> <p>Conversations with priests, bishop on board multi-year plan and annual BIPSA</p> <p>Anecdotal feedback from clergy, stakeholders, public.</p> <p>Hits on board, school and department websites.</p> <p>School climate survey data</p> <p>Changes in school communication and practices around required materials and fund-raising</p>

Stewardship and Sustainability 2015-16 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?

Needs Assessment	Strategies and Indicators	Resources	Professional Learning	Monitoring Knowing Thy Impact
<p>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</p> <p>A need to re-emphasize Catholic education’s strength that is rooted in the Eucharistic parish community, and expressed in joy-filled community-building in schools and classrooms that comes from the Holy Spirit.</p> <p>A need to promote self-care with staff and students (e.g., prayer, good diet, rest, exercise, building healthy relationships)</p> <p>A need to bring awareness to asthma and develop policy related to Ryan’s Law</p> <p>A need to implement the revised Health and Phys. Ed Curriculum in line with religion and family life program</p> <p>A need to understand and focus on the mental health needs of pupils and for all students to see themselves and their lived experiences reflected in the school and the curriculum</p> <p>A need to further our knowledge of progressive discipline, restorative practice and equity and inclusion in the context of loving unconditionally so that every student feels welcome and cared for.</p> <p>A need for increased collaboration amongst agencies when designing and providing support to our students and schools</p> <p>A need to promote a safe reporting system for bullying and other safe schools issues</p> <p>A need for ongoing monitoring of the board-wide Bullying Prevention</p>	<p>Safe Schools Survey used to assess mental health awareness and training, positive sense of belonging, school and classroom climate and student safety board-wide, addition of mental health and inclusion questions to survey—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</p> <p>Planning and delivery of positive peer relationship groups done in partnership with other agencies (i.e. Phoenix Centre)?</p> <p>Continued use of the Safe Schools website to promote positive school climate activities and allow for a safe reporting process for students and staff</p> <p>Continue to promote DPA and Healthy Eating</p> <p>Other perceptual data (eg. EQAO student surveys, data gathered for multi-year plan) and used to assess student perceptions of their learning</p> <p>Pupil mental health and resiliency will be embedded into all teacher collaborative inquires</p> <p>Incorporating the Board Leadership Development Strategy, professional development sessions around community, culture and caring</p> <p>To develop higher order thinking about human and environmental ecology using a mentor text “Ryan’s Well” for K-8 and high school religion classes, also referencing <i>Laudato Si’</i>, Pope Francis’ encyclical on care for the environment.</p>	<p>RCCDSB Character, Equity & Inclusivity Resource Page</p> <p>Equity and Inclusion: Going Deeper (CODE), 2014</p> <p>Ontario Catholic School Graduate Expectations Respecting Difference (OCSTA, 2012)</p> <p>A Place of Honour. Reaching Out to Students at Risk in Ontario Catholic Schools. CARFLEO, 2008</p> <p>L’Arche Canada’s Inclusivity Resources for Educators: http://www.larche.ca/en/education/</p> <p>Belonging: The Search for Acceptance. DVD & Manual. L’Arche Cda, 2003.</p> <p>Ministry of Education Resources:</p> <p>Promoting a Positive School Climate—(ON Ministry of Education, 2011)</p> <p>Promoting A Positive School Climate - A Resource for Schools (ON Ministry of Education, 2011) , Prevnet</p> <p>Ministry of Education Safe and Caring Schools http://www.edu.gov.on.ca/eng/parents/safeschools.html</p> <p>RCCDSB Bullying Awareness Week Resources</p> <p>Safe Schools Co-ordinator, Campus Youth Worker, SWST, OPP and other community partner working on similar initiatives</p> <p>http://www.catholiccurriculumcorp.org/Units/MentalHealthfinalversion.pdf</p> <p>Mental Health Training for Teachers (IWK Health Centre http://www.iwk.health.ca/)</p> <p>http://teenmentalhealth.org/care/educators/, http://www.cmha.ca/</p> <p>http://smh-assist.ca/</p> <p><i>Teaching Kids with Mental Health and Learning Disorders in the Regular Class</i>, Cooley The ABCs of Mental Health –A Resource for Teachers from Brock University, Ontario.</p> <p>http://www.brocku.ca/teacherresource/ABC/gen_chapt.php</p> <p>Mental Health Lead</p> <p>Mentor texts and units prepared by program team</p> <p>Outdoor Education Resource Teacher</p> <p>Shaw Woods Outdoor Education Centre</p> <p>Pope Francis, Encyclical Letter <i>Laudato Si’. On Care for our Common Home</i> http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html</p>	<p>Enhanced teacher/support staff understanding of mental health needs of pupils, conditions to foster belonging and connectedness and skill in early i.d. of pupil mental health needs</p> <p>Heightened clarity around directing pupils and families to assistance with mental health needs (eg. VTRA, mental health nurses, ATS supports)</p> <p>Enhanced facility of teachers to weave building resiliency into the curriculum, K-12</p> <p>School and Teacher Resource Package for Anti-Bullying Week—PINK Activities</p> <p>Implementation of the Board Bullying Intervention and Prevention Plan</p> <p>Bill 13 training for all remaining staff—online</p> <p>Heightened clarity around progressive discipline and our call to this model as Catholic educators</p> <p>Inservicing new RCCDSB Christian Meditation resource.</p> <p>Inservicing H&PE curriculum, related ICE resources.</p>	<p>Mental health working group -</p> <p>School teams (eg. Safe Schools Teams/Student Success Team</p> <p>Review perceptual data - school climate surveys, relevant EQAO data, feedback from pupils from collaborative inquiry work, applied work</p> <p>Safe School Student Surveys</p> <p>Feedback from the Bullying Prevention and Intervention Plans that schools develop</p> <p>Use of safe reporting systems</p> <p>Feedback from staff, program team, Pastors, parents.</p>

Life-Long Learning—Numeracy, Literacy and Pathways in the 21st Century 2015-16 How can collaborative learning opportunities for our staff continue to support and spread effective and innovational instructional practices for the purpose of student engagement and achievement?

Needs Assessment	Strategies and Indicators	Resources	Professional Learning	KTI - Knowing Thy Impact Primary, Junior and Grade 9 Applied EQAO results
<p>A need to understand better the achievement of sub-populations such as self identified FNMI pupils and special needs pupils</p> <p>A need to assess student efficacy; gaps between academic and applied; school climate – student engagement</p> <p>A need to re-visit assessment for learning/ formative assessment needs to be used to continuously monitor instruction</p> <p>A need to provide and spread relevant and engaging learning experiences for students, and educators fostered by an asset orientation</p> <p>A need to refine ‘personalization and precision’ for individual school needs by developing the influence of instructional leaders</p> <p>A need to incorporate student voice in their learning</p> <p>A need to continue implementation of the Kindergarten program and its curriculum with the new Year 5 teams. Focus on scaling up play-based learning into the primary grades</p> <p>A need to build on transition work from grade to grade, especially for identified pupils</p> <p>A need to sustain growth in student pathway opportunities such as SHSM, dual credits, co-op</p> <p>A need to further embed technology as a tool for the 21st century classroom and spread innovative teacher practices including blended learning</p> <p>A need to heighten the importance of student voice and engagement in the classroom through inquiry-based learning</p> <p>A need to have an intervention plan for at-risk pupils.</p> <p>A need to emphasize the ongoing growth of learning skills</p> <p>A need to continue to journey of our 3-year FSL framework plan</p> <p>A need to implement and support the new CPS document to assist students with course and career planning</p>	<p>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, 1.3, 1.4, 2.1, 2.4, 4.1, 4.2, 4.5)</p> <p>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)</p> <p>SEF Indicator: 1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>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.</p> <p>4.2 A clear emphasis on high levels of achievement in literacy and numeracy is</p> <p>SWS alignment with board needs in applied studies as well as in support of junior math evident throughout the school.</p> <p>FSL Committee to continue planning the annual OLE Implementation Plan and work on the 3-year framework</p>	<p>EOSDN - Math experts – Marian Small, Connie Quadri, Program Team, Primary math Resources: Marian Small (guest expert), videos from <i>LearnTeachLead.ca</i> - Nora Newcombe, Joan Moss, <i>YouCubed</i> –Jo Boaler</p> <p>Aboriginal Success Teacher , Aboriginal Education Funding Proposal: Closing the Gaps</p> <p>Math monographs at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html Dynamic Learning: Connecting Student Learning and Educator Learning - Maximizing Student Mathematical Learning in the Early Years K-3and Asking Effective Questions in Mathematics Fractions across the junior grades DVD - http://www.curriculum.org/k-12/en/projects/planning-for-understanding-in-mathematics-fractions-across-the-junior-grades with facilitator's guide for discussion Leaders in Educational Thought: Special Edition on Mathematics http://www.curriculum.org/k-12/en/projects/leaders-in-educational-thought-special-edition-on-mathematics</p> <p>SWST alignment with gr. 10 and 11 applied English courses, building relationships with these students ahead of OSSLT day, and working with small groups of at-risk students in the months leading up to OSSLT.</p> <p>Ministry of Education Full-Day Kindergarten site: http://www.edu.gov.on.ca/kindergarten/</p> <p>Program Team, Mentor Texts, Aboriginal Education Framework, Learning for All</p> <p>PRIME kits, PRIME trainers, Program Team</p> <p>PM Benchmark Kits, CASI Kits, Program Team</p> <p>EQAO research and resources</p> <p>Destination Imagination Trainer, Program Team</p> <p>CODE 21st Century Learning workshops</p> <p>EOSDN Thinking Symposium, Lucy West, Program Team</p> <p>Principals as Co-learners: Supporting the Promise of Collaborative Inquiry (CBS #38); Ontario Leadership Framework (2012); Exploring the “Social” Personal Leadership Resources, Ideas Into Action Bulletin #7</p> <p>Program Team and SERTs, CHEO</p> <p>OYAP Co-ordinator, SHSM and dual credit teachers</p> <p>TLLP—St. John Bosco and St. Michael’s</p> <p>In-house trainers for assistive technology for identified pupils and their teachers</p> <p>FSL Framework</p> <p>MyBlueprint resources and training</p> <p>All classroom teachers from grades 3 to 8 will be given a half day, small group instructional workshop on Learning Disabled Apps from SEA claims</p>	<p>Primary (Gr. 1-3) Math - Teachers in Grades 1-3, along with program team members will address the process of representation/visualizing and effective use of manipulatives; the consolidation portion of lessons to ensure key math concepts are highlighted; ability to use number talks/strings to improve student flexibility, accuracy and efficiency with number.</p> <p>EOSDN Math Project – Grades 3-9 teachers will continue to build educator fluency in the big ideas of Mathematics (proportional reasoning), and in the representation of and response to student mathematical thinking, while investigating lesson study, pedagogical documentation, assessment and monitoring. Teachers will engage in opportunities to collaborate with one another (within our board and OCSB), with the facilitation of internal and external expertise (project facilitators, SWST, Dr. Marian Small, Queen’s University researchers). Collaboration with OCSB would involve investigating spiralling the curriculum content in the grade 9 applied course.</p> <p>CILM- Teachers in Grades 4-6 will continue to build educator fluency in the big ideas of Mathematics (proportional reasoning) as noted in the curriculum, and the representation of and response to student mathematical thinking, while investigating lesson study, pedagogical documentation, assessment and monitoring. Teachers will engage in opportunities to collaborate with one another, with the facilitation of internal and external expertise (facilitators, SWST, Dr. Marian Small)</p> <p>Special Education and Mathematics- SERT training in Prime and effective math instruction continues with these topics being readdressed with SERTs and a classroom teacher from each school. Investigating the links between IEP writing and Psychoeducational assessments through collaborating with Connie Quadri is ongoing. SERTS may have the opportunity to continue this work in their own schools with the support of the program team.</p> <p>Principal Math Day- Principals will have the opportunity to explore their impact on teacher practice, student learning and achievement in Mathematics as leaders through a day with Dr. Marian Small.</p> <p>All classroom teachers from grades 3 to 8 will be given a half day, small group instructional workshop on Learning Disabled Apps from SEA claims</p> <p>Assessment For learning Gap Training- using common assessment tools for reading such as PM Benchmarks or CASI</p> <p>Principal Inquiry Circles led by SEL’s</p> <p>Destination Imagination – Grades 3-8 -Teachers and their students will explore creativity and innovation through the use of Destination Imagination; Classroom Edition. There will be an opportunity to share learning with other teachers and students.</p> <p>Student Learning Through Inquiry - Teachers will have the opportunity to explore student learning through inquiry using the revised Social Studies, History and Geography Curriculum Document. Teachers may have the opportunity to attend the Thinking Symposium to investigate their stance towards learning.</p> <p>A transitions/pathways collaborative inquiry connected to Creating Pathways for Success and our FNMI focus will establish a workplace experience for grades 7 and 8 pupils at St. James and St. Andrew’s</p> <p>Continuing to take a look at transitions from high school and employment for those students with disabilities—work with community agencies to further positive transitions</p> <p>“Road to Independence” training for educational assistants</p> <p>Development of FSL plans, especially vis a vis early learning</p> <p>SWST support in designated classrooms will focus on student needs through a collaborative approach and will monitor the impact of the instructional approaches</p> <p>Review and system alignment of the music specialist program will continue</p> <p>Strategies for Success with LD pupils, especially in applied level classes will continue</p>	<p>Student surveys and teacher logs</p> <p>Report card and related data</p> <p>Student surveys and Teacher logs</p> <p>Primary and Junior EQAO results</p> <p>School Visits by Principal Inquiry Circles</p>