

Pillar: Teaching and Learning

Strategic Priority:

SEF Indicators: 4.2- A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school

4.5- Instruction and assessment are differentiated in response to student strengths, need and prior learning.

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

4.4- Learning is deepened through authentic, relevant, and meaningful inquiry.

CGEs: An effective communicator, who speaks, writes and listens honestly and sensitively, responding critically in light of Gospel values.

A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A self-directed, responsible, lifelong learner who develops and demonstrates his/her God-given potential.

<p>Theory of Action, based on Needs Assessment</p> <p>PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW 	<p>Evidence-based Instructional and Assessment Strategies</p> <p>ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk 	<p>Data/evidence gathered for monitoring</p> <p>OBSERVE</p> <ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	<p>Analyze, assess, where to next?</p> <p>REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
<p>Math- If we focus on the three tiered math problem school plan (with family involvement and rich feedback) then students will become more effective problem solvers, resiliency will develop and numeracy achievement will increase.</p> <p>Language- If teachers use daily independent reading time to work with struggling readers then gaps in reading literacy will improve.</p>	<p>To consider:</p> <ul style="list-style-type: none"> -collect benchmark data September and October, compare with EQAO scores -through data collection identify strengths and gaps per division -implementation of provinces renewed math strategies -implementation of balanced math instruction -implementation of Google Classroom practises in the junior and intermediate divisions -rich feedback to both students and parents -AFL evident in all classrooms -including self-regulation strategies as integral components to effective teaching and learning -oral reading -volunteer reading -reading buddies -ILP focus to support math focus in individual classrooms -collaborative inquiry -class/school meditation -introduction of Deep Learning -open house/classroom presentations, focus of presentation will be math/ CSIPSAW theory of action statement -three tiered math problem of the week Critical Thinking Skills https://ctl.utsc.utoronto.ca/twc/sites/default/files/CriticalThinking.pdf - Taking the right approach 	<p>Student Voice:</p> <ul style="list-style-type: none"> -engaged in rich feedback opportunities -AFL processes in place in the classroom and students participate in the co-creation of learning goals and success criteria and are able to communicate the connection between their theory of action statements and daily activities and assessment opportunities -Google Classroom feedback/student conferencing, student collaboration growing <p>Parent Voice:</p> <ul style="list-style-type: none"> -parents understand the process of Assessment and Evaluation and how they can be a role model to support their child's learning -area where there needs growth, parent engagement <p>Educator Voice:</p> <ul style="list-style-type: none"> -AFL visible in the classroom -technology in use regularly to support math and language -Collaborative inquiry -math lead representative communicates and is visibly involved in the support of math objectives 	<ul style="list-style-type: none"> -evaluate EQAO data, progress reports and other assessment tools across divisions -pre/post math attitude surveys -DRA surveys -EQAO student surveys

- Looking deeper
- Asking complex questions
- Answer questions using a variety of strategies
- Reflect on learning

- [Assessment and Evaluation Admin Procedure](#)
 - gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools
 - Uninterrupted Language and Math (60 min) blocks

 - Resources made available to parents including; *Math Learning Today*, and various web resources such as; *Inspiring Your Child To Love and Learn Math*, *Doing Mathematics With Your Child*

Pillar: Personal Pathways

Strategic Priority:

SEF Indicators: 5.3 Students, parents, families and educators understand the full range of pathways, programs, options and supports that are available.

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.

CGEs: A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life

<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;">PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW 	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;">ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk 	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;">OBSERVE</p> <ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	<p>Analyze, assess, where to next?</p> <p style="text-align: center;">REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
<p>If we implement strategies exposing students and families to a wide range of careers and community connections then students will be able to make appropriate pathway choices that best corresponds to their interests and skills.</p>	<ul style="list-style-type: none"> -Skills Canada -Career Cruising -Provide information and opportunities for dialogue about a variety of pathways (Intermediate teachers and Secondary counterparts) -Assist teaching staff in understanding pathway options for high school and their connection to post secondary careers. -CSC monthly meetings/ parent education -SMCSS Student Success Teacher visits and high school preparation -Provide opportunities for grade 8 parents to be involved in high school transition experiences so they can be more aware of high school pathway options -NPDL -Interest Fair -ILP- Mystery Career Visits 	<p>Student Voice:</p> <ul style="list-style-type: none"> -have an opportunity to explore their I.P.P. in grade 7 and 8 -Career cruising exploration for career opportunities through survey -participate in a career day/interest fair (primary) -explore a career through inquiry based learning (junior/intermediate) -SHSM <p>Parent Voice:</p> <ul style="list-style-type: none"> -be supportive in exploring Career cruising and the child's I.P.P. -support and acknowledge the child's secondary program choices -support and participate in a career day/interest fair <p>Educator Voice:</p> <ul style="list-style-type: none"> -implement a career day/interest fair of different career choices (primary) 	<ul style="list-style-type: none"> -students can communicate their career interests based on new learning -will encourage students to try something new -introduce/create new paths to success for students -establish a positive growth mindset around future career possibilities

Pillar: Living Our Catholic Faith and Well Being

Strategic Priority:

SEF Indicators: 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.
6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.

CGEs: A caring family member who attends to family, school, parish and the wider community.

A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

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<p>If we develop solid partnerships with students, parents, parish and the wider community students will become more resilient and the learning and well being of all community members will be enhanced.</p>	<ul style="list-style-type: none"> -school volunteers- Therapy Dog program, Reading volunteers -Heart and Stroke Foundation - Jump Rope -daily meditation -Mindful Schools -Cancer Society - Terry Fox -Community outreach experiences - senior home visits, Grafton Legion partnership, Remembrance Day involvement, -Fun Fair -YMCA Intermediate Fitness and Well Being -Rainbows -Buddy Bench -Zumba -Talent Show -Catholic Graduate Expectations Assembly once per month, families to be invited - Christmas Celebration -Sidewalk games that encourage collaboration and independent problem solving -ELKP- Mystery Reader -garden program <p>Prayer table in front foyer Father David invited into each class regularly Advent Ceremonies - first Monday of each week Presentation of Bibles - Gr. 4 Lenten Service - Stations of the Cross Shrove Tuesday Community Supper</p> <p>Increased communication of problem solving expectations -</p>	<p>Student Voice More students are able to vocalize their problem solving strategies and solutions. Students are taking initiative with social justice projects, as well as random acts of kindness. Students demonstrate a positive growth mind set toward physical activity out on the yard and during DPA. More students are using mindful techniques to centre and focus</p> <p>Parent Voice Parents support and encourage their child in independent problem solving appropriate to their age and development. Increasing engaged families in mindfulness practises</p> <p>Educator Voice Educators will provide feedback to the students and parents regarding the student's ability to problem solve independently and provide ongoing opportunities for self-assessment.</p>	<ul style="list-style-type: none"> -improvement in overall learning skills on the report card -less conflicts on the yard and increased use of the "It's Your Choice" conflict-resolution wheel on the yard -increase in competency in the ability to use critical thinking skills throughout the curriculum

	For example, Friendly Reminder section in the monthly newsletter.		