

# HOLY CROSS CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

Pillar: Teaching and Learning (LEARN)			
<p><b>School Effectiveness Framework Indicators:</b></p> <p><i>Mathematics:</i> 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.</p> <p><i>Literacy:</i> 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p>			
<p><b>Strategic Priorities:</b></p> <ul style="list-style-type: none"> <li>Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.</li> <li>Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.</li> </ul>			
<p><b>Catholic Graduate Expectations (CGEs):</b></p> <ul style="list-style-type: none"> <li>A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.</li> <li>A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential.</li> <li>A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good.</li> </ul>			
Theory of Action, based on Needs Assessment	Evidence-based Instructional and Assessment Strategies	Data/evidence gathered for monitoring	Analyze, assess, where to next?
PLAN	ACT	OBSERVE	REFLECT
<p>If students are given effective feedback including concrete next steps, and further opportunities to demonstrate learning, then they will be better able to create and act on a plan for improvement</p> <p>If we implement a targeted and cross-curricular approach between building understanding and developing skills, then students will develop critical thinking, numeracy, and 21st century skills.</p>	<p>Share feedback template with staff (outlining criteria for effective feedback)</p> <p>Share feedback tracking sheet with staff (multiple examples).</p> <p>Use Google Classroom and Docs to provide feedback</p> <p>Students can create individual learning goals that build on identified next steps</p> <p>Develop spiraling integration of strands to revisit concepts through multiple units to reinforce throughout the semester, in Gr 10 Academic classes.</p> <p>Moderated marking of OSSLT Mock allows staff to provide specific feedback to students who require remediation.</p> <p>Combining for 30% of Final grade EQAO assessment and culminating task for Grade 9 Academic and Applied Mathematics</p> <p>In numeracy, creation of leveled activities for the final component of the Culminating Task to address the weakest of strands on an individual student basis.</p> <p>Collaborative Inquiry EARLY IN SEMESTER TWO to address and resource math initiatives.</p> <p>Moderated Marking for Literacy and Numeracy EQAO</p>	<p>Review of Feedback Tracking Sheets prior to each unit conclusion.</p> <p>Semester 1 - Applied: Results of Assessment of EQAO Academic: Results of Assessment of EQAO</p> <p>Semester 2 - Applied: Results of Assessment of EQAO Academic: Results of Assessment of EQAO</p> <p>Observation of the final exam elimination: How are other exams impacted?</p> <p>In numeracy, observe the levelled activity impact on the learning of students. ie Mark Increase, Engage Prior Learning once they are in Gr 10.</p> <p>Ongoing training sessions with School Board Adolescent Literacy consultant to facilitate the implementation of the Fountas &amp; Pinnell Benchmark Assessment System.</p> <p>Assessment of these summative tasks will help identify students requiring remediation prior to writing OSSLT in March.</p>	

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	<p>Secure opportunities for sharing between Elementary and Secondary.</p> <p>Share data and analyses from 2017 OSSLT with staff in order to build teachers' understanding of the specific literacy needs of our students and how they can be addressed in a variety of subject areas.</p> <p>Collaborative inquiry in French to improve oral proficiency, including sharing information between Elementary feeder schools, and the elimination of a written exam in grades 9 and 10 and the replacement with an oral exam.</p> <p><u>Embedding and leveraging technology in order to:</u></p> <ul style="list-style-type: none"> <li>● Manage, analyze, and synthesize multiple streams of simultaneous information;</li> <li>● Create, critique, analyze, and evaluate multimedia texts;</li> <li>● Develop proficiency and fluency with the tools of technology;</li> </ul>	<p>Student achievement of these tasks will be monitored and success of assignment will be evaluated to ensure quality.</p> <p>Observe an increase in the number of senior level students participating in the DELF.</p>	
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Pillar: Personal Pathways and Well-Being (LEAD)			
<p><b>School Effectiveness Framework Indicators:</b></p> <p>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.</p> <p>4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.</p> <p>5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.</p> <p>6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.</p>			
<p><b>Strategic Priorities:</b></p> <ul style="list-style-type: none"> <li>Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in a safe, diverse, respectful, and faith-filled learning environments.</li> <li>Ensure our structures, processes, relationships and actions reflect our Gospel Values and Catholic Social Teachings.</li> </ul>			
<p><b>Catholic Graduate Expectations (CGEs):</b></p> <ul style="list-style-type: none"> <li>A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential.</li> <li>A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.</li> </ul>			
Theory of Action, based on Needs Assessment	Evidence-based Instructional and Assessment Strategies	Data/evidence gathered for monitoring	Analyze, assess, where to next?
PLAN	ACT	OBSERVE	REFLECT
<p>If we work towards the implementation and integration of self-regulation strategies in all pathways of learning (CASA, LLS, Locally Developed/Essential, Applied/College, Academic/University) then all students will come to know how to self solve/regulate in moments of heightened stress/anxiety.</p> <p>If we promote and market the existing self-regulation practices (i.e. Aptoqwet Room, Tea in the Chapel, etc.) already established in the school then students and staff will continue to increase their personal comfort levels and use related to these practices.</p> <p>If we collaborate to design and implement a model Self-Regulation Classroom then we will continue to work towards our long term goal of making self-regulation strategies available in all classrooms.</p> <p>As a staff, if we focus on increasing our use and level of comfort of Google Forms to streamline processes then will we ease some of the stress and pressures mitigated by administrative procedures.</p> <p>If we incorporate the self regulation strategies into staff meetings and P.D. Days then and Incorporation of well-being and staff congeniality (cross department).</p>	<p>Focus on grade 9’s through LINK program. Link crew training in self-regulation. Encourage our young leaders to incorporate strategies in a fun way inside the school.</p> <p>Month of December = self-reg stations for grade 9’s. (Rotating groups - 8 stations. Breathing, 5-point scale, tea station, chapel, therapy dogs, Aptoqwet room, healthy vs. unhealthy choices, etc.)</p> <p>Self-Regulation Classroom: Collaborative Inquiry to implement and review evidence/data.</p> <p>Implementation of online forms to reduce staff stress and simplify processes.</p> <p>Continue our focus on self regulation at each staff meeting, PA days and Curriculum Chairs meeting. Assign tasks/duties to each department over the course of the school year. Online forms provide easy access to make processes less stressful. Purposefully bring staff together and break up groups (e.g. team building quick activities, , Badminton nights, Popups, First Friday Breakfast) as well as modelling effective process for stress management (e.g. one thing at a time, etc.)</p>	<p>Stress levels of staff and students--has stress related behaviour decreased (anecdotal)? Complete a pre and post survey to Link Leaders and grade 9’s . Have pre survey ready for the Grade Assembly in the Fall (grade 9 is Monday after school starts). Post survey could be done in the spring with Peer Counsellors.</p> <p>Collaborate Inquiry to review data. Review attendance, office referrals and marks. Look at class to class within a discipline (e.g. Geography) and look also within target students (e.g. Geography vs English) and similar subject areas.</p> <p>Efficiency and follow up required on submission of required forms, staff usage. Staff feedback.</p> <p>Number of staff members who have identified this as an area of growth on their Annual Learning Plan.</p> <p>Do a pre- and post survey with staff. Do this at September staff meeting and have technology available. Questions could be:</p> <ol style="list-style-type: none"> <li>On a scale of 1-10 rate your comfort level with utilizing self-regulation strategies in your own life.</li> <li>Rate your experience in using self-regulation strategies within the classroom (bubble answer, rarely, sometimes, etc...)</li> <li>I have found training about self-regulation (e.g. strategies) helpful personally (yes/no)</li> <li>I have found training about self-regulation (e.g. strategies) helpful in my classroom practice (yes/no)</li> </ol>	

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## Pillar: Living our Catholic Faith (SERVE)

### School Effectiveness Framework 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.
- 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.
- 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

### Strategic Priorities:

- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in a safe, diverse, respectful, and faith-filled learning environments.
- Ensure our structures, processes, relationships and actions reflect our Gospel Values and Catholic Social Teachings.

### Catholic Graduate Expectations (CGEs):

- A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good
- A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
- **A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good**

Theory of Action, based on Needs Assessment	Evidence-based Instructional and Assessment Strategies	Data/evidence gathered for monitoring	Analyze, assess, where to next?
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<p>If we provide opportunities for students to experience Faith In Action through our grade level spiritual faith experiences, <b>then</b> students will develop a broader understanding of their ability to be positive contributors to the community through service, leadership and learning.</p> <p>Catholic literacy and fundamental knowledge. Students need to learn basic foundational teachings of the Catholic faith in order for them to have a fuller appreciation and understanding of the Catholic faith in their daily lives. This also includes knowledge of the Catholic Grad expectations</p> <p>Using Catholic tools to foster spiritual health and well being.</p>	<p><b>Replace the word “retreat” with spiritual faith experience.</b></p> <ul style="list-style-type: none"> <li>• Grade 9 - NET rally and mass</li> <li>• Grade 10 - outreach</li> <li>• Grade 11 - World Religions trip</li> <li>• Grade 12 - Ganaraska experience</li> </ul> <p><b>Craft a program for grade 9 Religion teachers about the mass which would be delivered by the priest, chaplain, and/or teacher in the chapel.</b></p> <p><b>Using the new curriculum, establish what foundational knowledge for each grade level must be covered.</b></p> <p><b>Display the CGE with posters to bring about more awareness</b></p> <p><b>Award students, who exemplify the CGE, with medals monthly or bi monthly</b></p> <p><b>Craft a package for staff to use with students that will educate them on how to use the Rosary, meditation, and prayer to help foster spiritual health and well being (ie) anxiety, stress, etc.</b></p> <p><b>Keep tools accessible in the chapel for staff to use.</b></p>	<p><b>questionnaires/discussions/evaluations to be given to staff and students following events.</b></p> <p><b>Observe student responses at teaching masses.</b></p> <p><b>Through differentiated assessment based on the new curriculum, teachers will identify student success in the area of foundational knowledge.</b></p> <p><b>Observe student responses and use.</b></p>	

