

HOLY CROSS CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2016 - 2017

Pillar: Teaching and Learning			
School Effectiveness Framework Indicators: <p>Mathematics:</p> <p>2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>Literacy:</p> <p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p>			
Strategic Priorities: <ul style="list-style-type: none"> Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations. Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments. 			
Catholic Graduate Expectations (CGEs): <ul style="list-style-type: none"> 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 God-given potential. 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?
PLAN	ACT	OBSERVE	REFLECT
<p>Mathematics:</p> <p>If we focus our professional learning opportunities and departmental time on cultivating a learning environment that fosters consistent Mathematical processes and strategies then students' will develop critical thinking skills to solve relevant problems.</p> <p>If we develop a professional learning community/partnership with our feeder school intermediate teachers then students will be better prepared for the transition to secondary school Mathematics, through the use of common goals, instruction and vocabulary.</p> <p>Literacy:</p> <p>If we implement a benchmark assessment system to provide a diagnostic of our students literacy abilities then our teachers will be able to better identify gaps in student learning and foster a rich learning environment for students in all pathways.</p> <p>If we incorporate writing assignments designed to promote skill sets required for OSSLT, through elective courses high interest context activities in Gr 9 and 10 then student engagement in OSSLT preparation activity will increase.</p>	<p>Provide grade 9 students with the opportunity to be exempt from writing final exams in Mathematics with a level 3 or higher on EQAO.</p> <p>Through the use of a MISA grant, all grade 9 math teachers will collaborate numerous times throughout the school in regards to EQAO planning, marking and analysis of results to develop a plan for supporting future student learning in Mathematics and writing EQAO Mathematics assessment.</p> <p>Collaborative Inquiry (with Monsignor O'Donoghue C.E.S. teachers) with a Math-focus on the problem solving process. Relate to EQAO results of Grade 6 & 9 to steer strands, focus areas of learning for our Mathematics students. We will also attempt to include New Pedagogies for Deep Learning (NPDL) Elementary school experience and learning in an attempt to share learning and experience of the NPDL over the last 2 years.</p> <p>http://www.fountasandpinnell.com/bas/ Curriculum Chair of Languages to participate in training, implementation and sharing of strategies.</p> <p>Implementation of the product of 2015-2016 Languages Collaborative Inquiry throughout gr 9 and gr 10 elective courses to practice skills required for OSSLT (non-fiction and opinion piece writing)</p>	<p>Semester 1 - final exam exemptions: Applied: 22 out of 48 exempt (46%) Academic: 17 out of 24 exempt (71%)</p> <p>Ongoing observation of the final exam exemption process in semester 2. How does this process affect the mental health of all students (positive or negative effects). Does the possibility of an exemption from writing the final exam motivate our students to take EQAO seriously?</p> <p>Collaborative Inquiry with MO'D to begin in March 2017.</p> <p>Ongoing training sessions with School Board Adolescent Literacy consultant to facilitate the implementation of the Fountas & Pinnell Benchmark Assessment System.</p> <p>Assessment of these summative task will help identify students requiring remediation prior to writing OSSLT in March.</p> <p>Student achievement of these tasks will be monitored and success of assignment will be evaluated to ensure quality.</p>	

High Interest context Summative tasks will be incorporated into all gr 9 and 10 classes allowing for whole Intermediate division responsibility for OSSLT prep.

Pillar: Living our Catholic Faith

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 caring family member who attends to family, school, parish, and the community.
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.
- 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.

Theory of Action, based on Needs Assessment PLAN	Evidence-based Instructional and Assessment Strategies ACT	Data/evidence gathered for monitoring OBSERVE	Analyze, assess, where to next? REFLECT
<p>If we highlight and prioritize community service for our students then we will increase completion of the required 40 hours of service and help by extension for students to recognize the value in giving of their time and unique God given talents to the school and community beyond.</p> <p>If we provide opportunities for students to experience Faith In Action through our grade level retreats, then students will develop a broader understanding of their ability to be positive contributors to the community through service, leadership and learning.</p> <p>If we create an opportunity for students to meet Gr 12 Religion and Construction Expectations through a Dual Credit Religion/Construction Class, then students will recognize their potential in service to others while exploring their faith and sharing their God given skills.</p>	<p>-Organize committee to facilitate volunteer fair with local agencies to meet with students at Holy Cross. Classroom teachers will book visits to bring students to fair to meet organizations and arrange for volunteer contacts.</p> <p>-Students will be recognized for completion of volunteer hours at 40 hrs and 100 hrs and Grade 9's who completed any number of hours prior to arriving.</p> <p>-Continue to maintain a bulletin board that will be updated with community service opportunities throughout the school year.</p> <p>-Teacher to target skills needed to reach out and complete community service through OLC40/ENG4E course.</p> <p>-Staff to commit to complete blue forms for groups of students when activity winds up.</p> <p>-Staff to work collaboratively to support target group of students who are in grade 11 and 12 and have not successfully completed the OSSLT. Sharing names of students with staff who might be able to support. Staff to contact parishes about possible placements with a community based project.</p> <p>-Diversify the opportunities for community involvement through Gr 10 retreat.</p> <p>-Access Outdoor Education Grant to reintroduce Gr 11 Retreat. Petroglyphs PP for Faith Retreat and FNMI integration.</p> <p>-Timetable Construction and Religion consecutively to accommodate Dual Credit in Sem 2. Construction teacher and Religion Curriculum Chair to meet to identify priority elements</p>	<p>Baseline of community hours taken in terms of students complete vs students not complete in September. Monthly review of numbers.</p> <p>Collect feedback from community agencies regarding Holy Cross student involvement as events come to close.</p> <p>Speak with students in regard to development of and evaluation of retreat experiences (anecdotal).</p> <p>Speak with students regarding the experience of community experience and partnership through access of dual credit opportunity.</p>	

	of Religion. Construction teacher to identify community projects to become involved in.		
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Pillar: Personal Pathways and Well-Being

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.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

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 self-directed, responsible, lifelong learner who develops and demonstrates God-given potential.
- A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for 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?
PLAN	ACT	OBSERVE	REFLECT
<p>If we continue to focus on building self regulation skills for students it will support our two priorities of improving student achievement and overall well being.</p> <p>If we provide staff with strategies to manage their own self regulation it may have a positive effect on their own personal well being and may encourage them to explore, utilize and possibly model strategies in the classroom.</p> <p>If we provide parents with information and resources about self regulation it will help create a consistent approach at school and at home to help support our students who struggle with self regulation.</p> <p>If we provide information, resources and guidance to our student leaders about self regulation and provide them with opportunities to promote strategies to their peers it may be one of the most effective means to encourage others to keep an open mind and engage in self regulating activities.</p>	<p>Continue our focus on self regulation at each staff meeting, PA days and Curriculum Chairs meeting.</p> <p>Promotion of the staff self -reg room. Provide concrete strategies to help reduce stress during the working day at each staff get together.</p> <p>Self Regulation Committee to share information with staff and continue book study.</p> <p>Guest speaker Dr. Greg Wells.</p> <p>Sharing information at SRT's, parent/ teacher interviews and communication with parents about strategies working in the classroom.</p> <p>Work with our LINK leaders and Student Association Council to promote the benefits of self regulation strategies. Encourage our young leaders to incorporate strategies in a fun way inside the school.</p>	<p>Number of referrals to our Aptoquet Room. Number of staff members taking time to promote self regulation strategies in their classrooms.</p> <p>Use of our Be Mindful Be Well staff self regulation room. Number of staff members who have identified this as an area of growth on their Annual Learning Plan.</p> <p>Professional dialogue and interest in Dr. Well's work at our staff, chairs and parent council meetings.</p> <p>Increase in instructional time and decrease in amount of time for a student to regulate behaviour.</p> <p>Assess student response to the topic and initiatives to incorporate strategies into school based activities.</p>	