

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

**Pillars: Learning, Leadership and Service**

Strategic Priority: Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations

SEF Indicators: 1.5 (Students are explicitly taught and regularly use self-assessment to monitor, improve and communicate their learning) and 1.6 (Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps)

CGEs: 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.

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

<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;"><b>PLAN</b></p> <ul style="list-style-type: none"> <li>- includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs</li> <li>- 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</li> <li>- 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</li> <li>- makes links to the CSIPSAW</li> </ul>	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;"><b>ACT</b></p> <ul style="list-style-type: none"> <li>- involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback</li> <li>- 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</li> </ul>	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;"><b>OBSERVE</b></p> <ul style="list-style-type: none"> <li>- includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction</li> <li>- Include evidence / observations without interpretation</li> </ul>	<p>Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>
<p><b>LEARNING PILLAR:</b> If we reflect upon our assessment and evaluation practices in mathematics to increase motivation and participation amongst students and staff then we will see improved achievement in Grade 9 mathematics.</p>	<p>To consider:</p> <ul style="list-style-type: none"> <li>- Model our faith daily</li> <li>- Leverage Technology</li> <li>- Revisit the function and benefits of manipulatives with both teachers and students</li> <li>- Class focus will be on thinking and problem solving</li> <li>- Relevant homework</li> <li>- Include classroom participation in assessment (oral testing)</li> <li>- Revive Math Clinic after school (Before and after school)</li> <li>- Continue Collaborative Inquiries within our school and others in the Board</li> <li>- Continue Math Tutoring in Guidance twice a week</li> <li>- Numeracy Committee</li> <li>- Focus on Growth Mindset in Mathematics</li> <li>- Focus on strategies for students with Communication Learning Disabilities</li> <li>- Co-construct plan for order of delivery of curriculum expectations</li> <li>- Investigate the availability of guest speakers and college outreach programs in math and technology</li> <li>- Communicate with parents at grade 8/9 parent night, social media, school website (MATH tab), transition meetings.. Provide links to resources, math clinic schedules, technological tools etc.</li> <li>- Manipulatives</li> </ul>	<p>To consider:</p> <p>Educator Voice</p> <ul style="list-style-type: none"> <li>- Teacher speaking affirmatively, respectfully, and compassionately</li> <li>- AFL best practices</li> <li>- CI between and among departments</li> <li>- Let evidence support your theories</li> </ul> <p>Student Voice</p> <ul style="list-style-type: none"> <li>- Willingness to take on risks and accept challenges</li> <li>- Collaborative environment</li> <li>- Open to feedback and prepared to give it</li> <li>- Confidence</li> <li>- Thinking critically and deeply</li> <li>- Communicate their learning and reflect upon it</li> </ul> <p>Parent Voice</p> <ul style="list-style-type: none"> <li>- Aware that their child is loved and valued in the classroom</li> <li>- Knows how to support their child's learning at home</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze data (EQAO, progress reports, etc.) to ensure that learning is aligned with evaluation</li> <li>- Finding ways to leverage technology to increase student learning</li> <li>- Creating report card comments that provide student and subject specific feedback and next steps related to success criteria and learning goals</li> <li>- Analyze class averages and median marks</li> <li>- Ongoing improved communication including parent conferencing to identify students' needs and support strategies in a timely manner.</li> </ul>

<p><b>LEADERSHIP PILLAR:</b> If we focus on authentic instruction strategies, then our students will be equipped to express their ideas and understanding through both oral and written communication.</p>	<p>Consider:</p> <ul style="list-style-type: none"> <li>- Model our faith daily</li> <li>- Leverage Technology</li> <li>- Trial EQAO Online OSSLT for all eligible and previously eligible writers</li> <li>- Class focus will be on thinking and problem solving</li> <li>- Relevant homework</li> <li>- Include classroom participation in assessment (oral testing)</li> <li>- Promote Homework Club after school</li> <li>- Literacy Committee</li> <li>- Focus on Growth Mindset</li> <li>- Focus on strategies for students with Communication Learning Disabilities</li> <li>- Co-construct plan for order of delivery of curriculum expectations</li> </ul>	<p>To consider:</p> <p>Educator Voice</p> <ul style="list-style-type: none"> <li>- Teacher speaking affirmatively, respectfully, and compassionately</li> <li>- AFL best practices</li> <li>- Let evidence support your theories</li> </ul> <p>Student Voice</p> <ul style="list-style-type: none"> <li>- Willingness to take on risks and accept challenges</li> <li>- Collaborative environment</li> <li>- Open to feedback and prepared to give it</li> <li>- Confidence</li> <li>- Thinking critically and deeply</li> <li>- Communicate their learning and reflect upon it</li> </ul> <p>Parent Voice</p> <ul style="list-style-type: none"> <li>- Aware that their child is loved and valued in the classroom</li> <li>- Knows how to support their child's learning at home</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze data (OSSLT, progress reports, etc.) to ensure that learning is aligned with evaluation</li> <li>- Finding ways to leverage technology to increase student learning</li> <li>- Creating report card comments that provide student and subject specific feedback and next steps related to success criteria and learning goals</li> <li>- Analyze class averages and median marks</li> <li>- Ongoing improved communication including parent conferencing to identify students' needs and support strategies in a timely manner</li> </ul>
<p><b>SERVICE PILLAR:</b> If we continue to work collaboratively with students, staff, parents, parish, and community partners, then we will build the capacity of our entire school community to promote and sustain mental health.</p>	<p>Consider:</p> <ul style="list-style-type: none"> <li>- Model our faith daily</li> <li>- First Nations Metis Inuit Education Board Plan</li> <li>- FSL 3-year Plan</li> <li>- ESL</li> <li>- Focus on strategies for students with Communication Learning Disabilities</li> <li>- Equity and Inclusive Education</li> <li>- Trans-awareness inservice</li> <li>- Mental Health and Well-being</li> <li>- SafeTALK training</li> <li>- Self-regulation</li> <li>- Priest/staff/student collaboration school-related activities (I.e. retreats, sports, Mass)</li> <li>- Frontenac Youth Services, Community Mental Health Nurse, Grove School</li> <li>- Book club, yoga, Christian meditation, social groups</li> <li>- Access Health &amp; Wellness Coordinator</li> </ul>	<p>To consider:</p> <p>Educator Voice</p> <ul style="list-style-type: none"> <li>- Staff speaking affirmatively, respectfully, and compassionately</li> <li>- Put students in contact with appropriate mental health supports</li> </ul> <p>Student Voice</p> <ul style="list-style-type: none"> <li>- Willingness to take on risks and accept challenges</li> <li>- Safe environment</li> <li>- Use of voice to access school supports</li> </ul> <p>Parent Voice</p> <ul style="list-style-type: none"> <li>- Aware that their child is loved and valued in the classroom</li> <li>- Knows how to support their child's mental health at home and through community agencies</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing improved communication including parent conferencing to identify students' needs and support strategies in a timely manner</li> <li>- Inviting community agencies into the school to educate staff</li> <li>- Inviting board staff into the school to educate staff</li> </ul>