

St. Peter Catholic Secondary School CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2016 - 2017

Pillar: Living Our Catholic Faith Through Service

Strategic Priority: Making Connections to our Faith

SEF Indicators: (select no more than 2 - include the number and the description)

CGEs: (include the number and the description)

<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>Faith Formation and Well Being:</p> <p>If we create more visual cues and religious representations students, staff and community will connect more deeply with and be able to articulate our catholicity (ie. social justice, inclusiveness, mercy, gospel values) and what make us a catholic school</p>	<p>To consider:</p> <ul style="list-style-type: none"> - Instructional Practice Admin Procedure - Assessment and Evaluation Admin Procedure - Differentiated Instruction (DI), Universal Design for Learning (UDL) - Integration of Technology - Uninterrupted Language and Math (60 min) blocks - Learning partnerships (in the school and outside the school) - First Nations Metis Inuit Education Board Plan - FSL 3-year Plan - ESL - Equity and Inclusive Education - Mental Health and Well-being - Self-regulation <p>NPDL, visual symbols, shelf, Visual departmental cues that connect directly to gospel values (ie murals, statues, physical symbols.</p> <p>At meetings opportunities to connect to gospel values, good news piece, where have you seen...Faith garden devel.</p> <p>Continue to foster board partnership with respect to well being plan</p>	<p>Benefits of ARTS-BASED Approach:</p> <ul style="list-style-type: none"> • Supports faith formation and well-being, Raises awareness of our faith calendar (ACT), Enhances physical environment by brightening and improving interior and exterior social spaces, Creates positive identity for the school, Promotes social inclusion, Creative aspect of whole school involvement provides potential to express emotion, reduce stress, fear and anxiety, Provides opportunity for community engagement, Art installations can stimulate a young person's ability to question and connect with the world around them. <p>Catholic Art Ideas:</p> <ul style="list-style-type: none"> • Ceiling tile art in front entrance • Advent displays at front door, poinsettias? • Scripture quote painted on the wall (perhaps above the bench in front entrance) • Doves 'hanging' or 'flying' in front entrance (from ceiling) • symbol/sculpture - angel or cross to be displayed in the forum?? Prayer fabric/ribbons tied to it • Art displayed on walls in forum • Mosaic • Frank: statue of St. Peter (in the works) - have it displayed in front area , vocation wall (graduates that have become sister or Priest) • Fruits of the Holy Spirit - dedicated bulletin board or area that focuses on the fruit of the month. Perhaps a JR/SR award for students each month? 	<p>Art Club</p> <ul style="list-style-type: none"> • Form steering committee STAFF (Sherry, Carla, Jennifer Riel, Frank Callaghan, Eileen Sullivan, Erin Donald, Thomas Fletcher) • Form Extra-curricular club (with art students) • Club will steer the project • Ordering of St. Peter statue <p>NPDL</p> <p>CI has started to be completed by March 4 members (Andrena, Jen R. Brady, Carla.</p> <p>Future Ideas: Faith garden, pollinator program</p> <p>FUNDING</p> <ul style="list-style-type: none"> • Speak up grant • Grants? • NPDL Team

<p>Teaching and Learning, Literacy and Numeracy:</p> <p>Numeracy: If we embed more problem solving lessons, philosophies and theories across the curriculum basic skills and EQAO scores will improve</p> <p>Literacy: If we accommodate students who were not successful in grades 3, 6 EQAO then students success will improve Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting</p>	<p>Use the KTAC, GRASP, problem solving models/framework Balanced lesson in terms of tools, tasks, time, concepts Partnership with elementary grade 4-8 not using calculators. Look at new sustainable tech to enhance knowledge of skills-graphing calculator AP.</p> <p>Continue with Mock Literacy Electronic Pilot this year Use grade 3 and 6 data and track students at risk and, their success, transition plan Increase multiple choice practice, feedback, assemblies Continue to schedule mock literacy such that feedback of results is timely and there is sufficient time for practice Continue to remind, and identify to staff on a regular basis the at risk individuals in order to support their continued improvement in literacy skills</p>	<p>CI with Elementary Schools</p> <p>Data from elementary Mock on-line test Booklets for homeroom teachers</p>	<p>Use PA days and CI time to have Elementary grade 7 and 8 math teachers join to work on closing the gap.</p> <p>Meet with students who have not been successful in grade 3 and 6. Extra help clubs After school sessions. PD for teachers and admin- strategies Work with consultant. Each grade 10 class in each period will have a OSSLT topic lesson to cover. Material will be provided. OSSLT team will target unsuccessful students from grade 3 and 6 data and put a package together and will send home a letter to parents outlining the extra help.</p>
<p>Pathways: If we implement a variety of strategies to accommodate LD and LI students that connect to EQAO testing formats and question types then scores will improve and student success and confidence during testing will improve</p> <p>Mental Wellbeing continues as a school goal. If we follow and integrate the Board Mental Wellbeing Plan, then students and staff will have access to a variety of strategies/resources to feel supported in the school environment.</p>	<p>Investigate the LD classifications of the unsuccessful students and investigate more deeply the LI impairment individuals and track their relative success in grade 3, 6</p> <p>Continue to focus on school culture and wellbeing, Use surveys and student voice</p>	<p>Learn about LD and LI- provide PD for staff Implement strategies. Communication with SERTS and classroom teachers to ensure accommodations were met.</p> <p>Change your mind team, communication with Board wellbeing lead, wellbeing a focus at all meetings-</p>	<p>Have consultants and psychologist -provide PD for staff. Shair F.A.T video with staff. Have a committee work with students with LD on Literacy and Math who were not successful in grade 3 and 6 Literacy and numeracy.</p> <p>Videos weekly, change your Mind group, student voice opportunities, staff yoga, safe spaces. Tree house club. PD with staff. Look at approved Board resources and speakers. Create areas to encourage students to talk and recharge batteries. Future Plans: Self regulation PD and initiatives.</p>