

MOTHER TERESA CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2014 - 2015

Pillar	Theory of Action	Targeted, Evidence-Based Strategies and Actions	Monitoring Using the School Effectiveness Framework	Catholic School Graduate Expectation(s)
<p>LEARNING</p> <p>Teaching and Learning</p>	<p>If all educators support the needs of all learners by:</p> <ul style="list-style-type: none"> ● developing a growth mindset ● embedding inquiry-based experiences ● implementing targeted, evidence-based strategies and actions ● building student vocabulary ● developing accountable talk ● implementing a gradual release of responsibility ● increasing communication of goals to all stakeholders who contribute to our success. <p>then all students will be able to demonstrate their ability to think critically and communicate their learning.</p>	<p>Growth Mindset:</p> <ul style="list-style-type: none"> ● Communication - Introduce parents/students to the concept of the Growth Mindsets ● Environment - create a risk-tolerant learning zone providing feedback to students in a growth mindset format <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● Explore the use of three-part lessons ● Questioning techniques as a platform for problem solving and inquiry with more PD and support ● Implement the Common Problem-Solving Approach in academic and social aspects of school life ● Implementation of the 4 Resource Model <p><u>Communication - How will we communicate our goals to all stakeholders?</u></p> <p>Kindergarten - Websites/Newsletters - discussion starters for stories at home - focusing on 4 Resource Model (text-using/text analyzing)</p> <p>Primary: Student led You Tube videos communicating our school goals.</p> <p>Junior/Intermediate - communicate learning goals to parents through agendas, websites, newsletters etc</p>	<p>1.2 - A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.</p> <p>1.4 - During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.</p> <p>4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <p><u>How would students demonstrate success?</u></p> <p>Kindergarten - Through documentation (photos, learning stories) and sharing student quotes from discussions.</p> <p>Primary/Junior/Intermediate - When students are presented with a level-appropriate question, they will extract pertinent information and provide a clear/concise answer.</p>	<p>CGE2b -reads, understands and uses written materials effectively;</p> <p>CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;</p> <p>CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;</p> <p>CGE5a -works effectively as an interdependent team member</p>

<p>LEADERSHIP</p> <p>Personal Pathways and Well-Being</p>	<p>If we implement processes and strategies which support equity and well-being, the development of the whole child and the unique pathway of each student, then students will have a sense of belonging and will be equipped to meet the Catholic School Graduate Expectations.</p>	<p>Development of Individual Education Plans (IEP's) with:</p> <ul style="list-style-type: none"> · multiple forms of data · personalized precise goals with a variety of measures · strategies to monitor effectiveness · collaboratively build transition plans for all exceptional students <p>Individual Pathways Plan</p> <ul style="list-style-type: none"> - Development of K-6 All About Me portfolio - IPP development for 7 & 8 students <p><u>Communication - How will we communicate our goals to all stakeholders?</u></p> <p>Kindergarten - Invitation to parents to observe in year one, sharing of portfolios with parents</p> <p>Primary - Invite parents to be an active participant in developing the IEP. Ensure that the IEP is reviewed regularly so that it is truly a working document.</p> <p>Junior - Encourage the parents to provide input for the All About Me portfolios</p> <p>Intermediate - Demonstration of IPP at progress report parent meetings.</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>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.</p> <p><u>How would students demonstrate success?</u></p> <p>Kindergarten - Students highlight their own accomplishments for documentation and portfolio</p> <p>Primary - participation in school groups and clubs, contributing to their "All About Me" portfolio.</p> <p>Junior- students will keep a journal of how they are progressing to encourage accountability. Each student will share their journals with their parents</p> <p>Intermediate: Students will complete and reflect on their IPP.</p>	<p>CGE1d - develops attitude and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good.</p>
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<p>SERVICE</p> <p>Living Our Catholic Faith</p>	<p>If teachers intentionally:</p> <ul style="list-style-type: none"> ● incorporate catechetical instruction into their daily programming, ● provide students with exposure to social justice issues in society. Then our students will apply these teachings to their Catholic school life and take responsibility for their actions. 	<p>Catechetical Instruction/Resources:</p> <ul style="list-style-type: none"> - School Masses - Social Justice Initiatives - “Teaching” mass lead by PVNC consultant - Fruits of the Holy Spirit Resource - Sacramental Preparation - Catholic Graduate Expectations <p>Social Justice & Service to Others:</p> <ul style="list-style-type: none"> - Participation in Food and Clothing Drive - Choir visiting Senior Center - Classrooms visiting Senior Center - Cards, games, etc.. - Pen Pals with other students - Northern Ontario Aboriginal School - Fitness Friends - Reach out to organizations in the community - ECO Club - Intramural Activities <p><u>Communication - How will we communicate our goals to all stakeholders?</u></p> <p>Primary/Junior/Intermediate - Promote social justice issues in the school newsletter, effectively use the TV and bulletin boards in front foyer</p> <p>Invitations to parents to school masses and special events</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>3.3 - Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.</p> <p><u>How would students demonstrate success?</u></p> <p>Kindergarten - Participate in class prayers (contribute special intentions), liturgy, food drives and other initiatives (students choose an initiative of interest)</p> <p>Primary: Gr 2 Communion lessons with Fr Theo. Participate in school masses, food drives, know the Fruit of the Spirit for the month. Students will be able to communicate their connection to the Prayer Table.</p> <p>Junior/Intermediate: - participate in liturgy, food drives, and school based social justice awareness activities</p>	<p>CGE1b -participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story</p> <p>CGE4c -takes initiative and demonstrates Christian leadership;</p> <p>CGE6e -ministers to the family, school, parish, and wider community through service.</p> <p>CGE7b -accepts accountability for one’s own actions</p> <p>CGE7i -respects the environment and uses resources wisely;</p> <p>CGE7j -contributes to the common good</p>
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