

MONSIGNOR O'DONOGHUE CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

Pillar: Teaching and Learning

Strategic Priority: Ensure our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings; Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations

SEF Indicators: 4.2 An emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform the instruction and determine next steps.

CGEs: A Reflective, Creative and Holistic Thinker; A Self-Directed Responsible Lifelong Learner; A Collaborative Contributor

<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>If we focus on our teaching and modelling of deep learning, critical thinking and goal setting, through quality assessment, quality questions and quality feedback, then students ability to understand, question, think and go deeper into their learning with monitoring, informing next steps, tapping into personal interests with resilience, and using 21st Century skills to support.</p>	<p>Role of the Learner: To engage in rich tasks and deep learning with a focus on understanding and asking questions about what the task/instruction/curriculum/area of interest is in their classroom and beyond the classroom walls to extend their learning in a personal (deeper) way.</p> <p>Role of the teacher: To ask open ended questions and provide considerable wait time for thinking. To attempt flipped classroom technique to enhance learning, thinking, metacognition To use three part mathematics lesson and quality questions to open dialogue of math understanding, work through math thinking, and to consolidate learning and next steps for both the teacher and the learner.</p> <p>Role of Admin and PLC: To embrace existing initiatives (math/learning buddies) To facilitate scheduling (booking Catholic Learning Commons for classes to gather, engage, collaborate.) To provide time for professional dialogue and collaboration To provide time for the discussion of student progress using student evidence: knowledge, thinking and skills displayed through work, conversation and observation To consider:</p>	<p>PLC meetings to have sharing of student evidence of learning.</p> <p>Personal reflection time, question time with wait times.</p> <p>Dialogue about this divisionally, whole staff and in partnerships.</p> <p>Go away from PLC meeting with an action. A resolution to attempt something again, try something new, or refine an instructional practice.... endeavour to Bring back some evidence of student learning based on action and/or a new learning focus</p> <p>(Mini - PAOR)</p> <p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice 	<p>Where to from here?</p>

	<ul style="list-style-type: none">- <u>Instructional Practice Admin Procedure</u>- <u>Assessment and Evaluation Admin Procedure</u>- 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)		
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Pillar: Personal Pathways and Leadership

SEF Indicators: 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs;
6.3 The school and community build partnerships to enhance learning opportunities and well-being for students

Strategic priority:

- 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):

- A collaborative Contributor
- A Responsible Citizen

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<p>If we intentionally promote, teach, model, communicate and act on engaging the God given potential for resilience, problem solving and tackling personal and academic challenges using our ability to create, collaborate, and communicate. Then we can focus on our deep learning, being church and being well. Especially using the board 'Be Well' strategy in light of faith formation, Catholic Graduate Expectations, Religious and Family Life instruction, fruits of the Holy Spirit, Catechesis, Self Regulation, FNMI, Equity, and Environmental Stewardship, then we will foster our students, our own, and others dynamic personal relationship with Christ and God (while supporting the bonds of the school, the parish and the homes in our community.)</p>	<p>Role of Learner: --Practice self-reflection for strengths and next steps; --Be able to identify what they are interested in and how they learn best;</p> <p>Role of Teacher: --Build reflection time for students' awareness (intellectual, spiritual, mental, physical and emotional well-being); --explicitly teach what it means to "learn"; --Expose students to the elements of the whole person --Review the Parable of the Talents with students to help them understand gifts and talents; --Teach students self reliance and resiliency --Teach mindfulness --Best Practices of Deep Learning</p> <p>Role of Admin: --embrace learning partnerships --access and share resources and consultants to support teacher learning</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) 	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice 	<p>Where to from here?</p>

	<ul style="list-style-type: none">- First Nations Metis Inuit Education Board Plan- FSL 3-year Plan- ESL- Equity and Inclusive Education- Mental Health and Well-being- Self-regulation		
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Living Our Catholic Faith

School Effectiveness Framework Indicator(s):

Religious Education:

3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

Faith Formation and Well-Being:

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.

Strategic Priorities: Ensure our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings

Catholic Graduate Expectations: Discerning Believer; A Caring Family Member; A Responsible Citizen; Reflective, Creative, Holistic Thinker;

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