

**ST. MARTIN CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2019 - 2020**

**Pillar: Learn**

**Strategic Priority:**

- ❖ Implement the most effective evidence based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations
- ❖ Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students

**SEF Indicators:**

4.4 Learning is deepened through authentic, relevant and meaningful student inquiry

4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

**CGEs: A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good**

<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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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>
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If we focus on using inquiry based lessons and the AFL process then the students will think critically, reflect, monitor, clarify and communicate their understanding and make sense of their learning.

Number Talks - Daily  
strengthen fluency, intuition, and mental math strategies, improve students' ability to explain and critique solutions, and allow teachers a valuable window into their students' thinking.

Sarah Taylor - Visits 1 day per month?

Inquiry Lessons - Deep Learning Investigations - Classes (2)joining Google hangouts with Heather Michaels

Introduction of the AFL process to many staff -  
Use of Learning Goals, Success Criteria and Descriptive Feedback - Staff mtgs,

Diagnostics - LLI lunch and learn Oct. 8 - 4 Staff

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**Pillar: Lead**

**Strategic Priority: School Effectiveness Framework Indicator(s):**

- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision

**SEF 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.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

**CGEs:**

- A collaborative Contributor
- A Responsible Citizen

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<p>If we promote student wellbeing through mindfulness and self regulation strategies to sustain a safe, accepting, inclusive community then our students will be calm, alert and engaged in learning which will increase student well being and achievement.</p>	<p>Self Reg. Techniques shared at PLC  Meditation Reflection Daily  Be Well Walks in 2 hallways  Physical mvt emphasized  Self Reg. room used for scheduled times and when a need arises - shared</p>		
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**Pillar: Serve**  
**Strategic Priority:** Ensure our structures, processes, relationships, and actions reflect our Gospel values and Catholic Social Teachings  
**SEF Indicators:**  
3.3 Students and 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  
3.4 Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

6.3 The school and community build partnerships to enhance learning opportunities and well-being for students

6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations

**CGEs:**

- A discerning believer formed in the Catholic Faith Community who participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.
- A collaborative contributor who develops one’s God-given potential and makes a meaningful contribution to society.
- A responsible citizen who acts morally and legally as a person formed in Catholic tradition and witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

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<p>If we provide planned and purposeful learning experiences focusing on the Catholic Social Teaching of Solidarity then students will build an awareness of the needs of other communities in Canada and globally through the use of the Catholic Graduate Expectations.</p>	<p>Every class will do at least 1 activity to support the needs of others.</p> <p>Google Hangouts CGE prayers Parent Council updates School Council formation Student Government - Faith Ambassador</p>		