



ALCDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2015-2016

THE ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD SUPPORTS STUDENTS TO BECOME DISCERNING BELIEVERS, LIFELONG LEARNERS AND RESPONSIBLE CITIZENS

Discipleship

As a community of learners, created in the image of God, we inspire and nurture strong communities of Catholic faith with all partners in Catholic education-home, school, parish and community.

Theory of Action:

If we model and teach Catholic faith then students will grow in their understanding that one's call in life comes from God and will strive to discern and live out this call throughout life's journey.

Discipleship - System Priorities:

Religion and Family Life instruction will reflect current curriculum policy documents from the Institute of Catholic Education.

- Support implementation of the new religious education elementary program, *Growing in Faith, Growing in Christ*, through in-service and collaboration of SATs and classroom teachers.
- Promote to students, parents, and staff, through the leadership of Religious Education Department Heads, a greater understanding of the value of religious education.
- Fully utilize the Family Life and Fully Alive programs to address issues related to Equity and Inclusive Education, Mental Health and Wellness, healthy relationships and human sexuality.

All partners will adopt the philosophy of a whole school approach to promote communities of belonging that are safe, caring, inclusive, respectful, and healthy.

- Engage school and community partners in review and revision to the Community Threat Assessment Protocol.
- Implementation of the revised Codes of Conduct and communication of the Board and School level plans for *Promoting Positive School Climate and Well Being*.

All students will demonstrate an awareness and commitment to living a life of faith, by deepening their understanding of the CGE's through experience, inquiry and reflection.

- Engage in consultation process for new Board theme with stakeholders for 2016 - 2019.
- Nurture adult faith formation by supporting a site based Faith Day and the celebration the Jubilee Year of Mercy
- Nurture student faith formation and Catholic community (e.g student retreats, Faith conferences, liturgy and prayer)

Pathway and transition planning will promote engagement and success for all students.

- Support school teams to refine transition practices for all students who have Individual Education Plans (PPM 156).
- Supporting the implementation of *Creating Pathways to Success* through the implementation of *All About Me Portfolios* and *Individual Pathways Plan (IPP)*.

Scholarship

As a community of learners, created in the image of God, we inspire and nurture engaged communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn.

Theory of Action:

If, through a growth mindset, we meet the needs of all students and honour student voice within a faith-centred environment, then achievement will increase.

Scholarship - System Priorities

Assessment for, as and of learning supports achieving excellence from K-12 in literacy and numeracy through:

- Student data collection (conversation, observation, product) and pedagogical documentation.
- Continuous and on-going use of visible learning goals and success criteria that is co-constructed with students.
- Precise descriptive feedback, directly related to co-constructed success criteria, is given to students both in the moment (formative) and for planning improvement/next steps (summative).
- Program review and re-design for rich, relevant and engaging curriculum including system FSL program review.

Schools will continue a focus on math content (proportional, spatial and algebraic reasoning), math process, and educator fluency from K-12.

Teaching and learning are rooted in inquiry from K-12 (student-led and teacher-led).

Learning environments (e.g., classroom and Learning Commons) will be enhanced by educators and students innovating and collaborating with technology. Digital resources will be embedded seamlessly to accelerate and deepen teaching and learning.

Timely and strategic interventions are implemented in response to individual student need

- Building equitable and inclusive practices and being culturally responsive to all students.

Stewardship

As a community of learners, created in the image of God, we inspire and nurture compassionate communities of service that give witness to Catholic social teaching.

Theory of Action:

If we model and practice Catholic social teachings, then our students will grow as responsible citizens who contribute to the common good and dignity for all.

Stewardship - System Priorities

Promote healthy relationships that support the spiritual, intellectual, emotional, social and physical well-being of all.

- Develop positive mental health practices, including resiliency, emotional literacy and empathy (e.g. Fully Alive, Roots of Empathy, Rainbows, FRIENDS for Life, Peer Mentors, Best Buddies, Wellness Teams)
- Further develop an understanding and application of restorative practice as a tool to build healthy classroom communities.
- Employ relationship based approaches to resolve conflict, minimize bullying and promote positive social interactions.

Demonstrate Faith in Action through leadership, service, advocacy and commitment to environmental stewardship.

- Support and create opportunities to work for justice and peace, and respond to the needs of our local and global communities.
- Support and enhance the principles of sustainability and demonstrate commitment to outdoor and environmental education through the framework of the Ontario Eco Schools program.
- Student voice and leadership (e.g. Best Foot Forward, Student Government, Junior Leadership Faith Conference, Faith and Leadership Forum, Speak Up Grants, Student Voice in SIPS AW)