

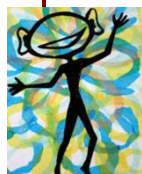


Archbishop O'Sullivan Catholic School

Improvement Plan for Student Achievement and Well-Being 2020-2021



The community of Archbishop O'Sullivan Catholic School, united in **faith** and **love** and guided by the **Holy Spirit**, strives to make our school a place where each person is treated with **love** and **respect** in a just manner and is **encouraged** to become all that she or he can be.




Discipleship

	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern How do we know we are making a difference? Monitoring	Update We know we are making a difference?
	<p>An Effective Communicator I Have A Voice: I speak, write, and listen as Jesus would want me to. I care about others. I am honest. I think carefully before I react or speak. I respect all people and their languages. I listen to stories of the Bible. Because I have a voice, I will use it wisely, and I will live my life like Jesus.</p> <p style="text-align: center;">Mission: As a school community of caring individuals, we are loving, compassionate and respectful of God's creation.</p> <p style="text-align: center;">Theory of Action: If we nurture the minds and hearts of joyful disciples, who are opened to the love of God, then AOS will build a caring family, school, parish and global community.</p>	<p>Student-centred learning cultivating healthy, resilient and nurturing faith communities. Focusing our priority on the Board Pastoral theme, <i>All Are Welcome in This Place</i>. This priority will support the ALCDSB plan to build capacity in Equity and Inclusive Education</p>	<ul style="list-style-type: none"> -Develop a whole school approach to foster a caring, inclusive, supportive and respectful school community, and work in partnership with home, parish and the larger community. -Further awareness of explicit instruction and teachable moments that build capacity in Equity, Inclusivity, and in support of our Safe and Caring Catholic School community: welcome, include, understand, promote and partner -Awareness and sensitivity to universal accessibility/cultural differences. -Create an awareness and respond to the needs of our local and global community 	<ul style="list-style-type: none"> - Evidence through observation, anecdotal conversations and classroom activities that directly connect to "I Have A Voice" (student inquiry and implementation of the four types of student inquiry) -Our ALCDSB pastoral theme, <i>All Are Welcome in This Place</i> board reflects an audit trail of school/community/parish-based activities which are evidence of our school priorities. This audit trail will also be evidence of our CGE priority of "I Have a Voice". 	<ul style="list-style-type: none"> -ALCDSB audit results, all classes have crucifixes and visible Prayer Tables. Most prayer tables reflect the liturgical season. -“All Are Welcome in This Place” banner and signage are visible/purposeful locations in the school. -Front foyer has an audit of evidence to support how as a school community we work together to support our Board pastoral theme -partnership with our Cultural Advisor, Nicholas Delbaere-Sawchuk (all divisions and four classes involved with sessions via Teams meetings) -Student led Advent prayer services presented to school community leading up to Christmas
		<p>Celebrate our Catholic faith by living the words of our school Catholic Graduate Expectation theme, "I Have a Voice" meaningful and purposeful.</p>	<ul style="list-style-type: none"> - Students can articulate and explain what our CGE means "I Have a Voice". - A deeper and more explicit use of the language of CGEs in learning goals and reflected in success criteria. This will support our use of a common language. 	<ul style="list-style-type: none"> - Through observations and anecdotal conversations student and staff demonstrate actions of kindness equity and inclusivity. -The language of our CGE "I Have a Voice" is recited with a deeper understanding as to what is the meaning and purpose to the words and expectations of this CGE. - Revisit how we are living the CGEs as a school community at several check-in points throughout the year to discuss and share student voice/reflection. 	<ul style="list-style-type: none"> -CGE is recited on the daily morning announcements as a school community -every classroom has posted "I Have A Voice" -student voice is evident in the classroom discussions and work that highlights this priority. -monthly parish connection with St. Paul the Apostle videos involving four elementary schools. -Knights of Columbus Substance Abuse and Awareness Contest

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Scholarship	<p style="text-align: center;">School Theme: Our Learning Journey</p> <div style="text-align: center;"> <div style="background-color: red; color: white; padding: 2px; margin-bottom: 2px;">Learn</div> <div style="background-color: yellow; color: black; padding: 2px; margin-bottom: 2px;">Reflect</div> <div style="background-color: blue; color: white; padding: 2px; margin-bottom: 2px;">Change</div> <div style="background-color: green; color: white; padding: 2px;">Grow</div> </div>	<p>In non-fiction writing across the curriculum students will explore “what counts, what matters and what is important”.</p>	<ul style="list-style-type: none"> -To further students and staff understanding of the five types of non-fiction writing (Recount, Explanatory, Persuasive, Procedural/Instructional and Descriptive) -To use the Gradual Release of Responsibility of Modelled, Shared, Interactive, Guide and Independent writing to empower students to take ownership over their writing. This is reflective in multiple means of representation. -Students to identify: what counts, what matters, what is important and apply to their non-fiction writing 	<p>On-going review of IEPs and School Case Conferences to ensure all needs are identified and being addressed. The school SERT at a Glance will be reviewed and updated on a monthly basis</p> <p>Data collection (Summative and Formative)</p>	<ul style="list-style-type: none"> -Student inquiry focusing on student voice/choice- open ended or open-minded questions-critical thinking having students reflect on questions on a deeper level. Using information from the text, along with their own personal thoughts and opinions to support thinking. -Go/Stop/Think strategy to support non-fiction
	<p style="text-align: center;">Mission: As a welcoming community of learners at Archbishop O’Sullivan Catholic School, we inspire, nurture and promote excellence in student-centered learning by fostering a culture of “I can”.</p>	<p>Furthering student and staff awareness of co-constructed success criteria to empower students and improve achievement. This priority will focus on having the student ownership, accountability and ability to articulate the “why”, the purpose of their learning. Student voice is reflective with the use of an inquiry model which focuses on the four types of inquiry.</p>	<ul style="list-style-type: none"> - Further our understanding of Learning Goals and co-constructed Success Criteria and to make them visible. -Students become critical learners who can access, interpret and communicate their understanding through various forms that demonstrate their thinking. - UDL Guidelines and Key Questions: Think about how learners will engage with the lesson -Multiples means in which information is presented to learners, including D2L platform 	<p>Visual Agendas in all classrooms</p> <p>Learning Goals and Success Criteria are co-constructed and made visible.</p> <p>Classroom data pre-and post-assessments</p> <p>Pedagogical Documentation (observation, conversation, product).</p>	<ul style="list-style-type: none"> -Learning Goals and Success Criteria are posted alongside most of our student work -Use of KWL chart to promote student engagement in the inquiry process. Students can reflect on prior knowledge and their wonders on a topic. -Visual representation of student voice, choice and inquiry (e.g., D2L portfolio, wonder wall, learning journeys, audit and display boards, padlet, twitter, videos, OneNote, etc.) -Students accessing learning goals and success criteria through D2L to focus learning
	<p style="text-align: center;">Theory of Action: We believe, if we inspire and nurture student-centered inquiry, voice and choice with a positive growth mindset then we will see students reaching their full potential in the image of God.</p>	<p>Students develop automaticity of their fundamental math skills (Fundamentals of Math) to become more fluent and flexible with numbers, operations and measurement.</p> <p>Math goal: To implement the 2020 Math curriculum focusing on: Properties of Relationships, Math Facts and Mental Math</p>	<ul style="list-style-type: none"> - Use of purposeful and meaningful instruction (Math Talks/Math Strings); and, timely feedback through rich and engaging tasks supported by manipulatives and technology. -Areas of focus a measurable goal in measurement (conversion of units). -Incorporation and embedding of the mathematical processes in the learning. -Familiarize with new Math Curriculum and embed language in reporting and IEPs. 	<p>School Effectiveness Framework and SIPSAW School Learning Boards as a visible indicator (audit trail) demonstrating the three pillars and the 6 domains.</p> <p>Showcasing and celebrating student work and achievement.</p> <p>What are our students learning? What does success look like? How are our students learning? How are our students doing? How did our students do? How can our students improve?</p>	<p>2021-4x Math Up Licences (increased by 1) and ordering 2021 of My Math Path for Kindergarten</p> <ul style="list-style-type: none"> -developing familiarity with how to incorporate The Effective Mathematics Classroom Framework to supporting all students in the areas of Working with numbers, Recognizing and applying understanding of number properties, Mastering math facts, developing mental math skills and developing proficiency with operations.
		<p>Our school team will further support and foster an atmosphere of professional learning for the betterment of student achievement and well-being. The focus of our priority will be on The Science of Reading and types of Inquiry learning.</p>	<ul style="list-style-type: none"> - A team approach responsive to all student learning profiles and data to ensure concise next steps for planning and intervention. -Student-centred, UDL approach (removing barriers for all students to access the curriculum and learning environment at various entry points). -to focus on learning from Dr. Kilpatrick’s book “Equipped for Reading Success”/Trevor MacKenzie, “Dive into Inquiry” 		<p>Lexia licenses 2017-2020 x 20 licenses 2021-2024 increased by 25 licenses with 100% participation at school and 75% use at home</p> <p>Curriculum SAT, Sarah Cassidy to support with Science of Reading initiatives (follow up visit pending)</p> <p>Empower with four Grade 2 students, same cohort PASS/PAST as an early identification tools/data indicates next steps and OFIP focus</p>

Stewardship

	<p style="text-align: center;">Envision Mission and Theory of Action</p>	<p style="text-align: center;">Sow Strategic Priorities</p>	<p style="text-align: center;">Nurture Success Criteria</p>	<p style="text-align: center;">Discern How do we know we are making a difference? Monitoring</p>	<p style="text-align: center;">Update We know we are making a difference?</p>
 <p style="text-align: center;">Mission: We at Archbishop O’Sullivan Catholic School will be stewards of God’s creation: respecting and protecting the world and everyone in it.</p> <p style="text-align: center;">Theory of Action: As joyful stewards, Archbishop O’Sullivan Catholic School students and staff will further develop their God-given gifts and talents to support and value our community, country and our planet.</p>	<p>Stewardship of Self: We will foster a positive school climate by creating an inclusive environment where students, staff and families feel valued while at the same time feel, emotionally, physically and psychologically safe.</p>	<ul style="list-style-type: none"> -Using information from school data/surveys to creating a positive, caring and nurturing school climate. -To promote dialogue and awareness about empathy and diversity -Working with our community partners to further support our students and families. -Purposeful use the Sensory Space (students and adults are engaged in activities that are directed and specific to student need). 	<p>Opportunity for feedback from students, staff and School Council to our Promoting Positive School Climate and Well-being Priorities. This data will be explored with action plans developing to support areas of need.</p>	<p>Focus on, Wellness and Self-care in 6 classes weekly- Grades ½, 3, 3/4, 5, 6/7, 7, and 8. Using- Stress Management For Kids and Teens video -SMHO Wellness and Self-Care 101 Tips/Posters/Demonstration - Book "Activities for Well-Being" In Kindergarten and Grade 1/2 class -Alert Program/Self-Regulation weekly. (Stephanie Lackey OT supports)</p>	
	<p>Stewardship of Others: We will proclaim our faith through words and actions, promoting choices that foster hope for our future; while problem-solving through knowledge, understanding and prayer.</p>	<ul style="list-style-type: none"> -Continuing to develop restorative practices and self-regulation as means of fostering relationships for a safe and caring school environment. -Student voice informs school climate, digital citizenship, instruction, program/resource needs and next steps. -Students assuming leadership roles in activities that promote healthy relationships and life skills. 	<p>Student Voice in SIPSAW and CGE “I Have a Voice” Our words and actions reflect the CGE in our classrooms, yard and in the community. This will be visible throughout the school.</p>	<p>-Restorative Circles supported in three classes by SAT, Caring and Safe Catholic Schools and in two classes teacher co-facilitated. -ALCDSB OT, Stephanie Lackey supporting in four classrooms and I-SERT connected to three classes (fine motor development, emotional regulation strategies)</p>	
	<p>Stewardship of all God’s resources: To continue to protect and cherish God’s gift to us while keeping our planet clean, protected and beautiful.</p>	<ul style="list-style-type: none"> -Come Alive Outside Design Challenge as a whole school community approach (the building of our outdoor classroom) -Whole school commitment with continued involvement and participation in environmental groups to promote the protection of creation and Aboriginal education. -Further encourage online payments to reduce the use of paper. -Continuous awareness and knowledge of indigenous history/cultural. 	<p>ECO Program certification – Special edition certification. Initiatives as indicated in our yearly report, to maintain our ECO status.</p>	<p>-School focus on boomerang lunches -Outdoor classroom is near completion from the <i>Come Alive Outside</i> initiative, Kindergarten yard was rescheduled to the spring 2021 -<i>Lollar Rink</i> was actively used during physical education classes Grades 1-8 and lunch times for Grades 4-8. -Cultural Advisor actively involved in our school community (started with divisional Teams meetings moved to individual classes)</p>	



A picture is worth a thousand words



Learning Goals

- Understand the difference between realist and abstract art
- Identify the change in Piet Mondrian's style
- Create our own abstract paintings inspired by Mondrian's Neoplastic art

