



ST. MARGUERITE BOURGEOYS SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2020-2021

“I offered myself with all my heart to do God's will.” – St. Marguerite Bourgeoys

	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Discipleship	<p>Mission: As a community of learners, created in the image of God, we inspire and nurture strong communities of Catholic faith – home, school, parish, and community.</p> <p>Theory of Action: If we nurture: communities that accompany; build relationships; encourage and instill hope; and form joyful disciples, then students will see themselves as beloved children of God who are deeply engaged with their</p>	<p>Our daily life at SMB will reflect how we, as joyful disciples, understand, value and model our faith as an important part of ourselves, and our community.</p>	<p>-Renew our promise as a community of Catholic believers and model our faith as we explicitly explore and teach the meaning of prayer (recited and spontaneous prayer as well as Christian meditation). -Celebrate the uniqueness of each student as we lead students to recognize the unique gifts and blessings in each other. -Continue to incorporate the Catholic Graduate Expectations (CGEs), into our learning goals, and the life of the school using appropriate EOCCC resources and faith in action experiences. -Focus on the whole child as we plan; assess and evaluate students, co-creating learning goals and success criteria using child friendly CGE language. -Nurture and celebrate our faith as a community of believers and strengthen the home, school, Parish relationship through participation in School Community Masses, prayer services, Sacraments, student participation in the Parish Edge program. -Integrate St. Marguerite Quote into our daily practices. -Demonstrate our commitment to serving the larger community and bringing good news to others through a variety of outreach opportunities including:</p> <ul style="list-style-type: none"> • Visiting Trillium Ridge (Virtual Activities and Interactions) • Fundraising (i.e. Terry Fox, Food Bank, Advent, Lent) • Prayer services (i.e. Remembrance Day, Advent, Lent) • First Friday staff prayer gatherings 	<p>1. Regular SIPSAW monitoring 2. Reports to Catholic School Council 3. Student Voice prevalent in daily activities. 4. Use of relevant, engaging and contemporary resources such as Spirit and Song, new Religion Programs and Religion and Family Life Education Website Resources. #SMBDiscipleship</p>	<p>-Evidence displayed on our Discipleship Board by all staff.</p> <p>-Focus on sharing key learnings, experiences, resources at staff meetings (ex: Faith Life Rep).</p> <p>-Participation in prayer and faith activities.</p> <p>-Evidence of faith-filled, student-centred learning environments (eg: classroom prayer tables, student voice evident in prayer, virtual liturgies and prayers/Parish messages).</p> <p>-Evidence of our actions and school initiatives.</p> <p>-Focus on building healthy relationships</p>



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	<p>community and the world around them. <i>Renewing the Promise (2018)</i></p>	<p>Use a whole school approach to nurture learning environments that are safe, caring, respectful, inclusive, and healthy.</p>	<p>-We will explore and utilize resources that support mentally healthy classrooms (i.e. Supporting Minds, Mental Health Assist, mindfulness, Minds Up). -Use our newly developed Sensory Room as a resource for students who require additional sensory supports (once it is no longer being used as our COVID Health Room). - Classes will work together using a collaborative learning approach to expand their knowledge and learn from each other.</p> <ul style="list-style-type: none"> • Reading (tech and teams) Buddies • STEM activities • Restorative Circles • Christian Meditation • Virtual Field Trips 		<p>-Promoting Positive School Climate and Well-Being plans are in place and apparent (Equity and Mental Health and Well-being goals). -Student and parent voice -Evidence of safe environments where staff are engaged, included, and welcome. -Documentation of progress (twitter, digital photos, student writings)</p>
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Scholarship	<p>Mission: As a welcoming community of learners, created in the image of God, we believe that all children can learn. We will design equitable, engaging and innovative learning opportunities that result in the highest level of achievement for all.</p> <p>Theory of Action: If the faith-based and culturally responsive environment is designed for student-centred learning and inquiry, then student well-being and achievement will increase.</p>	<p>Support student achievement and well-being for all learners through innovative, effective, and culturally responsive teaching and assessment practices.</p>	<ul style="list-style-type: none"> -Learner variability using the UDL framework and the ALCDSB Assessment Framework guide educators in planning for all students. -School teams collaboratively use learner profiles to inform their instruction and assessment, responding to student strengths, interests and needs. -Co-created visible learning goals explicitly connected to the success criteria and timely feedback provided to students. -Evidence of self-selected student inquiry in and out of the classroom, demonstrates student voice and application of 21st century learning skills. -Learning Resource Assistant (LRA) present in classrooms to help facilitate learning goals. -Use of technology platforms, such as Microsoft Teams and D2L (Brightspace). -Enhanced focus on the use of outdoor space and outdoor classrooms (our Three Sister’s Garden and Peace Garden), especially as we navigate COVID protocols. -Focus on learning resources produced by Trevor MacKenzie around critical thinking. 	<ol style="list-style-type: none"> 1. SIPSAW Review 2. Discussion at Staff Meetings 3. Informal Divisional Meetings 4. Weekly EA team meeting with SERT 5. Coordinated planning times in like-grades. 6. #SMBScholarship 7. Board PD Sessions <p>-Prioritize evidence of artifacts and pictures on the Scholarship Board. Staff are strongly encouraged to add to the Scholarship board on a regular basis.</p> <p>-Student Voice and Choice</p> <p>-Documented evidence of student achievement and well-being (e.g. student surveys)</p>	
		<p>Educators are engaged in capacity building through collaboration focusing on reading content (Science of Reading).</p>	<ul style="list-style-type: none"> -Encouraged participating in upcoming Science of Reading workshops and the sharing out of learned information with colleagues. -Focus on use of resources created by Dave Kilpatrick around the Science of Reading. -Purchase of resources for teachers to use that compliment considerations regarding the teaching of reading. 		<p>- Student Learner Profiles</p> <p>-Student work/audit trails in classrooms or divisions</p> <p>-Teacher observation and feedback</p> <p>-Comprehensive Literacy Assessments (PM Benchmarks, CASI, Sound Skills Screener)</p>
		<p>Effectively use a variety of technologies to document and capture student thinking and learning over time (i.e., Padlet, D2L, iPads, Cameras).</p>	<ul style="list-style-type: none"> --Students reflect, assess and share their own learning in a variety of ways and with multiple opportunities. -Use of technology facilitates collaboration between staff, teachers and students (OneDrive, Explain Everything, OneNote, D2L, Loom, Teams, etc.). -Authentic and purposeful use of technology, including SEA, will support learning and communication within, between, and beyond the classroom. -Students will be engaged in learner-centred learning resource assistant instruction in the classroom, expanding their skills as critical thinkers. 		



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		<p>Educators are engaged in capacity building through collaboration focusing on mathematics content in the new Math Curriculum, as well as knowledge in fundamental mathematics concepts and skills.</p>	<ul style="list-style-type: none"> -Using the Pedagogical System, our school team will increase consistency of effective mathematics discussion (e.g. Math Talks). -Prime data (Number Sense and Operations), and evidence-based research will guide educators in their co-planning and co-teaching and responding to student groupings based on student variability. -Focused instruction highlighting strategies for learning and remembering facts, sense making, integrating facts into other aspects of mathematics learning in order to develop students’ automaticity (i.e. working with numbers, recognizing and applying understanding of number properties, mastering facts, developing mental mathematics skills, and developing proficiency with operations). -Students will demonstrate their mathematical knowledge using manipulatives and technology where necessary. -Implementation of ‘Math Up’ to guide instruction in the Mathematics curriculum. -Familiarization with the revised Math curriculum that has recently been released. -Focus on spiralling of Math pedagogy and Math Talks with a focus on real-life Math situations, such as coding and financial literacy. 		<ul style="list-style-type: none"> -Exit cards -Observations through videos, anecdotal notes - Math Up resources -PRIME assessment and classroom data -Number Talks Resource
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Stewardship	<p>Mission: 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. We recognize that we are all called to be stewards of God's creation: to take care of ourselves, one another and the environment.</p>	Promote and celebrate SMB as a community of belonging where all members are included and where healthy relationships are valued and sustained.	<ul style="list-style-type: none"> -We will actively promote student engagement, well-being, and school attendance through proactive strategies (Every School Day Counts). -We will build mentally healthy classroom and school communities using relationship-based, conflict resolution restorative practices (e.g. Restorative Circles, Zones of Regulation, Sensory Room, MindsUp Curriculum, Mindfulness Strategies). -We will educate and support the school community on promoting mental health and well-being. -We will support students with social emotional learning needs using the evidence-based Playfulness, Acceptance, Curiosity and Empathy approach (PACE). -We will engage our students to learn and understand about Indigenous histories, cultures and contemporary perspectives (e.g. Three Sisters Garden, Orange Shirt Day, Morning Announcements) 	<ul style="list-style-type: none"> 1. Regular postings to School Stewardship Board 2. Eco-School audit criteria (Monthly waste audit data tracking) 3. Kindergarten Leadership Buddy Initiative-To build community between Gr.7/8 and Kindergarten students once per month (outdoor play, math, picnics) 4. Evidence of student participation in Indigenous Education. 5. #SMBStewardship
		Treat all we meet as “Companions on the Journey”, supporting and looking out for each other.	<ul style="list-style-type: none"> -We will continue to work virtually with our learning buddies across all subject areas and activities. -We will give back to our local community (e.g. Sock-it-to-us, Food Drives, Joseph Street Shelter, Terry Fox Walk, Jingle Bell Walk, Retirement home partnerships). 	



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	<p><i>“I care, I have responsibility, I am a team player, and I have a voice.”</i></p> <p>Theory of Action: If we model and practice Catholic social teachings, then we will create communities that promote the common good where our students will actively grow and engage as responsible citizens who contribute to the well-being and dignity of all of God’s creation.</p>	<p>Support the learning of and caring for God’s gift of creation through programming in, about, and for the environment.</p>	<ul style="list-style-type: none"> -We will promote student-led environmental leadership (e.g. waste bins, boomerang lunches, gardening) -We will renew our commitment to achieve Platinum EcoSchools Certification status. -Our Platinum EcoSchools projects will reflect inquiry-based learning that connects us to our greater community (e.g. Sweater Day, World Water Day, School Announcements). -Engage in environmental literacy pedagogy and activities (‘goos’ paper, food garden, boomerang lunches, tree planting, etc.). 		<ul style="list-style-type: none"> -Learning boards inside and outside of classrooms - Continued use of Student Eco-Trails - Ontario EcoSchool Guidelines: participation and certification -Student Leadership participation -Monitor waste minimization goals and successes and areas of improvement
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