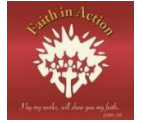




ST. PETER CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2018-2019

Our mission is “To nurture the human spirit so our school community may come to know God’s will and live their Catholic faith with courage, compassion, and integrity.”



	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Discipleship	<p>Mission:</p> <p>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.</p>	<p>Foster our children’s understanding of Catholicism through the lens of their relationship to God and others</p>	<p>Explicitly teach prayers, responses, and rituals and the meanings behind them</p> <p>Nurture adult faith formation that empowers all staff to act as disciples of the Word (i.e. Faith Day, conferences, Faith Life Liaison)</p> <p>Explicitly teach the basic tenets of our faith</p> <p>-Students can articulate how they are made in the image of God and understand “What Would Jesus Do?”</p> <p>-Staff will use the language of monthly virtues in their teaching and daily interactions</p> <p>- Priest and Principal Gatherings</p>	<p>1) Regular SIPSAW reviews by the SIPSAW team</p> <p>2) Superintendent visits</p> <p>3) Learning Walks</p>	<p>-Students lead the community in parish masses and school liturgies.</p> <p>-Students demonstrate responsibility in interacting with others – and engage in perspective taking</p> <p>-The language of the monthly virtues by students and staff is evident.</p>
	<p>Theory of Action:</p> <p>If we provide our community with explicit teaching of Catholic faith beliefs and regular opportunities to practice, then students and staff will grow in their understanding of the Church and God’s will, so as to authentically live their faith.</p>	<p>Build tangible connections between our faith in action and the parish, the St. Paul community & wider community through partnered social justice activities.</p>	<p>- Provide students with regular and on-going opportunities to practice God’s call to put our faith into action (social justice works, peer helpers, PALs, Buddy Bench, etc.)</p> <p>-Teachers will collaborate with Father Francis in helping children understand how they are part of many communities.</p> <p>-Align Lenten almsgiving with church sponsored and/or community centered organizations.</p> <p>-Partner with St. Paul staff and students in social justice initiatives</p>	<p>4) Reports to Catholic School Council</p> <p>5) Messages on the Virtue Board</p>	<p>-Students can articulate their responsibilities in their community.</p> <p>-Students participate in social justice works and resolve conflicts as peacemakers.</p> <p>-Student work documents their understanding and appreciation of what it means to be peacemakers and put their faith into action.</p>
		<p>Nurture a growth mind-set culture that defers to our mission whenever we interact with others, face challenges, and make programming decisions.</p>	<p>-Staff, students, and parents are engaged in strategies that promote positive school climate and well-being</p> <p>Teachers will use resources such as the Meditation program and Kindergarten frames to build students self-efficacy</p> <p>Teachers will utilize the Family Life curriculum and Fully Alive programs to address issues related to Equity and Inclusive Education, Mental Health and Wellness, healthy relationships and human sexuality</p> <p>-Staff and community partners understand how to access appropriate resources and navigate pathways to service</p>		<p>-Opportunities throughout the year for students, parents, community partners, and staff to celebrate milestones and achievements.</p> <p>-Parents and community partners regularly join school masses, celebrations, and assemblies.</p> <p>-Parents and community members a variety of activities (Breakfast Club, literacy tutors, etc.)</p>



ST. PETER CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2018-2019



	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Scholarship	Mission: As a community of learners, created in the image of God, we inspire and nurture engaged and innovative communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn.	Effective application of the assessment framework, in particular assessment for learning data, to identify learning goals and success criteria will be evident in all classes.	<ul style="list-style-type: none"> - Educators will collaborate to plan with learner variability in mind, using the Universal Design for Learning Framework and the ACLDSB assessment framework. - Educators will use an effective tracking method to collect ongoing student assessment data, including documentation of observations, conversations and products. -Students will use learning goals and success criteria to assess their own work and to be accountable for their own learning. -Teachers and students will use Fresh Grade to illustrate current achievement and growth over time. 	<ul style="list-style-type: none"> 1) SEF 1.4: During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria. 2) SEF 2.1: Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. 3) SEF 4.7 Timely and tiered interventions, supported by a team approach, respond to student learning needs and well- being. 4) EQAO data 5) Regular SIPSAW reviews by the SIPSAW team 6) Superintendent visits 	<ul style="list-style-type: none"> -Review PM data regularly - Fluid, flexible SERT schedule -Teachers employ a range of on-going assessment strategies -Student Learner Profiles -Regular home-school communication
	Theory of Action: If staff develop a genuine understanding of assessment for learning strategies and their connection to planning, then students will be able to be more accountable for their learning and be able to effectively communicate their thinking, understanding, and application of skills.	Continue to increase educator content knowledge (within and between the 5 strands) and awareness of the Mathematical processes, in order to increase students' conceptual understanding and sense of number.	<ul style="list-style-type: none"> - Educators will work with the Instructional Coach to learn how to use student evidence to drive instruction, through the use of a variety of resources, including EQAO data, PRIME assessment results, What to Look For and Doug Clements' Learning Trajectories -Educators will utilize the Pedagogical System when collaborating and planning effective mathematics instruction (non-threatening learning environment, classroom discourse, worthwhile tasks, tools and representations). - Educators will draw from ministry- and board-provided resources when planning rich, engaging learning opportunities, based on evidence of student learning needs (Van De Walle, Marian Small, Taking Shape, Guides to Effective Instruction, Mastering the Basic Math Facts, Contexts for Learning) -Teachers will teach through a scaffolded CRA model (Concrete, Representational, Abstract) 		<ul style="list-style-type: none"> - Counting Interviews (K-1) in fall and spring -Review PRIME data by the end of November and beginning of June. - Evidence of the Pedagogical System in use during walk-about - Student progress through continuums of learning
		Teachers will utilize best practices for writing instruction to provide explicit instruction in both process writing and on-demand writing in all five forms (Recount, Explanatory, Procedural/Instructional, Persuasive, Descriptive)	<ul style="list-style-type: none"> - Educators will work with the Instructional Coach to learn how to use student evidence to drive instruction, through the use of a variety of resources, including EQAO data, Ontario Writing Assessments, Curriculum Exemplars and school-created writing continuum/anchor chart -Educators will use the 6+1 Traits of Writing to guide their instruction and feedback to students and assessments -Educators will use a scaffolded model of gradual release (Modeled, Shared, Interactive, Guided, Independent) and plan for multiple opportunities for practice across the curriculum 	<ul style="list-style-type: none"> -Review writing samples (November, January, and June.) - Evidence of forms and traits in student work samples -OWA Data -Evidence of a greater consistency of assessment 	



ST. PETER CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2018-2019



	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Stewardship	<p style="text-align: center;">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> <p style="text-align: center;">Theory of Action:</p> <p>If we explicitly foster a culture of investment in all of God's creations and the gifts with which we have been blessed, then students and staff will be witnesses to the Word by actively making a difference through their words and actions.</p>	<p>Foster a culture in which all members of our Catholic community appreciates that stewardship is our realization of God's call to action.</p>	<ul style="list-style-type: none"> - As an ECO school, explicitly teach students how to be stewards of the Earth and why. - Connect stewardship activities across the curriculum. - Provide students, families, and staff with opportunities to use and grow our Peace & vegetable garden (i.e. prayer services, curriculum ties,) - Communicate our stewardship goals with parents and community partners through website, Twitter, CSC meetings, etc. - All staff will be provided with regular professional development opportunities that support our SIPSAW priorities. 	<ol style="list-style-type: none"> 1) Students witness Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful, and compassionate society. 2) SEF 3.4: Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership, and global citizenship. 3) SEF 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students. 4) Regular SIPSAW reviews by the SIPSAW team 5) Superintendent visits 	<p>-Students demonstrate recognition of resources as gifts from God through daily activities within intentionally designed learning tasks as well as our ECO school ventures. -All staff explicitly model and teach students about environmentally sound practices.</p>
		<p>Nurture an environment that promotes healthy bodies and healthy minds for all members of our community.</p>	<ul style="list-style-type: none"> -Promote language that encourages a growth mind-set, self-efficacy, and gratitude as well as supports resiliency and grit. -Further students' and staff's ability to be mindful through school-wide morning and afternoon meditation. -Participation in programs and routines that further develop emotional literacy and physical well-being (i.e. Roots of Empathy, Best Buddies, DPA, meditation and OPHEA Healthy Active Schools). -Increase protective factors by creating regular opportunities to strengthen relationships between present students and families, staff, and community partners. - Promote and make accessible various workshops of interest to staff and parents (i.e. Family Services Employee Assistance Program, Children's Mental Health) -Work in collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of all students. 		<p>-Students can articulate how God gives us daily opportunities to learn and grow from one another. -Students will use accountable talk to advocate for themselves and for others – walk in other's shoes -Students and staff actively participate in all social justice activities -Staff will collaborate with students, our Catholic School Council, and partners to plan and execute activities that promote our mission.</p>