



# REGIOPOLIS-NOTRE DAME CHS IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2019-2020

ST. MARGUERITE BOURGEOYS, PRAY FOR US – 400<sup>TH</sup>  
Sapientia et Doctrina Per Christum

	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Discipleship	<p><b>Mission:</b> 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><b>Theory of Action:</b> 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 community and the world around them. <i>Renewing the Promise (2018)</i></p>	<p>We are a community of <b>discerning believers</b>. Live, proclaim and celebrate the gift of Catholic education through the <i>Renewing the Promise</i> pastoral letter, the Ontario Catholic School Graduate expectations, and the ALCDSB Celebrating Catholic Education infographic</p>	<p>Engage in intentional and invitational activities to nurture the home-school-parish relationship (Masses at St. Mary's Cathedral, St. John's Parish and Our Lady of Fatima) Staff engagement with <i>Renewing the Promise</i> pastoral letter (prayer, PD Day) Promote awareness and best practice of engaging and contemporary liturgy and prayers – chapel visits, retreat days This year, we revisit as a school the 400<sup>th</sup> anniversary of the birth of our patron saint, St. Marguerite Bourgeoys, with an aim to remind all community members of our faith-based education. Students will explore Social Justice Issues in the Social Sciences as well as what it means to be a <b>responsible citizen</b> through the lens of our Catholic faith. There will be a common focus on developing links in the humanities, awareness of immigration and conflict resolution in daily practice.</p>	<p>All Grade Nine classes visit the Chapel in September 2019 to learn more about our Catholic mission, the rituals of Mass, and how to access Pastoral Services at RND. Grade Nine Retreat – October 2019 Grade Ten classes visit the Chapel in October 2019.</p> <p>Renewed partnership with Queen's African Caribbean Club, who mentor and share experiences with RND students.</p> <p>New Conversations Club running at lunchtime to support newcomers and English language learners.</p> <p>Faith Representative on Student Council Executive involved in morning prayers and school faith celebrations – fosters link between Pastoral Services and School Council.</p> <p>Staff working together to create a new RND SHSM Construction for school year 2020-21.</p>	
		<p>Support staff and students in integrating Catholic teachings across all curriculum and learning environments in their daily lives</p>	<p>Continued nurturing of Catholic community and faith formation for students and adults (Grade 9 Retreat Day, Street Retreats, Poverty Challenge) Continue to support secondary religious education teachers with the revised curriculum – teachers as colearners, with a student-centred, UDL, approach. There is an increased emphasis on faith in action built in to the religious education course expectations at RND</p>		
		<p>Nurture student-centred learning communities that are safe, caring, inclusive, respectful and healthy</p>	<p>Through the faith in action component of the Gr 9/10 religion classes, students will continue to nurture strong communities of Catholic faith: home, school and parish. Support of several student-led groups to help students feel a sense of belonging: Afro-Caribbean Club (with Queen's partnership), Gender Inclusivity Club, League of Legends Club, Anime, DECA, etc. Establishment of new group: Conversation Club (open to all but structured for newcomers and English language learners) Staff Team of Equity Champions – Student Support Team Whole school commitment to welcoming and supporting students – also accessing Student Services support. Learning from and with one another, we become <b>effective communicators</b>, listening and sharing ideas.</p>		
		<p>Life, education and career planning will promote engagement, discernment, and success for all students, recognizing God-given strengths</p>	<p>Faith in Action team Establish Faith Representative position on Student Council Executive (new position) Establish strengthened Support Support Team (Student Success, Resource, ITC) SHSM – Not for Profit and SHSM Sports Programs Implementation of Creating Pathways to Success (K-12) using IPP (Grades 7 – 12) and experiential learning opportunities</p>		



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Scholarship	<p><b>Mission:</b> 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><b>Theory of Action:</b> 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>All educators are engaged in professional capacity building for the betterment of student well-being and achievement Design learning experiences and pathways that are accessible and responsive for all learners.</p>	<p>School teams collaborate and support school-based professional learning in classrooms, departments and across schools Teachers are offering lunch hour sessions to help integrate technology into effective classroom learning. Students will maintain up-to-date Individual Pathway Plan (IPP) through the use of <i>myBlueprint</i>. Through grade 8 classroom visits, counsellors from Student Services introduce the course selection process to our partner schools in November/December. Discussion of pathway and planning (i.e. use <i>Creating Pathways to Success</i> to address question “Where am I going?” through personality surveys and goal-setting) In October of grade 9 year, remind students about myBlueprint and the IPP during the Take Our Kids to Work Day information process. Counsellors visit grade 9 homerooms and introduce goal-setting and creation of portfolios. All Careers Education classes (GLC205) uses <i>myBlueprint</i> to focus student effort on completing relevant parts of the IPP. The course selection process uses <i>myBlueprint</i> for all grades. Guidance counsellors, SERTs, and Student Success Teachers will refer to the student’s IPP in <i>myBlueprint</i> as basis for academic counselling.</p>	<p>RND teachers met for a 90 minute collaboration session with peers from HC and Loyola on the November 1<sup>st</sup> PD Day. They formed plans to work on student centred learning, differing by subject area. Students will participate in Four Corners activities and co-develop learning goals.</p>	
		<p>Instruction and assessment are student-centred and culturally responsive. Flexible and responsive learning environments are used to support student well-being and learning through innovative and effective teaching and assessment practices.</p>	<p>Educators plan for learner variability using the Universal Design for Learning Framework and the ALCDSB Framework across the curriculum. Staff and students will broaden their knowledge of Indigenous cultures and enhance their capacity to support Indigenous learners. Growth of Indigenous studies through implementation of NBE curriculum for all Grade Eleven English courses. Learning environments offer flexibility, choice and voice for students when accessing curriculum, learning preference, locations and materials (including learning technology). Staff are leading collaborative groups about innovations and accessibility of technology. Students will continue to explore learning platforms such as D2L, One-Note, Shared Documents, Padlet etc. and to learn various technologies, in different classroom settings, which are relevant to real-world applications. Students collaborate to learn. Students through the grades are encouraged to develop <b>self-directed, responsible, lifelong learners.</b></p>	<p>RND cross-curricular literacy team designed and implemented a practice literacy test. They then marked it (moderated marking) and provided individual feedback to students. Students are offered in-class support as well as after-school literacy programming (beginning in January). ***will measure this goal by tracking practice test results with after-school literacy participation and outcome of OSSLT 2020.</p> <p>RND mathematics teachers will seek input on real-world applications of mathematics from their students, collaborate to create more authentic lessons and track student responses in this regard on their EQAO student response survey for 2019-20.</p>	



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		<p><b>EQAO –based priorities:</b>  <b>Mathematics</b> – To increase student understanding of how the mathematics being shared in class is useful in everyday life, across all mathematical grade levels and streams.  <b>Literacy</b> - To reinvigorate cross-curricular literacy for the benefit of all students, but with a focus on boys in the applied stream who, statistically, are least likely to experience success in the OSSLT.</p>	<p>. The cross-curricular literacy team (representing all departments) uses data to target improvement in literacy skills and share Literacy Tips across all subject areas.          Teachers of mathematics also avail themselves of data to provide after-school numeracy supports and conduct celebrations of mathematics (in the form of competitions and contests).          Mathletes are involved in leadership opportunities and wellness initiatives across many school events.          Literacy and numeracy skills are enhanced during Ahead Start Program for incoming grade nine students.          The literacy committee, representing staff from all departments, leverages curriculum in all subjects in support of literacy</p> <p>A focus on non-fiction writing strategies across the curriculum will be reflected in the 2020 OSSLT results          Classroom visits, pull-out sessions and practice questions enhance student knowledge of, and fluency in, the form and content of the OSSLT. Student work will demonstrate that they are <b>reflective, creative and holistic thinkers</b>.</p> <p>Targeted interventions for students at risk, especially boys in the applied stream, provide extra opportunity for literacy development          Strong, proactive communication with families helps support a team approach to literacy development and OSSLT success</p> <p>*** See attached data.</p>		



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Stewardship	<p><b>Mission:</b> 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. <i>"I care, I have responsibility, I am a team player, and I have a voice."</i></p> <p><b>Theory of Action:</b> 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 and all of God's creation.</p>	<p><b>Stewardship of self and others / well-being:</b> Actively promote and engage in positive mental health practices that benefit the overall well-being of all students, staff, and families</p>	<p>Our Mental Health Ambassadors lead a variety of activities to promote well-being (Can Jam, Candlelight Vigil, Beat Exam Blues, etc). Student voice re well-being: Mental Health Ambassadors, Got Yer Back series (partnered with Dr. Sue Buchanan), building self-efficacy and resilience. Staff Social group leads a variety of activities with focus on staff bonding and well-being. Student Voice research group – in partnership with Queen's U, focusing on better school climate (hallway artwork, positive messages in bathroom stalls) Catholic School Council – outreach to all parents at each school event. We are <b>caring family members</b>. Grade Nine and Grade Twelve retreats Classrooms will explore curriculum-related ethical questions collaboratively.</p>	<p>September 2019: RND participates in Terry Fox Run and is awarded the Brady Trophy. October 2019: RND participates in the CIBC Run for the Cure and wins the School Leadership prize. October 2019: PH Classic with HC, funds for local breast cancer initiatives</p>		
		<p><b>Stewardship for others and our world:</b> Demonstrate our commitment to the Catholic Social Teachings, via Faith in Action (leadership, service and advocacy)</p>	<p>Choice of many outreach activities for our students, locally and in the larger world (military care packages, Truth and Reconciliation Walk, Terry Fox Run, CIBC Run for the Cure) Students and staff working together as <b>collaborative contributors</b> to identify (and eliminate) barriers to learning and to community. Student-run Thrift Shop in our Chapel Office. Classrooms will foster collaboration and group activities.</p>			<p>There are 38 RND students enrolled in semester one Dual Credit courses (in 13 separate programs) at St. Lawrence College.</p>
		<p><b>Stewardship of all God's creation:</b> Confirm and live out our commitment as <b>responsible citizens</b> to stewardship of God's creation through experiential learning</p>	<p>Students participate in OYAP, dual credit, co-op, and SHSM programs. Groups to help out at St. Vincent de Paul and with the kinders at the St. Peter's Ecole Cathedrale location. Green Team initiatives are ongoing (renewed focus on composting and the inaugural Three Sisters Garden) Student leadership team helping neighbours (clean yards, for example) Student groups will promote climate change awareness and activism.</p>			