

ST. THOMAS AQUINAS CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2018-2019

Pillar: Teaching and Learning (LEARN)

Renewed Strategic Priority:

- Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

Strategic Actions:

- Encourage and facilitate responsible technology-enabled learning for all
- Broaden and provide for differentiated support for all students and differentiated professional development for all staff

SEF Indicators:

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.

CGEs:

- A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential
- A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good

<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;">PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW 	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;">ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk 	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;">OBSERVE</p> <ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	<p>Analyze, assess, where to next?</p> <p style="text-align: center;">REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
<p>If we develop a culture of high expectations and model effective use of technology then students will demonstrate improved achievement and engagement.</p>	<ul style="list-style-type: none"> • Co-create classroom norms with students, including appropriate use of technology during class time including limiting screen time and learning soft skills • Gr 9 and new students to STA attend introductory workshops on how to use G suite at start of semester, learn how to use Classroom, turn in assignments, etc. • Teacher PD to support leveraging of technology for inclusion of all students (folders, Google Classroom, Google Read and Write, exploringbytheseat.com, Google Meet, e-learning, flipped classrooms, DESMOS) Google Expedition, becoming a "Google Guru" • Release time for teachers; mentorship; lunch and learns (Pam Switzer) • Descriptive Feedback through use of technology (comments, Google Keep) • Moderated marking sessions and data analysis • Physical and Virtual Manipulatives • Deep Learning, Differentiated Instruction, Open-ended tasks, hand-on learning opportunities, Inquiry-based learning opportunities • PLCs and meetings (e.g., Cur. Chair, staff) 	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice- - Learning Partner Voice- 	<p>Where to from here?</p>
<p>Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting</p>			

ST. THOMAS AQUINAS CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2018-2019

Pillar: Personal Pathways and Leadership (LEAD)

Renewed Strategic Priority:

- Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

Strategic Actions:

- Continue and enhance discernment of what it means to be Church in the world today in light of the Gospel and Catholic Social Teachings
- Broaden and provide for training and resources to support well-being for all students and staff

SEF Indicators:

- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

CGEs:

- A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

Theory of Action, based on Needs Assessment PLAN - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW	Evidence-based Instructional and Assessment Strategies ACT - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk	Data/evidence gathered for monitoring OBSERVE - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation	Analyze, assess, where to next? REFLECT - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
If we strengthen positive relationships with all students, guardians and community partners locally and globally, then students will feel a sense of belonging and will demonstrate a greater understanding of pathways and opportunities available to them.	<ul style="list-style-type: none"> • Deep Learning initiatives • Review Individual Pathway Plans Update and Review IPP • Co-op and SHSM opportunities within the community • Feeder School Connections (e.g., House system, Gr. 8 transition program, new Guidance position, Catholic Clips with Kids, construction, pen pals, Athletics) • Provide opportunities for parent involvement (TKTWD, Grade 8 Parent Night, Parent Interview Nights, Catholic School Council, Invite guardians to Google Classroom, social media & website) • House/SAC/LINK/STAC/LifeGuard initiatives (locally and globally) • Centre for Success. • College/University/Workplace Presentations • Extra-Curricular • Bridge to Feeder Schools Grades 4-6 (e.g., hands on activities, excursions, visit STA, Tech Day) • Spring Musical - invite feeder schools • Connection between Religion classes at STA and Feeder schools • STA students teach St Dom's students aspects of French - visit school and have St Dom's back here • Laine's IDC class tutor students at St Dom's after the AP exam • Showcase our sports at FOS athletic abilities (Track and Field, Cross Country, etc) • Take Your Kid to Work Day/Grade 8 Visit • SHSM - Guest speakers/workshops, Community Experience • Mass with Lindsay schools • COOP Program: build connections in community 	To consider: <ul style="list-style-type: none"> - Educator Voice - - Student Voice - Parent Voice - Learning- - Partner Voice- 	Where to from here?
Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting			

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Pillar: Living Our Catholic Faith Through Service (SERVE)

Renewed Strategic Priority:

- Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

Strategic Actions:

- Encourage and facilitate vibrant School/Parish/Home relationships
- Broaden and provide for local and global involvement in social justice, equity, Indigenous, and environmental education

SEF Indicators:

- 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

CGEs:

- A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living

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<p>If we nurture wellbeing with a focus on our Catholic social teachings and Catholic Graduate Expectations, then students will recognize their collective God given potential and become active ambassadors of their faith.</p>	<ul style="list-style-type: none"> • Display Case and sacred spaces in classrooms (CGEs, Social Teachings) - religion classes are assigned each month • Titan of the Month (celebrations) add to showcase • Eucharistic celebrations and liturgies • FNMI focus • School and health initiatives (WOW, Community Fair, Therapy Dogs, LINK) • Social Justice initiatives • Retreats • Parish, home, and community relationships • Use the CGEs as a Learning goal and post it each lesson • Each classroom has a copy of the CGE's and posters to reinforce the jargon and ideas (Made at STA) • Rosary for the month of October and May • Staff participates in "faith in Action" initiative" • Vocal class visiting nursing homes and hospital to sing to patients and residents • Organize and run a "Pro-life" group and a social justice group 	<p>To consider:</p> <ul style="list-style-type: none"> - Educator Voice - Student Voice - Parent Voice - Learning Partner Voice 	<p>Where to from here?</p>
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