



Holy Cross Catholic Secondary School Improvement Plan for Student Achievement and Well-Being 2019-20

Pastoral Theme: 'Do justice, love kindness, walk humbly with your God' Micah 6:8



	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>Theory of Action:</p> <p>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.</p> <p><i>Renewing the Promise (2018)</i></p>	<p>Nurture student-centred learning communities of faith that are safe, caring, inclusive, respectful and healthy.</p>	<p>-All learners have the knowledge and skills to maintain positive mental health and have access to evidence-based mental health promotion, prevention and early intervention resources. (AIM: Aligned and Integrated model).</p> <p>-through the work of the HC wellness team, educators and support staff will be able to model and explicitly teach social emotional learning skills foundational to well-being and achievement.</p> <p>- through the work of the HC equity team, educators and support staff raise our critical consciousness about bias and privilege, ensuring that all students can identify with a caring adult in the building (COMPASS survey 2019).</p> <p>-Continue to support and educate staff and students in their understanding and access to appropriate resources for care as well as pathways to community services for well-being: SMHA (school metal health assist), concussion protocol, wellness team events, CYWs and access to community supports such as the Maltby Center, Kairos, and other outside agencies.</p>	<ol style="list-style-type: none"> 1. Community engages in full, active, conscious participation at monthly liturgies and in faith formation activities. 2. CICs (Crusaders in Community Service) group plans and leads many social action activities for the HC community. 3. School-Home-Parish activities. 4. Student voice and faith leadership evident throughout the school. 5. Staff look for innovative ways to remind students and to provide opportunities to explore the CGEs. 6. Equity Team Activities 7. Student Success/Student Services teams (Taking Stock). 8. COMPASS Survey. 	<p>-student involvement in the many faith-life opportunities at HC. (Thanksgiving Food Drive, Think-Fast, Christmas Hampers, Share Lent) and other opportunities to demonstrate Faith in Action (Jamaica Mission Trip).</p> <p>-social justice and climate change initiatives provide opportunities for students to engage in community building activities (Queens Social Justice project, green-team, climate change marches, Robinson community farm partnership).</p> <p>- Student Success team meets regularly to identify students in need of support. Student Services team works with parents and teachers to help each student reach their God-given potential (My Blueprint, Creating Pathways to success, experiential learning, pathway planning, community and local supports)</p> <p>-Across departments and across the school, an emphasis on providing authentic learning experiences that foster responsibility and action-oriented responses to global and social issues.</p>
		<p>Use the dual mandate of Catholic education (meeting all Ministry expectations and teaching the Catholic faith) to integrate faith into all elements of school life.</p>	<p>-School community shares innovative and creative ways to build the Ontario Catholic School Graduate Expectations into all learning.</p> <p>- Collaborate with our Indigenous community partners to develop programs that address topics relevant to the health and well-being of students who identify as First Nations, Metis, or Inuit. Connect students to the Four Directions Aboriginal Student Center for post-secondary resources.</p> <p>-Evidence of Catholic community and faith formation opportunities for students and adults.</p>		<p>-grade 9 and 10 students (semester 1) participate in weekly teaching masses.</p> <p>- CGEs continue to be at the core of our work as Catholic Educators - banner in front foyer, use of digital and social media to promote, connections made in coursework.</p> <p>-Daily modeling of Catholic faith, traditions and values by all staff.</p>
		<p>Support all members of the Holy Cross CSS community on their faith journey.</p>	<p>-continue to engage in intentional and invitational activities to nurture the home-school-parish relationship.</p> <p>-Liturgies and prayers that are rich, relevant, engaging, inclusive and contemporary.</p>		<p>-Active participation of staff and students in the faith life of the school: Stations of the Cross, music ministry, prayer, liturgies.</p> <p>-Weekly class masses – welcoming our Priest Chaplains into the school to connect with students in a small-group setting.</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>Design learning experiences and pathways that are accessible and responsive for all learners.</p>	<ul style="list-style-type: none"> - Learning environments offer flexibility, choice and voice for students when accessing curriculum, learning preferences and materials. -SEA, classroom, and personal devices are seamlessly integrated into all learning environments. -Students and educators effectively use technology to support learning and communication. -Students become literate learners who can access, interpret and communicate their understanding through various forms. 	<ol style="list-style-type: none"> 1. UDL framework continues to be a school focus this year. 'Creating expert learners at HC' through student-centred learning. 2. Teacher collaboration around the use of digital tools to support student learning: 3. Emphasis on the use of technology at the point of instruction (digital portfolios, collaboration, OneNote). 4. Learning Commons is the venue for digital and collaborative learning instruction. 5. EQAO focus: focused numeracy and literacy programs. 6. Continue to support and promote authentic learning experiences for all students. 7. Special Education teachers co-teaching student-centred learning strategies in various classrooms (pilot project). 	<ul style="list-style-type: none"> -Learning Commons is the hub for collaborative and creative learning. A space with flexible work environments and digital tools. -Encourage the adoption of flexible classroom learning environments. (UDL committee book study and demonstration room). -SHSM programs at HC (Environment and ICT) as providing real-life learning experiences and valuable skills development. 	
		<p>-Instruction and assessment are student-centered and culturally responsive.</p>	<ul style="list-style-type: none"> -educators and students co-develop student learner profiles over the course of the semester to fully elucidate student strengths and needs. -Educators plan for learner variability through the lens of Universal Design for Learning. -Educators use data collection (conversation, observation, and product) and pedagogical documentation to plan and respond to student needs. -Educators plan and facilitate opportunities for students to collaborate, think critically, create, and communicate their thinking and learning. 			<ul style="list-style-type: none"> -SERTs supporting students with IEPs in classrooms through co-teaching pilot project. -increased teacher and student presence in D2L to support learning and communication through a blended learning model. -teachers engaging with UDL framework – creating expert learners at HC. (UDL committee formed in January 2019)
		<p>- All educators are engaged in professional capacity building for the betterment of student well-being and achievement.</p>	<ul style="list-style-type: none"> -educators collaborate and participate in school-based professional learning in classrooms, departments and across schools. - learning opportunities are educator-driven, inquiry based and rooted in practice-based research. 			<ul style="list-style-type: none"> -teaching staff using 'pineapple' chart as an invitation to observe each others classroom practice (share strategies, elicit feedback and build capacity for UDL in our classrooms). -teachers engaged in subject-specific collaboration with RND educators in 2019/20.
		<p>-educators are engaged in capacity building through collaboration focusing on supporting our learners in applied courses (grade 9) for mathematics content knowledge and math processes and for our learners in applied courses across all curricula in grade 10 for non-fiction writing and reading.</p>	<ul style="list-style-type: none"> -Educators use data (EQAO results) to respond to student needs. -collaborating (co-planning and co-teaching) with grade 9 applied and locally developed course teachers and Department Head. -cross-curricular literacy committee collaborating and co-teaching subject specific non-fiction writing and reading tasks. 			<ul style="list-style-type: none"> -Cross-curricular literacy initiative to support students in our applied grade 10 classes. -Pull-out OSSLT sessions in LC by English DH. -Use of EQAO data to drive the nature of student support in grade 9 math and in grade 10 (non-fiction writing and reading across curricula) (after school numeracy and literacy programs also support).



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Stewardship	<p>Mission:</p> <p>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.</p> <p>Theory of Action:</p> <p>If we model and practice Catholic social teachings, then we will create communities that promote the common good where our students will grow as responsible citizens who contribute to the well-being and dignity of all.</p>	<p>Stewardship of Self</p> <ul style="list-style-type: none"> -Actively promote and engage in mental health practices that are beneficial to the overall well-being of students, staff and parents at Holy Cross. 	<ul style="list-style-type: none"> -Actively engage students and families with strategies to make explicit the impact of student engagement and school attendance on student achievement and well-being. -Support our community members that identify as LGBTQ2S+ -intentionally build a mentally healthy school community using relationship-based approaches that promote positive social interactions, encourage conflict resolution through restorative practice and promote social emotional learning and self-regulation strategies. - Build self-efficacy and resiliency for students, staff and families around well-being and the responsibilities that come with digital citizenship in the 21st century. 	<ol style="list-style-type: none"> 1. Student Success/Student Services teams/Taking Stock. 2. Wellness Team Activities. 3. Catholic School Council "Teen Mental Health Speaker Series" Year three. 4. READI group meetings. 5. Student leadership opportunities. 6. Grade 8 Transition Program and other connections to elementary partner schools. 7. HC Green-Team/CICs work. 8. COMPASS survey. 	<ul style="list-style-type: none"> -Student success team, admin team working with attendance counsellor and other supports. - Safe Space available for members of the LGBTQ+ community (READI – Rainbow Education Alliance of Diverse Individuals). -Wellness Weds (monthly focus for community well-being) organized by wellness team. -continued collaboration with Dr. Su Buchanan #GotYourBackHC to promote self-efficacy and resiliency in our students/staff. - dedicated use of the school website to highlight events, programs, wellness and faith activities – better informed parent community, monthly CSC. -Transition activities include several opportunities to interact with the high school such as the Day of the Arts, May Fun Fair, and MOU, class outreach activities . - Visits to Grade 8 classes begin in the fall and continue in January and again in June – involve HC student voice. - HC student uptake on the guidance D2L page and a better means to communicate information about future planning. -student leadership is promoted at HC. -The HC green-team will operate under the umbrella of CICs. -commitment to registration and completion of the EcoSchools certification in 2019-20. -SHSM in the environment will continue to provide many opportunities for outdoor learning.
		<p>Stewardship of Others</p> <ul style="list-style-type: none"> -Demonstrate our commitment to the Catholic Social Teachings through the board theme of Faith in Action through leadership, service and advocacy. 	<ul style="list-style-type: none"> -provide daily opportunities for student voice, responsibility, choice and leadership for students of all profiles. -Support, create and evaluate opportunities to work for justice and peace, and respond to the needs of our local and global communities guided by the work of the ALCDDB social justice committee as it sets priorities for each school community. -continue to build capacity in school communities around equity and inclusivity as linked to our Catholic social teachings. 		
		<p>Stewardship of God's Resources</p> <ul style="list-style-type: none"> -Confirm our commitment to stewardship of God's creation through experiential learning in a variety of learning environments and through active service. 	<ul style="list-style-type: none"> -support and enhance the principles of sustainability and demonstrate commitment to outdoor and environmental education through the framework of the Ontario EcoSchools program. -promote integrated learning opportunities in outdoor environments to support academic achievement and wellness. -support the learning about, in, and caring for God's gift of Creation through environmental programming. 		