



ST. JAMES MAJOR SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2018-2019

“We Believe, Therefore We Can” is the mindset with which we approach our learning.

We are committed to developing our Catholic faith while building strong and lasting partnerships with our parish, families and community.



Discipleship

	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
	<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 build and nurture relationships and community, through daily accompaniment to form joyful disciples, then we will see ourselves as beloved children of God who are deeply engaged with our community and the world around us. Renewing the Promise (2018)</p>	<p>Live, proclaim, and celebrate the gift of Catholic education by integrating Catholic teachings across all curricula and learning environments and through the Renewing the Promise pastoral letter, the Ontario Catholic School Graduate Expectations, and the ALCDSB Celebrating Catholic Education infographic.</p>	<ul style="list-style-type: none"> -Knights of Columbus lead and support school events and activities (Soccer Challenge, Turkey Dinner, Substance Abuse Poster Contest, Free Throw Competitions) -Bus Driver Appreciation -Fall and Spring - Catholic Parent Council consultation in revision of School Code of Conduct and development of SIPSAW, as well as being involved in preparing and participating in celebrations - Students participate in school/community monthly Mass through music, serving, reading - Morning announcements PPT that includes daily prayer (Our Father, CEW Prayer) - Father visiting classes as well as teaching students about parts of the Mass - Monthly celebration assemblies with families, parish and school community following whole school Mass in Church basement. - Celebration of Father’s birthday with whole school at a lunch. School Council and Parish volunteers supported and attended lunch. - CGEs made visible in daily instruction, and through daily words and actions of students and staff - Website, School Messenger and Twitter used to advertise and highlight school/community events - Participation in Junior Faith Day, Regional Faith Day, mindfulness/Christian meditation - Demonstrating of Faith in Action through outreach to others (food bank, Terry Fox Walk, United Way, etc.) - Sharing of Renewing the Promise at school with staff, posted at the entrance to the school and posted on school web-site - Copy of info graphic given to Parish, as well as posted at the entrance to the school - Sharing and posting of Catholic Social teachings and CGEs in classrooms, on web-site and with School Council 	<ul style="list-style-type: none"> - Regular questioning and feedback opportunities with all stake-holders - classroom visits, School Council, staff meetings - Catholic Social teachings and CGEs are posted and are evident in learning opportunities (observation, conversation, product and feedback/assessment) - Student voice evident throughout school community - Parent/guardian consultation through School Council, student case conferences, communication between home and classroom/school reflect Catholic teachings in an inclusive setting -Evidence of signs and symbols of Catholic faith evident in classrooms and hallways of our school, as well as in publications 	<p>How are the Catholic Social teachings, Catholic Graduate Expectations and Renewing the Promise incorporated across the curriculum and in our daily interactions with one another?</p> <p>How will these strategies enhance student learning and well-being? How will these strategies impact our Catholic school community?</p>
		<p>Nurture whole school, student centred and asset based learning community that is safe, caring, inclusive, respectful and healthy.</p>	<ul style="list-style-type: none"> - Practice evidence based, whole school approach focused on well-being promotion; Aligned and Integrated Model (AIM): Tier 1- Welcome, Include, Understand, Promote, Partner) - Promotion and ongoing implementation and educator training of School Mental Health Assist (SMHA): Leading Mentally Healthy Schools and Mentally Healthy Classrooms modules – resources shared on JAMS OneNote - Restorative Practices (e.g. Circles) and cross classroom activities to facilitate the integration of Catholic teachings to authentically foster the development of skills and attitudes of a positive school climate - Roots of Empathy program being delivered in the Grade 3-5 classroom - Revise, update and review of Code of Conduct with staff, students and parents/guardians - Review and update Promoting Positive School Climate and Well-Being with staff, students, parents/guardians and community partner/s – promote revised document through web-site, classrooms, and School Council - Indigeneous Education Partner (Danka) collaboration with classroom teachers to provide weekly lessons - Evaluate our implementation of ALCDSB Mental Health, Addictions and Well-being strategy using School Mental Health Assist survey at three points through the year (e.g. September, February, June) - Use Samaritans on the Digital Road to further support implementation of ALCDSB Digital Citizenship and BYOD policies 	<ul style="list-style-type: none"> - Welcoming students at arrival and intentionally focusing on individual students each day - Development and sharing of student profiles in OneNote - Implementation of Fully Alive, Mindfulness, Catholic Meditation, Circles, etc. - DPA Student lead two times a week - SEA Training with individual students and whole class - Student Voice/Parent Voice - Attendance data/School Climate data - Participation in Food Sharing Program, Clothes for Kids 	<p>What evidence is there of student centred and asset based learning?</p> <p>What evidence is there of consistency of practice in classrooms and throughout school, which support a caring and safe environment for all?</p>



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Scholarship

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<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 we foster growth mindset and design for student centered learning and inquiry, then student wellbeing and achievement will improve.</p>	<p>All learning environments (e.g., classrooms, natural spaces) are flexible, culturally responsive and accessible to support student learning and well-being through innovative, effective teaching and assessment practices (timely and strategic interventions, Differentiated Instruction and Universal Design for Learning).</p>	<p>- Educators will use learner profiles and student assessment data (conversation, observation, and product) to inform and plan/design instruction for learner variability and to address learning needs using Universal Design for Learning Framework, ALCDSB assessment framework and Catholic Social teachings</p> <p>- One-on-one reading program will be used to reach students in Gr 2-6 who require signification reading intervention</p> <p>- Co-constructed success criteria and precise, timely and descriptive feedback will empower students to improve work</p> <p>- Educators will collaboratively plan and facilitate opportunities for students to collaborate, think critically, create, and communicate in flexible and responsive learning environments (e.g. wigwam, garden, classrooms, hallways, Church) and students will identify how (e.g. student choice in learning activities and location) they learn best</p> <p>- Use of technology (classroom and personal devices) and SEA equipment are seamlessly integrated into all learning environments at point of learning/assessment; blended learning opportunities for students in Gr. 6-8 (D2L)</p> <p>- Educators design and facilitate hands-on learning opportunities, so that students engage in authentic, cross-curricular learning tasks (Indigenous Studies, First Lego League)</p> <p>- Student dialogue and leadership informs activities representing diversity, needs and interests of the school community population (Student led activities such as clubs, DPA and Reading Buddies; fundraising for social justice)</p> <p>- Students reflect upon, assess and document their own learning in a variety of ways, including FreshGrade</p> <p>- Educators professional development includes workshops, in-services and conferences on UDL, mathematics, literacy, technology and FreshGrade</p>	<p>- Educators meet with St Patrick (Harrowsmith) at November 6th- Numeracy PA Day PD and Planning Session, and to discuss and plan for effective math practices for the school year</p> <p>-PLCs will support planning for student of mystery and learners who require appropriate interventions in all subject areas.</p> <p>- School team will utilize Focusing on the Fundamentals of Math document and resources (e.g. What to Look For, Number Talks, and Cathy Fosnot, Jo Boaler, and Van de Walle resources) to plan for multi-grade/cross-grade collaborative math groups to continue to develop knowledge and skills in the area of mathematics</p> <p>- Students will demonstrate their mathematical knowledge and learning through rich, engaging tasks supported by manipulatives, tools and technology</p> <p>- Explicit instruction and consistent use of math vocabulary in all learning activities (e.g. sum, difference)</p>	<p>- Update and review data (EQAO including Individualized Information Report Analysis, CASI, PM, Sound Skill Screener, ONAP, PRIME, WIAT III) throughout the school year</p> <p>- Ongoing review of IEPs</p> <p>- School Case Conferences</p> <p>- PLCs focused on effective mathematical instruction and assessment</p> <p>- SIPSAW and School Effectiveness Framework documentation shared in OneNote</p> <p>- Superintendent visits</p> <p>- Consultation with SATs (e.g. Katie Williamson, Sarah Cassidy, Student Services, Christian Webster)</p> <p>- Student engagement demonstrated through student voice, choice and task completion (oral and written feedback)</p> <p>- Staff meetings to include conversations about pedagogical documentation of student learning and next steps</p> <p>- Parents/guardians engaged in conversations about student learning and next steps (e.g. meetings, Teacher-Parent Conferences, FreshGrade)</p> <p>- Resources (e.g. A Parent's Guide to the Fundamentals of Math – Grades 1 to 8) to support students at home shared with parents/guardians through classroom teachers and on school web-site</p>	<p>How, given space constraints, can we design flexible and responsive learning environments?</p> <p>What difference will voice and choice have on student engagement and achievement?</p> <p>What does UDL look like at St James (e.g. 3 grades per classroom)?</p> <p>How do Catholic social teachings inform learning opportunities and assessment?</p>
					<p>All educators are engaged in capacity building through collaboration focusing on mathematics content knowledge in fundamental mathematics concepts and skills.</p>



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Stewardship

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Stewardship	<p>Mission: As a welcoming community of learners, created in the image of God, we inspire, nurture and empower students, classes and the school community to be in service and give witness to Catholic social teaching. We will grow to take care for ourselves, one another and the environment.</p>	<p>Actively promote and implement positive mental health practices that benefit the overall well-being of all students, staff, and families.</p>	<ul style="list-style-type: none"> - Create a safe, positive, nurturing school climate (use information from Positive School Climate and Well-Being survey) - Develop and apply attitudes, skills and practices that support mental health using proactive programs - Promote awareness of diversity and empathy towards everyone's circumstances (Restorative Practices, Roots of Empathy, Zones of Regulation) - Promote and model resiliency - Collaboration with community partners to provide support to students, staff and families (SAT support, Community Living, Indigenous guests) - Student led (Gr 6-8 class leading) whole school daily physical activity two times a week - School wide engagement in guided Christian meditation to promote mentally healthy classrooms 	<ul style="list-style-type: none"> - School climate surveys - EQAO surveys - Grade 8 exit surveys - Every School Day Counts - Attendance data - Mentally healthy classrooms - Restorative circles - Roots of Empathy family visits - KFLA visits for DPA instruction - classroom visits, discussions and activities focused on Indigenous studies - Student voice and choice - Guided Christian meditation - Parent/guardian through School Council, staff and student consultation for SIPSAW 	<p>What impact are these initiatives and foci having on student achievement and well-being?</p> <p>Can we identify changes in attitudes, skills and practices among students, staff and families?</p> <p>Do students, staff and families feel the positive school climate being created?</p>
	<p>Theory of Action: If we model and practice Catholic social teachings, then we will create communities that promote the common good we 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>Demonstrate our board theme of Faith in Action through leadership, service and advocacy. Confirm our commitment to environmental stewardship.</p>	<ul style="list-style-type: none"> - Expand opportunities for service to our local and global communities - Continue to build equity and inclusivity into classrooms as linked to our Catholic Social Teachings and the CGEs - Gr. 8 Graduation Committee will demonstrate leadership by planning their graduation celebration - Whole school commitment to environmental stewardship (recycling, vegetable garden) - Maintenance of Platinum Level Eco-Schools status - Student led Eco-Schools opportunities (e.g. Sweater Day) - D2L and other opportunities (e.g. school web-site, School Messenger) will reduce the paper consumption in our school - Environmental education opportunities (Natural classroom opportunities, Frink Centre, Indigenous Learnings-Aboriginal Day) - Support learning around God's gift of creation through environmental programming 	<ul style="list-style-type: none"> - Student engagement in United Way, Food Drives, Terry Fox Walk, Jump Rope for Heart - Daily examples portraying peace and justice in morning announcements (PPT) and through resources selected to meet curriculum expectations - CGE and Catholic Social Teachings discussions and activities - Best Foot Forward Conference - ECO-Schools bi-weekly team meetings - platinum eco-school status – evidence and audit - garbage audits - student-centered inquiry - student voice and choice, including speak up activities - parent/guardian voice 	<p>How are we demonstrating our Faith as a classroom and school community?</p> <p>How can we witness our devotion to environmental stewardship?</p>