



## St. Mary Catholic School Improvement Plan for Student Achievement and Wellness

We are a Catholic school system, called to work in partnership with home, parish and community, on our journey to understand and live the way of Jesus Christ. We are committed to excellence in Catholic Education and to lifelong learning, so that those with home we journey may become caring and contributing citizens in a world of constant challenge.

<i>Discipleship</i>	<i>Scholarship</i>	<i>Stewardship</i>
<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 still 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. (Renewing the Promise 2018)</p> <p style="color: green;">Nurture student-centred learning communities of faith that are safe, caring, inclusive, respectful, and healthy.</p> <p>Educators and support staff, through caring adult relationships, will model and explicitly teach social emotional learning skills foundational to well-being and achievement.</p> <ul style="list-style-type: none"> <li>➤ Educators will explicitly teach students about Wellness, Empathy and how they impact every aspect of their lives</li> <li>➤ Staff will act as role models for positive mental-health and well-being and create daily experiences of nurturing and understanding in inclusive environments</li> </ul>	<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’s well-being and achievement increases.</p> <p style="color: green;">Design learning experiences and pathways that are accessible and responsive for all learners.</p> <p>Educators and students co-develop student learner profiles over the course of the year to enable both parties to understand student strengths and needs.</p> <ul style="list-style-type: none"> <li>➤ Development of learner profiles in all classrooms (using parent survey to add to learner profiles)</li> <li>➤ The Sound Skill Screener will be used as a benchmark tool to create classroom profiles in KDG and Gr.1</li> <li>➤ Educators will use PM, Prime and CASI, to create classroom profiles and learning opportunities for their students</li> </ul>	<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 care, I have responsibility, I am a team player and I have a voice.”</p> <p><b>Theory of Action:</b> If we model and practice Catholic social teaching, 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 style="color: green;">Stewardship of Self</p> <p>Students, parents, staff and community members are provided an opportunity to express their views, expectations, needs and abilities on all matters related to their school experience.</p> <ul style="list-style-type: none"> <li>➤ Build positive relationships and create a welcoming school climate where all stakeholders feel comfortable to express their views, expectations and needs</li> </ul>

- Students will learn to recognize and label their feelings, and accurately assess their strengths and limitations
- Students will be provided with a variety of opportunities to build their relationship skills. They will learn to be clear communicators, accurate listeners and co-operative team players (Morning Circles, Use of PEERS Curriculum)
- Students will have the opportunity to participate in lunch hour clubs that will encourage social interactions (Catholic Girls League, Lego Club, Yoga Club, Drama Club, Chess Club, etc.)

All learners have the knowledge and skills to maintain positive mental health and have access to evidence-based mental health programs, prevention, and early intervention resources.

- Staff will establish and maintain a classroom culture that serves as the foundation for mental well-being
- The Breakfast program will continue to offer soft entry into school, as well as promote healthy eating options for students
- Healthy active living will be promoted through the Health and Phys-ed program, intramurals and outdoor education
- Staff will use Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Wellbeing to help recognize students who may be experiencing distress, and to support them in their pathway to care
- Supports will be provided for students on both a proactive and as-needed basis (CYW, CMH, Fun Friends, Zones of Regulation, Body Breaks)

- Teaching and Planning will be based on Classroom Profiles that represent an understanding of student's strengths and needs
- Teachers will participate in Professional Discussions with colleagues around Student and Classroom Profiles to inform planning
- Students will experience teaching and learning that is reflective of their needs and of who they are
- Educators/Students will continue to use FreshGrade and D2L

Using the Universal Design for Learning Framework: Multiple Means of Engagement, Representation, and Action and Expression will be visible in all learning.

- Educators will consider how their physical spaces could shift to align with the target goals of different activities
- Educators will plan for learner variability using the UDL Framework
- Educators will explore ways to integrate UDL into their daily teaching
- Students will be aware of their learning profile (strengths/needs) and communicate which products/tools/ and learning environments help them to learn best
- Student's will be able to state the learning goal and expectation for the work they are being asked to do

Students develop increasingly sophisticated mental math skills and become more fluent and flexible with numbers and operations.

Educators (K to adult) continue to learn about mathematics content and pedagogy through Number Talks and Number Strings

- Use of MathUp program to build teacher capacity in planning student centred learning experiences

- Make outreach inclusive to all parents especially those who may not feel included in the life of the school and those whose children may be experiencing challenges
- Keep our partnerships going through ongoing communication and dialogue to reinforce the importance of the role parents/grandparents play in their child's education
- Each staff member will take turns and be present during Catholic Parent Council Meetings

All members of our Catholic education community see and recognize themselves in their schools and learning experiences.

- The school and the classroom will be responsive to culture, recognizing that all students learn in ways that are connected to background, language, family structure and social or cultural identity
- Students will recognize themselves as an important of our school, community and country
- Students will speak with pride and confidence about their cultural identity (
- Educators will provide opportunities to celebrate diversity of students through Visual Arts activities and experiences
- Students will see and build an understanding of Indigenous histories, cultures and contemporary perspectives and see these honoured in their learning, learning environments and communities
- Students will have an understanding that they are in a relationship with their indigenous brothers and sisters and their families, while also being a part of our Catholic Faith Community
- Land Acknowledgement Act will become part of our morning exercises

School Communities demonstrate commitment to Tier 1 promotion goals including: Welcome, Include, Understand, Promote and Partner (AIM: Aligned and Integrated Model)

- Relationship mapping: Creating positive connections with caring adults
- Staff will work to notice, listen, respond and connect with students and their families with compassion and confidence
- Use of systematic, intentional daily practices, that promote positive mental health (calming corners)
- Promote the correlation between practicing our faith and positive mental health (i.e. Christian Meditation and prayer)

**School Equity Goal: We will provide the best possible learning opportunities and supports for students who may be at risk of not succeeding.**

- Lexia will be implemented as a resource to our struggling readers. These students will be motivated by their own success and have their own personalized learning paths.
- School and classroom practices will reflect the diversity of students and staff
- Students will experience teaching and learning that is reflective of their needs and of who they are
- The school and the classroom will be responsive to culture, recognizing that all students learn in ways that are connected to background, language, family structure, and social or cultural identity
- Provide cultural experiences for students who may not otherwise have the opportunity/means to do so (Brent and Sarah Show, Stirling Theatre)

- Educators will participate in PLC's for Math, with a focus on the FFM document
- Educators will engage in professional dialogue with each other to analyze what and how students are learning
- Educators will also collaborate with their family of schools grade groupings to take part in professional learning opportunities
- Educators will shift the focus from "See what I see" to "What do you see?"
- Educators will recognize that if children do not understand, then it is the educator's responsibility to figure out their misconceptions/lack of proficiency and to begin instruction at that point

Students will be exposed to and will use more sophisticated strategies beginning with the use of manipulatives, representations and models

- Educators will use math manipulatives (concrete/iPad) to make math concepts concrete rather than abstract.
- Educators will select problems that intentionally highlight mathematical concepts.
- Educators will carefully select and present the types of problems that make the mathematics and number relationships evident to the students
- Educators will continue to focus on the 4 Step Problem Solving Model

The development and practice of self-advocacy and self-knowledge to promote physical, emotional, academic success in all learning environments and experiences.

- Students will be provided with direct instruction in how to self-advocate, improving their communication skills
- Teachers will have ongoing conversations with students about learning and thinking differences
- Educators will connect content of learning to student lives
- Educators will teach students to be self-reflective
- CYW will act as resource/support working within the classroom

Ontario Catholic School Graduate Expectations outline the pathways and goals for student development and learning.

- The Catholic Graduate Expectations will be visible and seen within the broader school community
- CGE's will guide the activities of the school (social justice service, ecological stewardship, liturgical celebrations, retreats)
- Child created CGE's will be visible throughout the school
- Monthly Focus of CGE's throughout the school
- Implementation of student program that recognizes students for their work around demonstrating the CGE's

#### Stewardship of Others

School communities and classrooms that recognize learner variability and plan to support students in their life, education and career planning through the lense of faith.

- We will focus on the needs of others
- We will see strengths and potential in others

Use of dual mandate of Catholic education (meeting all Ministry expectations and teaching the Catholic faith) to integrate faith into all elements of the school life.

Faith is visible in all areas of the curriculum and in the social life of the school.

- The front entranceway and hall will be revitalized to reflect our Catholic School Culture
- Classroom prayer tables will hold a prominent place in each classroom, provide a focus for prayer and be a reminder of the presence of Jesus
- Celebrating and promoting Catholic education through school website, newsletters, and twitter
- Continuing to build the Ontario Catholic Graduate Expectations into the curriculum and the life of the school
- Faith based events for each of the liturgical seasons
- Combined Mass/Choir with Holy Name of Mary
- Continued relationship with Catholic Women's League, and form new relationship with the Knights of Columbus (Squires)
- Liturgical projects will be tied to teaching within the classroom and linked to the Servant Leadership as a foundational element of our giving (Continued relationship with Deseronto Nursing Home)
- Students will have a voice in deciding which and how we raise money and goods as our giving projects (Christmas Sharing Boxes, Food Bank)
- Students will communicate through their words and actions, their responsibility to our Catholic community as well as the larger community (opportunities to resolve conflicts, social justice works: Three Oaks Women's Shelter, Sandy Pine Wild Life, Random Acts of Kindness)
- Spirit Teams focused on Faith in Action

**School Math Goal:** Educators will focus on Number Sense in all strands of math using explicit vocabulary, number talks and conceptual/non-fiction texts

- Students will demonstrate a strong understanding of automaticity in number concepts through precision of math facts, mental math, operations and concept of number
- Students will demonstrate their understanding of number through a balance of oral tasks, written tasks and math application tasks. (Think, Talk, Write: Communication in the Mathematics Classroom, Capacity Building Series)

Students develop non-fiction writing skills across all areas of the curriculum.

Educators continue to learn about the five basic types of non-fiction writing (Recount, Explanatory, Persuasive, Procedural/Instructional, Descriptive) and the text structures that support each type ALCDSB Literacy for Educators.

- Educators will teach non-fiction writing explicitly
- Educators will build a culture of inquiry and research, to promote non-fiction writing

Students will build independence in writing through the Gradual Release of Responsibility (Modelled Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Writing).

- Show me, help me, let me
- Anchor charts for students to reference
- Success criteria displayed
- Peer and self-editing checklists

- Rather than circumstances, we will focus on God and all this is possible in his strength
- Restorative practice will be at the core of problem-solving issues

Using Renewing the Promise to provide a plan for caring for and supporting all others in our school communities along with outlining responsibilities as members of the Catholic Community.

- Engagement with Renewing the Promise will be intentional at staff meetings, PLC's, and Faith formation occasions
- Sharing excerpts from Renewing the Promise with Catholic Parent Council at the start of meetings

Continued implementation of the ALCDSB Mental Health, Wellbeing and Addictions Strategy.

- Focus will be on systematic, intentional daily practices that promote positive mental health (MindUp, Christian Meditation, Prayer)
- Social/emotional learning strategies and evidence-based programming will take place in classrooms to remove barriers to student well-being and achievement
- Self-reflections and sharing circles
- Teaching and supporting self-care

School community participation in the varied opportunities and experiences available that support the learning, work and voice of students, parents and staff.

- Greater engagement of parents/guardians in key decision-making elements for the school through discussions and collaborative times together

Religion and Family Life Education programs support and strengthen our home and school connection.

- Implementation of the Gr.5 Religious Education Program
- Nurture a relationship with Jesus within the Religious Education and Family Life programs
- Bringing the church into the school through bi-weekly classroom visits with Father Francis
- Collaborate with home and parish to prepare our students to receive their Holy Sacraments

The face of Christ is reflected in all school communities in words, deeds and actions by keeping the dignity of all families at the centre of collaborative conversations, in school and with community partners.

- We will treat all families with respect, through our words and in our actions
- The Breakfast Club will continue to be open to all, with open arms and open hearts
- Children's Christmas Shopping Experience at school
- Provide more opportunities to invite parents into the school (Lunch Buddies, Math Career Day)
- Thanksgiving, Christmas and Easter Dinner
- Volunteer Luncheon

Support all members of the ALCDSB community on their faith journey.

Using Renewing the Promise and the Emmaus Story to meet all students and all staff on their faith formation journey by providing multiple opportunities as supported by the *Religious and Family Life Education Department*.

**Measurable writing goal related to the development of non-fiction writing skills.**

Students will focus on non-fiction writing skills as a tool for social justice, student voice and advocacy for others.

- Educators will weave explicit scaffolds for non-fiction reading and writing into the fabric of daily literacy instruction, making sure that students write for a wide variety of purposes and experiences (Letters to veterans, Persuasive letters, Information pamphlets, School Website Articles etc.)
- Cross grade/school focused writing tasks focused on The Catholic Virtues, The Catholic Graduate Expectations, The Liturgical Seasons and non-fiction/fiction literature
- Genius Hour

- Provide opportunities for our students and staff to help in the greater community (Parish functions, Terry Fox Run, Jump Rope for Heart, Random Acts of Kindness)
- Planning consciously to invite parents into the school for a variety of opportunities

Ensuring student academic success using Creating Pathways to Success and Learning for All.

- Educators will make use of a variety of different instructional approaches that are tailored to the unique strengths and needs of every student

Stewardship of all God's resources

The provision of multiple opportunities to demonstrate respect and protection of the physical resources in our care.

- Maintain our Platinum Eco Status
- Educators will further develop their skills in providing engaging outdoor experiences for their students using Dirty Teaching and Messy Math as their guide
- Continue to care for our environment: yard/community clean up, Butterfly Garden, Three Sisters Garden

The provision of multiple opportunities to understand and demonstrate respect and protection of the human resources in our care.

- We will reduce our carbon footprint by moving toward being a boomerang school
- Students will perform tasks based on a sense of personal accomplishment, without a reward/incentive tied to the act

- Engage in intentional and invitational activities to nurture the home-school-parish relationship
- Engagement with Renewing the Promise pastoral letter will be explicit and intentional (staff meetings, liturgies, faith formation opportunities)

- Students will communicate their commitment to others through acts of charity and service, with a clear understanding of their purpose

Support and enhance the principles of the United Nations Sustainable Development Goals

- Foster a peaceful and inclusive school
- Advent, Lent and other liturgical projects will represent a need within our community (Christmas Sharing Baskets, Coats for Kids, Warm Toes, Hats and Mitts)
- Breakfast Club/Snack Bins
- Educators will work with students within their classroom to education them on the United Nations Sustainable Development Goals, and then develop goals within each class

The provision of multiple opportunities in experiential and inquiry-based learning.

- Choice and voice in learning opportunities (leaving space for choice and passion, inquiry-based learning).
- Genius Hour