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|  | **Mother teresa Improvement Plan for Student Achievement and Well-Being 2020 - 2021****“Be the living expression of God's kindness: kindness in your face,** **kindness in your eyes, kindness in your smile.”** **― Mother Teresa** |  |

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|  | EnvisionMission and Theory of Action | SowStrategic Priorities | NurtureSuccess Criteria | DiscernMonitoring |
| Discipleship |

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| **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. **Theory of Action:** 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. *Renewing the Promise (2018)*  |

 | We will focus on the theme “Go now and give the love and joy of Jesus to all you meet.” St. Teresa of Calcutta | -Students will illustrate their classroom poster to show what the quote means to them-Students will understand how their actions and words demonstrate the meaning of our school theme-Students will identify and demonstrate what giving the love and joy of Jesus looks like-links to the board theme “All are welcome in this place” will be made by students and staff-Each learning community will highlight our school theme for one month during the school year (Kindergarten-November, January-Grades 1, 1/2s, February-Grades 2/3, 3/4s, April-Grades 4/5, 5, 5/6, & 6, May-Grades 7/8s)-Students will understand connections of the school theme to the Catholic Graduate Expectations-Connections to the theme in Religious Education program discussions and in student interactions throughout the day-students will see the connection to Catholic Social Teaching (7 principles) | -School and classroom posters illustrated by students displayed-Classroom/school evidence of student learning and practice of the school theme (morning announcements, student writing, student art, photos, evidence of service to others, etc.) posted in classrooms and on School Theme Bulletin Boards, and social media#MTdiscipleship  |
| Discipleship/Stewardship | Mission: 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.” Theory of Action: 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  | We will listen to, accept, and empathize with others to develop understanding of the diversity of all people, to become allies for all. | -Provide indigenous space for quiet reflection-Promote workshops that highlight indigenous teachings/perspectives-Use of new Indigenous literacy collection-Provide student-mentoring opportunities (i.e. Class buddies, cross-grade activities, etc.).-Support students who are experiencing loss (i.e. Rainbows Program).-We will engage in restorative practices to build positive relationships (ex. Circles, Student Leadership Opportunities).-We will participate in social justice initiatives with the leadership of our Social Justice Team. -learning opportunities will be made available to help students understand issues of diversity (i.e. ethnic background, gender identity, mental health disorders, neurological disorders, physical disabilities, etc.).-members of our community will share their own “story” in a variety of ways, in the classroom and throughout the school community -we will learn how to speak up for those who need an ally, and become advocates for ourselves and others-we will learn that we are responsible for what we do and say, and also for what we don’t do and say-Staff will invite guest speakers to share their stories related to their uniqueness-attention to focus times for recognizing diverse groups (e.g. Black History Month, National Indigenous Peoples’ Month, World Down Syndrome Day, World Autism Day, etc.) | -maintain a central record of guest speakers who visit classrooms throughout the school year-MDI survey -gather student and staff feedback following activities and events connected to the Success Criteria-individual stories of students and staff are visible, shared and reflected throughout the year -staff members and students will share evidence of their learning in padlets -special events and activities will be highlighted on school website and on Twitter-Throughout the year classrooms and the entire school community will engage in charitable giving to a variety of agencies#MTdiscipleship #MTstewardship |
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| Stewardship | **Mission:** 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.”* **Theory of Action:** 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  | Stewardship of Self and Others:We will foster and support the growth of mental health and wellness strategies and practices.  | -Staff will model and regularly build in time for mindfulness/contemplation, self-regulation, conflict resolution and stress reduction techniques through the use of several resources and programs (MindUp, Zones of Regulation, Catholic Meditation, growth mindset resources, etc.) as linked to learner profiles-all students will identify an adult ally at our school with staff ensuring that all students have at least one ally-Students and staff will talk about mental health and engage in well-being activities as led by the Healthy Living/Wellness Leadership Team-support students through discussions, resources to cope with blended learning models due to Covid19 global pandemic-Workshops with community police officer about cyberbullying; social media education; internet safety | -maintain a master list of all proactive, preventative programs and sessions that support mental health-provide evidence/samples of activities in the school that promote well-being-MDI survey results-monitor collection of yard slips-collect feedback from Child and Youth Worker about student mental health and well-being-collect feedback from students about how they are feeling with respect to blended learning models due to global pandemic#MTstewardship-Maintain current practices and explore possibility of a school garden-Eco-program certification-liaise with Lancaster Drive Public School and City of Kingston to implement active transportation steps-Implementation of recycling program-learning about environmental issues will be visible in classrooms and in the school and shared via social media and school website-#MTstewardship |
| Stewardship of all God’s Resources: We will help and protect our environment.  | -Add to outdoor gardens (i.e. Three Sisters Garden)-Participate in outdoor learning opportunities-provide opportunities for students to “dig deeper” into current data and information about environmental issues-Support the learning about, in, and for caring for God's gift of creation through environmental programming (i.e. Take Me Outside Day, Earth Hour, etc.)-Promote active transportation (KFL&A Walk-To-School Imitative) -Develop a full recycling program (i.e. change from boomerang to full recycling)-Strive for Platinum Certification with Eco Schools |



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| Scholarship | **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. **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.  | -Kindergarten to Grade 3 students will develop their reading skills specifically phonemic awareness and word recognition to become more fluent readers. | -evidence of strategies used through the work of Dr. David Kilpatrick <https://equippedforreadingsuccess.com/> -young learners will participate in activities that will promote orthographic mapping and phonological awareness | - evidence of [Universal Design for Learning (UDL) Framework](http://udlguidelines.cast.org/?utm_medium=web&utm_campagin=none&utm_source=cast-home) in planning for learner variability and in student learning opportunities-evidence of PLCs for primary teachers that focus on instructional practices to develop orthographic mapping and phonemic awareness skills-collection of PM benchmark data and Sound Skills Screener Data in Kindergarten to Grade 3-use of decodable readers by our youngest learners-use of PRIME assessment to monitor student skill and knowledge acquisition-evidence of PLCs to learn more instructional practices to encourage mental math skills in learners-use of ONAP as an assessment tool-sharing of best practices and strategies in staff meetings, PLCs-evidence of daily student learning and assessments (e.g. MathUp, quizzes, exit cards, etc.) |
| We will continue to develop students’ mental math skills to become more fluent and flexible with numbers and operations. | -Staff will explore new resources (i.e. Number Talks, MathUp, Number Strings).-Staff will provide instruction that highlights strategies for remembering facts, sense making, and integrating facts into other aspects of mathematics learning in order to develop students’ automaticity. This will include working with numbers, recognizing and applying understanding of number properties, mastering facts, developing mental mathematics skills, and developing proficiency with operations.-Students will demonstrate their mathematical knowledge and learning through rich, engaging tasks supported by manipulatives, tools and technology at point of instruction and assessment.-work with Kindergarten to Grade 6 students to identify current knowledge of concepts and skills in mathematics (PRIME assessment NUMBER SENSE/OPERATIONS) and design specific activities to target concepts required to move to next phase |
| -Learning opportunities in junior and intermediate grades will reflect increased levels of experiential learning and inquiry (i.e. STEAM, involvement of community partners, global competencies, UN sustainable goals) | -Teachers and students will explore the inquiry model of learning-Teachers and students will “dig deeper” into their inquiry questioning techniques (develop deeper questions that require critical thinking, multiple perspectives, and expanded research skills)-Teachers and students will explore more community-based opportunities for experiential learning and research | -- evidence of [Universal Design for Learning (UDL) Framework](http://udlguidelines.cast.org/?utm_medium=web&utm_campagin=none&utm_source=cast-home) in planning for learner variability and in student learning opportunities-collect evidence of student learning from inquiry and experiential activities-collect student and teacher feedback about inquiry and experiential learning opportunities |
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| EVIDENCE from Learning Communities | Learning Communities Reflections: How did we do? Did we achieve our goals?  |
| Kindergarten |  |
| Grades 1, 1/2, 1/2  |  |
| Grades 2/3, 2/3, 3/4 and 3/4 |  |
| Grades 4/5, 5, 5/6 and 6 |  |
| Grades 7/8s |  |