



St. Mary's School Improvement Plan for Student Achievement and Well-Being 2019-2020

The Algonquin and Lakeshore Catholic District School Board supports students to become discerning believers, lifelong learners and responsible citizens. We are a Catholic school 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 whom we journey may become caring and contributing citizens in a world of constant challenge.

We believe that all children have a right to be in community based on deep relationships with peers, families and staff; utilizing their God given gifts. We also believe that each member of our community has been called to Witness the Good News through invitation, evangelization and the building of a common language through understanding and rich opportunities to practice their faith.

	Envision (Why we...) Mission and Theory of Action	Sow (If we...) Strategic Priorities	Nurture (Then our students will...) Success Criteria	Discern (We do this by staff...) 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>If we focus on non-fiction writing skills as a tool for social justice, student voice and advocacy for others...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Show an understanding of other people's perspectives. • Identify social justice issues locally and globally. • Apply Emotional Intelligence to their own work and how they interact in service of others. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. Teach students to be able to confidently talk about and write about non-fiction exemplars in the classroom, using their voice to add to social justice issues. 2. Teachers will explicitly teach students about Wellness, Empathy and how they impact every aspect of their lives. 3. Events like Terry Fox Run will be presented with more of a focus on the broader connections to an issue, based on student connection and action.
	<p>Theory of Action:</p> <p>If we model and teach a Catholic view of life then students will demonstrate a positive sense of self, spirit, and belonging as they discern and live out their call from God.</p>	<p>If we teach our students that they are part of a global Church with a focus on Servant Leadership, communal responsibility and a devotion to serving others through the teachings of Christ...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Show empathy for others. • Will be able perform tasks based on a sense of personal accomplishment, without a reward/incentive tied to the act. • Communicate their commitment to others through acts of charity and service with a clear understanding of "why" they are doing something as a calling by Christ. 	

		<p>If we provide students with the opportunity to learn through and demonstrate their faith by participating in masses, Christian Rites, Faith Club and Calming Corners...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Create their own rosaries, calming beads and select reflections to be placed in all calming corners and know how to use them. • Communicate why we would gather as a community in various forms of faith gatherings and personal benefits from them. • Be able to pray for other's intentions in their daily prayers over the announcements and communicate "why" we do this. • Will create interactive prayer tables with peers based on their own personal artifacts and "who they are" and confidently communicate how everyone can utilize these spaces for their own sense of wellness. 	<ol style="list-style-type: none"> 4. Teachers will explicitly teach the patterns, cycles and Liturgical Calendar for daily life functioning of students. 5. Teachers will mentor the Faith Club, and provide Communal Prayer areas around the school and preparation for liturgical gatherings. 6. Teachers will look at peer mentoring/ buddy situations where different grade students can share their understanding around their own faith development. 7. Move from just a Reading Buddy to a Faith Buddy school-based peer mentorship that also will be used as an organizational tool for school functions. 8. CPC and Administration will work to help families promote their domestic Church through a series of parent engagement events. 	<ul style="list-style-type: none"> ➤ School common areas will have evidence of the CGE's through selected artwork and imagery. ➤ All classrooms and common areas will have child friendly posters of the CGE's at children's eye level. ➤ Work to bring strong Catholic elements into our physical environment will continue in partnership with our Catholic Parent Council.
		<p>If we continue to build strong relationships based on student wellness with our community partners like the MFRC, Knights of Columbus, Catholic Women's League, Legion of Mary and St. Peter's in Chains Parish...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Feel a sense of place and wellness through a connection to the community. • Access services and resources that they might need to help them feel personally connected and safe at school. • Act as Faith buddies for each other, where they will share their own faith journey and encourage others through their own faith. • Report stronger external adult connections during the Middle Years Development Index survey. 		<ul style="list-style-type: none"> ➤ A stronger relationship with our Catholic Women's League, Knights of Columbus and St. Vincent De Paul partners will be evident. ➤ Students will be able to share with confidence the projects they have decided upon and how they impact the "common good" locally and globally. ➤ The CPC and school will host a Conversation Café in May to reflect on our successes and plan for the 2020-2021 school year.



ST. MARY'S SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2019-2020

THE ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD SUPPORTS STUDENTS TO BECOME DISCERNING BELIEVERS, LIFELONG LEARNERS AND RESPONSIBLE CITIZENS

We are a Catholic school 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 whom we journey with may become caring and contributing citizens in a world of constant challenge.

We believe that students have a right to grow into literate and numerate people through rich and engaging learning tasks based on the principle of Universal Design for Learning. We also believe that students have a right to see themselves and their families represented in the school and resources that they use to learn. We believe that through the respectful incorporation of our Indigenous Culture (traditions, ceremonies, gifts and symbols) we will discover and celebrate our own Spiritual journeys and further develop our own understanding of our Catholic Faith Community.

	Envision (Why we...) Mission and Theory of Action	Sow (If we...) Strategic Priorities	Nurture (Then our students will...) Success Criteria	Discern (We do this by staff...) Monitoring
Scholarship	<p>Mission:</p> <p>As a community of learners, created in the image of God, we inspire, and nurture engaged and innovative communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn.</p> <p>Theory of Action:</p> <p>If the faith-based learning environment is designed for student-centred inquiry, innovation, voice and choice, then</p>	<p>If we focus on Number Sense in all strands of math using explicit vocabulary, number talks and non-fiction texts...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a strong understanding of automaticity in number concepts through precision of math facts, mental math, operations and concept of number. • Demonstrate their knowledge of numbers through a balance of oral and written expression tasks, including building their metacognitive capacity through fluidity of math application. • Can actively participate in mathematical discussions on building, applying and reasoning through a personal connection to mathematical thinking and being able to share their thinking. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. Teachers will use EQAO Data and Survey Results to plan learning activities for students. 2. Teachers will look at our MDI results and teach concepts that are flagged as areas of need, especially around personal and academic confidence. 3. Teachers will participate and lead Professional Learning Communities (PLCs) for Math and Primary Literacy. 4. Teachers will participate in Professional Discussions with peers around Student and <ul style="list-style-type: none"> • Conversations about student need will be based on a Student Profiles from an asset mindset. • Understanding of student ability will be based on professional knowledge of a continuum of literacy and numeracy. • Teachers will continue to be part of the Math Co-learning work being championed by Cyndi Kelly and Hailey Buettner with a focus on the RTFM document.

	<p>student achievement and well-being will increase.</p>	<p>If we design learning experiences and pathways that are accessible and responsive to all learners using Universal Design for Learning... (Family of Schools Common Learning Goal)</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Be aware of their learning profile (i.e., strengths, needs) and communicate which products, tools and learning environment would help them learn best. • State the learning goal and the expectation (My plan for completing the learning task.) for the work that they are being asked to do and to have input (voice) in what this work looks like. • Be able to produce and collect work that demonstrates their strengths and interests (How can I be a responsible Producer?). • Engage and respond appropriately to their learning profile and interests survey being able to apply their interests to their daily life and ways it can help them learn better. 	<p>Classroom Profiles to inform planning. 6. Staff will use PRIME, PM, PASS Screener data to create classroom profiles and learning opportunities for their students based on Student Centered profiles. 7. Classrooms will have flexible seating in the room with a purposeful design based on student voice and interest. 8. All staff can participate in Lunch and Learn sessions to allow for staff collaboration building professional capacity for Student Centered Learning. 9. Work with Community Partners like Children’s Mental Health, CAS, Military Family Resource Center and Loyola to provide further levels of support and professional knowledge of staff in meeting the needs of our students. 10. Use of Early Numeracy Behaviours Tool for Kindergarten to benchmark and plan for students who need supports. 11. Use of MathUp Program in Primary and Junior classes to build teacher capacity in planning Student Centered Learning experiences. 12. Use of the Fundamentals of Math, A Teachers Guide as a benchmark for teacher practice and student learning. Teachers will work to look at the curriculum connections with</p>	<ul style="list-style-type: none"> • Teachers will join the Math learning community based on a strong commitment to increase professional capacity around key math concepts. • Number Sense will be spiraled through all math strands in a fluid way that supports the student learning. • Primary Math diagnostics will be used to create a Math Classroom Profile, which will direct their Inquiry Based Learning. • The Early Years team will work with Anna Young to implement a new language assessment, math assessment, focus on Natural Curiosity and inquiry-based learning. • This same team will also work with our Occupational Therapist and Speech Pathologist to look for students who present need and how we can intervene for them at a faster rate in a class-based setting.
		<p>If we develop a Kindergarten to Grade Six comprehensive EQAO Review, Data Analysis and Plan...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Set goals for understanding in Number Sense and Numeration and be able to explain how that helps them do the math. • Will become more proficient in Number Sense and Numeration concepts as represented in EQAO results and know where and when they use them in their classes. • Build self-efficacy and develop a positive attitude in Mathematical thinking and be able to apply these skills to their daily life and the work that they do in all areas. 		<ul style="list-style-type: none"> • Teachers will be invited to participate in a book study of UDL Now, to strengthen professional knowledge. • Student Engagement and Interest will be evident in the classroom, tasks and products that they produce. • Classrooms will be organized in a way to allow

		<p>If we focus on the value of French language and culture through our Core French and French Immersion programs promoting the impact of second language learning...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Approach French language learning with a positive attitude and explain why they want to learn French. • Explain the importance of having a second language and why it is important to have a second language for their personal life and future goals. • Communicate effectively in the French language regardless of location and speaking partner. • Will help create French Language cultural elements for their own class room and around the school. • Be leaders in the French language throughout the school and speak French with teachers and peers throughout the building. 	<p>this document and how to make them visible for tracking.</p> <p>13. Teach the students the importance of French Culture and the continued role French speaking nations like Canada influence the world.</p> <p>14. Ensure there are aspects of French language in Mass and school gatherings, with students sharing “why” they are proud to be in a French Immersion/CORE French program.</p> <p>15. School-wide bulletin boards in both languages (evidence that we are a French-Immersion school and classrooms).</p> <p>16. French is evident in all classrooms including English based classrooms, with a strong emphasis on “Why French is Important!”.</p> <p>17. Staff will develop a school wide incremental math plan for an increase in student achievement on the EQAO provincial assessment.</p>	<p>for optimum flexibility of student movement and learning styles.</p> <ul style="list-style-type: none"> • Students will also engage in French Language cultural experiences co-designed with teachers. • All large gatherings will include our School Land Acknowledgement and either a greeting in French, or a Prayer in French. • Teachers will work to improve their understanding of the CEFR and how to make that more relevant in their every day teaching in French Language instruction.
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Our students have been gifted the earth by God and should be able to be deeply immersed in the natural world around them. We also believe that it is our responsibility to empower our students and their families to be Stewards of the Earth, to celebrate their own talents and gifts and to participate in the promotion of their own Wellness and that of others, by our teachings and our actions. To do this we also know that Every Day Counts and students must have a strong bond to our school through daily attendance.

	Envision (Why we...) Mission and Theory of Action	Sow (If we...) Strategic Priorities	Nurture (Then our students will...) Success Criteria	Discern (We do this by staff...) Monitoring
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</p>	<p>If we continue to teach our students how to be Stewards of God's gift of creation and the earth...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate empathy towards all living things, plants animals and humans. • Understand why we compost and how their own choices can influence that process, while actively participating in the compost process with less waste. • Describe how they can reduce single use plastic at school and home; acting as mentors to their families at home. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. Teachers will encourage and mentor students to actively participate in local and global environmental sustainability programs. 2. Classrooms will create self-monitoring check lists run by students to check their ECO participation. 3. Staff will ensure that everyone is aware of the resources available in the <ul style="list-style-type: none"> ▪ Our ECO Club will educate and monitor classroom activities around reducing our Carbon Footprint. ▪ The school will continue to promote our Boomerang School work to maintain our Gold Level ECO Schools Certification. ▪ We will continue to implement the Green Bin Pilot Project with the city of Quinte West.

	<p>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>If we use data like our Middle Years Development Index, attendance data, student profiles and student interest surveys, EQAO data and Breakfast Club usage to plan for adult and student's wellness...</p>	<p>Then our community members should be able to:</p> <ul style="list-style-type: none"> • Feel like they have a voice, are important and can actively find someone to communicate their voice/ideas/concerns to. • Develop quality relationships with adults and children in the school to promote partnerships in learning. • Consider the school a community partner and resource to share responsibilities in a meaningful and culturally appropriate way. • Access resources in the school to meet their own personal needs and support each other. • See themselves represented in the resources we use, the physical environment of the school and the yard. 	<p>school and how to get them for you.</p> <ol style="list-style-type: none"> 4. Teachers will talk and teach about the "moral imperative" that we believe in as Catholic's and the concept of contributing to the common good of all humanity. 5. School based events will promote self-awareness and stewardship of the person as a way of life and factor in making personal choices for their own wellness and for those around them. 6. A school team will work with our Indigenous Ally and school Administration, in collaboration with our Catholic Parent Council/Elders to explicitly create opportunities for our Indigenous Students to participate in culturally appropriate learning opportunities. 7. School Administration will work with an Indigenous Elder to guide the work of the school in providing a culture of inclusion for our Indigenous students and their families. 8. Teachers will establish a positive relationship with students' families who are struggling to regularly attend school and will be the First Door for them. 	<ul style="list-style-type: none"> ▪ Programs for families and students will be run in the Wellness Hub, with an eye on positive relationships with families. ▪ The school will co-run programs with the MFRC to help meet the needs of our students and families from a Military Background. ▪ Community Partners will provide supports to students and families in the school based on an asset mindset and student/family voice. ▪ Spaces will be designed for use by OT, SLP, MFRC, CAS, Loyola and Clubs to provide services/supports for our families and further the idea that we are the First Door/HUB. ▪ Greater engagement of parents/guardians in key decision-making elements for the school through discussions and collaborative times together.
		<p>If we continue to create school level allies for the promotion, integration and celebration of our Indigenous teachings and traditions...</p>	<p>Then our students will be able to:</p> <ul style="list-style-type: none"> • See themselves as an important part of our school, community and country's narrative and that they have a voice and presence that is respected. • Speak with pride and confidence about their personal connection to their cultural identity and its place in our community. • Recognize and participate in various Indigenous cultural teachings, gatherings and ceremonies as they work to create a balanced and diverse world. • Communicate the historical and contemporary struggles and challenges faced by Indigenous cultures across Canada. • Have an understanding that they are in relationship with their Indigenous peers and their families; while being a part of our Catholic Faith Community. 		<ul style="list-style-type: none"> • Wellness is at the core of school business and barrier removal is front loaded. • CYW will be a key resource in classroom support of teachers around Positive Relationship program delivery and addressing needs in-class.