



ÉCOLE CATHOLIQUE CATHÉDRALE

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 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 whom we journey may become caring and contributing citizens in a world of constant challenge.

Discipleship

What	Why	How we know	What we will do:
<p><u>Goal 1:</u> Leadership étudiant et voix étudiante/<i>Student Leadership and Student Voice</i></p> <p><i>Practice a whole school approach to develop many and varied opportunities for student leadership and student voice to work toward our Catholic Graduate Expectations and create a community that is safe, caring, inclusive and respectful.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> • An effective communicator: <i>J'ai une voix.</i> • A responsible Citizen: <i>J'ai des responsabilités.</i> <p><u>EQAO:</u> A reflective thinker and problem-solver will increase student achievement.</p> <p><u>Starting point:</u></p> <ul style="list-style-type: none"> • good student leadership • Involved School Council and parent community 	<p><u>MDI (Spring 2019)</u></p> <ul style="list-style-type: none"> • School Climate: 54% of grade 7 and 74% of grade 4 students responded that the overall tone of the school was high. • bullying incidents: 29% of grade 7 and 25% of grade 4 students reported social bullying; 38% of grade 7 and 31% of grade 4 students reported verbal bullying. 	<ul style="list-style-type: none"> • Continue student council leadership initiatives • Make direct links to CGEs and implement student-friendly wording of CGE • Increase variety of clubs and extra-curricular activities • Incorporate community-building activities in classes and school • Have regular class meeting to gather student voice • Continue connection with church through regular weekly visits with Father Paul and Father Shawn. • Provide alternative recess options for students
Monitoring			
<p><u>Goal 2:</u> Appartenance, dignité et diversité/<i>Belonging, dignity and diversity</i></p> <p><i>Recognize the importance of belonging and the dignity of each person so that the diversity of our student population is represented.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> • A discerning believer : <i>Je crois.</i> • A collaborative contributor : <i>Je fais partie d'une équipe.</i> • A responsible Citizen: <i>J'ai des responsabilités.</i> <p><u>EQAO:</u> Address diversity of students as school population grows and a wider segment of community chooses French Immersion for their children.</p> <p><u>Starting point:</u></p> <ul style="list-style-type: none"> • overall caring community • strong multi-cultural student population with 3% of grade 3 students and 6% of grade 6 students born outside of Canada • Population is becoming more transient: 19% of grade 7 and 28% of grade 3 students entered the school within 3 years of the assessment. 	<p><u>MDI (Spring 2019)</u></p> <ul style="list-style-type: none"> • School Belonging: 54% of grade 7 and 71% of grade 4 students responded that they felt a high degree of connected to the school. • 85% of grade 7 students and 74% of grade 4 students believe there is an adult at the school that believes that they can succeed. 	<ul style="list-style-type: none"> • Class projects about other cultures and countries • Ensure diversity of population is represented in activities/clubs; celebrate differences • Encourage each other in our learning: take risks, make mistakes, appreciate differences • announcements about facts about different countries • Education about cultural differences • Culture Fair • Social Skills groups/activities; explicit teaching of conflict resolution • Explicit connections between faith and respecting dignity and diversity and creating a sense of belonging.
Monitoring			

Scholarship

What	Why	How we know	What we will do
<p>Goal 3: Confiance et compétence en français/Confidence and Competence in French</p> <p><i>Students are confident and competent speakers of French who seek opportunities to practice speaking in French.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> J'ai une identité, je suis un(e) francophone fier et engagé. An effective communicator : <i>J'ai une voix.</i> A self-directed, life-long learner : <i>Je suis un apprenant à vie.</i> <p><u>EQAO:</u></p> <ul style="list-style-type: none"> Support of students who are arriving late to the F.I. program <p><u>Starting point:</u></p> <ul style="list-style-type: none"> Many classes have an obvious culture of speaking French in class Some classes have a mostly English culture Many English posters and signs in the hallway 	<ul style="list-style-type: none"> DELF Assessment Classroom audits School Audit 	<ul style="list-style-type: none"> French Centres: 1 hour, twice a week Incentives for independently speaking in French Provide opportunities for listening Increase French activities: play and songs Develop very specific learning goals create student-centered groups for reading and writing Encourage all staff to use/learn French
Monitoring			
<p>Goal 4: Environnements d'apprentissage flexibles et inclusifs /Flexible and Inclusive Learning Environments</p> <p><i>Students have "voice and choice" in learning activities so that there is authentic engagement. There are flexible, inclusive learning environments that suit various learning styles and encourages critical thinking.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> A reflective, creative and holistic thinker: <i>J'ai des idées.</i> A self-directed, life-long learner : <i>Je suis un apprenant à vie.</i> <p><u>EQAO</u></p> <ul style="list-style-type: none"> Increase engagement and confidence Increase authentic activities Increase number of students achieving at Level 4 <p><u>Starting Point</u></p> <ul style="list-style-type: none"> Some UDL in classrooms Student Council Student leadership Flexible seating and grouping Teacher collaboration 	<ul style="list-style-type: none"> Evidence of UDL in classrooms Student Engagement: student survey Classroom audit 	<p><u>What we will do:</u></p> <ul style="list-style-type: none"> Increase opportunities for Student Inquiry Flexible seating Soft entry Growth Mindset Increase VNPS Continue to replace furniture Emphasis on critical thinking Choice in showing learning Encourage students to advocate for themselves
Monitoring			
<p>Goal 5: Compréhension des concepts mathématiques et de la fluidité mathématique/Understanding of mathematical concepts and mathematical fluency</p> <p><i>All teachers are engaged in capacity building through collaboration with a focus on teaching an understanding of mathematical concepts and developing confidence and fluency in applying math concepts and skills.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> A reflective, creative and holistic thinker: <i>J'ai des idées.</i> A self-directed, life-long learner : <i>Je suis un apprenant à vie.</i> <p><u>EQAO</u></p> <ul style="list-style-type: none"> Improve math scores for grade 3 and grade 6 students. Increase number of students achieving at Level 4 Support students with Individual Education Plans <p><u>Starting point</u></p> <ul style="list-style-type: none"> 30% of grade 3 students and 40% of grade 6 students are not achieving at the provincial standard in mathematics. 	<p>EQAO data</p> <ul style="list-style-type: none"> Grade 3: 10% at level 4, 59% at level 3, 21% at level 2, 10% at level 1 Grade 6 6% at level 4, 55% at Level 3, 32% at level 2, 6% at level 1 <p>PRIME assessments Teacher assessments</p>	<p><u>What we will do</u></p> <ul style="list-style-type: none"> Division-level meetings regarding mathematics skills and competencies Examine IIR data for math to help identify areas of strength and weakness Focus on Big Ideas in math Use of Vertical Non-Permanent Surfaces in Mathematics instruction/learning Use EQAO data to determine areas of need for students (Junior Grades) Introduction of MathUP as a resource for teachers Introduce Student-Centred Planning Template Daily Numeracy Routine Math games
Monitoring			

	<p>Goal 6: Compétences en rédaction non-fiction/Non-Fiction Writing Skills</p> <p><i>Student will develop non-fiction writing skills across all areas of the curriculum.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> • A reflective, creative and holistic thinker: <i>J'ai des idées.</i> • A self-directed, life-long learner : <i>Je suis un apprenant à vie.</i> • An effective communicator : <i>J'ai une voix.</i> <p><u>EQAO</u></p> <ul style="list-style-type: none"> • Increase positive association to writing for our students. <p><u>Starting point</u></p> <ul style="list-style-type: none"> • About half of grade 6 students and 30% of grade 3 students answered that they like to write, think they are a good writer and think they are able to communicate ideas in writing. • 29% of grade 6 students and 15% of grade 3 students think they do their best on writing activities. • 77% of grade 3 students and 94% of grade 6 students achieved level 3 and above in 2018-2019 	<p>EQAO data</p> <ul style="list-style-type: none"> • Grade 3 62% like to write, 32% think they can communicate their ideas in writing • Grade 6 48% like to write, 42% think they are able to communicate their ideas in writing. 	<p><u>What we will do</u></p> <ul style="list-style-type: none"> • Focus on non-fiction writing in French curriculum subjects • Provide explicit models/writing continuum • Timely and descriptive feedback • Provide purpose • Provide choice • Weekly divisional meetings (grade 1) to plan using a UDL framework • Use journal to encourage reflective writing using proper structures and grammar • Integrate non-fiction writing into all areas of the curriculum
	<p>Monitoring</p>			

Stewardship

What	Why	How we know	What we will do
<p>Goal 7: Bien-être et santé mentale/Well-Being and Mental Health</p> <p><i>Partner with home and community to promote and support well-being and mental health.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> • A discerning believer : <i>Je crois.</i> • A caring family member : <i>Je fais partie d'une famille élargie.</i> <p><u>EQAO</u></p> <p><u>Starting Point</u></p> <ul style="list-style-type: none"> • Perception that students with high needs are affecting the health of other students at the school • Strong support of School Council and parent community in school events and volunteering in the school. 	<p>MDI (spring 2019)</p> <ul style="list-style-type: none"> • 58% of grade 7 and 50% of grade 4 students scored in the high range on at least 4 of 5 measures of well-being. • 54% of grade 7 and 67% of grade 4 students report healthy patterns of nutrition and sleep • 50% of grade 7 and 61% of grade 4 students report feeling content or satisfied with their lives • 62% of grade 7 and 68% of grade 4 students reported an absence of sadness. • 62% of grade 7 and 63% of grade 4 students reported an absence of worry 	<ul style="list-style-type: none"> • Create safe spaces in the school • Offer alternatives to outdoor recess (ie clubs, cooking workshops, exercise groups/sports) • Mental health workshops for students and parents • Consistent communication with parents • DPA in classrooms
Monitoring			
<p>Goal 8: Gérance de l'environnement et citoyenneté responsable/Environmental Stewardship and Responsible Citizenship</p> <p><i>Confirm our commitment to environmental stewardship by fostering "Green" practices within our school and renewing our promise to be stewards of the earth, God's creation. Accept accountability for living in peace, being just and promoting the sacredness of all life.</i></p>	<p><u>CGE</u></p> <ul style="list-style-type: none"> • A reflective, creative and holistic thinker : <i>J'ai des idées.</i> • A responsible citizen: <i>J'ai des responsabilités.</i> • <u>EQAO</u> <p><u>Starting Point</u></p> <ul style="list-style-type: none"> • Certified eco-school • Students classes participate in composting and recycling • Have begun to explore the United Nations Goals for Sustainable Development 	<ul style="list-style-type: none"> • Eco-schools certification • School audit • School activities 	<ul style="list-style-type: none"> • Gardien(ne)s écolos • Create multi-media announcements/campaigns • Create awareness of global issues • Link stewardship of earth to care of learning environment (lost and found, hallways) • Boomerang lunch • Plants in the school • Field trips to outdoor centres/outdoor activities • UN Global Goals for Sustainable Development • "Enviro-minute" on announcements
Monitoring			