



Holy Cross Catholic Secondary School Improvement Plan for Student Achievement and Well-Being 2020-21

Pastoral Theme: 'All Are Welcome in This Place' Romans 15:7



	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern 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>Theory of Action:</p> <p>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.</p> <p><i>Renewing the Promise (2018)</i></p>	<p>Nurture student-centred learning communities of faith that are safe, caring, inclusive, respectful and healthy.</p>	<p>-All learners have the knowledge and skills to maintain positive mental health and have access to evidence-based mental health promotion, prevention and early intervention resources. (AIM: Aligned and Integrated model).</p> <p>-through the work of the HC wellness team, educators and support staff will be able to model and explicitly teach social emotional learning skills foundational to well-being and achievement.</p> <p>- through the work of the HC equity team, educators and support staff raise our critical consciousness about bias and privilege, ensuring that all students can identify with a caring adult in the building (COMPASS survey 2019).</p> <p>-Continue to support and educate staff and students in their understanding and access to appropriate resources for care as well as pathways to community services for well-being: SMHA (school metal health assist), concussion protocol, wellness team events, CYWs and access to community supports such as the Maltby Center, Kairos, and other outside agencies. Ensure that remote access to such supports is available and communicated.</p>	<ol style="list-style-type: none"> Community engages in full, active, conscious participation in faith formation activities. CICs (Crusaders in Community Service) group plans and leads many social action activities for the HC community virtually or in-person. School-Home-Parish activities. Student voice and faith leadership evident throughout the school. Staff look for innovative ways to remind students and to provide opportunities to explore the CGEs. Equity Team Activities Student Success/Student Services teams (Taking Stock). COMPASS Survey. 	<p>-student involvement in the many faith-life opportunities at HC. (current focus on supporting local charities and school-connected needs).</p> <p>-social justice and climate change initiatives provide opportunities for students to engage in community building activities (Queens Social Justice project, green-team, Robinson community farm partnership).</p> <p>- Student Success team meets regularly to identify students in need of support. Student Services team works with parents and teachers to help each student reach their God-given potential (My Blueprint, Creating Pathways to success, experiential learning, pathway planning, community and local supports)</p> <p>-Across departments and across the school, an emphasis on providing authentic learning experiences that foster responsibility and action-oriented responses to global and social issues.</p>
		<p>Use the dual mandate of Catholic education (meeting all Ministry expectations and teaching the Catholic faith) to integrate faith into all elements of school life.</p>	<p>-School community shares innovative and creative ways to build the Ontario Catholic School Graduate Expectations into all learning.</p> <p>- Collaborate with our Indigenous community partners to develop programs that address topics relevant to the health and well-being of students who identify as First Nations, Metis, or Inuit. Connect students to the Four Directions Aboriginal Student Center for post-secondary resources.</p> <p>-Evidence of Catholic community and faith formation opportunities for students and adults.</p>		<p>-Chaplaincy outreach to individual classes, daily reminders (through prayer opportunities) of important liturgical events.</p> <p>- CGEs continue to be at the core of our work as Catholic Educators - banner in front foyer, use of digital and social media to promote, connections made in coursework and in the community.</p> <p>-Daily modeling of Catholic faith, traditions and values by all staff.</p>
		<p>Support all members of the Holy Cross CSS community on their faith journey.</p>	<p>-continue to engage in intentional and invitational activities to nurture the home-school-parish relationship.</p> <p>-Liturgies and prayers that are rich, relevant, engaging, inclusive and contemporary.</p>		<p>-Active participation of staff and students in the faith life of the school – daily prayers, lunch-time grace, other opportunities, as available.</p> <p>-exploring new and innovative ways of welcoming our Priest Chaplains into the school to connect with students in a small-group setting – connecting via Teams in Religion Classes.</p>



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Scholarship	<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 the faith-based and culturally responsive environment is designed for student-centred learning and inquiry, then student well-being and achievement will increase.</p>	Design learning experiences and pathways that are accessible and responsive for all learners.	<ul style="list-style-type: none"> - Learning environments offer flexibility, choice and voice for students when accessing curriculum, learning preferences and materials – virtual and in-person. -SEA, classroom, and personal devices are seamlessly integrated into all learning environments. -Students and educators effectively use technology to support learning and communication virtually and in-person. -Students become literate learners who can access, interpret and communicate their understanding through various forms. -SHSM programs at HC (Environment and ICT) as providing real-life learning experiences and valuable skills development. 	<ul style="list-style-type: none"> 1. UDL framework continues to be a school focus this year. 'Creating expert learners at HC' through student-centred learning. 2. Teacher collaboration around the use of digital tools to support student learning – all teachers have a blended learning presence. 3. Emphasis on the use of technology at the point of instruction (digital portfolios, collaboration, OneNote) to support both in-person and remote learners. 4. Learning Commons is now the student support centre – offering a multitude of Special Education supports, GLE, reading/writing and mathematics supports 5. EQAO focus: focused numeracy and literacy programs (as above) operating from the student support centre and provided by literacy and numeracy leads. 6. Special Education teachers co-teaching student-centred learning strategies in various classrooms. 7. Use of spiraling in the MFM1P curriculum and looking ahead to approaching de-streaming of grade 9 math. 8. Using the Bridging the Gap math materials to assist students in the transition between grade 8 and 9 remote learning 	<ul style="list-style-type: none"> -Learning Commons (student support centre) is the hub for collaborative and creative learning, Special Education support and focussed intervention to support student needs. Teachers, SERTs and EAs work as a team to ensure learning environments are accessible and engaging to all learners using the principles of UDL as a foundation for learning. -teachers adopt flexible classroom learning environments, seamless connection to virtual learning and digital learning tools. -Students and educators receive access, equipment, training, support, and opportunities to apply the use of current and emerging assistive technologies to support independent learning and communication
		-Instruction and assessment are student-centered and culturally responsive.	<ul style="list-style-type: none"> -educators and students co-develop student learner profiles over the course of the octomester to fully elucidate student strengths and needs. -Educators plan for learner variability through the lens of Universal Design for Learning. -Educators use data collection (conversation, observation, and product) and pedagogical documentation to plan and respond to student needs. -Educators plan and facilitate opportunities for students to collaborate, think critically, create, and communicate their thinking and learning virtually and in-person. 		<ul style="list-style-type: none"> -SERTs supporting students with IEPs in classrooms through co-teaching, collaboration, consultation and via the Student Support Centre. -teachers engaging with UDL framework – creating expert learners at HC. Student Centre Learning (UDL) committee work is ongoing with Holy Cross Department Heads.
		- All educators are engaged in professional capacity building for the betterment of student well-being and achievement.	<ul style="list-style-type: none"> -educators collaborate and participate in school-based professional learning in classrooms, departments and across schools. - learning opportunities are educator-driven, inquiry based and rooted in practice-based research. 		<ul style="list-style-type: none"> -teaching staff finding ways to collaborate about classroom practice (share strategies, elicit feedback and build capacity for UDL in our classrooms) and to embrace blended and remote learning pedagogy.



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		<p>-educators are supporting our learners in applied courses (grade 9) for mathematics and our learners in applied courses across all curricula in grade 10 in preparation for the anticipated EQAO assessments in mathematics and literacy in 2020/21.</p>	<p>-Educators use data (EQAO results) to respond to student needs.</p> <p>-student services counsellors creating individualized student timetables.</p> <p>-collaborating (co-planning and co-teaching) with grade 9 applied and locally developed course teachers and Department Head.</p> <p>-cross-curricular literacy committee collaborating and co-teaching subject specific non-fiction writing and reading tasks with a focus on students studying at the applied level in English courses.</p>		<p>-Cross-curricular literacy initiative to support students in our applied grade 10 classes.</p> <p>-focussed interventions in the student support centre by literacy and numeracy leads.</p> <p>-Use of EQAO data to drive the nature of student support in grade 9 math and in grade 10 (across all curricula).</p>
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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 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>Stewardship of Self</p> <p>-Actively promote and engage in mental health practices that are beneficial to the overall well-being of students, staff and parents at Holy Cross.</p>	<p>-Actively engage students and families with strategies to make explicit the impact of student engagement and school attendance on student achievement and well-being.</p> <p>-Support our community members that identify as LGBTQ2S+</p> <p>-intentionally build a mentally healthy school community using relationship-based approaches that promote positive social interactions, encourage conflict resolution through restorative practice and promote social emotional learning and self-regulation strategies.</p> <p>- Build self-efficacy and resiliency for students, staff and families around well-being and the responsibilities that come with digital citizenship in the 21st century.</p>	<ol style="list-style-type: none"> 1. Student Success/Student Services teams/Taking Stock. 2. Wellness Team Activities (virtual means). 3. Catholic School Council "Teen Mental Health Speaker Series" – virtual opportunities? 4. READI group meetings (if physical distancing allows). 5. Student leadership opportunities. (if physical distancing allows) – Jack.org chapter to start at HC. 6. Grade 8 Transition Program and other connections to elementary partner schools (exploring virtual means of connection – Loom Videos and Teams meetings) 7. HC Green-Team/CICs work. 8. COMPASS survey. 9. CYWs and School Social Workers out reach to remote learners – many virtual supports available for students in need. 	<p>-Student success team, admin team working with attendance counsellor and other supports.</p> <p>- Safe Space available for members of the LGBTQ+ community (READI – Rainbow Education Alliance of Diverse Individuals).</p> <p>-Wellness Weds (monthly focus for community well-being) organized by wellness team – virtual campaign?</p> <p>-continued collaboration with Dr. Su Buchanan #GotYourBackHC to promote self-efficacy and resiliency in our students/staff – virtual connection?</p>
		<p>Stewardship of Others</p> <p>-Demonstrate our commitment to the Catholic Social Teachings through the board theme of Faith in Action through leadership, service and advocacy.</p>	<p>-provide daily opportunities for student voice, responsibility, choice and leadership for students of all profiles.</p> <p>-Support, create and evaluate opportunities to work for justice and peace, and respond to the needs of our local and global communities guided by the work of the ALCDSB social justice committee as it sets priorities for each school community.</p> <p>-continue to build capacity in school communities around equity and inclusivity as linked to our Catholic social teachings.</p>		<p>- dedicated use of the school website to highlight events, programs, wellness and faith activities – better informed parent community, monthly CSC.</p> <p>-Transition activities include several opportunities for our incoming grade 8s to connect with the High School – video highlights)</p> <p>- Virtual visits to Grade 8 classes begin in the fall and continue in January and again in June – involve HC student voice (students council). Counsellors creating Loom videos for grade 8s about application process).</p> <p>- HC student uptake on the guidance D2L page and a better means to communicate information about future planning.</p> <p>-student leadership is promoted at HC.</p>



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		<p>Stewardship of God's Resources</p> <p>-Confirm our commitment to stewardship of God's creation through experiential learning in a variety of learning environments and through active service.</p>	<p>-support and enhance the principles of sustainability and demonstrate commitment to outdoor and environmental education through the framework of the Ontario EcoSchools program.</p> <p>-promote integrated learning opportunities in outdoor environments to support academic achievement and wellness.</p> <p>-support the learning about, in, and caring for God's gift of Creation through environmental programming.</p>		<p>-The HC green-team will operate under the umbrella of CICs.</p> <p>-commitment to registration and completion of the EcoSchools certification each year..</p> <p>-SHSM in the environment will continue to provide many opportunities for outdoor learning. Establishment of Grade 9 and 10 PAD courses to support SHSM stream.</p>
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