



# School Improvement Plan for Student Achievement and Well-being 2022-2023 (SIPSAW)

## Vision

We imagine a world where all are empowered to reach their full potential through faith and service

## Mission

The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful

## Values

- Our Catholic faith and the joy that comes from living Christ-centered lives
  - Responsibility and Stewardship
  - Equity and Well-being
- Individual Success and Accomplishment



## Discipleship (Faith)

## Scholarship (Achievement)

## Stewardship (Equity)

Strategic

- Build intentional Catholic environments that express the richness of our faith.
- Support the seamless integration of the Catholic faith into all system priorities.

- Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning
- Empower students' capacity to lead their own learning, in order to embrace their God-given talents

- Promote a culture of Equity within ALCDSB.
- Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.

Goals

- Build capacity to ensure that all schools reflect our Catholic beliefs.
- Nurture the relationship between the home, school, and parish through pastoral planning at both the school and system level.
- Implement and support the annual Board pastoral themes to celebrate and express our Catholic faith.
- Build staff capacity to fulfill the dual mandate of Catholic education.
- Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities.

- Increase student confidence and proficiency in literacy (including second language learning) and numeracy.
- Accompany students along their journey to becoming expert learners through the consistent practice of student-centered pedagogy.
- Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.

- Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.
- All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.

Actions

We will create a culture of belonging where every member of our community feels welcomed, accepted, safe and loved.

We will provide faith formation opportunities through our use of the GIFGIC and Fully Alive resources and our partnership with the diocese (Friar Reto, Friar David and Holy Family Parish).

We will engage students in inquiry-based learning opportunities that explore the application of the Catholic Social Teachings and the UN Sustainable Development Goals to their values and lived experiences.

We will reach every reader by explicitly teaching the five 'keys' to reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

We will show growth in our Early Numeracy Behaviours and Math Fact Fluency.

We will engage in student-driven inquiry, developing our questioning skills and our ability to communicate our understanding.

We will use the resilience building blocks to build the capacity of our students to be resilient (i.e., emotionally health and equipped to successfully confront challenges and bounce back from setbacks) to mitigate and overcome the impacts of trauma and toxic stress on their brains, leading to improved learning and long-term life outcomes.

Key Performance Indicators

Students and staff will engage in restorative practices to build positive relationships (ex. Restorative Circles, Student Leadership Opportunities).

Staff will apply a trauma-informed approach (ex. the use of PACE language, remaining relationship-centred) in their daily interactions with students and families.

Students and staff will build capacity in regulation practices to help ourselves refocus, reflect, and be ready to learn.

Students and staff will celebrate our faith through school masses at Holy Family Parish, prayer services, retreats and through daily community prayer.

School leaders will use the board-generated "look for" tool to record observations of the school learning journey and effective Phonological and Phonemic Awareness and Phonics instructional practices.

School leaders will support a focus on developing vocabulary and background knowledge (for comprehension) by purchasing literacy-based, content-area instructional resources (Science Readers and Edwin).

SERTs will model and assist educators to integrate Math Fact Fluency instruction and practice (e.g., Early Numeracy Support Document activities, Estimation Routines, MRR games).

School leaders will continue to model the use of the QFT Questioning Technique to launch C3 (Curiosity Creates Change) student inquiry.

Resiliency Trees are evident in each classroom, and are being filled regularly with resilience leaves.

Monthly assemblies to recognize student growth in developing resilience building blocks for each month's theme (e.g., September - Relationships).

Daily announcements and PSAs reminding staff and students of our resilience focus for the month.

Educators use of the one-pager supporting resource to provide students with opportunities to model, learn and practice the resiliency building blocks for that month.

School leaders will share a condensed one-pager with families each month to support their use of resiliency building-block activities at home.

Monitoring

School leaders will model and support staff to engage in restorative practices.

School leaders will observe educators modeling and teaching regulation practices and strategies in their classrooms.

School masses once per month at Holy Family Parish.

School leaders will invite Friar Reto into the school to support and provide faith formation opportunities to students and staff.

Student products will contain evidence of Catholic Social Teachings.

Compare and contrast the progress of Phonological Awareness and Phonemic Awareness assessment data (e.g., PASS, PAST, Letter-Sound Assessment, Phoneme-Grapheme Correspondence Tool, PM) from set points in the year.

Compare and contrast the progress of Math Fact Fluency assessment data (e.g., Math Running Records) from set points in the year.

Compare and contrast the ability of our students to generate essential questions, through the use of QFT, to drive instruction and learning across all subject areas, with a specific focus on Social Studies and Science.

School leaders, in collaboration with the CYW, will provide educators with each month's one-page resource.

School leaders will observe educators using the one-page resource in their classrooms.

Compare and contrast the progress of students developing the various building blocks of resilience through the collection of data (e.g., pre-post student surveys) from set points in the year.

Staff will be provided with professional learning resources to deepen their own understanding of resiliency.

