



St. Mary Catholic School Improvement Plan for Student Achievement and Well-Being 2020-2021

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 | |
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| Discipleship | <p>VISION: We imagine a world where all are empowered to reach their full potential through faith and service.</p> <p>MISSION: The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful.</p> <p>OUR VALUES:</p> <ul style="list-style-type: none"> ➤ Our Catholic faith and the joy that comes from living Christ-centered lives | <p>If we focus on social justice and equity as a tool to accompany student voice and advocacy for others... (D1)</p> | <p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Show an understanding of other people’s perspectives, through empathy. (D1a) • Identify social justice issues locally and globally, through interactions in service of others. (D1b) | <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. 4. 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. | |
| | | <p>If we teach our students that they are part of a world wide faith community with a focus on Servant Leadership, communal responsibility and a devotion to serving others through the teachings of Christ... (D2)</p> | <p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Perform service based on a sense of personal faith. (D2a) • Practitce their commitment to others through acts of charity and service with a personal understanding of “why” they are doing something as a calling by Christ. (D2b) | | <ul style="list-style-type: none"> ➤ Resources like bibles, prayer tables and mentor texts will feature our Catholic liturgical teachings from a social justice perspective. ➤ Mental Wellbeing will be featured in our community. |
| | | <p>If we integrate our faith throughout daily learning and through masses, Sacraments and our Board Theme of “All Are Welcomed in This Place.” (D3)</p> | <p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Communicate why we would gather as a community in various forms of faith gatherings and personal benefits from them. (D3a) • Be able to pray for other’s intentions in their daily prayers and communicate “why” we do this. (D3b) • 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. (D3c) • Students and staff will be deeply immersed in scripture based on: “Welcome one another, therefore, just as Christ has welcomed you, for the glory of God. Romans 15:7” (D3d) • Be leaders in faith with their peers, family and younger students (D3e) | | <ul style="list-style-type: none"> ➤ Renewing the Promise will be featured as a starting point with all CPC and staff events. ➤ The liturgical calendar will be made more present around the school, not just in religion programs. |



ST. MARY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2020-2021

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 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.

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| Scholarship | <p>VISION: We imagine a world where all are empowered to reach their full potential through faith and service.</p> | <p>If we implement the new Ontario Math Curriculum, while focusing on Number Sense in all strands of math using explicit vocabulary. (S1)</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. (S1a) • Demonstrate their knowledge of numbers through a balance of oral and written expression tasks, including building their metacognitive capacity through fluidity of math application. (S1b) • 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. (S1c) | <p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. Teachers will implement the new Ontario Math Curriculum 2. Teachers will use EQAO Data, MDI and Survey Results to plan learning activities for students. 3. Teachers will participate and lead Professional Learning Communities (PLCs) for Math and Literacy. 4. Teachers will participate in Professional Discussions with peers around Student and Classroom Profiles to inform planning. 5. Staff will use PRIME, PM, PASS Screener data to create classroom profiles and learning opportunities for their students based on Student Centered profiles. 6. Classrooms will have purposeful design based on student voice and interest. 7. Work with Community Partners like Children's Mental Health, CAS, Quinte Rehab and our parish to provide further levels of support and professional knowledge of staff in meeting the needs of our students. 8. Use of Early Numeracy Behaviours Tool for Kindergarten to benchmark and |
| | <p>MISSION: The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful.</p> <p>OUR VALUES:</p> <ul style="list-style-type: none"> ➤ Individual Success and Accomplishment | <p>If we design learning experiences and pathways that are accessible and responsive to all learners using Universal Design for Learning... (S2)</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. (S2a) • 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. (S2b) • Be able to produce and collect work that demonstrates their strengths and interests (How can I be a responsible Producer?). (S2c) • 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. (S2d) | |

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| | | <p>If we work on implementing “Reaching Every Reader” for our primary level students... (S3)</p> | <p>Then our students will be able to:</p> <ul style="list-style-type: none"> • Use tools and strategies to help them become more effective readers and writers(S3a) • demonstrate strong literacy skills to enhance their ability to read unfamiliar and familiar texts (S3b) • demonstrate strong comprehension skills to apply their reading to application topics. (S3c) | <p>plan for students who need supports. 9. Use of MathUp Program in Primary and Junior classes to build teacher capacity in planning Student Centered Learning experiences. 10. 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 this document and how to make them visible for tracking.</p> | <ul style="list-style-type: none"> • Teachers will confidently provide synchronous learning experiences for all students • Student Engagement and Interest will be evident in the classroom, tasks and products that they produce. • All gatherings will include our School Land Acknowledgement. |
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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.

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.

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| Stewardship | <p>VISION: We imagine a world where all are empowered to reach their full potential through faith and service.</p> | <p>If we continue to teach our students how to be Stewards of God's gift of creation and the earth... (ST1)</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. (ST1a) • Describe how they can waste at school and home; acting as mentors to their families at home. (ST1b) • Diminish the amount of landfill garbage through recycling and litter-less lunch (boomerang lunch). (ST1c) | <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. Educators will further develop their skills in providing engaging outdoor experiences using Dirty Teaching and Messy Math as their guide. 3. 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. 4. School Administration and staff 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. 5. Teachers will continue to nurture the positive relationships with students' families who are struggling to regularly attend school and will be the First Door for them. | |
| | <p>MISSION: The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful.</p> | <p>If we use data like our MDI, attendance data, student profiles and student interest surveys, EQAO data and Breakfast Club usage to plan for adult and student's wellness... (ST2)</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. (ST2a) • Develop quality relationships with adults and children in the school to promote partnerships in learning. (ST2b) • Consider the school a community partner and resource to share responsibilities in a meaningful and culturally appropriate way. (ST2c) • Access resources in the school to meet their own personal needs and support each other. (ST2d) • See themselves represented in the resources we use, the physical environment of the school and the yard. (ST2e) | | <ul style="list-style-type: none"> • Our ECO team will educate and monitor classroom activities around reducing our Carbon Footprint. • The school will implement Boomerang School work to maintain our Platinum Level ECO Schools Certification. |
| | <p>OUR VALUES:</p> <p>➤ Responsibility and Stewardship</p> | <p>If we create school level allies for the promotion, integration and celebration of our Indigenous teachings and traditions... (ST3)</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. (ST3a) • Speak with pride and confidence about their personal connection to their cultural identity and its place in our community. (ST3b) • Recognize and participate in various Indigenous cultural teachings, gatherings and ceremonies as they work to create a balanced and diverse world. (ST3c) • Communicate the historical and contemporary struggles and challenges faced by Indigenous cultures across Canada. (ST3d) • Have an understanding that they are in relationship with their Indigenous peers and their families; while being a part of our Catholic Faith Community. (ST3e) | | <ul style="list-style-type: none"> • Community Partners will provide supports to students and families in the school based on an asset mindset and student/family voice. • Greater engagement of parents/guardians in key decision-making elements for the school through discussions and collaborative times together. |