

Pillar: Teaching and Learning

Strategic Priority: Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

SEF Indicators: 1.5, 4.3

CGEs: A Collaborative Contributor who thinks critically about the meaning and purpose of work

<p>Theory of Action, based on Needs Assessment</p> <p>PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW 	<p>Evidence-based Instructional and Assessment Strategies</p> <p>ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk 	<p>Data/evidence gathered for monitoring</p> <p>OBSERVE</p> <ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	<p>Analyze, assess, where to next?</p> <p>REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
<p>If self-assessment skills and goal setting are taught, modelled and practised, then students will use success criteria and feedback to assess and monitor their progress and set individual learning goals.</p> <p>If students are taught the problem solving model and how to apply it across different subjects then students will use it independently when completing tasks.</p>	<p>-regular and consistent goal monitoring opportunities for feedback from both the student/peers and the teacher</p> <p>-explicitly teach/review the Problem Solving Model -teach using the Problem Solving Model (from math curriculum) and extend to other problem solving situations (consider what does it look like, feel like, sound like).</p>		
<p>Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting</p>			

Pillar: Personal Pathways and Well-Being

Strategic Priority: Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SEF Indicators: (select no more than 2) 5.2

CGEs: A Self-Directed, Responsible, Lifelong Learner

<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;">PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW 	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;">ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk 	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;">OBSERVE</p> <ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	<p>Analyze, assess, where to next?</p> <p style="text-align: center;">REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
<p>If we provide opportunities that explicitly support student well-being through the teaching of self regulation strategies then students will self-regulate to demonstrate a readiness and willingness to learn.</p>	<p>-implement a curriculum that teaches self-regulation such as MindUp, Stress Lesson from the Psychology Foundation of Canada</p> <p>-model strategies within classroom such as meditation, mindfulness</p>		
<p>Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting</p>			

ST LUKE CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017-2018

Pillar: Living Our Catholic Faith

Strategic Priority: Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

SEF Indicators: Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.

CGEs : The Ontario Catholic School Graduate Expectations are the primary area of focus for this pillar.

<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;">PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW 	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;">ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk 	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;">OBSERVE</p> <ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	<p>Analyze, assess, where to next?</p> <p style="text-align: center;">REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs
<p>If we intentionally support catechetical instruction through the Religious Education program, model Gospel values and Catholic Social Teachings in our relationships, and work collaboratively with the parish, families, and students, then students will take an active role in being faith-filled, contributing members of their school, home, and parish communities while living out the Ontario Catholic Graduate Expectations.</p>	<ul style="list-style-type: none"> -embedding Catholic Social Teachings across curriculum expectations - Collaborate with the church community for sacrament preparation -purposeful teaching of the OCGEs; recognizing students who demonstrate OCGEs in their actions at Good News Assemblies. 		
<p>Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting</p>			