

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

Pillar	Theory of Action	School Effectiveness Framework Indicator (one or two at most)	Catholic School Graduate Expectation (one or two at most)	Targeted, Evidence-Based Strategies/Actions	Monitoring Using the School Effectiveness Framework
<p>Teaching and Learning</p> <p style="text-align: center;">LEARNING</p>	<p>If staff facilitates student-led inquiry-based experiences to extend student learning in an inclusive manner...</p> <p>If teachers apply embedded technology...</p> <p>If teachers model growth mindset...</p> <p>Then students will be able to articulate and demonstrate their learning.</p>	<p>2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practices and contributes to a culture of learning.</p> <p>4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.</p>	<p>An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.</p> <p>A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.</p>	<p>Growth Mindset</p> <ul style="list-style-type: none"> Continue conversations of growth mindset during staff meetings and professional learning Development of growth mindset information for students within each classroom Perseverance is modeled and celebrated <p>Collaborative Inquiry</p> <ul style="list-style-type: none"> Professional Learning Plan including the importance of “Grit” Set foundations for collaborative student-led learning-collaboration vs. cooperation <p>Assessment</p> <ul style="list-style-type: none"> Continue to implement and refine Assessment For, AS and Of learning Devote staff meeting time to the sharing of best assessment practices 	<p>4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.</p> <p>4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.</p> <p>Students:</p> <ul style="list-style-type: none"> demonstrate and apply their learning in a variety of contexts and forms are given authentic problems to solve using technology and other current resources artifacts and ongoing observations from inquiries will be discussed to assess learning
<p>Personal Pathways and Well-Being</p> <p style="text-align: center;">LEADERSHIP</p>	<p>If all staff collaboratively supports a growth mind-set that allows for the unique pathway of each student...</p> <p>Then students will believe-in themselves, exercise their minds and reach their goals.</p>	<p>3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.</p> <p>4.5 Instruction and assessment are differentiated in response student strengths, needs and prior learning.</p>	<p>A collaborative contributor who finds meaning, dignity, and vocation in work that respects the rights of all and contributes to the common good.</p> <p>A self-directed, responsible, lifelong learner who develops and demonstrates God-given potential.</p>	<ul style="list-style-type: none"> Further develop parent engagement through positive relationship building Introduction of transition plans for all students with IEPs 	<p>4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.</p> <ul style="list-style-type: none"> continuous professional learning for staff with an inquiry based focus staff help students set and monitor personal goals related to classroom goals students engage in personal goal setting and reflect on their progress <p>2.5 Staff, students, parents and school community promote and sustain well-being and positive student behavior in a safe, accepting, inclusive and healthy learning environment.</p> <ul style="list-style-type: none"> The learning environments of the school help support diversity and acceptance with a focus on healthy learning and well-being

