

St. Dominic Catholic School Improvement Plan 2017

Thinking and Learning – Language

Needs Assessment						
Not all students are organized in their thinking and/or are performing at or above the provincial standard in language.						
School Effectiveness Indicator						
Teaching and Learning incorporates 21 st century content, global perspectives, learning skills, resources and technology.						
Inquiry Statement						
If students are exposed to rich tasks, co-create success criteria and receive timely and descriptive feedback regarding their efforts with the Thinking Matrix (4-8)c and a writing continuum(K-3), then students will improve their thinking skills and benefit from peer and self assessment opportunities.						
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning for Staff and Communication with Parents	Monitoring of the Achievement	Responsibility	Achievement of Success Criteria	Reflection
<p>. Focus will be on critical literacy skills: expectations 1.4-1.9 and teaching about clustering expectations</p> <p>Implementation of Computer Software and hardware to support thinking and learning in the classroom. ipads and apple tv have been provided to all classrooms. Teachers will use programs/options such as air drop, air play, seesaw, show me, Kahoot etc Software will support Critical Literacy focus of 1.4-1.9 and will provide opportunities for parent involvement</p> <p>Class and small group instruction on age appropriate computer software.</p> <p>Additional personnel to support teaching and learning with technology –Librarian, Principal, SERTs and itinerant Teachers consultants</p> <p>Staff and Student computer training in a variety of groupings</p> <p>Weekly focus at PLCs on student work and providing effective and timely feedback</p> <p>Discussion of current practices and next steps for instruction</p> <p>Moderated marking</p> <p>Teacher moderation</p> <p>use of a writing continuum</p>	<p>Intranet Resources</p> <p>Nelson Literacy (Gr 2-8)</p> <p>Student work created during inquiry process</p> <p>Achievement Charts and success criteria</p> <p>LNS resources</p> <p>Thinking Matrix</p> <p>Computer programs and training in programs</p> <p>Allie / Alan / school based experts</p> <p>Sandra Herbst and her work with continuums</p> <p>Laptops, iPads and appropriate software</p> <p><u>Resistance is Futile</u> Marlene MacIntosh</p> <p>Support of P, SERTS, Librarian, EAs and lead teachers</p>	<p>Creation and implementation of common visuals and language in each classroom of teachers and students</p> <p>Creation and understanding of Thinking Matrix and writing continuum of teachers and students</p> <p>Using data to inform instruction</p> <p>WordQ3 Kurzweil SMART BOARDS Guided reading / Daily 5 / The Cafe</p> <p>Weekly focus at PLCs on student work</p> <p>Discussion of current practices and next steps for instruction through the creation of a continuum of work in writing</p> <p>Moderated marking & Teacher moderation</p> <p>Teacher moderation</p> <p>Introduction and use of SYMBALOO & VOICETHREAD</p>	<p>TLCP cycle in all terms</p> <p>Focus on SEF indicators, data, Big Idea, Culminating Task and Clustering Expectations</p> <p>Moderating Work</p> <p>Creating Success Criteria and Class Profile Data Charts</p> <p>PM Benchmark, DRA and GB+ Data</p> <p>EQAO Data</p> <p>SRT Screening Tool</p> <p>Moderation and creation of success criteria, class profile data chart, choosing of culminating tasks and sharing of innovative teaching strategies.</p> <p>Increase self-evaluation/reflection-goal setting for next task or reporting period.</p> <p>Use in classrooms of the writing continuum</p> <p>On-going dialogue with staff after loading programs, apps and training with technology</p>	<p>Principals</p> <p>Teachers</p> <p>SERTS</p> <p>ILP Teachers</p>	<p>Positive teacher reflections before during and after the TLCP</p> <p>Formal and Informal data (which will be shared with parents in a variety of ways)</p> <p>Teacher reports that they are using timely and descriptive feedback</p> <p>Increase use of technology and the continuum by staff and students</p> <p>Students and Teachers that can speak indepth about a student's achievement and easily identify specific next steps for learning</p>	

Parent Communication: Continued focus on the writing continuum with parents and how students, staff and parents can use these tools to reflect on achievement and plan for next steps for growth. How parents can support student learning is also addressed in the school communication and classroom newsletters. The writing continuum will be a focus of parent teacher interviews.

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Thinking and Learning – Problem Solving Focus

Needs Assessment						
Not all classrooms are regularly using the three part math lesson (Minds on, Action and Consolidation). Some teachers are not confident in teaching problem solving strategies, using open ended questions and manipulatives in every lesson.						
School Effectiveness Indicator						
Timely and tiered interventions supported by a team approach, respond to individual learning needs Teaching and Learning incorporates 21 st century content, global perspectives, learning skills, resources and technology.						
Inquiry Statement						
If teachers build their confidence in the 3 part math lesson, the continuum of problem solving strategies and the use of manipulatives, then the students will also increase confidence and understanding of the mathematical processes and how to solve problems in a variety of ways using manipulatives and communicate their thinking mathematically.						
Targeted, Evidence-Based /ActionsStrategies	Resources	Professional Learning	Monitoring of the Achievement	Responsibility	Achievement of Success Criteria	Reflection
Promote the use of the three-part lesson in all math classrooms, K – 8	TLLP for math \$33,000.00	the use of problem Solving continuum	Division learning time	Teachers Principal itinerant Math teacher SAO	EQAO will report higher success rates	
Promote the use of problem solving using continuum	Teacher resources from the board and the province.	The use of problem solving activities to improve mathematical confidence and achievement in all strands of the math curriculum.	Collaborative inquiry with Liz Brioux at St Martin		3 part math lessons will occur on a more regular basis	
Effective mathematics teaching practice in all classrooms	Math Makes Sense	Learning goals and success criteria for math lessons	Work with itinerat teacher and SAO for math		Manipulatives will be used	
Explicit teaching regarding the use of math language, strategies, the problem solving template and continuum as well as sentence starters in all classrooms	Effective Guide to Math Instruction	The importance of good math questions that can be accessed at a variety of entry points and are based in real life			Through observation and conversation we will find that students are increasingly and with confidence using problem solving strategies to communicate mathematically	
Classes working together to complete and solve problems	Math books such as Marian Small	Professional learning and dialogue around what effective mathematics teaching practice looks and sounds like			Confidence in PS continuum.	
Lead teachers going into learning teachers classrooms to introduce the problem solving template and continuum and then to Co plan, teach and reflect on student thinking and learning in the classroom	supports for 3 part math lessons, Khan Academy, Smart Board Lessons, computer program and ipad apps and options				Confidence in the use of different programs, ipads, apps and options	
	Prime and Board posters with sentence starters				Students and Teachers speaking in depth about student achievement and next steps for learning	
	Itinerant math teacher				eagerness to coplan, coteach and coreflect on success, weaknesses and next steps for learning	
	SAO for math					

Parent Communication: Parents receive updates regarding Math and the pedagogical impact of problem solving on student achievement. Introduction of the Problem Solving Continuum to parents and how students, staff and parents can use the continuum to reflect on achievement and plan for next steps for growth. How a student uses the problem solving template and continuum to think and learn in math will be a focus at Parent / Teacher conferences. This communication occurs through school communication and classroom newsletters.

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Living Our Catholic Faith

Needs Assessment						
Working with the Parish and parents to support students in grades 2 and 7 make their Sacraments. New Teachers in grades 1-4 learning the new support documents Growing in Faith. All teachers and rosary volunteers to work together to teach students the Rosary.						
School Effectiveness Indicator Focus – Staff perceived area of improvement						
Staff, students and school community promote and sustain well-being and positive student behavior in a safe and healthy learning environment. Teaching and Learning incorporates 21 st century content, global perspectives, learning skills, resources and technology.						
Inquiry Statement						
If staff, students and school community promote and sustain well-being and positive student behavior in a safe and healthy learning environment through teaching and learning about the Sacraments, the Rosary and new Growing in Faith resources, then students will be able to articulate and live the catechesis taught which will ensure a safe and healthy learning environment.						
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning for Staff and Communication with Parents	Monitoring of the Achievement	Responsibility	Achievement of Success Criteria	Reflection
<p>Professional Learning Team discussions and dialogue about preparing for the Sacraments, teaching the Rosary to students and new teachers to grade 1-4 learning about the Growing in Faith documents will enhance the faith lives of all those in the St. Dominic School community.</p> <p>A conscience effort to ensure that Catholicity is at the fore front of all class and school based activities</p> <p>Religion classes will follow the Catechesis from the CCCB and be taught for 30 minutes each day</p> <p>Meetings with the Parish Priest and Rosary volunteers to ensure that we are coordinating and supporting one another as we support the faith lives of our children.</p>	<p>PVNCCDSB required resources for Religion and Fully Alive programs</p> <p>Teacher resources</p> <p>Religion resources for grades 1-4</p> <p>Rosary posters</p> <p>The Chosen resources</p> <p>Growing in Faith</p>	<p>Dialogue about teaching the catechesis programs for each grade</p> <p>The theological foundations, students' stages of faith development, program learning goals and rituals/symbols distinct to each grade for the appropriate catechetical program.</p>	<p>Professional Learning Team Meetings</p>	<p>Teachers</p> <p>Principal</p>	<p>All community members will be able to discuss the ways we can work together</p> <p>Religion will be 30 minutes each and every day</p> <p>Parents will understand how they can support their children during the Sacraments and how the Parish and the school can also support the process</p> <p>New teachers to grade 1-4 will articulate their comfort level with the Growing in Faith resources</p> <p>Rosary volunteers and Teachers will be able to articulate how they work together to support children learning the Rosary</p> <p>Students will participate in the Rosary</p>	

Parent Communication: Teachers explain the importance of the sign, symbols and stories of the grade level to parents through the monthly classroom newsletters. Weekly TEAM Tuesday meetings, school communication and events will be utilized to explain the importance of growing on our faith journeys.

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Personal Pathways and Well Being

Needs Assessment						
Successful Pathways are needed for all students. Successful pathways are created when we have a caring community of learners. Our school has a BYOD policy in place. As with all of society, our students are spending more time on the Internet. Parents, Students and staff are unaware of the many pitfalls and dangers of the Internet. Hopefully when a caring community is in place students will be empowered to seek assistance when something they experience on the Internet does not seem quite right.						
School Effectiveness Indicator						
Students, parents and teachers understand the full range of pathways, options, programs and supports available. Teaching and Learning incorporates 21 st century content, global perspectives, learning skills, resources and technology.						
Inquiry Statement						
If St Dominic has a strong school community and uses the Internet safety resources from Canadian Centre for Child Protection then our students will feel educated and comfortable about appropriate internet use and when concerned will seek support from their teachers and parents.						
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning for Staff and Communication with Parents	Monitoring of the Achievement	Responsibility	Achievement of Success Criteria	Reflection
<p>Weekly TEAM Tuesday meetings and House system organized to build community and consistent understanding of how we thrive in a caring environment.</p> <p>Every student and staff member was assigned a house colour and provided with a t-shirt from the school and a waterbottle from the CSC.</p> <p>House based activities to build community, a sense of belong and friendships</p> <p>Student Government</p> <p>Technology training for Students and Staff with board trainer Allie and Consultant Alan Morin</p> <p>In serve with the Canadian Centre for Child Safety and Protection</p> <p>Internet Safety presentation from OPP Constable Brian McDermott</p>	<p>Board resources</p> <p>MOE curriculum</p> <p>10 Myths about bullying inserts in class and school newsletters</p> <p>Mental health resources from the board, ministry and a variety of other sources</p> <p>Education for All</p> <p>Videos, guest speakers and performances which support our school goals and help the community grow and thrive</p> <p>Canadian Centre for Child Protection curriculum and supports</p>	<p>Some Technology PD will occur during TEAM Tuesday PLCs by Alan Morin</p> <p>During the day and after school technology training provided by Board SEA trainer and Principal</p> <p>TEAM Tuesday Meetings in the gym and in the PLC</p>	<p>Teachers Principal Students Parents</p> <p>events during anti-bullying week</p>	<p>Teachers Principal Superintendent Students Parents</p>	<p>On-going dialogue with staff, students and parents regarding student life at St. Dominic for each division</p> <p>Decrease in behavior because of the community built at the school</p> <p>Students articulating concerns when they occur</p> <p>An active and engaged student body in all aspects of school life</p> <p>Increase use of technology</p> <p>Intermediate students being able to articulate their learning needs as outlined in the IEP if it is not being provided in the classroom</p> <p>A comfort level with students, parents and staff to talk about concerning actions on the internet</p>	

Parent Communication: Through the school and classroom newsletters, parents will be educated regarding “Education for All” and the importance of mental health and well-being for everyone.