



Hamilton-Wentworth Catholic District School Board
Believing, Achieving, Serving

SCHOOL IMPROVEMENT PLAN - 2014 – 2015

Canadian Martyrs Catholic Elementary School

PILLARS - GOALS

LEARNING WITH FAITH: OUR CATHOLIC SCHOOL IDENTITY SYSTEM GOAL

The staff of the HWCDSB will work to deepen the integration of the teachings of our Catholic faith into all aspects of school culture in order to strengthen students' commitment to Christ and the Church. This goal will focus on the implementation of Religious Education Curriculum; promotion of prayer; integration of Catholic Social Teaching in program and curriculum; and the development of Catholic student leadership.

LITERACY SYSTEM GOAL

The staff of the HWCDSB will work to improve all students' achievement in literacy by using varied research-based instructional and assessment practices that respond to student learning needs and interests. This goal will focus on the assessment continuum; differentiation of instruction; and inquiry-based learning.

NUMERACY SYSTEM GOAL

The staff of the HWCDSB will work to improve students' mathematical achievement by using research based instructional and assessment practices that respond to student learning needs and interests. This goal will focus on the implementation of assessment for learning and as learning; balanced programming, differentiation of instruction; and deepening the mathematical knowledge for teaching.

PATHWAYS SYSTEM GOAL

The staff of the HWCDSB will work to improve student achievement by providing relevant, supportive and equitable programming that reflects the learning needs and interests of all students. This goal will focus on supporting education/career/life planning; providing programming in and outside of the classroom for distinct learning groups; and engaging parent/community partners in programming.

CATHOLIC COMMUNITY, CULTURE & SERVICE SYSTEM GOAL

The staff of the HWCDSB will work to establish and foster equitable, inclusive, healthy, safe and engaging school and classroom environments. This goal will focus on the creation of a positive and inclusive Catholic school climate which fosters equity, diversity, and the promotion of student mental health and well-being; the development of a preventative and responsive anti-bullying climate that is spiritually, physically, socially, emotionally safe for all students; the increased engagement and achievement of First Nations, Metis, and Inuit (FNMI) students.

LEARNING WITH FAITH

BOARD GOAL STATEMENT:

GOAL STATEMENT:

The staff of the HWCDSB will work to deepen the integration of the teachings of our Catholic faith into all aspects of school culture in order to strengthen students' commitment to Christ and the Church. This goal will focus on Implementation of Religious Education Curriculum, promotion of prayer, integration of Catholic Social Teaching in program and curriculum, and the development of Catholic student leadership.

SCHOOL GOALS STATEMENT:

The staff of Canadian Martyrs CES will continue to work to deepen students' knowledge and Catholic doctrine in order to grow in faith and virtue, and to strengthen their commitment to Christ in the Church, with an emphasis on prayer and stewardship.

DATA:

Percentage of Students Achieving Level 3 & 4				
Schools by Pane		Can. Martyr		
Reporting Period		F		
		⊕ Religious and Family Life Education		
		⊕ 2011-2012	⊕ 2012-2013	⊕ 2013-2014
⊖ Primary	Grade 01	100%	70%	96%
	Grade 02	91%	100%	100%
	Grade 03	100%	90%	100%
⊖ Junior	Grade 04	70%	92%	90%
	Grade 05	100%	100%	100%
	Grade 06	100%	86%	95%
⊖ Intermediate	Grade 07	70%	91%	100%
	Grade 08	96%	96%	90%
Total		91%	91%	96%

Canadian Martyrs ECO Certification Data

	2011-12	2012-13	2013-14
Site Visit	Yes	Yes	Yes
Certification	Gold	Gold	Gold

Canadian Martyrs – Sacraments Received

	2011-12	2012-13	2013-14
Baptism			1 Student
Reconciliation	9/16 56%	17/17 100%	14/20 70%
Communion	9/16 56%	17/17 100%	14/20 70%
Confirmation	21/23 91%	N/A	26/30 87%

Canadian Martyrs – Catholic V.S. Non-Catholic Students

	2011-12	2012-13	2013-14
Non-Catholic	25/217 12%	39/226 17%	49/219 22%
Catholic	192/217 88%	187/226 83%	170/219 78%

LEARNING WITH FAITH		EVIDENCE OF PROGRESS	WHO IS MONITORING?
FAITH FOCUS	Promotion of Prayer and Stewardship throughout our Catholic school community	<ul style="list-style-type: none"> Students will actively participate during daily morning/closing prayer (Children’s Daily Prayer 2014-2015). Students will observe the Seasonal Liturgical calendar (Season of Advent, Christmas, Lent, Easter, and Ordinary Times) during daily prayer reflections including feast, saint, and memorial days aligned with the Faith & Action Calendar. During the Month of October and May, students will reflect & pray a decade of the rosary and reflect each of the groups of mysteries. Student voice will be evident during opening prayers before all school assemblies, student council meetings, and student activities. Students will attend and participate in Monday & Wednesday (12:30p.m.) Community Masses at Canadian Martyrs Church, through rotating classes. Students will become knowledgeable and well versed with the parts of the Mass and responses using personalized booklets. 	<p>Classroom Teachers</p> <p>Principal, Peter Messina</p> <p>Superintendent, Mary Cipolla</p> <p>Religion Rep., Cecilia Pavelka</p> <p>Religion Program Leader, Andy Burns</p> <p>Consultant for Religion and Family Life, Paul Beaudette</p> <p>Pastor of Canadian Martyrs Parish, Father Joe</p> <p>Environmental - Reps in school, Ann Leon, Cecilia Pavelka</p> <p>Pilgrimage Contact, Darren Fletcher</p>
CSEF INDICATORS	<p>F4.3 Prayer is central in the life of the school.</p> <p>F3.1 The Gospel model of servant-leadership is evident.</p>		
EVIDENCE BASED, TARGETED STRATEGIES/ ACTIONS	<ul style="list-style-type: none"> Through Religious Education classes, teachers will model, ensure, and promote active student participation in the various forms of prayer such as: Traditional Prayers, the Rosary, Meditation, Scripture (readings & reflections), and Mass/Liturgy. Teachers will facilitate active student participation and co-planning with selecting readings and hymns for school liturgies and Masses; as well, teachers will prepare and rehearse with students the responses to the parts of the Mass. Teachers will provide opportunity for student servant-leadership activities in the school, Church, and Community. 		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WHAT DATA ARE WE COLLECTING?</p>	<ul style="list-style-type: none"> • Increased Student Participation during daily opening/closing prayers, liturgies and Masses • Tracking Catholic verses non-Catholic Students; including students receiving the Sacraments of Reconciliation, Communion, and Confirmation • Anecdotal notes and observation of interpersonal skills and teamwork among students • Tracking number of students participating in Social Justice & Charitable activities/initiatives • Ongoing ECO initiatives and programs, Gold ECO school certified, ECO schools site visit and summary report 	<ul style="list-style-type: none"> • Students will participate in ongoing ECO Initiatives throughout the year for example: <ul style="list-style-type: none"> ➤ ECO Celebration & Liturgy (Oct. 1) ➤ City of Hamilton Forestry presentation ➤ Ongoing: compost pickup in the classrooms 2x/week... ➤ Eco-Mentors: Mac students met with each grade... ➤ planning/discussion re: a “butterfly garden” ➤ Vegetable plants and seeds planted in the Victory Garden... ➤ Student involvement in recycling of containers/paper... • Students will actively use the Outdoor Classroom Learning Space & Garden during class time for guided, shared, and independent reading; as well, during recess time. • Students will volunteer in the school and community by giving gratuitous service to others: <p>School:</p> <ul style="list-style-type: none"> ➤ Student Council ➤ Nutrition Program ➤ Bus Patrollers ➤ Bus Buddies ➤ FDK Helpers... <p>Community/Social Justice/Charity Initiatives:</p> <ul style="list-style-type: none"> ➤ food drives ➤ Good Shepherd ➤ Pilgrimage ➤ McMaster Children’s Hospital ➤ Ronald McDonald House ➤ Good Samaritan Christmas Shoe Box Project 	<p>Student Council</p> <p>Catholic School Council</p> <p>School Improvement Team</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NEXT STEPS</p>	<p>Teachers will introduce Christian Meditation to students as another form of prayer to nourish and quiet the body, mind, and soul.</p>		

LITERACY

BOARD GOAL STATEMENT:

The staff of the HWCDSB will work to improve all students' achievement in literacy by using varied research-based instructional and assessment practices that respond to student learning needs and interests. The focus will be on the assessment continuum, differentiation of instruction, and inquiry-based learning.

SCHOOL GOALS STATEMENT:

The staff of Canadian Martyrs CES will work to foster the acquisition, understanding, and independent application of literacy competencies in all areas across the curriculum.

DATA:

- Report Card Marks Levels 1 through 4 Three Year Trend Analysis – **See Attached**
- Achievement Summary Previous Year (June Report Cards & EQAO Results) – **See Attached**
- EQAO Reading and Writing Results Three Year Trend:

Canadian Martyrs	Reading			Writing		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
EQAO Test						
Test 03	62%	33%	56%	83%	89%	61%
Test 06	81%	55%	68%	85%	68%	53%

- Other EQAO Data from on-line “EQAO Tool” (refer to hard copies):
 1. Highlights: Contextual, Attitude & Behaviour, and Achievement
 2. Achievement: All Levels: School, Board, Province
 3. Overtime: 5 Year Trend At or Above Provincial Standard & by Gender
 4. Tracking a Cohort
 5. Summary By Groups of Items: Skills, KICA, MC/OR, Overall Expectations, Language & Mathematics Strands

- Diagnostic Assessment JK – 8 (hard copies):
 1. Running Records
 2. DRA
 3. CASI
 4. Quick Assessment
 5. TLCPC Diagnostic Summative
 6. Diagnostic Class Summary Sheet

LITERACY		EVIDENCE OF PROGRESS	WHO IS MONITORING?
LITERACY FOCUS	<p>Developing visualization skills, point of view and recount. (organizing ideas, word choice and conventions)</p> <p><i>The MOE Expectations for Language directly connect to our literacy focus:</i></p> <p>Reading:1.4, 1.9 Writing:1.2, 1.5, 2.5 Media:1.5 Oral:1.4,1.8, 2.3, 2.7</p>	<ul style="list-style-type: none"> • Students in the Primary grades will be able to use visualization when reading and students in the Junior/Intermediate grades will develop a point of view in reading. All students will be able to successfully write a recount of a story, movie, or personal experience. • Students' Informal testing (Running Records, Quick Assessment, CASI) will demonstrate improvement throughout the term. • Student's daily written work will show evidence of growth. • Students will demonstrate improvement in grammar, spelling and proper use of punctuation in written assignments. • Students will use language skills taught in order to comprehend ideas and information, to express themselves clearly and demonstrate their learning. • Students will communicate with clarity and precision, orally, in writing, and through a variety of media. 	<p>Classroom Teachers,</p> <p>Special Education Resource Teacher (SERT), Lorna Lamparski</p> <p>Literacy Resource Teacher (LRT/RR), Karen Chesla</p> <p>Classroom Teacher, Teacher – Librarian, Joel Begin</p> <p>Principal, Peter Messina</p> <p>Superintendent, Mary Cipolla</p> <p>School Improvement Team,</p> <p>Literacy Consultants, Judy Eaton, Dean Younger</p>

<p style="text-align: center;">CSEF INDICATORS</p>	<p>1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.</p> <p>1.3 Students and educators build on a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</p> <p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.</p> <p>1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.</p> <p>1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.</p>		<p>ESL/ELL Teacher, Mrs. Pietroniro</p>
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<p>EVIDENCE BASED, TARGETED STRATEGIES/ ACTIONS</p>	<ul style="list-style-type: none"> Teachers will use the TLCP model of assessment and Students' Diagnostic Assessment (pre) and Summative Assessment (post) in our TLCP block will demonstrate observable improvement from beginning to culminating activity. <p>Proposed TLCP 6 week divisional blocks: Sept 2 – Oct 10 Oct 14 – Nov 21 Nov 24 – Jan 16 Jan 19 – Feb 27 Mar 2 – Apr 17 Apr 20 – May 29</p> <ul style="list-style-type: none"> Teachers will use Informal Assessments (Running Records, Bridge DRA, Quick Assessment, DRA, CASI) to establish a baseline of each student's strengths and needs. Teachers will co-create success criteria with their students. Teachers will continue to scaffold and utilize the gradual release of responsibility to ensure mastery of curriculum expectations. 		
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<p>WHAT DATA ARE WE COLLECTING?</p>	<p>Diagnostic data formal and informal assessments: running records, Quick Assessment, CASI, Psycho-educational assessment, Brigance</p> <p>Evidence from Student Work and conversation</p> <p>Reading and writing notebooks</p> <p>Student Portfolios</p> <p>Student products in media and technology</p> <p>Variety of Assessment artifacts- (say/write/do)</p> <p>Tracking evidence of feedback to students</p> <p>Observations of descriptive feedback</p> <p>Student Work Samples</p> <p>Samples of daily lesson, resources/materials used</p>		
<p>NEXT STEPS</p>	<p>Monitoring ongoing progress to drive instruction:</p> <ul style="list-style-type: none"> -Setting goals based on student needs -Differentiated Instruction -Modification/accommodations of IEP/IPRC & ESL/ELL <p>-Proposed TLCP 6 week divisional blocks:</p> <p>Sept 2 – Oct 10 Oct 14 – Nov 21 Nov 24 – Jan 16 Jan 19 – Feb 27 Mar 2 – Apr 17 Apr 20 – May 29</p> <ul style="list-style-type: none"> -60 Minutes and Counting Workshops -PD Workshops -Consulting with Literacy Staff Supports 		

NUMERACY

BOARD GOAL STATEMENT:

The staff of the HWCDSB will work to improve students' mathematical achievement by using research based instructional and assessment practices that respond to student learning needs and interests. The focus will be *assessment with an emphasis on "for" and "as" learning; balanced instructional approaches; the differentiation of instruction, and deepening mathematical knowledge for teaching.*

SCHOOL GOALS STATEMENT:

The staff of Canadian Martyrs CES will provide a more intense focus on basic and multi-step operations in all five strands of numeracy through reinforced practice, and improve on student mindset towards mathematics.

DATA:

- Report Card Marks Levels 1 through 4 Three Year Trend Analysis – **See Attached**
- Achievement Summary Previous Year (June Report Cards & EQAO Results) – **See Attached**
- EQAO Mathematics Results Three Year Trend:

Canadian Martyrs			
	Mathematics		
EQAO Test	2011-2012	2012-2013	2013-2014
Test 03	67%	67%	50%
Test 06	44%	41%	26%

- Other EQAO Data from on-line "EQAO Tool" (refer to hard copies):
 1. Highlights: Contextual, Attitude & Behaviour, and Achievement
 2. Achievement: All Levels: School, Board, Province
 3. Overtime: 5 Year Trend At or Above Provincial Standard & by Gender
 4. Tracking a Cohort
 5. Summary By Groups of Items: Skills, KICA, MC/OR, Overall Expectations, Language & Mathematics Strands
- Diagnostic Assessment: PRIME, diagnostic and formative assessments found in core mathematics resources, or teacher created
- Evidence from student work, group work, and conversation
- Diagnostic Class Summary Sheet

NUMERACY		EVIDENCE OF PROGRESS	WHO IS MONITORING?
NUMERACY FOCUS	Promoting a balance in instruction of both basic operations and rich, robust thinking questions.	<ul style="list-style-type: none"> Students will practice the four basic operations in meaningful tasks and apply to bigger problem solving questions. Students will strengthen their basic operational skills and be able to apply these skills to bigger multi-step problem solving questions. Students will use technology based operational programs such as: Prodigy, E-math, Success Maker, Mathematics, and Homework Help to strengthen their individual skills. Students will continue to solve problems and conduct investigations using the problem solving model both in groups and individually. Students will increase their independent mathematical processing by using materials and visuals throughout the classroom to allow risk taking, begin to increased confidence, and building a growth mindset. 	Classroom Teachers, SERT, Lorna Lamparski Principal, Peter Messina School Improvement Team Numeracy Consultant, Christina Scheben Numeracy Class Tutor Gr. 3 & 6 Superintendent, Mary Cipolla ESL/ELL Teacher, Mrs. Pietroniro
CSEF INDICATORS	4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.		
EVIDENCE BASED, TARGETED STRATEGIES/ ACTIONS	<ul style="list-style-type: none"> Teachers will provide opportunity to use the four basic operations for reinforcement and mastery. Teachers will introduce and provide opportunities to use technology in their mathematics programming. Teachers will continue to emphasize problem solving throughout the curriculum using the seven mathematical processes. Teachers will provide manipulatives, anchor charts, and mathematics vocabulary walls to strengthen mathematic skills and improve on student mindset to further increase success. 		

<p>WHAT DATA ARE WE COLLECTING?</p>	<p>Student work Chart activities Unit tests and/or quizzes Teacher observations Key Assessments Report card data EQAO reports E- Math plus, Prodigy, Homework Help, Success Maker reports.</p>		
<p>NEXT STEPS</p>	<ul style="list-style-type: none"> Using information from assessment pieces, teachers can continue with set goals making adjustments based on strengths and needs of the learners. This can be re-teaching of concepts, continuing with basic operations activities, and differentiating the delivery of the 5 math strands for Term 1 with an increased focus on problem solving. 	<ul style="list-style-type: none"> Students will continue with basic operational skills, shared problem solving activities, balanced 3-part lesson activities, unit tests and quizzes, and a transfer of their learning throughout the 5 mathematic strands. 	

PATHWAYS

BOARD GOAL STATEMENT:

The staff of the HWCDSB will work to improve student achievement by providing relevant, supportive and equitable programming that reflects the learning needs and interests of all students. The focus will be on supporting education/career/life planning; providing programming in and outside of the classroom for distinct learning groups; and engaging parent/community partners in programming.

SCHOOL GOALS STATEMENT:

The staff of Canadian Martyrs CES will work to support students with explicit teaching and guided student exploration as students develop learning skills, work habits and goal setting, and work through education/career/life planning.

DATA:

- Report Card Learning Skills THREE Year Trend – **See Attached**
- EQAO gender, attitudinal and contextual data along with EQAO student and teacher questionnaires
- Staff observation of students in class, on the playground, during times of transition, and during school-wide events
- Monthly award winners, which follow the Catholic Graduate Expectations
- Director's Award Winners

PATHWAYS		EVIDENCE OF PROGRESS	WHO IS MONITORING?
PATHWAYS FOCUS	Supporting, education/career/life planning, developing learning skills, work habits and goal setting	<ul style="list-style-type: none"> Students will demonstrate increased awareness and knowledge of the Learning Skills and their effect on their own learning. With the teacher, they will co-create Learning Skills anchor charts to be displayed and referred to through the year. Students will be made aware of and work towards the Monthly Student Awards (which reflect the Catholic Graduate Expectations). They will demonstrate increased awareness of their responsibility for their own learning, and will work towards setting measurable goals and reflect upon the success of these goals. They will make daily use of the Agenda book to keep themselves organized and aware of short-term and long-term assignments and goals. Students at all stages of their elementary journey will have various opportunities to explore options for career/education/life planning. Some examples are: Education Week Career Day; Police Liaison Officer school and class visits; Mohawk "Destination College" program (gr. 7); 	Classroom Teachers
CSEF INDICATORS	<p>5.1 Comprehensive education and career/family life planning programs meet the learning needs, interests and aspirations of all students.</p> <p>5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and program.</p>		EAs
EVIDENCE BASED, TARGETED STRATEGIES/ ACTIONS	<ul style="list-style-type: none"> Teachers will explicitly teach and help students explore the 6 Learning Skills assessed and commented on in the Progress Report and Report Cards. Co-created anchor charts will be displayed in the classroom to be used throughout the year. Teachers will explicitly teach and support students in their exploration of goal setting and work habits, through various activities, lessons and success criteria. Teachers will monitor ongoing progress throughout the year using daily classroom and school-wide observation. Teachers will ensure that students have many, varied opportunities to explore future educational options, as well as career and life planning as they transition through the years, using technology, community partnerships, curriculum etc. 		SERT, Lorna Lamparski
			Principal, Peter Messina
			Superintendent, Mary Cipolla
			School Improvement Team
			School Transition Team
			School Social Worker, Kelly Duffy-Kariam
			Central Resource Staff
			Guidance Counsellor from SM, Kristine Pongetti
			Officer Clarke

<p>WHAT DATA ARE WE COLLECTING?</p>	<ul style="list-style-type: none"> • Analysis of Learning Skills Progress Report and Report Card data K-8 • In-school and at home student/parent reflection on Learning Skills from Progress Report & Term 1 Report Cards (returned page 3) • Staff and teacher observation (classroom, playground, school events) and anecdotal notes • Post assessment of TLCP 	<p>Career Cruising; St. Mary Secondary Information Bulletin Board in Intermediate hallway; Community Building events with St. Mary (Drama performances for primary grades, Band and Drumline visits to CMS, DREAMS presentation, Take Our Gr. 7s to High School day, Grade 8 Pep Rally and Football game with Orientation etc.); Student Transition Program.</p>	
<p>NEXT STEPS</p>	<ul style="list-style-type: none"> • Teachers will monitor and facilitate ongoing progress of implementation and exploration of Learning Skills, Work Habits and Goal Setting, and Career/Education planning through explicit teaching and student activities. They will ensure that students have experiences in the classroom, with the whole school and with community partnerships. 		

CATHOLIC COMMUNITY, CULTURE & SERVICE SYSTEM GOAL

BOARD GOAL STATEMENT:

The staff of the HWCDSB will work to establish and foster equitable, inclusive, healthy, safe and engaging school and classroom environments. This goal will focus on the creation of a positive and inclusive Catholic school climate which fosters equity, diversity, and the promotion of student mental health and well-being; the development of a preventative and responsive anti-bullying climate that is spiritually, physically, socially, emotionally safe for all students; the increased engagement and achievement of First Nations, Metis, and Inuit (FNMI) students; and the development of the physical literacy skills of students.

SCHOOL GOALS STATEMENT:

The staff of Canadian Martyrs CES will work to foster an inclusive and healthy school environment.

DATA:

- Attendance (Absenteeism) – **See Attached**
- Suspension – **See Attached**
- Tell Them From Me Survey Results – **See Attached**

CATHOLIC COMMUNITY, CULTURE & SERVICE		EVIDENCE OF PROGRESS	WHO IS MONITORING?
CCCS FOCUS	1. Creation of a positive and inclusive Catholic school climate which fosters equity, diversity, and the promotion of student mental health and well-being.	<ul style="list-style-type: none"> Students will incorporate Restorative Justice Program principles in their communication with one another. Students will partake in the Grade 7 Diversity Program. Students will engage in extra-curricular teams and clubs: Student Council, Lego Robotics, Flag Football, Cross Country, Basketball, Stamp Club, hockey, ECO Club, Bus Patrollers, Big Brothers & Sisters lunch program etc. Students will engage in school and out of school learning experiences: CYO, Let's Talk Science, McMaster Student Nurses. Students will participate in leadership opportunities: CYO Leadership Camp, Student Council, Lego Robotics, Teacher/Trustee Events; Public Speaking, Science Fair, Scripture Reading, HAT Team, Nutrition Program, Tech Crew. Students will engage with Police Liaison Officer during Classroom Visits/Programs such as, Street Safety, Bullying, Cyber Bullying, Drugs & Alcohol. Students will take part in various class educational excursions linked to the curriculum. Students will participate in Public Health Nurse Programs. 	Superintendent, Mary Cipolla
CSEF INDICATORS	<p>2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy Catholic learning environment.</p> <p>6.3 The school, parish, and community build partnerships to enhance learning opportunities and well-being for students.</p>		Principal, Peter Messina
EVIDENCE BASED, TARGETED STRATEGIES/ ACTINS	<ul style="list-style-type: none"> Teachers will utilize the Restorative Justice Program to promote positive and healthy communication in the school community. Teachers will follow the Progressive Discipline Practices. Teachers will participate in Board mental wellness initiatives including workshops for the School Mental Health Team (Oct.30). Teachers will partake in the Nov. 14 Professional Development Day Mental Health Workshop. Teachers will work with nursing students from McMaster University to deliver Daily Physical Activity lessons to all divisions. Teachers will promote inclusion and participation by providing extra-curricular activities to students. Teachers will deliver weekly nutritious snacks through the Nutrition Program. 		Classroom Teachers, SERT, Lorna Lamparski School Social Worker, Kelly Duffy-Kariam School Health Action Team, School Improvement Team, Catholic School Council, Catholic Student Council Student Transition Team Consultants, Central Curriculum Staff, Central Special Education Staff Darren Fletcher RJ Lead Manuela Trombetta School Nurse Nurse Volunteers

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WHAT DATA ARE WE COLLECTING?</p>	<p>From Me to You Survey Data</p> <p>Social Worker Statistical Data (available as needed)</p> <p>Report Card (achievement levels & learning skills)</p> <p>Attendance Data</p> <p>EA input to teacher</p> <p>Suspension/Expulsion data</p> <p>Violent Incident Reports (available as needed)</p> <p>Exclusion/refusal of access data (available as needed)</p> <p>Tracking of out of school learning experiences</p> <p>Tracking of school-based student leadership opportunities</p> <p>Pre and Post Fitness Test Results from Dr. Brian Timmins from the 20/20 Challenge as (2013-2014...not received as of yet)</p>	<ul style="list-style-type: none"> Students will be given an opportunity to participate in after-hours YMCA Play Programs fostering communication, social skills, and building relationships 	<p>3rd Year Student Nurses</p> <p>Community Police Liaison Officer Clarke</p> <p>ESL/ELL Teacher, Mrs. Pietroniro</p> <p>SWIS Counsellor, Mrs. Jenny Martinez</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">NEXT STEPS</p>	<p>Staff will monitor progress in the Restorative Justice/ Practice Pilot Program. The teachers and principal will participate in the unfolding system initiatives in Mental Health. Staff will also continue to promote extra-curricular activities.</p> <p>All students will continue to use the Restorative Justice practices. Students will also have the opportunity to engage in Mental Health programming provided by the student nurses from McMaster University and the Public Health Nurse.</p>		

CSEF

LEARNING WITH FAITH: COMPONENTS & INDICATORS

F1. RELIGIOUS EDUCATION/MESSAGE

Indicators

- F1.1 Religious Education and activities are consistently given highest priority.
- F1.2 The integration of faith and culture is achieved.
- F1.3 The authentic message of the Church is taught.
- F1.4 Catholic traditions are kept alive.
- F1.5 The Social Teaching of the Church is disseminated and followed.

F2. SOCIAL JUSTICE/SERVICE

Indicators

- F2.1 Witness to Christian principles is evident through observable action.
- F2.2 The school provides witness to the Corporal and Spiritual Works of Mercy.
- F2.3 Witness to the Social Teaching of the Church is explicit and evident.
- F2.4 The prophetic role of the school is evident.

F3. COMMUNITY

Indicators

- F3.1 The Gospel model of servant-leadership is evident.
- F3.2 The school reflects a welcoming and friendly Christian environment.
- F3.3 Equality, justice and Christian charity are evident.
- F3.4 The climate of the school reflects a caring and respectful community.

F4. PRAYER/WORSHIP

Indicators

- F4.1 The school community is Jesus-centered.
- F4.2 The routine of school life is enriched by a structure of meaningful worship.
- F4.3 Prayer is central in the life of the school.
- F4.4 A vibrant sacramental life is evident.

F5. PROCLAMATION/MESSAGE

Indicators

- F5.1 The school displays visible signs of a Catholic community.
- F5.2 School activities and projects reflect Catholic values.
- F5.3 The school climate is conducive to learning.
- F5.4 Respect for and reverence to creation and the natural environment is evident.

CSEF ACADEMIC COMPONENTS & INDICATORS

1. ASSESSMENT FOR, AS & OF LEARNING

Indicators

- 1.1. Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
- 1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps.
- 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.
- 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided, based on student actions and co-constructed success criteria.
- 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning, within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
- 1.6 Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
- 1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

2. SCHOOL AND CLASSROOM LEADERSHIP

Indicators

- 2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- 2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- 2.3 Organizational structures are coherent, flexible and respond to the needs of students.
- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy Catholic learning environment.

3. Student Engagement

Indicators

- 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 as reflected in the philosophy of “Each Belongs”.
- 3.2 Students’ stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills, such as team- work, advocacy, leadership and global citizenship.
- 3.5 Explicit strategies are in place to enable students to demonstrate strong leadership in their faith, such as stewardship, servant leadership skills, and social justice.

4. CURRICULUM, TEACHING & LEARNING

Indicators

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 4.2. A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- 4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias and reflect Catholic values.
- 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs and well-being.

CSEF ACADEMIC COMPONENTS & INDICATORS

5. Pathways Planning & Programming

Indicators

- 5.1 Comprehensive education and career/family life planning programs meet the learning needs, interests and aspirations of all students.
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and program.
- 5.3 Students, parents, and teachers understand the full range of pathways, programs, options and supports that are available.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career / life aspirations.

6. HOME, SCHOOL, PARISH & COMMUNITY PARTNERSHIPS

Indicators

- 6.1 The Catholic School Council has a meaningful role in supporting learning, well-being and achievement for students.
- 6.2 Students, parents parish and community members are engaged and welcomed, as respected and valued partners in student learning.
- 6.3 The school, parish, and community build partnerships to enhance learning opportunities and well-being for students.
- 6.4 Learning opportunities, resources and supports are provided to facilitate productive parent-teacher-student conversations that support student learning.