

Leadership For Learning

Engaging learners in authentic, inclusive and experiential learning experiences that contribute to a culture of learning built on school, church and community partnerships.



21st Century Competencies

Mobilizing learners to be innovative, creative and collaborative within a global and digital context, as they learn from authentic experiences based on their strengths, interests and diverse skills.



Achieving Excellence

Inspiring learners to follow their passion by sparking curiosity through the creation of authentic, equitable and innovative learning experiences.

Indigenous Education

Providing learners the opportunity to gain and acquire knowledge about Indigenous culture, language and arts through experiences in a safe and inclusive environment.

Based on...

Learning Skills & Work Habits

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Catholic Graduate Expectations

- Discerning Believer
- Effective Communicator
- Creative Thinker
- Collaborative Communicator
- Lifelong learner
- Responsible Citizen

6 C's

- Citizenship
- Communication
- Critical Thinking
- Character
- Collaboration
- Creativity

Together We Educate Heart, Mind and Soul.

Catholicity Goal: We will deepen our Catholic identity by collaboratively developing and implementing a framework for all stakeholders, that integrates the Ontario Catholic School Graduate Expectations with Catholic Virtues, the Seven Grandfather Teachings, and the Six C's: Character, Collaboration, Citizenship, Creativity, Critical Thinking, and Communication.

<p>Pillars of Student Success & Strategic Direction</p>	<p>Leadership for Learning</p> <p>2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p>	<p>21st Century Learning</p> <p>5.2 Opportunities for authentic learning experiences and experiential learning exists in all classroom and programs.</p>	<p>Achieving Excellence</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>Indigenous Education</p> <p>6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners in student learning.</p>
<p>ACHIEVEMENT GOAL</p>	<p>Inquiry Questions: What impact will the collaborative teaching and learning which focuses on developing the Math learner through assessment and responding through instruction, have on increasing the number of students approaching, achieving at or beyond the provincial standard and the developmental Math phases?</p>			
<p>Students will achieve high levels of academic achievement in math when they are able to recognize themselves as math learners. Educators will be supported in learning continuously how to be responsive to student needs within the math learning environment.</p>	<ul style="list-style-type: none"> ● Creating the professional learning environment for a permanent change of teaching behaviours (including support in structuring a Balanced Math Block), attitudes and mathematical thinking in our educators by putting everyone in the learner's seat to explore content knowledge for teaching, as it relates to their own practices, beliefs and attitudes ● Using as, of and for (diagnostic, formative and summative) assessments in math to identify student learning needs and plan targeted instruction, allowing educators to inform instruction and increase student achievement. ● Focus on creating a safe, inclusive and responsive space for learning, that promotes an environment that encourages risk taking and perseverance by students and educators ● Providing timely and descriptive feedback to support student and educator reflection and identify next steps for instruction ● Provide focused, school-based collaborative opportunities on responsive instruction for all students e.g. to support educators to: <ul style="list-style-type: none"> ○ Create math environments and experiences that are responsive to student needs: ○ Promote positive dispositions towards mathematics and learning ○ Build a talk community 			
<p>Monitoring & Measuring:</p>	<ul style="list-style-type: none"> ● Teachers will conduct assessment For, As and Of Learning in order to inform instructional practices ● Teachers will collect and analyze diagnostic assessments and other student data to target needs, plan instruction, monitor progress ● Evidence of student work and teacher moderation during School-Based Professional Learning Sessions ● Teachers will work towards implementing all the elements of a balanced Mathematics in their daily math instructions. ● School/system based Professional Learning sessions will be rooted in professional discourse in which questions are drivers for deeper understanding of what makes a difference for student achievement and well-being ● Increased opportunities for Mentoring and Coaching with Instructional Leadership for all principals, including experienced and new ● Principals will submit School Improvement Plans to Superintendents in November 2019 ● Principals will conduct Learning Walks to monitor instructional strategies, student engagement and evidence of the SIPSA ● Principals, superintendents and Math Team will collect, analyze and respond to data from EQAO and Prime developmental phases ● Superintendents will review, discuss and monitor classroom implementation of the SIPSA and school specific work in math at ongoing school visits throughout the year. 			

<p>Pillars of Student Success & Strategic Direction</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; width: 20%; background-color: #fff9e6;"> <p style="text-align: center;">Leadership for Learning</p> <p>2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.</p> </div> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; width: 20%; background-color: #e6f9e6;"> <p style="text-align: center;">21st Century Learning</p> <p>5.2 Opportunities for authentic learning experiences and experiential learning exists in all classroom and programs.</p> </div> <div style="border: 1px solid yellow; border-radius: 15px; padding: 10px; width: 20%; background-color: #fff9e6;"> <p style="text-align: center;">Achieving Excellence</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> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 20%; background-color: #e6f9ff;"> <p style="text-align: center;">Indigenous Education</p> <p>6.2 Students, parents and community members are engaged and welcomed, as respected and valued partners in student learning.</p> </div> </div>
<p>MENTAL HEALTH & WELL BEING GOAL</p>	<p>How will staff know that each of their students feel like they belong and are part of the school?</p>
<p>Each school will increase students' sense of belonging and build socio-emotional skills beginning with our youngest learners, as evidenced by a decrease in Safe Schools reports and reported incidents of bullying.</p>	<p>System/School/Classroom Actions:</p> <ul style="list-style-type: none"> ● Professional Learning networks/PLC's will integrate professional learning about socio-emotional learning and belonging ● Implementation of evidenced based strategies to support student development and awareness of social emotional skills, as well as healthy relationships (e.g. Zones of Regulation, Second Step, Fourth R, Roots of Empathy, etc.) ● Increased staff capacity specific in creating safe and welcoming environments in the school and the classroom (e.g Third Path) ● School based Mental Health Champions will engage in system based professional learning activities and specialized training related to mental health and well being. Champions will be responsible to share learning and resources at School Staff Meetings and will be an advocate for their student/staff mental health and wellbeing needs. ● Incorporate culturally responsive and relevant pedagogy into daily practice to ensure that students feel positive that their environments represent them. ● Integration of Catholic Education theme: Igniting Hope embedded throughout school and classroom activities during the entire year.
<p>Monitoring & Measuring:</p>	<ul style="list-style-type: none"> ● Classroom visual evidence of implementation of Zones of Regulation, Second Step, Fourth R and/or Roots of Empathy to support socio-emotional learning and Healthy Relationships ● Teachers can communicate concrete examples and evidence in staff meetings how they know that their students feel like they are a part of the school (e.g. participation in sports/clubs/extra curricular, engagement in classroom activities, etc.) ● Students communicate they feel that their culture, and themselves are reflected in the school community and the curriculum; ● Students show, through actions and/or words, that they believe adults care about them as learners and unique, important individuals (% of students with a positive sense of belonging) ● Analysis of School Climate Survey data - students, parents and staff. ● Analyses of the impact school based School Climate Survey Action Plan ● Decrease in Suspension rates ● Decrease in Safe school incident reports ● Decrease in Violent Incident reports