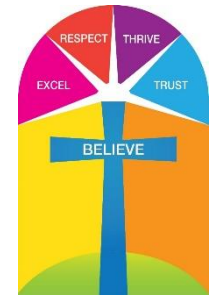
























2023-2024 Catholic School Improvement Learning Cycle: CSILC



VALUES	BELIEVE	EXCEL	RESPECT	THRIVE	TRUST
KEY GOALS	<ul style="list-style-type: none">  Increase, among all learner groups, student application of scripture, sacramental life, and Catholic social teachings to daily life, by increasing opportunities for student spiritual engagement in their faith formation.  Enhance positive staff perceptions regarding DPCDSB Catholic Community, Culture and Caring.  Enhance positive parent perceptions of student faith formation in DPCDSB schools.  Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners. 	<ul style="list-style-type: none">  Increase the proportion of students from all learner groups meeting or exceeding the provincial standard in literacy and mathematics (e.g., by applying Ministry priority actions: ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement; ongoing learning to strengthen mathematics content knowledge for teaching; and knowing the learner and ensuring learning tasks, interventions, and supports are relevant and responsive).  Increase student critical thinking, communication, collaboration, creativity, and innovation among all learner groups (e.g., by uplifting Global Competencies and through deep connections to the Ontario Catholic School Graduate Expectations).  Identify and eliminate disproportionalities and disparities, including in achievement, programming, and discipline, by dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions. 	<ul style="list-style-type: none">  Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions, in all areas of school culture through centering Black, Indigenous and marginalized perspectives and voices.  Increase sense of belonging among students and staff impacted by oppression and injustice, by uplifting the voices of those whose identities are impacted by systemic forms of oppression.  Enrich students' sense of connection to their Catholic community and sense of belonging. 	<ul style="list-style-type: none">  Increase student engagement (i.e., academic, social, and intellectual) and well-being for all learner groups.  Enhance student application of Catholic digital citizenship, with particular emphasis on collaboration.  Enhance students' overall health and well-being.  Increase awareness of, and accessibility to culturally sensitive mental health and well-being supports for all members of the DPCDSB community.  Enhance safety and security measures to support the well-being of all (e.g., physical environment and technology infrastructure; data integrity and privacy information management).  Increase staff well-being and belonging (e.g., work-life balance, organizational culture, workload management).  Identify and eliminate systemic barriers and instructional practices that negatively impact the success and well-being of students and staff that lead to inequitable outcomes. 	<ul style="list-style-type: none">  Increase confidence in stewardship of resources (e.g., human, financial, physical and technology).  Promote practices that value the sacredness of creation (e.g., intentionally reduce energy, use of disposable water bottles, paper consumption, and waste production).  Enhance engagement of schools with a wide variety of community partners and parishes.  Increase operational service quality (e.g., community and staff perceptions of service levels; alignment of DPCDSB practices with all Ministry of Education requirements).  Elevate organizational effectiveness (e.g., innovation of corporate practices, technology and infrastructure, in support of improved outcomes for all).

Icon Guide:

 Key goals for students

 Key goals for staff and/or DPCDSB community, as applicable

	BELIEVE	EXCEL	RESPECT	THRIVE	TRUST
<p>SCHOOL ACTION PLAN TO SUPPORT GOAL ATTAINMENT</p>	<ul style="list-style-type: none"> • Provide opportunities and resources to enhance faith formation for all students and staff with a view to age-appropriate learning for students and related support for teachers. • Students will at all grade levels be able to virtually lead the school community in daily prayer and reflections. The St. Jude Announcement framework ensures that students consistently review Indigenous Land Acknowledgments, Liturgical Seasons and Catholic Virtues/Catholic Graduate Expectations. • Provide opportunities for reflection and discussion on the lives of Saints and Leaders within our church, school and home. • Engage in professional development with staff to build staff capacity to incorporate and connect curriculum goals to the lives of Saints and Catholic leaders within the Church. • Monthly Virtual Virtue Assemblies. • Rosary Apostolate visits and resources made available to all staff. • Parish priest weekly in-person/virtual visits to discuss various themes related to liturgical events, sacramental growth, and faith formation. • Intentionally connect School Fundraisers/events to scripture principles of active discipleship. • Adult Faith opportunities • Sacramental preparation in Grade 2 and Grade 7 at the Church • Distribution of warm clothes for families within our community. 	<ul style="list-style-type: none"> • Provide evidence-based instructional strategies and resources: <ul style="list-style-type: none"> ➤ Use of digital tools to support the alignment of curriculum in regard to assessment to inform teaching (use of Knowledgehook). ➤ Leverage system-level staff to enhance teacher math knowledge. ➤ Increase the use of high-impact instructional practices and core resources in math. • Provide comprehensive literacy instruction to support and increase effective communication and critical literacy across the curriculum. • Guided Reading Groups, LLI, Corrective Reading (Decoding) and Empower and introduction of Lexia reading program. • Continued use of Chromebooks and other available technology. • Locally develop a technology curriculum to ensure abilities and understandings related to devices are gradually developed across divisions. • Continue to have students lead digital presentations for school community to highlight and celebrate liturgical seasons and aspects of Catholic Education. • Special Education staff under the direction of the Administrator will revise the student referral process to ensure that best teaching practices are in use for all students. • Staff engaged in Board P.D. around new Math Curriculum • Use of High-Impact Instructional Practices in Mathematics 	<ul style="list-style-type: none"> • Evaluate the work our school does to ensure that all students, regardless of background, are well served. • Regular consultation with school librarian to ensure the procurement of learning materials/ Books to be reflective of diversity in the community and world. • Intentionally provided a “multi-layered” learning approach when addressing topics that involve the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions. • Consult with DPCDSB’s speaker and presenter list to support student’s understanding in the area of inclusion and equity. • Increase awareness and understanding of students with differing abilities by celebrating what makes us unique (i.e., celebrating Autism Awareness Month, World Down Syndrome Day) • ‘Knowing the Learner’ intervention meeting that ensure strategies are in place to meet the diverse learning needs of all students • School wide and grade appropriate assemblies that address bullying and offer inclusion strategies for school. • CYW class presentations and focused activities on inclusion (respect / understanding differences) 	<ul style="list-style-type: none"> • Implement DPCDSB’s mental health strategy and annual action plan (as per PPM 169) to support the well-being needs of students. • Staff to collaborate on how assessment and evaluation can support the mental health of all learners. • Technology readily available in all classrooms for daily use • Promote student understanding of Catholic digital citizenship. • Promote a shared vocabulary across the school community that serves as the basis of respectful online behaviour that protects the dignity of all users. • Explicitly teach students about their personal strengths, gifts from God and their needs (School Retreat) • Align instruction to support well-being. • Ensure through selection of resources and learning material all students are represented in their learning environment. • Consider which voices are present and absent when celebrating achievement. • Remind students in the announcements on a daily basis to be kind, inclusive, and welcoming. • Provide students with “Descriptive Feedback” in all areas of the curriculum. • Encourage student voice and offer opportunities for student voice. 	<ul style="list-style-type: none"> • Transparency of Board and School policies and procedures • Accountability to the human resources and physical resources • Accountability to fiscal/financial management • Regular meetings with Catholic School Council • Staff Weekly Updates • Regular school communications - use of school messenger, newsletters, agenda • Food drives • Social justice initiatives • Eco Team leadership in the school - reduce waste, use of reusable water bottles, boomerang lunches, gardening, guest speakers. • Fire Safety Outreach Programs • Bus Safety Workshops • School Website • Twitter account • Parish and Trustee updates • Promote the use of electronic information over paper consumption.

		<ul style="list-style-type: none"> • Guided Practice in Literacy and Math • Continued use of Staff Google Classroom to encourage a culture of sharing resources and best practices among all educators on staff. • Equity Leads will assist and support the procurement of resources that reflect and celebrate all learners who attend St. Jude. • Utilize a variety of resources to differentiate instruction and assessment for students. • Continue working on good instructional practices, such as use of Learning Goals, Success Criteria and descriptive feedback. • PLCs - Focus on HIIP (tools and representation) • Implementation of Knowledge Hook in the classroom and Nelson Pre -Assessment • Build staff capacity around understanding the presence of AI in education. 			
<p>EVIDENCE/DATA FOR MONITORING</p>	<ul style="list-style-type: none"> • CCCC Data • OCGE Survey • Observations • On going meetings/email communication with Parish team (priest, youth leader, church secretary) • Each grade using appropriate scripture (religion program document) • Prayers, liturgies and class virtue assemblies • Involvement Eco-team • Survey (student/teacher) • Social Justice projects/community outreach activities (Thanksgiving food collection, Terry Fox Fund raiser and Keep Christ in Christmas Poster Challenge etc.) 	<ul style="list-style-type: none"> • Review Report Card Data (Trillium/Skopus). • Assessment for/as/of learning: through rich questions, based on achievement chart skills of thinking and application. • Monitoring student responses throughout the year on grade specific questions that fall under the skills of thinking or application. • Review Student Portfolios. • Intervention Meetings (Class Profiles). • Build Teacher capacity of instructional and assessment practices (PLCs / Divisional meetings/Intervention Meetings) - Focus on Achievement Chart / Triangulation of Data / Learning Goals and Success Criteria. • EQAO Results. • Survey results from Math and Literacy Attitudes and Practices Surveys (Vocalize). • Report Cards. • Anecdotal evidence/PM/CASI data 	<ul style="list-style-type: none"> • Observations • Decrease of incidents (monitored through incident reports and think sheets) • All staff and students using same strategies and common language (WITS / I messages / 4 Part Apology / THINK) - Posters and Community Building Activities. • St. Jude staff will work Equity data and understandings using the "Equity Continuum" resource. • CCCC School Climate Survey data (Vocalize) • Increased entries in e-portfolios and myBlueprint • Well-being survey questions. 	<ul style="list-style-type: none"> • Mental Health Awareness Resources (Bell Let's Talk, School Mental Health Ontario) • Access Survey Results -Vocalize • Ongoing observation data • Staff survey/exit tickets • Transition Planning for all students (teacher/resource/ Support Staff /Administration) • Student involvement in clubs and athletics • CYW support and programs delivered in small/large groups. • Establish trust by building rapport and establishing trust. • relationships with students 	<ul style="list-style-type: none"> • Keep engagement between all facets of the community (Home, School, Parish) • Welcome community partnerships and outside agencies. • Engagement through social media (Twitter) and other platforms (e-mail/website) for updates • School and DPCDSB internal audit process (Budgeting) • Alignment of school goals with budget (diversity resources) • Access Survey Results -Vocalize • ECO Team initiatives and follow up on the successes. • Diversity Lead Teacher sharing social justice initiatives/results

Provide a brief summary of your school's plan to support the goals, and what data you will use to monitor progress.

- Learning Skills and Success Criteria visible in classrooms.
- Assessment For/AS/Of Learning:
- Through rich questions modelled on EQAO questions based on Achievement Chart.
- Increased purposeful use of technology.
- Increased use of the Fundamental Math Strategies

- Observing less aggressive behaviours in the school/ Review entries in Safe Schools
- Improvement in all areas of the Learning Skills section (Intervention Meetings/Report Cards)
- Celebrations linked to the vision and values of St. Jude and improved student learning

- and making informed decisions on next steps.
- Transparency and accountability in the operations of the human and physical resources
- Recognize and promote in-house teacher's expertise to foster student development and achievement.