

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

**Pillar: Pathways and Wellbeing**

**CGE: 3: A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.**

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

- Broaden and provide for training and resources to support well-being for all students and staff

<p>Theory of Action, based on Needs Assessment</p> <p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>- includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs</li> <li>- involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team</li> <li>- articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning</li> <li>- makes links to the CSIPSAW</li> </ul>	<p>Evidence-based Instructional and Assessment Strategies</p> <p><b>ACT</b></p> <ul style="list-style-type: none"> <li>- involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback problem solving Strategy</li> <li>- Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk</li> </ul>	<p>Data/evidence gathered for monitoring</p> <p><b>OBSERVE</b></p> <ul style="list-style-type: none"> <li>- includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction</li> <li>- Include evidence / observations without interpretation</li> </ul>	<p>Analyze, assess, where to next?</p> <p><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>- determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs</li> </ul>
<p>If our Special Education team implements a success criteria for Individual Education Plans, and teachers use this success criteria when writing their IEPs, then students will have greater academic success and well-being.</p>	<ul style="list-style-type: none"> <li>❖ Special Education staff will use board information, auditor notes, and Special Education binder to develop a success criteria for all teachers writing an IEP.</li> <li>❖ Administration and Special Education staff will instruct teachers on success criteria usage when writing their IEPs.</li> <li>❖ Teachers will use success criteria when writing all their IEPs.</li> <li>❖ Teachers will consult with parents regarding their child's IEP a minimum of two times per term. These consultations will be recorded on the IEP Consultation page.</li> <li>❖ Teachers need to implement the new Board Special Education IEP criteria (ie. one IEP created per term).</li> <li>❖ Administration and Special Education staff will develop a handout making explicit all aspects of the IEP usage and monitoring (ie. dates and expectations).</li> </ul>	<ul style="list-style-type: none"> <li>● Increased participation of students and teachers in MyPath program employing google read and write</li> <li>● Grade 5 class with Chuma and grade 8 class with Katherine</li> <li>● Reviewed success criteria with staff during Sept. staff meeting</li> <li>● Continued to implement IEP parent consult page on the clipboard</li> <li>● IEPs are created one per term</li> <li>● Ongoing communication between teachers and parents re: IEP</li> </ul>	<p>Where to from here?</p>