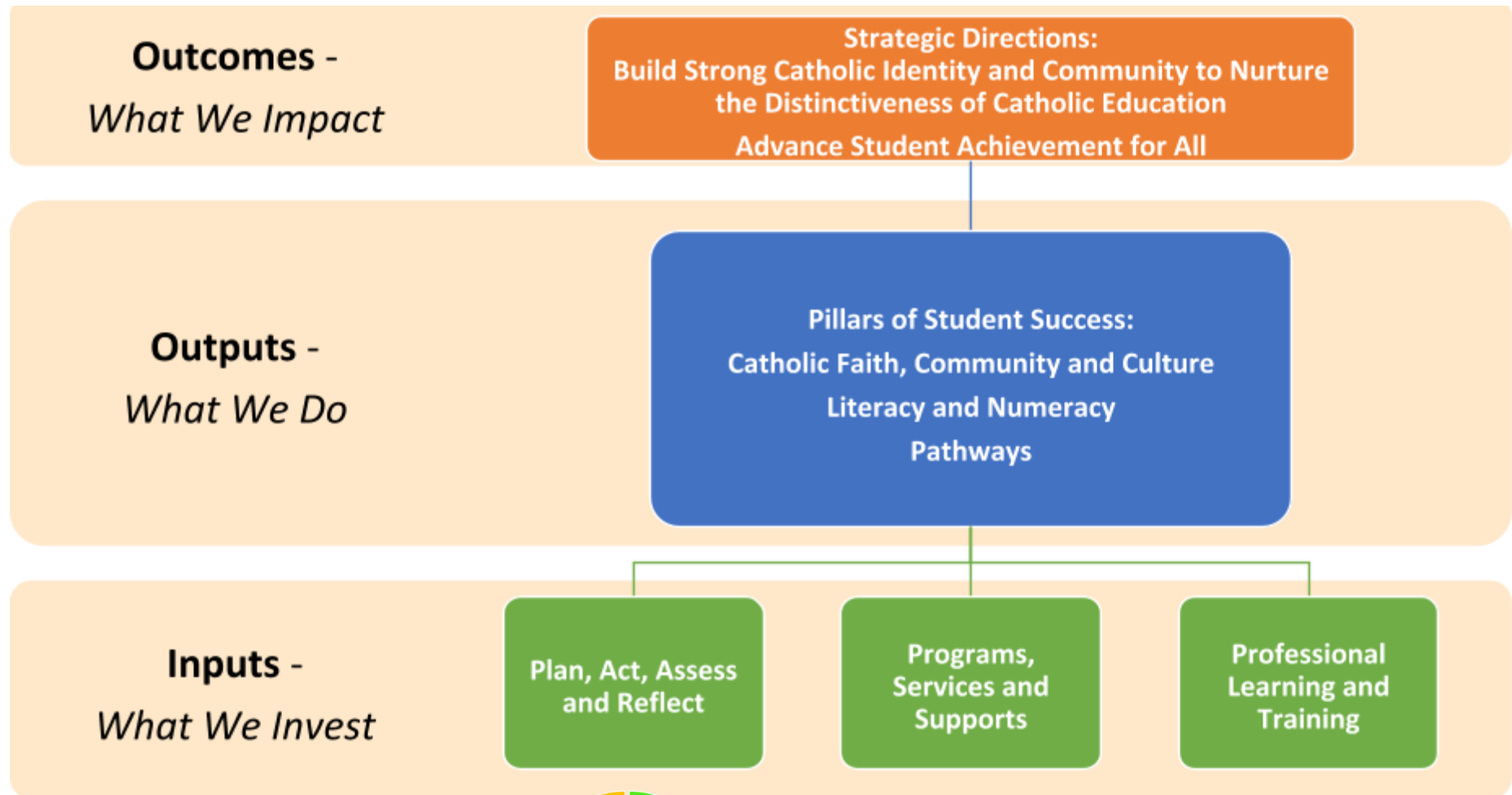


Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) 2018-2019



Nurturing Souls and Building Minds

Strategic Direction: Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education

<p>Outcome – What is our intended impact?</p>	<p>Through the lens of Catholic Social Teachings, provide supports to students to achieve excellence by ensuring equity and inclusive outcomes and promoting well-being.</p>
<p>Outputs – What do we do?</p>	<ul style="list-style-type: none"> ➤ Support student-led equity, well-being and mental health school-based programs and initiatives. ➤ Enhance learning about Indigenous peoples, cultures and traditions. ➤ Conduct Student Senate and Trustee elections that engage all students in the voting process. ➤ Create a Board Youth Mental Health Leadership Team. ➤ Include goals of equity and inclusion in School Improvement Plans for Student Achievement and Well-Being. ➤ Provide a variety of pathways to recognize and celebrate the God-given talents and skills of each student. ➤ Continue to deliver a tiered model of service to meet the needs of all learners. ➤ Implement strategies to support trauma-sensitive schools and classrooms. ➤ Collaborate with Board departments and community agencies to deliver an integrated service model to meet Individual Education Plan (IEP) goals.
<p>Inputs – What do we invest?</p>	<ul style="list-style-type: none"> ✓ Engage Chaplaincy Leaders in planning for Student Senate retreats. ✓ Provide professional learning about Culturally Relevant and Responsive Pedagogy (CRRP) to secondary schools. ✓ Develop a plan to reduce disparities in suspension, expulsion and exclusion, revise Safe and Accepting Schools policies, and report incidents using the Ministry of Education online reporting tool. ✓ Implement a Student Support referral process based on student goals, and teaching to independence. ✓ Provide additional supports to students and families in need. ✓ Revise the Secondary Assessment, Evaluation and Reporting (AER) Guide in alignment with <i>Growing Success</i> policy. ✓ Continue to implement the <i>Healthy Schools Framework</i>, Drop Everything and Move (DEAM), and <i>Play Like a Champion</i>, in collaboration with Niagara Region Public Health Nurses. ✓ Continue to provide educators with strategies and resources, such as <i>The Zones of Regulation</i> and <i>MindUP Curriculum</i>, to implement mindfulness, Christian meditation and self-regulation practices. ✓ Provide Violence Threat Risk Assessment (VTRA) training for school administrators. ✓ Continue to offer tier 1 support to teachers and support staff that promotes sound pedagogical techniques for all learners.
<p>Monitoring – How will we know we are successful?</p>	<ul style="list-style-type: none"> ● Collect and review student and staff feedback about the outcomes of school-based initiatives and implementation of the Secondary AER Guide. ● Collect pre and post assessment data using the <i>Equity Continuum</i>. ● Collect feedback from School Improvement and Safe and Accepting Schools Teams about equity goal-setting and actions. ● Utilize multiple sources of data: Census, Niagara Poverty Reduction Network, Maplewood and Baragar tools.

Outcome – What is our intended impact?	Improve the transition to Kindergarten for all students and families.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Optimize programs and services in schools using the EDU Early Years and Child Care Framework. ➤ Transition children to Kindergarten.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Data mapping of service types (infant, toddler, preschool, or before and after care) provided in schools. ✓ Use Early Years Experiences at Kindergarten (EYE@K) data to learn more about families’ child care access and experiences when entering Kindergarten. ✓ Engage community child care partners to implement common language and key understanding of the Kindergarten Program to support transitions.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Review service delivery data from EarlyON Centres and EYE@K data. ● Collect and review feedback from staff and families in transition meetings.

Outcome – What is our intended impact?	Strengthen relationships and communication between families, schools and parishes.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement the Grade 4 “Growing in Faith, Growing in Christ” Religion program. ➤ Engage students and families in the life of the Church in support of the new three-year theological theme, “Seeds of Faith: Mass, Mercy, Mission”.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Provide professional learning opportunities for parish priests, principals and teachers using elementary Religion and Family Life program digital resources. ✓ Submitted an application for a Parents Reaching Out (PRO) Grant to support a conference with the theme of equity and inclusive education (EIE) to be hosted by the Alliance, NCPIC and SEAC. ✓ Engage students and families in the life of the Church through Board and school activities.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Collect and review staff, student and priest feedback about the Religion and Family Life program resources.

Outcome – What is our intended impact?	Continue to promote staff wellness and safety.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement Applied Behaviour Analysis (ABA) strategies by school staff to increase safety in schools. ➤ Implement the updated Workplace Violence Policy and procedures and Health and Safety training for all staff both on-site and online.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Provide Applied Behaviour Analysis (ABA) training to various staff groups. ✓ Develop face-to-face and online learning opportunities to address issues of workplace violence and health and safety. ✓ Continue to provide opportunities for all staff to participate in staff wellness workshops.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Collect and review staff survey data and feedback information.

Outcome – What is our intended impact?	Enhance professional development programs and tools to support increased access and learning by all staff.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Plan and deliver professional learning on Professional Activity (PA) Days, according to Ministry of Education mandates and Board priorities. ➤ Provide online resources and plan and deliver online training for staff in the areas of liturgy and prayer, liturgical music, Christian meditation, and sacramental preparation. ➤ Provide a variety of delivery models for professional learning; including face-to-face, job-embedded, after-school/work and online, and a variety of resources, including print and digital.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Collaboration among Board departments to plan and deliver professional learning training and sessions for staff. ✓ Use Google Suite and Microsoft Office 365 tools to create and deliver professional learning modules.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Review staff feedback about the effectiveness of delivery methods and resource usage. ● Monitor usage of the Niagara Catholic Virtual Learning Environment (NCVLE).

Outcome – What is our intended impact?	Increase student enrolment and retention.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Promote international student enrolment and retention. ➤ Increase opportunities for local students to engage in international education experiences. ➤ Implement a promotional plan to attract students to their neighbourhood Catholic schools.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Explore ways to attract international and local students to our Catholic schools.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Monitor traffic on Board and school websites. ● Review and monitor enrolment data, including incoming, grade to grade and elementary to secondary.

Strategic Direction: Advance Student Achievement for All

Outcome – What is our intended impact?	Improve achievement in literacy and numeracy for all students.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Support the instructional core and provide interventions for students to develop literacy skills. ➤ Support improvement in mathematics learning and achievement through professional learning; including <i>Focusing on the Fundamentals of Math</i>. ➤ Use various platforms (G Suite, Microsoft Office 365 and NCVLE) based on preferences and needs in K to 12 classrooms.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Provide professional learning for intermediate teachers to meet the needs with persistent challenges in literacy. ✓ Provide professional learning about instruction and assessment, arts-based learning, and financial literacy across the disciplines. ✓ Deliver after-school English language programs at select elementary and secondary schools. ✓ Expand the partnership with the Brock Learning Lab to provide reading intervention for below grade level readers. ✓ Build teacher capacity to support English Language Learners (ELL), especially in schools with increased newcomer, international and VISA student enrolment. ✓ Train Core French teachers in using the <i>Common European Framework of Reference (CEFR)</i> to improve teaching, learning, assessment and evaluation in the Listening and Speaking strands. ✓ Develop knowledge and expertise of educators, including lead learners and Educational Resource Teachers (ERTs), by knowing the learner, using evidence to inform instructional decisions, and focusing on the personalization and precision of learning through effective assessment practices to support mathematical learning and achievement . ✓ Provide ongoing professional learning in mathematics through after-school Learning Networks and joint Niagara Catholic-Brock University Additional Qualifications courses. ✓ Implement daily number talks (e.g. strings, mini-lessons, etc.) in instructional practice to develop computational fluency and flexibility. ✓ Provide opportunities for staff to help support families and increase parent engagement in their children’s mathematics learning. ✓ Support for select elementary schools to engage in the <i>MathUp</i> program led by principals to support targeted school improvement planning in the area of mathematics. ✓ Provide system-wide training in mathematics on the November 16, 2018 PA Day with a focus on the fundamentals of mathematics, mathematics learning trajectories, number talks, spatial reasoning, assessment and fractions for elementary schools and the relationship between mathematics and career pathways with a connection to SHSM for secondary schools. ✓ Train staff and students to use G Suite, Microsoft Office 365 and VLE to support a variety of in-class, off-site and online learning opportunities and build capacity in Technology Enabled Learning. ✓ Provide resources and training for educators about documentation and student portfolios to support assessment, evaluation and reporting. ✓ Provide resources to administrators, staff, students and families to develop a culture of privacy and digital discipleship.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Review and analyze student achievement data. ● Review feedback from staff training and coaching sessions and the utilization of technology platforms.

Strategic Direction: Advance Student Achievement for All

Outcome – What is our intended impact?	Improve career pathway programs for all students.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Implement programs to align with the “Recommendations for Highly Skilled Workforce” as well as local workforce indicators. ➤ Provide opportunities in the classroom, school and community to enhance global competencies and experiential learning and support learning about various pathway options for all students.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Promote Dual Credit and Specialist High Skills Major (SHSM) programs, including Sector Partner Contextualized Components: mathematics literacy and coding, relevant to authentic experiences. ✓ Promote STREAM – Science, Technology, Religion, Arts and Mathematics in schools and the community through curricular and co-curricular activities and opportunities. ✓ Continue implementation of the Ministry’s <i>Creating Pathways to Success</i> program in all schools. ✓ Connect schools with local industry businesses and communities. ✓ Plan and deliver a Pathways Speaker Summit to provide information about future education and career opportunities for administrators, teachers, parents/guardians, students and the community in partnership with local business and education leaders.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Collect and review student feedback about learning opportunities. ● Monitor Dual Credit and SHSM enrolment and achievement/completion data. ● Collect feedback from students and staff to determine awareness about local economic realities and career opportunities.
Outcome – What is our intended impact?	Improve communication with families and community partners about pathway opportunities for all students.
Outputs – What do we do?	<ul style="list-style-type: none"> ➤ Provide information sessions for students and parents/guardians about careers and pathway opportunities at both the elementary and secondary panels. ➤ Facilitate early and ongoing communication with parents/guardians about transitions from elementary to secondary school for students with special needs. ➤ Increase partnerships with community agencies, post-secondary, business and industry.
Inputs – What do we invest?	<ul style="list-style-type: none"> ✓ Conduct regular Student Support team meetings. ✓ Conduct early and ongoing transition meetings with parents/guardians.
Monitoring – How will we know we are successful?	<ul style="list-style-type: none"> ● Review IEP goals. ● Collect stakeholder feedback about sessions and meetings.