Hamilton-Wentworth Catholic District School Board

Believing, Achieving, Serving

SCHOOL IMPROVEMENT PLAN

2011 - 2012

<School Name>
Catholic Elementary School / Catholic Secondary School

Last Date Modified:
Monday, March 11, 2013

SCHOOL IMPROVEMENT PLAN GOALS (2011-2012)

LITERACY GOAL:

CSEF Focus Indicator(s):

NUMERACY GOAL:

CSEF Focus Indicator(s):

Targeted Actions
1.

Targeted Actions
1.

LEARNING WITH FAITH GOAL:

CSEF Focus Indicator(s):

PATHWAYS GOAL:

CSEF Focus Indicator(s):

CATHOLIC COMMUNITY, CULTURE & SERVICE GOAL:

CSEF Focus Indicator(s):

Targeted Actions
1.

Targeted Actions
1.

Targeted Actions
1.

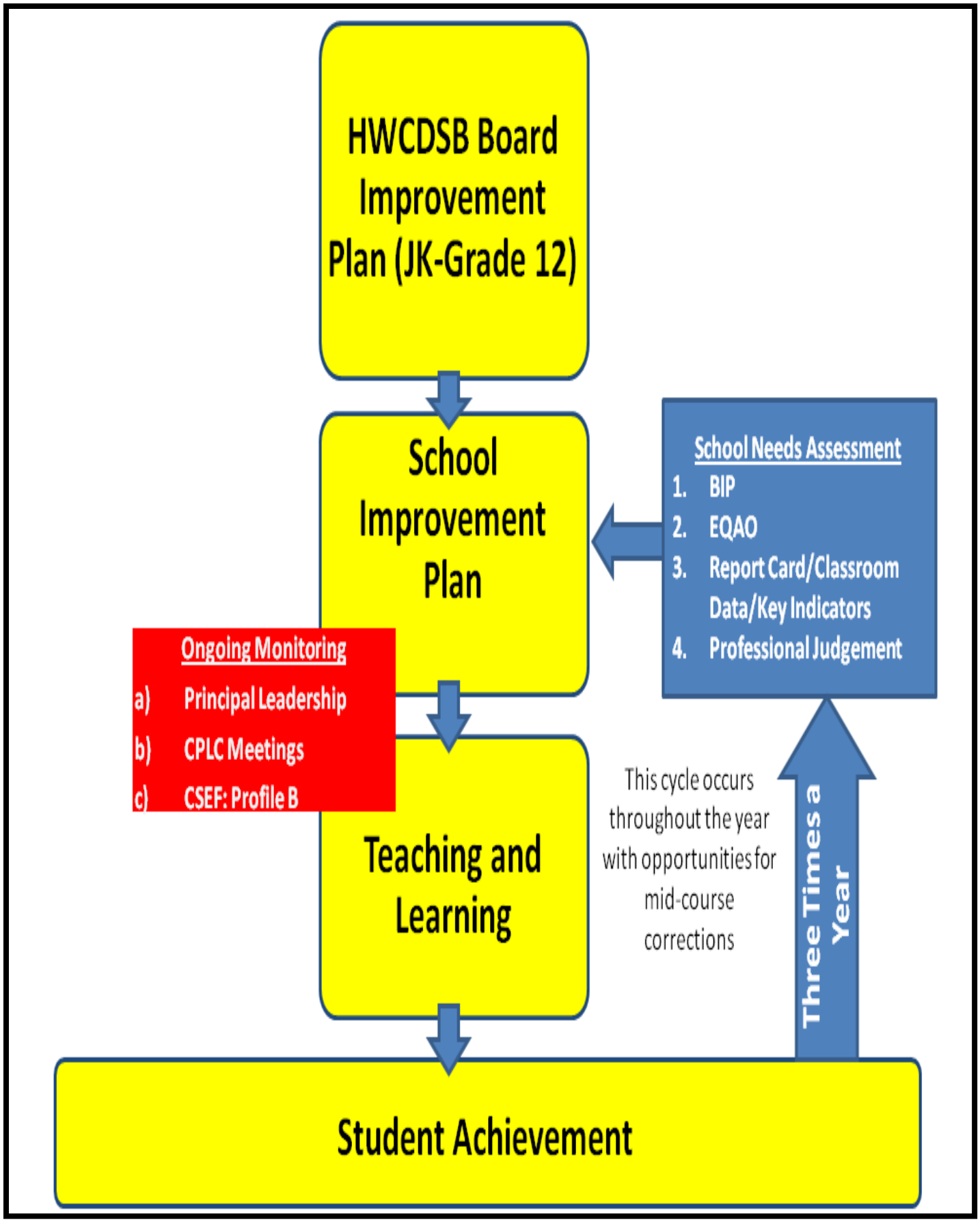
PROFILE FORM B: ONGOING IMPROVEMENT PLAN MONITORING

(Board Improvement Plan/School Improvement Plan Goals and Strategies)

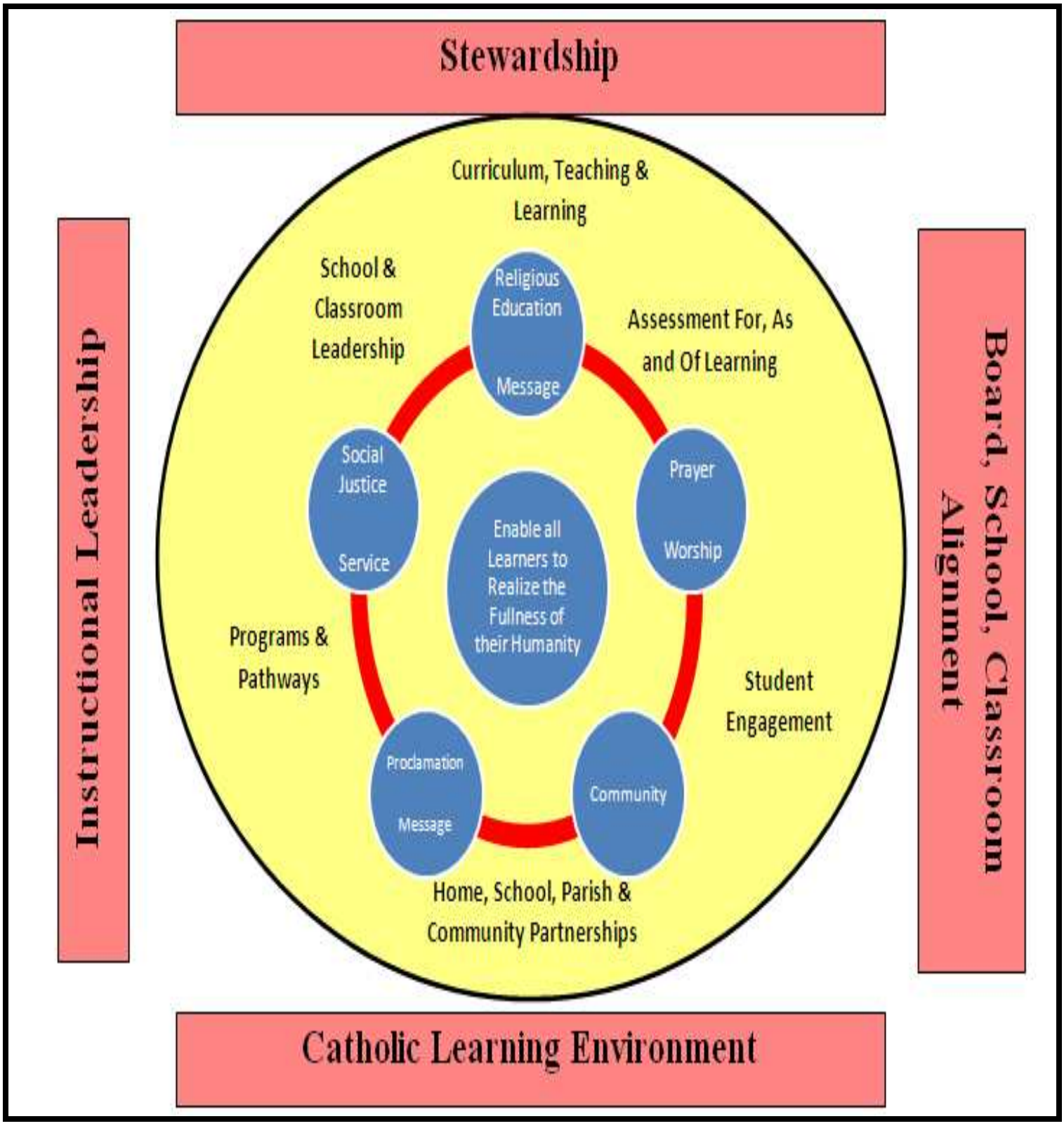
LEARNING WITH FAITH: **Evidence of Implementation**	**PATHWAYS:** **Evidence of Implementation**	**CCCS:** **Evidence of Implementation**
Monitoring Cycle 1 (September – November)		
Monitoring Cycle 2 (December – February)		
Monitoring Cycle 3 (March – May)		

LITERACY: Evidence of Implementation	NUMERACY: Evidence of Implementation
Monitoring Cycle 1 (September – November)	
Monitoring Cycle 2 (December – February)	
Monitoring Cycle 3 (March – May)	

BOARD AND SCHOOL IMPROVEMENT PLANNING CYCLE



THE CATHOLIC SCHOOL EFFECTIVENESS FRAMEWORK (JK – GRADE 12)



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 Students and teachers share a common understanding of the learning goals and related success criteria.
1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.
1.3 Students are taught, and regularly use self-assessment skills to monitor their progress toward achieving learning goals, and to set their own learning goals within the context of the Ontario curriculum, the Catholic Graduate Expectations, and/or Individual Education Plan (I.E.P).
1.4 Assessment tasks are aligned with the curriculum, collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.
1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps.
1.6 Assessment of learning provides evidence for evaluating the quality of student learning at or near the end of a period of learning.
1.7 Ongoing communication is in place to allow students, teachers and parents to effectively monitor student learning.

3. Student Voice

Indicators

3.1 Staff and students experience a teaching and learning environment that is inclusive and reflects individual student strengths, needs and learning preferences as reflected in the philosophy of "Each Belongs".
3.2 Students see themselves in the faith life, curriculum, program, and culture of their school.
3.3 Students have opportunities to participate in varied co-curricular experiences that appeal to a wide range of student interests (e.g., clubs, athletics, arts etc.).
3.4 Students are active participants in school improvement.
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.
3.6 Students are involved in building school and faith culture.

5. Programs and Pathways

Indicators

5.1 Programs, pathways, and career planning meet the faith and learning needs and interests of all students.
5.2 Authentic learning experiences and experiential learning are built into all subject areas and programs.
5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.
5.4 Students have opportunities to build on in-school and out-of-school learning and faith experiences that further explore personal interests, strengths and career options.

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 content knowledge and refine instruction to support student learning and achievement.
2.3 Organizational structures are flexible and respond to the needs of students, i.e., uninterrupted blocks of learning time, student timetabling, time on task.
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.

4. Curriculum, Teaching & Learning

Indicators

4.1 A culture of high expectations supports the belief that all students can learn, progress, and achieve to the fullness of their humanity.
4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
4.3 Catholic values and traditions are infused in all teaching and learning which incorporate 21st century content, global perspectives, learning skills, resources and technologies.
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 reflect Catholic values.
4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.

6. Home, School, Parish & Community Partnerships

Indicators

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