



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.

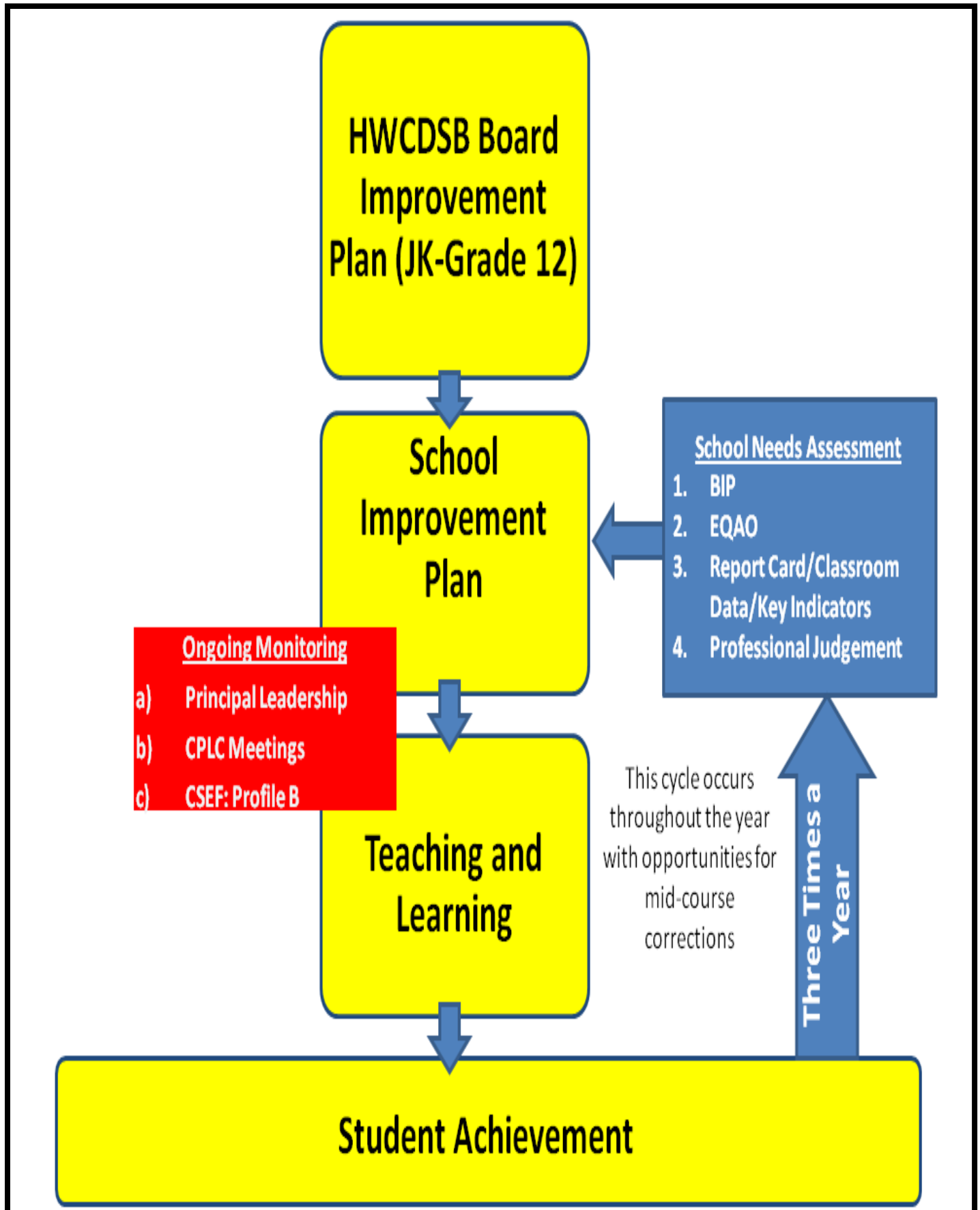
PROFILE FORM B: ONGOING IMPROVEMENT PLAN MONITORING

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

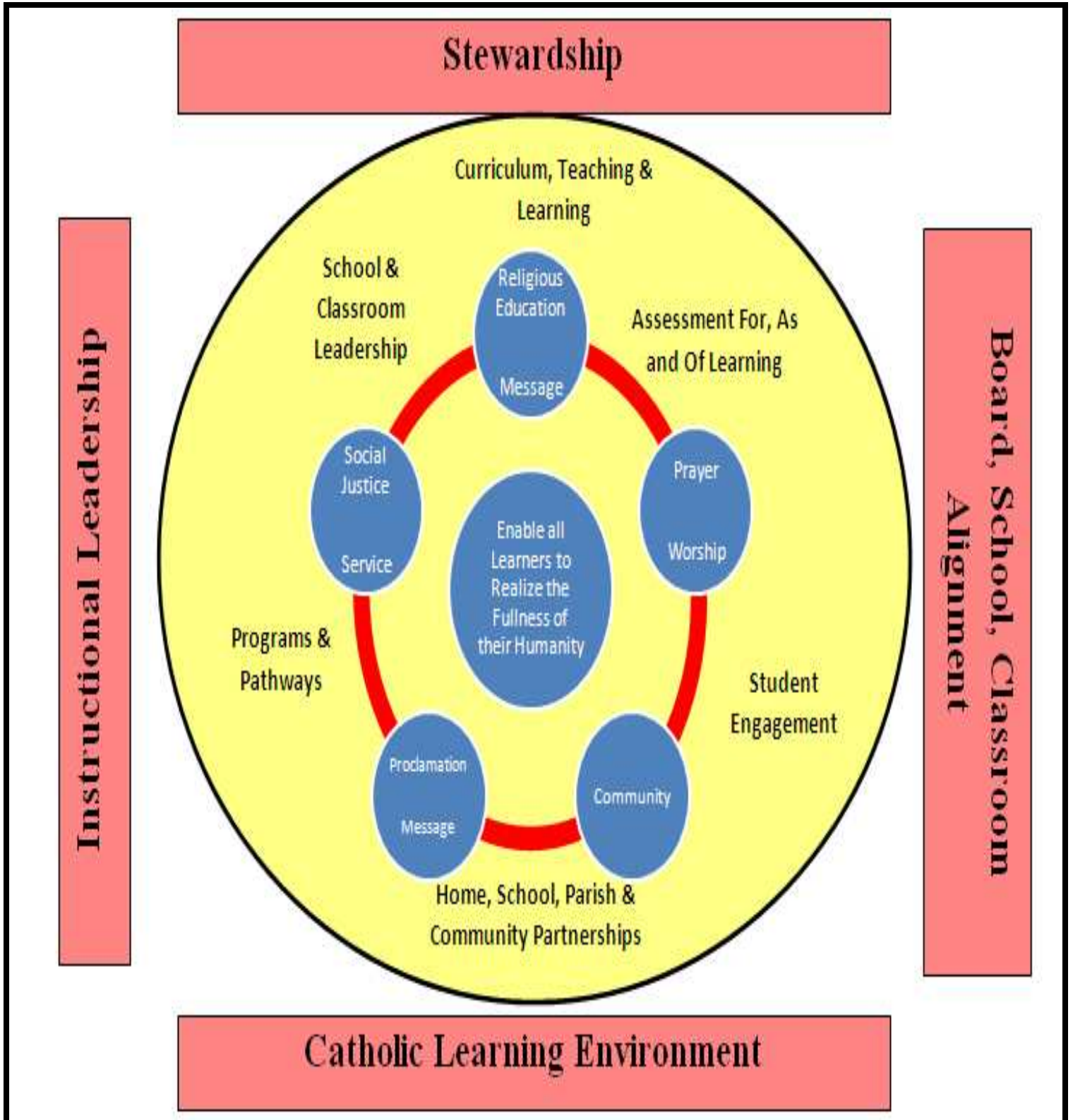
LEARNING WITH FAITH: Evidence of Implementation	PATHWAYS: Evidence of Implementation	CCCS: Evidence of Implementation
Monitoring Cycle 1 (September – November)		
Monitoring Cycle 2 (December – February)		
Monitoring Cycle 3 (March – May)		

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.