

**Catholic School Improvement Plan for  
Student Achievement and Well-Being  
St. Stephen Catholic Secondary School**

**2017 - 2018**



<b>Learn</b>			
<b>School Effectiveness Framework Indicators:</b>			
1.4 - During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria		4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.	
1.7 - Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.			
<b>Strategic Priorities:</b>			
<ul style="list-style-type: none"> <li>● Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.               <ul style="list-style-type: none"> <li>○ Encourage and facilitate responsible technology-enabled learning for all</li> <li>○ Continue and enhance Assessment For Learning in every classroom</li> <li>○ Broaden and provide for differentiated support for all students and differentiated professional development for all staff</li> </ul> </li> </ul>			
<b>Catholic Graduate Expectations (CGEs):</b>			
<ul style="list-style-type: none"> <li>● An effective communicator, who speaks, writes and listens honestly and sensitively, responds critically in light of gospel values.</li> <li>● A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.</li> </ul>			
Theory of Action	<a href="#">Evidence-based Instructional and Assessment Strategies</a>		Data/evidence gathered for monitoring using the School Effectiveness indicator as a guide for the evidence you collect
<b>PLAN</b>	<b>ACT</b>		<b>OBSERVE</b>
If educators support the needs of all learners by using exemplars and providing them opportunities for practice and feedback <b>then</b> all students will have a better understanding of what is expected of them and in turn will increase their achievement.	<ul style="list-style-type: none"> <li>● Opportunities for practice and feedback before major assessments</li> <li>● Opportunities for feedback through student conferencing.</li> <li>● Gather, develop and share quality exemplars within departments</li> <li>● Share examples of quality exemplars at Curriculum Chair meetings</li> <li>● Regular use of effective exemplars to co-develop success criteria</li> <li>● Encourage teachers to seek feedback from students (eg: Stop, Start, Continue or end of course survey)</li> </ul>		<ul style="list-style-type: none"> <li>●</li> </ul>
			<b>REFLECT</b>
			Analyze, assess, where to next?



<b>Lead</b>			
<b>School Effectiveness Framework Indicator(s):</b>			
3.3 - Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.			
6.3 - The school and community build partnerships to enhance learning opportunities and well-being for students.			
5.4 - Students build on in-school and out of school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.			
<b>Strategic Priorities:</b>			
Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.			
<ul style="list-style-type: none"> <li>○ Encourage and facilitate deeper inquiry learning in every classroom</li> <li>○ Continue and enhance discernment of what it means to be Church in the world today in light of the Gospel and Catholic Social Teachings</li> <li>○ Broaden and provide for training and resources to support well-being for all students and staff</li> </ul>			
<b>Catholic Graduate Expectations (CGEs):</b>			
<ul style="list-style-type: none"> <li>● A self-directed, responsible learner who develops and demonstrates their God-given potential.</li> <li>● A caring family member who attends to family, school, parish, and the wider community.</li> </ul>			
<p style="text-align: center;">Theory of Action</p> <p style="text-align: center;"><b>PLAN</b></p>	<p style="text-align: center;"><a href="#">Evidence-based Instructional and Assessment Strategies</a></p> <p style="text-align: center;"><b>ACT</b></p>	<p style="text-align: center;">Data/evidence gathered for monitoring using the School Effectiveness indicator as a guide for the evidence you collect</p> <p style="text-align: center;"><b>OBSERVE</b></p>	<p style="text-align: center;">Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p>
<p>If we implement processes and strategies which support equity and wellbeing, the development of the whole student and their unique pathway, <b>then</b> students will feel a sense of belonging, inclusion, support and safety; they will develop to their potential and be successful in achieving the Catholic School Graduate Expectations.</p>	<ul style="list-style-type: none"> <li>● Host student focus group</li> <li>● School based student surveys</li> <li>● Access community agencies and partners to provide age specific substance abuse education programming.</li> <li>● Access community agencies and partners to provide age specific social media education.</li> <li>● Full implementation of the Serenity Room (Self Regulation Room)</li> </ul>		



<b>Serve</b>			
<b>School Effectiveness Framework Indicator(s):</b> 2.3 - Organizational structures are coherent, flexible and respond to the needs of the students. 3.4 - Students demonstrate a wide range of transferrable skills such as teamwork, advocacy, leadership and global citizenship. 2.5 - Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.			
<b>Strategic Priority:</b> <ul style="list-style-type: none"> <li>● Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens           <ul style="list-style-type: none"> <li>○ Encourage and facilitate vibrant School/Parish/Home relationships</li> <li>○ Continue and enhance open, transparent communication and partnerships</li> <li>○ Broaden and provide for local and global involvement in social justice, equity, Indigenous, and environmental education</li> </ul> </li> </ul>			
<b>Catholic Graduate Expectations (CGEs):</b> <ul style="list-style-type: none"> <li>● A discerning believer, formed in the Catholic Faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living.</li> </ul>			
<p style="text-align: center;">Theory of Action</p> <p style="text-align: center;"><b>PLAN</b></p>	<p style="text-align: center;"><a href="#">Evidence-based Instructional and Assessment Strategies</a></p> <p style="text-align: center;"><b>ACT</b></p>	<p style="text-align: center;">Data/evidence gathered for monitoring using the School Effectiveness indicator as a guide for the evidence you collect</p> <p style="text-align: center;"><b>OBSERVE</b></p>	<p style="text-align: center;">Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p>
<p>If we inspire our students to live the Catholic dimensions of our school, <b>then</b> students will experience a deeper faith and a greater understanding of our Catholic call to service.</p>	<ul style="list-style-type: none"> <li>● Focus on Intentional Courtesy</li> <li>● Social justice initiatives</li> <li>● Faith in Action initiatives such as Development and Peace, Dominican Republic Trip, Habitat for Humanity</li> <li>● Prayer/ Mass</li> <li>● Community outreach</li> <li>● Parish connections</li> <li>● Retreats</li> <li>● Called to Serve - Catholic Leadership Medal</li> <li>● Daily Grace Before Meals</li> <li>● Prayer before class</li> </ul>		

