

Immaculate Heart of Mary Catholic Elementary School  
**SCHOOL IMPROVEMENT PLAN**  
 2018-2019



**Believing**

**1. Define**

We believe that students have difficulty realizing that they are putting their faith into action when they pray and do acts of Christian service. This belief is based on observations, passive participation in acts of Christian service and discussions.

**2. Vision**

*“Whatever you do for the least, you do for me”  
 “Carrying the cross for others”*

We envision a school community where everyone is able to articulate the connection between our faith and the acts of Christian service that we are participating in.

**3. Theory of Action**

- (1) If we focus on the gospel passage *“Whatever you do for the least, you do for me”* or *“Carrying the cross for others”*, then students will see their Christian service as acts of compassion.
- (2) If we teach and model for students what it means to carry the cross of others, then students will look for and act on opportunities to help others.
- (3) If we make the connections between gospel values and our deeds, then students will be able to independently engage in meaningful Christian Service.
- (4) If we can teach from the Renewing the Promise document then students will be able to: a) help create a community that builds relationships, b) help create a community that encourages engagement and instills hope, and c) help create a community that forms joyful disciples.

**4. Success Criteria**

- (1) Students will be able to articulate in writing and/or conversation that the gospel calls them to do Christian service as a way to show compassion to others.
- (2) Students will be able to articulate in writing and/or conversation times that:
  - a) they have carried the cross for others
  - b) others have carried the cross for them
  - c) others have carried the cross for others.

**5. Plan**

- (1) We will teach students that the Gospel calls them to perform acts of Christian service (e.g., *“Whatever you do for the least, you do for me.”*).
- (2) We will teach and model for students the reasons behind acts of service.  
*(Why we are doing what we are doing as part of our faith-based education)*
- (3) We will provide students meaningful opportunities for all to participate in acts of Christian service (e.g., canned food drives off season, fundraising for Chalice program, etc.).

(4) We will encourage students to independently identify and act on opportunities for Christian service.

(5) We will provide students with opportunities for Christian Meditation as a form of prayer to strengthen the connections they have with God.

Data Sources:

Anecdotal, observations, Acts of Christian service reflections

## **6. Reflection**

### **FDK Team**

Students were able to use the language “I will help carry the crosses of others” through different activities such as food drives and Christmas baskets, visiting the retirement home students knew they were helping carry the other people’s cross.

They were also able to relate with classmates because we heard them saying things like helping a friend who will with their cross because they are hurt or sad.

### **Primary Team**

The “helping hands” and cross display helped students understand and visualize that the Gospel calls the to do Christian service as a way to show compassion. Students had plenty of opportunities to demonstrate acts of Christian service through food drives, Christmas Angels, United Way to mention a few. The Faith pillar should have been included in the CSSAV Formal Visit.

### **Junior Team**

Students successfully did a self-reflection on the believing goals. They identified what Christian service is, why we do it and what things they have done for others this year. Students set specific goals for service of others (number of canned goods raised from day to day; Christmas Angels to support other families, ...)

### **Intermediate Team**

We believe that we’ve been successful in teaching / modelling reasons behind acts of service and providing opportunities for the students to participate in acts of Christian service (eg. visits to Orchard Terrace Retirement Community, serving lunch at St. Patrick’s de Mazenod Door, food drives, serving pancakes for Shrove Tuesday, ...) We have followed up our visits with oral/written reflections and how they relate to gospel values. We believe that our students need work on independently identifying opportunities for Christian service even at a small scale. We need to work on helping them become aware of needs in the school/community and their overall initiative.

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**Achieving**

**1. Define**

We believe students are having

- a) difficulty approaching math problem solving with a positive outlook
- b) difficulty understanding math problems because they struggle with math language.

These beliefs is based on class observations, EQAO data, Report Card data and class assessments.

**2. Vision**

We envisions a school where students adopt a Growth Mindset when approaching math problems.

We envision a school where students can solve math problems by understanding math language in order to choose and apply an appropriate strategy.

**3. Theory of Action**

(1) If we provide to the students a visual selection of strategies and terminology as well as a visual representation of Growth Mindset, then students will be able to choose the most effective strategies individually to solve the problem.

(2) If we teach and model the effective use of math language and strategies in their communication and discourse, then students will be able to use the language orally and in solving problems

(3) If we give the students time to collaborate and practice using the math language and the strategies, then they will feel more confident in sharing their ideas with the class.

(4) If we ensure time for reflection and consolidation through group and classroom discourse, then students will gain a deeper understanding of how to justify and prove their mathematical thinking.

**4. Success Criteria**

(1) Students will be able to choose a math strategy that is most effective and appropriate for themselves and for the given question.

(2) Students will be able to identify and act upon what the math language is asking them to do.

(3) Students will share their math strategies and provide feedback more confidently with each other using the appropriate math language.

(4) Students will reflect on the effectiveness of their own solutions and the solutions of others based on feedback provided during consolidation.

**5. Plan**

(1) We will provide the students with a visual selection of strategies and terminology to choose from when solving problems (e.g., posters, checklists, math word wall, etc.).

(2) We will teach and model the effective use of math language and strategies (e.g., working backwards,

make a table, etc.).

(3) We will give the students time to collaborate and practice using the math language and strategies.

(4) We will ensure time for reflection and consolidation through group and classroom discourse.

#### Data Sources

EQAO scores, anecdotal notes, report card data, in-class assessments

## **6. Reflection**

### **FDK Team**

We focused on math language and number sense. As units were taught, we heard and observed students use the language that was taught and posted on the math wall. For example; during play time (centres) we heard students talking and using math language (I made a pattern that repeats. I am sorting the toys by their colours). We are starting, but would like to do more frequently, have classmates explain their thinking instead of only the teachers paraphrasing what their thinking is.

### **Primary Team**

Students are gaining more confidence to independently use the Math wall, problem solving strategies wall and math talk stems when solving problems. Student continue to need support in reading and understanding the problem as well as explaining their thinking using math language. Grade 1 Students made excellent gains working together and talking to each other when working in groups, beginning of year this was difficult for them.

### **Junior Team**

Increased use of Math vocabulary specific to each Math strand/unit studied. Use of technology/manipulates in Math to show students. Collaborative reflection / problem-solving. Understanding using a problem-solving model, critique of other solutions. Excellent visuals for student reference in each classroom (eg. Problem-solving strategies, math word walls, ...)

### **Intermediate Team**

Our students are exposed to lots of math language and strategies (eg. Anchor charts, vocabulary, modelling, samples, etc.) and are given opportunities to collaborate/discuss using math language orally. Where we need improvement is in the transfer of oral information to written information on an individual basis (eg. Written answers/reflections). We offer the opportunity for written reflection in our assessments but students struggle to convey their understanding in words accurately and to ensure that their questions are answered fully. We've practiced verbal explanations through iPad videos but continue to work on their written explanations.

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**Serving**

**1. Define**

We believe that students struggle to resolve conflicts and self-regulation issues in a healthy, positive way based on situations and observations during unstructured time or group work (recess, transitions, washrooms, gym).

**2. Vision**

We envision a school where students are able to maintain positive relationships and resolve conflicts in an appropriate manner.

**3. Theory of Action**

- (1) If we create a school climate of inclusivity then students will feel that “Each Belongs”.
- (2a) If we teach and facilitate the use of age appropriate strategies then when conflicts arise, students will be better able to solve these disagreements in an appropriate and healthy manner.
- (2b) If we consistently use conflict resolution programs (e.g. Tools for Life, Restorative Justice, zones of regulation) then students will come to accept responsibility for their own words, choices and actions.

**4. Success Criteria**

- (1) Students will participate in a variety of opportunities to support inclusivity.
- (2) Students will successfully learn and implement age appropriate strategies when conflicts arise and assume greater responsibility for themselves.

**5. Plan**

- (1) We will provide a variety of leadership opportunities and school-based activities (e.g., choir, reading buddies, student council, eco team, sports, scripture reading, etc.) for students to choose from so that they feel that there is an opportunity suited to them to promote inclusivity within the school.
- (2) We will provide a caring, welcoming and non-threatening school climate through our words and actions (e.g., greeting students, smiling, acknowledging outside interests, activities, and events, etc.)
- (3) When conflict arises, we will promote the use of age appropriate conflict resolution programs (e.g., Tools for Life, Restorative Justice, etc.)

Data Sources:

Survey, observations, monitoring student participation/involvement

**6. Reflection**

**FDK Team**

At Christmas, classes have acts of kindness to Jesus; this fostered healthy relationships between classmates because they were complementing each other, and using Tools for Life problem-solving strategies (sharing, taking turns, using your words). We heard students say things like “let’s try to solve our problems, without the teachers.)

**Primary Team**

Students had leadership opportunities such as reading buddies, class morning prayers, ECO Team, recycling, class jobs, etc. Tools for Life was used successfully “Attentive Listening”. Students are beginning to see mistakes as opportunities for learning (Growth Mindset). Students still need teacher intervention and guidance to solve conflicts positively and practice Tools for Life when solving conflicts. This pillar should have been a part of the CSSAV visit day. Clear goals helped both the students and the teachers.

**Junior Team**

Restorative practices was used to resolve conflicts successfully (eg. Brag and drag). Some students have now become leaders with our “IHM Mary’s Angels”. Classroom discussion of issues as they arise.

**Intermediate Team**

We believe that we’ve provided numerous opportunities for students to show leadership skills (reading buddies, ECO, sports, Scripture reading, science fair, etc.) We believe that we’ve provided a non-threatening school climate through our interactions with our class as well as across the division. We also bring the classes altogether to collaborate on various activities (eg. DPA, school events, serving others, etc.) The are we require work on is conflict resolution and positive relationships. We have inclusive discussions, model/promote kindness, and we work with all students equally. We continue to treat the students with dignity and respect to encourage them to do the same for others.