

School Improvement Plan for Student Achievement and Well Being

Priorities for Improving Student Achievement 2016-2019

Mission Statement

Bishop P. F. Reding Catholic Secondary School, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals. Bishop Reding strives to foster the growth of productive and compassionate citizens, enabled to transform society and committed to social justice. As a school community, we recognize the inherent dignity of all people as children of God. We promote the development of the whole person: mind, body and spirit. We value and celebrate diversity as an enriching aspect of community.

Introduction to Contextual Data

Our School Improvement Plan is used to focus and direct our teaching and support staff activities, resources and energies on supporting effective instructional practice and improved student learning. The goals and strategies identified in our 2016-2017 plan jointly reflect the system goals and strategies outlined in the Board Improvement Plan of the Halton Catholic District School Board, the Catholic Graduate Expectations, and the recommendations of the Ministry of Education.

Key Considerations in this Year's School Improvement Plan

Actions that:

- reflect the principles of a Catholic Learning Community;
- enhance inquiry-based tasks that emphasize critical thinking, real world problem solving, communication, and collaboration to develop a global perspective in content areas;
- promote school improvement in literacy and mathematics;
- reflect evidence-based needs and practices through the use of school-based Instructional Rounds;
- promote 21st Century Learning initiatives;
- promote awareness of Education and Career Life Planning;
- set and monitor specific targets in achievement for specific clusters of students (Gender specific, Pathways specific, IEP, Student Success/In-Risk, ELL).

Problem of Practice

As a Problem of Practice, we will support students in developing critical thinking processes whereby they have the confidence to persevere with challenging tasks.

ACHIEVING

- In recognition of each student's dignity, a clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- In recognition of each student's dignity, instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario Catholic curriculum.

BELIEVING

- Staff, students and the school community will promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment.
- The teaching and learning environment will be inclusive, will promote the intellectual engagement of all students, and will reflect individual student dignity.

BELONGING

- Timely and tiered interventions, supported by a team approach, will respond to individual student learning needs and well-being to develop each student's God-given potential.
- Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available.