St. Thomas Aquinas High School
School Improvement Plan for Student Achievement and Well-Being (SIPSAW) 2018-2019

St. Thomas Aquinas High School is committed to promoting faith formation, well-being and achievement so that all students and staff can reach their full potential.

WELCOMING Catholic Faith, Community and Culture	SUPPORTING Literacy and Numeracy	ENGAGING Pathways
We enrich our Catholic school community by providing a safe, supportive and inclusive environment where learning is a faith-based and positive experience.	**We have high expectations for all students and know each student can improve their literacy and numeracy skills given time and support.**	**We provide a range of pathways, programs and supports to enhance student self-awareness in making appropriate program and life choices.**
SEE Positive Behaviour for Learning (PB4L) implementation.	**SEE** Increase student and staff competency in numeracy and literacy.	**SEE** Improve transition and pathway planning for all students.

DO	DO	DO
Establish active PB4L Teams which includes staff, students and parents/guardians. Develop 3 year implementation plan for PB4L (2018-2021). Ongoing faith formation to promote a greater understanding and application of our Catholic faith. Increase communication with parents and guardians through school council meetings and social media. Increase participation in equity and inclusion initiatives, such as Orange Shirt day, and promote board-wide participation in these activities.	Increase numeracy supports through gr.7-10 vertical planning with potential to include consultation with gr. 6 teachers. Ensure 300 minutes of numeracy instruction per week in Grade 7 & 8. PLCs of Grades 7-10 will engage in Collaborative Inquiry regarding effective literacy instruction in the intermediate years. Support students writing the OSSLT by facilitating a practice test and extra help sessions.	Increase awareness of available specialized programs (e.g. Co-operative Education, SHSM, dual credit, apprenticeship). Increase Cross Panel structures to improve the transition of students from PJPII, SMB and STL to STAHS. Increase authentic learning experiences for students enrolled in the OLC course and for those involved in ELL and CYIC initiatives. PLCs of Learning Resource Teachers will engage in Collaborative Inquiry regarding transition planning for students with IEPs.
GET A positive school environment that improves student achievement, student and staff well-being and public confidence.	**GET** Improved student and staff learning in numeracy and literacy.	**GET** Structures and processes are in place to support successful student transitions.

MONITOR	MONITOR	MONITOR
Staff will monitor the progress of the PB4L process including the three year plan.	Staff will identify and monitor the progress of all students, with particular attention to students who may require additional support (e.g. students with special education needs, at-risk students, new students).	Staff will identify and monitor the progress of all students, with particular attention to students who may require additional support (e.g. students with special education needs, at-risk students, new students).
Ongoing review of the SIPSAW at SIP PLCs, staff meetings and school based PD days.	Monitor the effectiveness of PLCs through exit slips.	Monitor number of students participating in specialized programs.
Ongoing implementation and monitoring of School Climate Surveys.	Staff will collect, discuss and analyze student data related to literacy (OSSLT) and numeracy skill development.	SST will monitor attendance, academic and affective concerns to identify at-risk students.
Monitor the effectiveness of PLCs, PB4L Teams and PD through exit slips.	Staff will monitor the use of effective literacy and numeracy strategies and revise instruction based on student learning need.	Monitor the effectiveness of PLCs through exit slips.
		Monitor number of staff participating in student transition activities.

Update: October 2, 2018