

St John's - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

URGENT STUDENT LEARNING NEED: Numeracy

SCHOOL-THEORY OF ACTION: *If we focus on daily number sense routines, non routine questions and rich number tasks then student flexibility of tool /strategy selection, achievement and confidence in math will improve.*


Which **SEF Indicators will support** the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYSIP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

<p style="text-align: center;">Nurturing Our Catholic Community</p> <p>BIPSA SEF Indicators 4.1,5.3, 6.3 Where are our areas of growth? What we must learn more about ? SEF strategies/indicators that we believe will have the greatest impact on the area of urgent student needs?</p>	<p style="text-align: center;">Building Capacity to Lead , Learn & Live Authentically</p> <p>BIPSA SEF Indicators 2.4, 4.3, 4.5 Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?</p>	<p style="text-align: center;">Student Engagement, Achievement & Innovation</p> <p>BIPSA SEF Indicators 3.1, 4.2, 5.4 How will the strategies and actions change practice to achieve the outcomes (s)?</p>
---	--	---

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

<p style="text-align: center;">CATHOLIC, COMMUNITY, CULTURE & CARING</p> <p>...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.1, 6.3)</p>	<p style="text-align: center;">NUMERACY</p> <p>...problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures, and skills. (SEF: 2.4, 4.1, 4.2, 4.5)</p>	<p style="text-align: center;">LITERACY</p> <p>...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)</p>	<p style="text-align: center;">PATHWAYS TO SUCCESS</p> <p>... engage as partners in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career life planning. (SEF: 4.3, 5.3, 5.4)</p>
---	--	--	---

<p style="text-align: center;">Knowing the LEARNER through ASSESSMENT</p> <ul style="list-style-type: none"> ● How can we understand what a student knows, thinks, and is able to do? ● How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps? ● How will we give students voice and choice in their learning and build on a desire to make sense of their world? ● How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning? 		<p style="text-align: center;">Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> ● In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time? ● How will <u>observations, conversations and products</u> (i.e. triangulation of data) drive the next level of learning in the curriculum? ● How do we engage students in co-designing culturally authentic, relevant learning & learning environments that foster risk-taking & connections & leveraging technology to accelerate learning? ● How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?
--	---	--

KNOW our Learners ↔ **RESPOND to their Needs** ↔ **MONITOR our Progress**
OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES (the result we are working toward): Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

	Guiding Questions	CATHOLIC, COMMUNITY, CULTURE & CARING	NUMERACY	LITERACY	PATHWAYS TO SUCCESS
Student Learning Need	<p>How do you know this is a need? What evidence/data suggests there is a need? <i>(e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</i></p>	<ul style="list-style-type: none"> ● Structured faith based activities in the school, community and parish (e.g., masses, retreats, liturgies, celebrations and sacramental preparation) ● Build positive peer relationships through various school activities and initiatives. ● Some families face financial hardship 	<ul style="list-style-type: none"> ● EQAO results show that 36% of grade 3 students are at or above the provincial standard for numeracy (decrease of 6%). ● EQAO results show that 49% of grade 6 students are at or above the provincial standard for numeracy(Increase of 26%). ● CAT-4 shows a need for proficiency in mathematics ● CCAT7 shows a need for enrichment opportunities & further investigation ● Build general & specific mathematics vocabulary ● Appropriate selection of tools and strategies 	<ul style="list-style-type: none"> ● EQAO results show that 60% of grade 3 students area at or above the provincial standard for reading (increase of 18%) and 58 % for writing. (increase of 10%) ● EQAO results show that 74% of grade 6 students are at or above the provincial standard for reading (increase of 18%) and 84% for writing (increase of 19%). ● CAT-4 shows a need for proficiency in use of conventions in both reading and writing 	<ul style="list-style-type: none"> ● Increase the number of student artifacts uploaded to each student’s All About Me portfolio ● Engage in goal-setting and select appropriate activities/ program & pathway choices that reflect their interest, skills & abilities
Outcome (Result)	<p>What is the outcome/result you are working towards? How will you measure reaching this outcome? <i>(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</i></p>	<ul style="list-style-type: none"> ● Increase the level of faith-filled experiences for our whole school community. ● Provide opportunities for students to be involved in activities that promote positive mental health and physical well being (GoZen, Teachtown & Team Sports) ● School/ class wide social-emotional learning ● Building community by using “I am MY Choices” ● Use of Christian Meditation in all classes. 	<ul style="list-style-type: none"> ● Increase EQAO results in numeracy ● Engage in hands on learning opportunities in math to further ● develop students’ ability to apply concepts in practical settings ● Support student success through special education accommodations & modifications including the consistent & mindful use of technology & strategies for students with learning disabilities 	<ul style="list-style-type: none"> ● Increase EQAO results in reading and writing ● Support student success through special education accommodations & modifications including the consistent & mindful use of technology & strategies for students with learning disabilities 	<ul style="list-style-type: none"> *Help students transition from elementary to secondary *Building students’ capacity to use the IPP Blueprint in grades 7 and 8 to set/monitor personal goals, careers exploration and plan for secondary pathways ● Develop 21st C global competencies by engaging in inquiry-based learning to collaboratively determine the focus & structure of any inquiry ● Understanding of the available opportunities & participation in experiential learning
Program Plan	<p>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation? <i>(e.g. What will you INVEST (time, money, staff, resources, technology, partners, etc.)? What will you DO (PD, meetings, assessments, etc.)? How well are you doing it?</i></p>	<ul style="list-style-type: none"> ● Students will participate in monthly celebration/Umbrella Project assemblies. ● Carizon partnership - Tools for Life (TFL) in Primary ● Special Education & Classroom Teams - TFL in K. ● Nutrition for Learning Program ● Sports Teams & Clubs ● Pastoral Team 	<ul style="list-style-type: none"> ● Intentional learning goals & co-created success criteria ● Number Talks & Number Strings ● Utilize the Instructional Coach to support Math learning cycles ● Emphasize Math Leads Role (ie reiterate learning at Division & Staff Meetings) 	<ul style="list-style-type: none"> ● Jolly Phonics in Primary and Early Years ● Intentional learning goals & co-created success criteria ● RAZ Kids - School Wide ● Strong Start ● Corrective Reading programs ● Empower Spelling & Decoding ● Empower Comprehension 	<ul style="list-style-type: none"> ● Monitor the IPP Completion ● Engage in goal-setting and select appropriate activities/program & pathway choices that reflect their interest, skills & abilities ● Develop 21st century global competencies by engaging in inquiry based learning to collaboratively decide the focus & structure of the inquiry

St John's - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

URGENT STUDENT LEARNING NEED: Numeracy

SCHOOL-THEORY OF ACTION: *If we focus on daily number sense routines, non routine questions and rich number tasks then student flexibility of tool /strategy selection, achievement and confidence in math will improve.*

	<ul style="list-style-type: none"> • Umbrella Project • Go Zen • Teachtown • Social Justice Initiatives- We Team • Parenting Support • Newcomer Family Support • Identify, plan and support Christmas Hampers <p>Monitored Through-class walkthroughs, Principal on Wheels meetings, student/teacher/parent feedback, class reviews, SST/ESL /Administrator Check ins , Pastoral Team Feedback, Parish Priest & Chaplain visits and feedback, Carizon Resource Program Worker visits and feedback, Settlement worker visits and feedback and Social Worker visits and feedback.</p>	<ul style="list-style-type: none"> • Caribou Mathematics & Gauss Mathematics Competitions • Use of math tools, concrete materials, and technology on a daily basis • Use of Knowledgehook to engage students and monitor • Grade and division level collaboration (share ideas) • Mock EQAO in February • Focus on appropriate tool selection strategies to help students understand effective solving strategies (i.e., additive and multiplicative thinking) • Special Education Teacher support in math classes will enable all students to successfully enter into math discussions, inquiry and problem solving • More opportunity for consolidation and practice • Continued teacher collaboration: common practice in divisions • Punctuated math instruction supported by Math Coach <p>Monitored Through-class walkthroughs, Encompass, Marker Student Monitoring , Principal on Wheels meetings, student/teacher/parent feedback, class reviews, SST/ESL /Administrator Check ins and Instructional Coach visits & feedback</p>	<ul style="list-style-type: none"> • Lexia Core 5 • Increasing the engagement of ELL parents through offering workshops and events which will help them to support student learning and engage with the curriculum • Supporting professional development opportunities which strengthen the classroom teachers' understanding of appropriate accommodations and modifications for ELLs. • Mock EQAO in February <p>Monitored Through-class walk-throughs, Encompass, Marker Student Monitoring , Principal on Wheels meetings, student/teacher/parent feedback, class reviews, SST/ESL /Administrator Check ins and BLAM folders</p>	<ul style="list-style-type: none"> • Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences • Grade 8 Student and Parent Night at Resurrection & St. Mary's (ELD) • Grade 8 Visitation Days and Grade 7 Day at Resurrection. <p>Monitored Through- check-ins with Student Success Teacher, monitoring completion rate on My Blue Print</p>
--	---	--	---	--

Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Perseverance

STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING

Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Superintendent will (from [Catholic System-Level Leadership-OLF](#))

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and participating in professional learning at all levels (i.e. Collaborative Inquiry Learning (CILs), Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Collaborate with and support schools in the development of their School Improvement Plan (SIP) and incorporation of relevant data
- Provide differentiated support to schools (e.g., instructional teacher support, release time and resources, etc.)
- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA
- Promote formal and informal leadership to support professional learning

Administrators will (from [Catholic School Level Leadership-OLF](#))

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools (FOS) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan
- Engage parents/caregivers in supporting educational priorities

Educators will (from [K-12 School Effectiveness Framework-OLF](#)):

- Create an engaging & safe learning environment based on high expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations
- Incorporate Ontario Catholic school Graduate Expectations into all planning & learning opportunities
- Provide multiple opportunities via the use of evidence-based instructional practices (e.g., mindful use of strategies for LD, critical thinking, inquiry-based learning, quality questioning, accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions
- Participate in PLCs using student data & collaborative inquiry to monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach
- Engage parents/caregivers in supporting educational priorities

- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.

Support Staff will (from [K-12 School Effectiveness Framework-OLF](#)):

- Collaborate to assist in the implementation of effective strategies that will support learning for all students
- Collaborate to support job-embedded professional learning of evidence-based instructional strategies
- Respond to system learning needs in a strategic and timely fashion

Students will:

- believe they can learn, progress and achieve
- understand what they need to do to be successful in independent numeracy and literacy tasks (robust tasks and success criteria)
- explore and reflect on interests, strengths, skills, and education/career/life aspirations
- believe their learning and well-being are supported

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

URGENT STUDENT LEARNING NEED: Numeracy

SCHOOL-THEORY OF ACTION: *If we focus on daily number sense routines, non routine questions and rich number tasks then student flexibility of tool /strategy selection, achievement and confidence in math will improve.*

MONITORING LEARNING

Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

MONITORING OUR STUDENTS' LEARNING

Ongoing reflections that will support efforts to know our learners and monitor student growth:

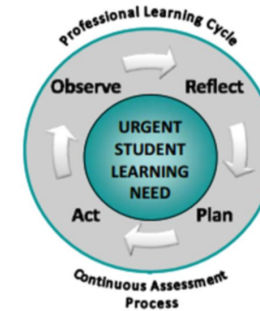
- Where did our students begin? How did we document and measure student learning?
- How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?
- How do we know that all students have shown growth?

Catholic, Global-Minded Graduates

*Collaborate & Communicate
Think Critically & Problem Solve
Create & Innovate; Develop Character
Demonstrate Resiliency & Persevere*

NEXT STEPS:

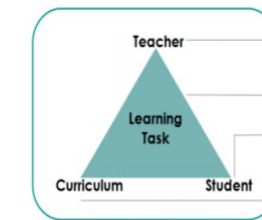
- What will we do next as a result of our learning and reflections?
- How does our new learning inform our MYSP priorities?
- How will we mobilize our successful evidence-based strategies?
- What additional student and educator learning needs remain?



MONITORING OUR PROFESSIONAL LEARNING

Ongoing evidence of the impact of collaborative professional learning:

- How did we document and measure educator learning?
- How has our participation in collaborative teaching and learning changed our teaching practice?



Reflecting on the Instructional Core

- How has our selection and implementation of the instruction/assessment practice been aligned with the student learning need?
- How do our learning tasks predict performance?
- How has the role of the student evolved in the instruction/assessment process?
- How has our enhancement of teacher content knowledge affected the development of the learning task?