

# St. Daniel C.E.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:**

**SCHOOL-THEORY OF ACTION:** *If we.... Then...*

If we continue to work on basic skills in numeracy and literacy, through building teacher capacity with learning and confidence, THEN students will achieve level 3. If we continue to build teacher capacity with appropriate resources and through promoting the use of a growth mindset to help students persevere as well as a variety of teaching/learning strategies THEN students will achieve provincial standards K-8.

*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.*

## MYSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

<p><b>Nurturing Our Catholic Community</b></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><b>Building Capacity to Lead , Learn &amp; Live Authentically</b></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><b>Student Engagement, Achievement &amp; Innovation</b></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>
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### SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

<p><b>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</b></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><b>NUMERACY</b></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><b>LITERACY</b></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><b>PATHWAYS TO SUCCESS</b></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>
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<p><b>Knowing the LEARNER through ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>● How can we understand what a student knows, thinks, and is able to do?</li> <li>● How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?</li> <li>● How will we give students voice and choice in their learning and build on a desire to make sense of their world?</li> <li>● How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning?</li> </ul>		<p><b>Responding through EFFECTIVE INSTRUCTION &amp; LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>● In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time?</li> <li>● How will <u>observations, conversations and products</u> (i.e. triangulation of data) drive the next level of learning in the curriculum?</li> <li>● How do we engage students in co-designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning?</li> <li>● How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?</li> </ul>
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**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
<b>Student Learning Need</b>	<p><b>How do you know this is a need?</b> <b>What evidence/data suggests there is a need?</b> <i>(e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</i></p>	<ul style="list-style-type: none"> <li>● EQAO questions (contextual and attitudinal)</li> <li>● Resiliency data</li> <li>● Principal on Wheels data</li> <li>● Teacher observations</li> <li>● EDI data</li> </ul> <p>STUDENT LEARNING NEED: Students able to work together and collaborate inside and outside of the classroom with healthy peer relationships.</p>	<ul style="list-style-type: none"> <li>● EQAO data; report card data</li> <li>● Attitudinal and contextual data</li> <li>● Teacher observations</li> <li>● Principal on Wheels questions</li> <li>● Jump, Reflex and IXL feedback</li> </ul> <p>STUDENT LEARNING NEED: to increase knowledge and confidence with the number sense strand in order for students to apply the learning to problem solving and application questions (reasonableness of the answer, justification)</p>	<ul style="list-style-type: none"> <li>● EQAO data (reading and writing)</li> <li>● Results over the years vs board results and provincial results (Gr 3 and Gr 6) ( we are below the board standard)</li> </ul> <p>STUDENT LEARNING NEED: to build stamina and confidence using the strategies taught to understand a variety of written forms.</p>	<ul style="list-style-type: none"> <li>● Attitudinal data</li> <li>● Teacher observations</li> <li>● Parent feedback</li> <li>● Experiential learning opportunities</li> </ul> <p>STUDENT LEARNING NEED: to learn about a variety of pathways, experiential learning opportunities and careers available to them.</p>
<b>Outcome (Result)</b>	<p><b>What is the outcome/result you are working towards? How will you measure reaching this outcome?</b> <i>(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</i></p>	<ul style="list-style-type: none"> <li>● Support healthy peer relationships in order to work effectively in in groups and with collaboration</li> <li>● Support healthy working relationships in class and throughout the school community (less conflict during collaboration, on the yard, on the bus...)</li> <li>● Increase perseverance and stamina; building positive mindsets amongst our entire community</li> <li>● Building stability for safety and comfort using routines and expectations</li> <li>● sharing OCSGE weekly to root our learning and as a goal for our graduates</li> </ul>	<ul style="list-style-type: none"> <li>● Increased knowledge of the concepts of number (estimation, place value, fractional sense)</li> <li>● Gap closing of essential and basic skills to help students meet specific expectations across the grade levels</li> <li>● Deepening understanding of quantity; basic operational skills (see and hear students using the skills in problem solving and application questions)</li> <li>● Spatial reasoning; algebraic thinking</li> <li>● Teachers participating in moderated marking (amongst grade level teachers/divisions at each staff</li> </ul>	<ul style="list-style-type: none"> <li>● Increased comprehension and fluency;</li> <li>● Building stamina (students can read longer; stay on task longer; perseverance)</li> <li>● Increased student confidence in using the variety of strategies to understand many forms of writing</li> <li>● Monitoring target students; monthly notes shared; 3 times yearly with Principal</li> <li>● Integrating learning in play; across all subject areas</li> <li>● Review and build on basic skills (conventions and punctuation)</li> <li>● Stop, drop and read once a month to encourage the</li> </ul>	<ul style="list-style-type: none"> <li>● Increased knowledge of various pathways and careers available to our students</li> <li>● Using my Blueprint</li> <li>● Continued use of e Portfolios</li> <li>● Experiential learning opportunities via guest speakers, SKYPE meetings with organizations</li> </ul>

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**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:**  
**SCHOOL-THEORY OF ACTION:** *If we.... Then...*

		<ul style="list-style-type: none"> <li>Participating in school wide Monday meditation and in class (survey staff how often they are doing it and what they are seeing; survey for students - how often; how it is helping them)</li> <li>Students using the strategies learned during John Howard on the yard, in gym class, and on the bus (less conflict)</li> </ul>	meeting to help students achieve a level 3) <ul style="list-style-type: none"> <li>Use of number talks/number strings K-8</li> <li>Monitoring target students, monthly notes shared</li> <li>Identifying impact on teacher practice in best practice sharing; observing teaching strategies in classes and monitoring student achievement (report cards)</li> </ul>	enjoyment/love of reading and stamina.	
<b>Program Plan</b>	<p><b>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation?</b>  <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"> <li>John Howard presentations for each class K-6</li> <li>Use of restorative circles (Principal and J.Johnston trained)</li> <li>Use of consistent routines; monthly mindset virtues</li> <li>Teacher prompts for group work</li> <li>Reporting in learning skills improvements and next steps needed</li> <li>Spirit Team; visuals; picture labelling; consistent follow through</li> <li>AIM programming</li> </ul>	<ul style="list-style-type: none"> <li>Building capacity in staff for math learning (Math Up resources, Jump math, Ixcel, Knowledgehook, math coaching cycles)</li> <li>Time at each staff meeting to share math learning</li> <li>EMLT work</li> <li>Encourage parents to be a part of the learning (school council, invite them in to see students learning math)</li> <li>Mindful use of technology</li> <li>1-1 small group conferencing; concrete materials</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Week and Stop, Drop and Read monthly</li> <li>BLAM/CASE work with consultants (monthly check ins)</li> <li>Use Words Their Way for explicit examples of spelling gaps (BLAM Primary Pilot 2019)</li> <li>Let's Talk About it program for oral language in 1-3</li> <li>Use of Language Power resources in Gr 1-3</li> <li>Guided reading across all grade levels weekly</li> <li>Use of anchor charts in the class</li> <li>Model think alouds as much as possible</li> <li>1 to 1 check ins with BLAM for each student</li> <li>Teaching explicit strategies to build vocabulary, syntax, visual and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>"Er" day</li> <li>Promoting class trips; SKYPE lessons to share and promote different experiences</li> <li>Michelle Booth support to teach students how to upload to their portfolios</li> <li>Offering experiential learning experiences</li> </ul>

**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

**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

- 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

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**URGENT STUDENT LEARNING NEED:**

**SCHOOL-THEORY OF ACTION:** If we.... Then...

- 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

- information about student learning to guide instructional approach
- Engage parents/caregivers in supporting educational priorities

**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?

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 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 MYP 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?

