

St Paul - 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: Our students struggle with making connections between concepts they are currently learning and applying the learning to new and diverse topics. This struggle is seen in language classes where students are asked to make connections between texts, and their lives, in writing using the writing process and in using language conventions in their writing; it is seen in math classes where they need to make connections between strands and concepts and with real life applications; and in our school culture as students struggle to show empathy and apply learning to their own experiences and the experiences of their peers. As a result we witness students struggling with complex, multi-step math problems; to produce writing that follows a process and using grammar and vocabulary effectively; and to be empathetic towards others and have compassion for themselves.

SCHOOL-THEORY OF ACTION: *If we... provide NPDL design tasks that that are focused on students applying their learning to new and varied contexts Then... they will be better able to solve increasingly complex learning and social problems by making connections between prior knowledge and current challenges.*


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>Nurturing Our Catholic Community</p> <p>BIPSA SEF Indicators 4.1,5.3, 6.3</p> <p>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>Building Capacity to Lead , Learn & Live Authentically</p> <p>BIPSA SEF Indicators 2.4, 4.3, 4.5</p> <p>Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?</p>	<p>Student Engagement, Achievement & Innovation</p> <p>BIPSA SEF Indicators 3.1, 4.2, 5.4</p> <p>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>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>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>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>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>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>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?</p> <p>What evidence/data suggests there is a need?</p> <p><i>(e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</i></p>	<ul style="list-style-type: none"> ● Decreasing number of students receiving Sacraments (less than 50% of grade cohort) ● EDI - 20.8% vulnerable in 2 domains (primarily Physical Health and well being - 33.3% and Social Competence - 25%) ● School Profile - 18% identified as low income (LIM-AT) indicating the need for family supports including field trips, pizza lunches, Christmas and holiday food support, warm clothes, etc ● An increase in Safe School forms being completed (102 in 2017-18) indicating a need for developing student empathy, as well as resilience and relationship building skills ● 48 Workplace Violence Forms completed in 2017-18 ● Mental Health and wellness (17 Social Work 	<ul style="list-style-type: none"> ● EQAO - gr 3 61% at or above Provincial Standard ● EQAO - Gr 6 53% at or above Provincial Standard ● CAT 4 - Low scores for more than 50% of students in the following areas: <ul style="list-style-type: none"> - GSS - indicating need in working with 2D and 3D objects and recognizing and describing transformation, - Data - indicating a need to describe and make inferences from tables, charts and graphs; make predictions involving probability - Whole number operations - indicates a need to develop the ability to add, subtract, multiply and divide, and to use 	<ul style="list-style-type: none"> ● EQAO Reading - gr 3 - 71% ● EQAO Writing - gr3 - 74% ● EQAO Reading - Gr 6 - 77% ● EQAO Writing - Gr 6 - 77% ● CAT 4 - Low scores for more than 50% of students in the following areas: <ul style="list-style-type: none"> - General Vocabulary - indicating a need to focus on the use of synonyms, antonyms, multi-meaning words, and words in context - reading media text - indicating a need to develop skills to read and understand cartoon and magazine articles with print text and labelled diagrams ● CCAT - Verbal 10/27 scored low ● Report Card - 62% of students achieving level 	<ul style="list-style-type: none"> ● My Blueprint - continue to have a 100% completion for students attending WCDSB Secondary School ● NPDL and the 6 Competencies introduced last year but implementation has been limited- we need to develop global competencies through the implementation of deep learning tasks for students ● Leadership opportunities have had an Intermediate focus primarily so far - Junior students need to be provided with the opportunities to engage in leadership opportunities ● Real life context for learning ● Experiential learning opportunities to learn about skills needed for 21st Century

St Paul - 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: Our students struggle with making connections between concepts they are currently learning and applying the learning to new and diverse topics. This struggle is seen in language classes where students are asked to make connections between texts, and their lives, in writing using the writing process and in using language conventions in their writing; it is seen in math classes where they need to make connections between strands and concepts and with real life applications; and in our school culture as students struggle to show empathy and apply learning to their own experiences and the experiences of their peers. As a result we witness students struggling with complex, multi-step math problems; to produce writing that follows a process and using grammar and vocabulary effectively; and to be empathetic towards others and have compassion for themselves.

SCHOOL-THEORY OF ACTION: *If we... provide NPDL design tasks that that are focused on students applying their learning to new and varied contexts Then... they will be better able to solve increasingly complex learning and social problems by making connections between prior knowledge and current challenges.*

		<p>Referrals focusing on self esteem and lack of resilience for students)</p> <ul style="list-style-type: none"> Anxiety - parent conversations, teacher observations 	<p>percent, negative numbers, fractions and exponents</p> <ul style="list-style-type: none"> Decimal operations - specifically adding, subtracting, multiplying and dividing fractions Estimation and number operations - indicates a need to develop the ability to approximate for adding and dividing <ul style="list-style-type: none"> Report Card - Patterning and Algebra consistently lowest in students achieving levels 3 and 4 	<p>3 or 4 in Writing</p> <ul style="list-style-type: none"> 65% of students achieving level 3 or 4 in reading 	<p>employment</p> <ul style="list-style-type: none"> Learning Skills - Self Reg, Ind Work consistently have more students with S or N
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 level of student engagement in faith filled experiences in reference to the Year of Faith theme as measured by student participation in liturgies, Masses and Social Justice experiences Continue to foster resilience and a Growth Mindset with students by promoting a positive and safe environment where students feel safe to take risks as measured in student resilience when facing challenges (teacher observation, recess conflicts) Increased ability for students to resolve peer conflicts independently or with adult support 	<ul style="list-style-type: none"> EQAO scores—Primary—increase our score to 70% meeting Provincial Standard Junior scores—increase to 55% meeting the Provincial Standard Increase numeracy support for staff and students (e.g., resources, technology, Numeracy Teacher, Math Lead Teacher, Special Education Teacher, Educational Assistants). Increase in regular and on-going practice of Number Sense and Fractions Routines and Number Talks. Students with IEPs will meet provincial standard at same rate as students without an IEP Primary to Junior - increase in cohort achievement 	<ul style="list-style-type: none"> EQAO Primary— Reading— Increase to 75% meeting Provincial Standard Writing—Increase to 77% meeting Provincial Standard Junior increase to 80% meeting Provincial Standard in Reading and Writing Students read, comprehend & produce a variety of literary, graphic & informational texts, using a range of strategies with an emphasis on making connections to the text. Students will draft, revise, edit and proofread writing to improve upon topic development, and use their strategies and knowledge of language conventions in the writing process. 	<ul style="list-style-type: none"> Maintain Gr 7/8 MyBlueprint, IPP activity completion rates. Students in JK—Gr 6 will enter a quality of artifacts into the All About Me portfolio as driven by individual student goals and learning. Increase participation in future pathway opportunities by promoting and involving community partners (e.g., Conestoga’s Grade 8 Explore Your Future Day, Resurrection CSS programs, Community Helpers,). Increase Report Card LS - more to G/E
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"> Provide provide foundational knowledge experiences to demonstrate faith in action Classroom teacher and St Francis Parish staff will intentionally teach the prayers and parts of the Mass, as well as the context behind different parts of the Mass positive school environment where growth mindset and resilience is emphasized school wide emphasis of growth mindset and building resilience through the implementation of the Umbrella Project and a focus on monthly Umbrella Skills and time spent at each staff meeting All students will participate in the Umbrella Project which is shown to increase resiliency skills Monthly assemblies focused on Umbrella Skills CTs to deliver Monthly Umbrella lessons 	<ul style="list-style-type: none"> Use visualization & number relationships, through a variety of contexts, to build school wide Number Sense, with intentional focus on making connections between strands and concepts. Special education accommodations & modifications, including consistent & mindful use of technology, manipulatives & strategies for students. Students with IEP Math Accommodations and Modifications will have expectations that include all four categories of achievement Spiralling, punctuated/ guided math groups, ‘Throw back’ Thursdays Apply basic foundational skills into new and different contexts EMLT Teachers will provide PD and collaborate with staff to increase confidence and 	<ul style="list-style-type: none"> Build general & subject specific vocabulary through reading instruction with the intentional use of curriculum content for literacy & precise text selection. Strengthen written & oral communication skills: topic development, use of supporting details, organization & conventions. Support students success through special education accommodations/modifications including consistent a& mindful use of technology & strategies for students & programs (EMPower, Comprehension, Strong Start, etc.). integration of reading and writing instruction in other subject areas through the use of diagnostic assessment such as BLAM, CASI and OCA, teachers with "know the learner and respond to student learning needs" as articulated in the BIPSA 	<ul style="list-style-type: none"> Act upon feedback from teachers & peers to move learning forward; setting goals for future achievement. Develop 21st century global competencies by engaging in inquiry-based learning to collaboratively decide the focus & structure of the inquiry. Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences. (Google classroom Coding activities in classes and at recesses, using k8 robotics, Spheros, full school participation in Hour of Code activities Greater access to Chromebooks for students in JK - Primary grades with the intention of leveraging technology to accelerate learning as monitored by sign out calendar Staff moderation regarding assessment of

St Paul - 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: Our students struggle with making connections between concepts they are currently learning and applying the learning to new and diverse topics. This struggle is seen in language classes where students are asked to make connections between texts, and their lives, in writing using the writing process and in using language conventions in their writing; it is seen in math classes where they need to make connections between strands and concepts and with real life applications; and in our school culture as students struggle to show empathy and apply learning to their own experiences and the experiences of their peers. As a result we witness students struggling with complex, multi-step math problems; to produce writing that follows a process and using grammar and vocabulary effectively; and to be empathetic towards others and have compassion for themselves.

SCHOOL-THEORY OF ACTION: *If we... provide NPDL design tasks that that are focused on students applying their learning to new and varied contexts Then... they will be better able to solve increasingly complex learning and social problems by making connections between prior knowledge and current challenges.*

	provided <ul style="list-style-type: none"> ● Increased visits by St Francis Staff in classes ● Learning Buddies for all classes will help students to develop empathy, leadership and the Umbrella skills 	competence in using routine and non-routine questions in their math lessons <ul style="list-style-type: none"> ● Component of each staff meeting to discuss monitor students and interventions ● Division meetings with focus on moderation of student work and intervention strategies ● Instructional Coach - focus on guided instruction and collaboration ● MONITOR Principal Learning Walk, CT meetings regarding student progress each term 	<ul style="list-style-type: none"> ● Division meetings with focused discussions and moderated assessments focusing on use of assessment for and as learning to improve ability to make connections between text and self, others and other texts; and on writing for a purpose and audience, using the conventions of language effectively ● MONITOR Principal Learning Walk, CT meetings regarding student progress each term 	Learning Skills to ensure all teachers are operationally defining each grade
--	--	---	--	--

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.

<p>Superintendent will (from Catholic System-Level Leadership-OLF)</p> <ul style="list-style-type: none"> ● 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 			
<p>Administrators will (from Catholic School Level Leadership-OLF)</p> <ul style="list-style-type: none"> ● 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 	<p>Educators will (from K-12 School Effectiveness Framework-OLF):</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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. <p>Support Staff will (from K-12 School Effectiveness Framework-OLF):</p> <ul style="list-style-type: none"> ● 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 	<p>Students will:</p> <ul style="list-style-type: none"> ● 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

St Paul - 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: Our students struggle with making connections between concepts they are currently learning and applying the learning to new and diverse topics. This struggle is seen in language classes where students are asked to make connections between texts, and their lives, in writing using the writing process and in using language conventions in their writing; it is seen in math classes where they need to make connections between strands and concepts and with real life applications; and in our school culture as students struggle to show empathy and apply learning to their own experiences and the experiences of their peers. As a result we witness students struggling with complex, multi-step math problems; to produce writing that follows a process and using grammar and vocabulary effectively; and to be empathetic towards others and have compassion for themselves.

SCHOOL-THEORY OF ACTION: *If we... provide NPD design tasks that are focused on students applying their learning to new and varied contexts Then... they will be better able to solve increasingly complex learning and social problems by making connections between prior knowledge and current challenges.*

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> ● Purposefully embed the strategies identified in the Pastoral Plan ● 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?

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?

