

St. Elizabeth CES- 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: Practice in tackling complex, multi-strand, multi-step questions in Math, in the areas of Thinking and Application, and Proportional Reasoning
SCHOOL-THEORY OF ACTION: If teachers use EQAO-type open response questions regularly, involving thinking/application/communication skills, and put an emphasis on reasoning, then this will result in better achievement in math

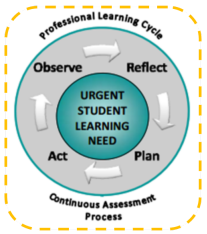
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYS P 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 <i>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?</i></p>	<p style="text-align: center;">Building Capacity to Lead , Learn & Live Authentically</p> <p>BIPSA SEF Indicators 2.4, 4.3, 4.5 <i>Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?</i></p>	<p style="text-align: center;">Student Engagement, Achievement & Innovation</p> <p>BIPSA SEF Indicators 3.1, 4.2, 5.4 <i>How will the strategies and actions change practice to achieve the outcomes (s)?</i></p>
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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>
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<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?
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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
<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"> Negative behaviours on the yard Students with negative self-talk and talk of self harm Students experiencing anxiety Need to build resilience and growth mindset - students need to stick with problems that they find difficult 	<ul style="list-style-type: none"> EQAO data 63% at Level 3 or 4 in Grade 6 Math Analysis of questions shows that students struggle with multi-strand, multi-step. Thinking and Application questions Report card marks align with EQAO 	<ul style="list-style-type: none"> 88% success rate Grade 3 EQAO Writing, but no students achieved Level 4.. Analysis of results shows that students struggle with writing conventions Students struggle with subject-specific and Math-specific vocabulary 	<ul style="list-style-type: none"> Need for students to be well prepared for high school CCAT, CAT4, EQAO att
<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"> Decrease in anxiety levels and greater capacity for coping with stress Students will demonstrate more stamina in tackling difficult or complex problems Greater whole-school commitment to a positive mental health awareness, growth mindset, and the Ontario Catholic Graduate Expectations Greater capacity for self-regulation in our students 	<ul style="list-style-type: none"> Increased success in Mathematics at Grade 6 EQAO (currently 63%: target 70%) and in performance in teacher co-created and moderated Math classwork Increased understanding of reasonableness of answers 	<ul style="list-style-type: none"> Increase in number of students attaining Level 4 in Grade 3 EQAO Writing Improvement in language conventions by specifically teaching them Improved understanding of subject specific vocabulary (e.g. Practice in writing concise, direct, short answer responses 	<ul style="list-style-type: none"> 100% rate of completion of My Blueprint Exposure to future choices Build resilience and growth mindset
<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</i></p>	<ul style="list-style-type: none"> Implementation of The Umbrella Project throughout the school, and presentation to parents Christian Meditation as a means of calming the mind and focusing on the positive (John Murphy or school chaplain to inservice staff, modelled at staff meeting) Healthy Schools, Eco Schools and Nutrition for 	<ul style="list-style-type: none"> Punctuated instruction Gr 1 to 6 Introduce spiralling in Gr 7 and 8 Teachers plan and moderate complex Math problems in Division meetings Track marker students Triangulation of data 	<ul style="list-style-type: none"> Teach subject specific vocabulary (front load) Strong Start Empower BLAM and CASI data Modelled response leading to gradual release Use of descriptive feedback to “bump up’ 	<ul style="list-style-type: none"> Replace Career Cruising with My Blueprint Opportunities to visit St. Benedict School Transition Meetings Liaise with Student Success teacher

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you doing it?	Learning <ul style="list-style-type: none"> ● Go Zen for Grades 4 and 5 ● Would like CYCW support for teaching students Skills For Life 	<ul style="list-style-type: none"> ● Class review meetings with principal and teacher ● Monitor progress using Encompass ● Use of erasable vertical boards to promote thinking and discussion among students ● Daily number strings/number talks in all grades ● Math lead teachers to share their learning in Division and staff meetings, PD days 	<ul style="list-style-type: none"> ● Teachers co-plan and moderate to ensure consistency ● Monitor progress on Encompass and during teacher/principal class reviews
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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

MONITORING LEARNING

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

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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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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?

