

Holy Family - 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?

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SCHOOL-THEORY OF ACTION: *If we engage student in small group guided instruction to provide feedback and modeling then teachers will be able to identify and respond to student needs therefore increasing student achievement.*

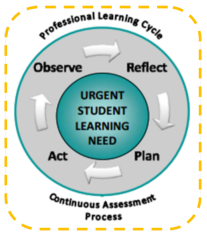
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

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><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>Building Capacity to Lead , Learn & Live Authentically</p> <p>BIPSA SEF Indicators 2.4, 4.3, 4.5</p> <p><i>Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?</i></p>	<p>Student Engagement, Achievement & Innovation</p> <p>BIPSA SEF Indicators 3.1, 4.2, 5.4</p> <p><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>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>
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<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?
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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
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"> ● behaviour sheets completed ● bus behaviour slips submitted ● Students struggle to use coping skills and strategies to respond to social challenges and situations that are perceived as undesirable or stressful. ● Decreasing students receiving sacraments ● social worker referrals ● Parents reporting child experiencing anxiety or emotional uncertainty 	<p>Report cards(school)</p> <p>Number sense</p> <p>A 40 % B 47% C 13%</p> <p>Patterning/Algebra</p> <p>A 25% B 66% C 9%</p>	<p>Report Cards(school)</p> <p>Reading A 39% B 46% C 15% CCAT - verbal 58 percentile - quantitative 69 percentile - Nonverbal 67 percentile</p> <p>Writing A 26% B 44% C 36% D 4%</p> <p>EQAO</p> <p>Gr. 3 writing 82% reading 86%</p> <p>Gr.6 writing 61% reading 61%</p> <p>CAT4- Reading 51 percentile conventions 73 percentile</p>	<ul style="list-style-type: none"> ● Student engagement is mainly focused on intermediate students, we need to engage junior and primary students in school responsibilities and activities. ● Students need to develop 21st century skills to prepare for future academic and career opportunities ● Students need ongoing opportunities to explore and understand who they are, what they want to become and how they plan to achieve their goals
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"> ● Students will develop skills to respond to stressor in a healthy and productive way. There will be less incidents of conflict between students. Number of student absences and late arrivals will decrease. Students will feel more positive about coming to school and develop healthier relationships. Increase of students reporting 	<ul style="list-style-type: none"> ● There will be an increase in the percentage of Gr. 3 students achieving provincial standard increase to 85% and an increase in the percentage of Gr. 6 students achieving provincial standard increase to 70%. ● Increase in students earning an A or higher on report 	<ul style="list-style-type: none"> ● There will be an increase in the percentage of Gr. 3 students achieving provincial standard in EQAO writing to 85% and the percentage of students achieving provincial standard in EQAO reading will maintain current achievement. ● There will be an increase in the percentage of Gr. 6 	<ul style="list-style-type: none"> ● Increase in student engagement throughout all grades. ● Increase achievement of student report card learning skills ● Students will identify and establish goals for personal and academic development

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			<p>card in number sense and Patterning increasing to 50% and 40% respectively.</p> <ul style="list-style-type: none"> ● Cat 4 results will maintain the current level of achievement ● Students on IEP will achieve provincial standard of 70% or B grades on report card ● IEP students will meet EQAO standard at the same rate as non-iep students <p>Monitoring:</p> <ul style="list-style-type: none"> ● Diagnostic unit data ● Work samples / summative data ● Target student and classroom check ins ● Report card data ● Professional conversation-division and staff mtg ● Principal learning walks 	<p>students achieving provincial stand in writing and reading to 70%.</p> <ul style="list-style-type: none"> ● Increase in students earning an A or higher on report card in reading and writing increasing to 45% and 35% respectively. ● Diagnostic results ● Students on IEP will achieve provincial report card standard of 70% or B grades ● IEP students will meet EQAO standard <p>Monitoring:</p> <ul style="list-style-type: none"> ● Diagnostic data ● Anecdotal notes ● Work samples ● Report Card data ● Professional conversation - staff and divisional meetings ● Principal learning walks ● Class and target student check ins 	
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"> ● Umbrella Project: we begun the umbrella project to build skills and perspective in our staff and student to help them cope and respond to the social and personal challenges they face. ● We have monthly assemblies and changed our student recognition approach to help engage students, increase ownership and leadership 	<ul style="list-style-type: none"> ● Utilize the instructional coach to build consistency throughout the school focusing on guided instruction in mathematics. ● Use math leads to provide professional development and collaboration amongst staff. ● Purchased Math up license ● Continue with teacher moderation twice a year. ● monthly math activity bulletin board ● Daily use of open ended questions focusing on collaboration, feedback and communication. ● Daily number talks ● Teacher share instructional practices during staff meetings 	<ul style="list-style-type: none"> ● Use diagnostic data to create class profiles. ● Emphasize learning goals and success criteria in every student learning task/lesson ● Utilize the instructional coach to build consistency throughout the school focusing on guided reading and writing targeting specific skills of each. ● Introduce frequent and shorter writing tasks daily to increase writer resilience. ● Focus on teacher feedback during the reading and writing process to allow teacher modelling and student revision/practice. ● Teachers share instructional practice during staff meetings ● Use consultants to build teacher capacity in guided instruction 	<ul style="list-style-type: none"> ● Experiential learning opportunities using technology ie. robotics, innovation club, coding ● Students will value mistakes as a necessary aspect of learning and achievement of goals; discuss struggles and perseverance ● Understanding the available opportunities & participation in experiential learning for all students ● Use a variety of digital tools to collaborate & communicate ideas for authentic purposes ● Increase the number of student artifacts uploaded to eportfolio. ● Teachers to engage students in selecting artifacts to reflect on strengths and successes. ● Provide school leadership opportunities to develop personal skills and experiences ie. student council, student jobs, community outreach experiences. ● Provide learning and extra curricular opportunities that explore communication, creativity, collaboration, critical thinking and problem solving.

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

<p>STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING</p> <p>Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.</p>
<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

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- 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
- Student efficacy will increase

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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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?

