

St. Nicholas 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: How might responsive **instruction** and **assessment** impact student achievement in communicating and applying their thinking?

SCHOOL-THEORY OF ACTION: *If we construct tasks that utilize the categories of knowledge and skill, particularly communication and application, then the number of students achieving at level four will increase.*

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.

MYP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community 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>	Building Capacity to Lead, Learn & Live Authentically 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>	Student Engagement, Achievement & Innovation BIPSA SEF Indicators 3.1, 4.2, 5.4 <i>How will the strategies and actions change practice to achieve the outcomes (s)?</i>
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SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING ...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)	NUMERACY ...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)	LITERACY ...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)	PATHWAYS TO SUCCESS ... 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)
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Knowing the LEARNER through ASSESSMENT		Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT
<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? 	<ul style="list-style-type: none"> 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? 	<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?
<ul style="list-style-type: none"> 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
S	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>	<ul style="list-style-type: none"> Students feel appreciated, valued and respected within each student led liturgy and Virtues assembly Students are recognized and celebrated within the entire school community for their faith development and virtue skills Students take on leadership roles and have opportunities to serve the community with social justice initiatives Whole school and classroom promotion of virtue skills Culturally responsive community that is bias aware 	<ul style="list-style-type: none"> Ensuring students are making sense of the problem via the mathematical processes: students reflecting, reasoning and proving, connecting, selecting tools Providing varied opportunities for students to demonstrate their thinking and learning (using routine & non-routine questions) through planned, purposeful use of conversations and observations (planned questioning and documentation of student talk) Effective visualization and flexible number relationships Punctuated instruction based on student need via book study on <u>Making It Stick</u> 	<ul style="list-style-type: none"> Students demonstrate a basic ability to respond to tasks that allow them to think creatively and critically, but require a deeper understanding of complex text through vocabulary development activities/tasks (as in GR) Students need: <ul style="list-style-type: none"> - direct teaching of metacognitive strategies and opportunities for student to student discourse to make thinking visible - support through special education accommodations/modifications, including the consistent and mindful use of technology and strategies for students with learning disabilities 	<ul style="list-style-type: none"> Students know themselves as learners and individuals; engage in goal setting and monitor their own progress Students are a part of a learning environment that promotes digital citizenship, critical thinking, informational literacy and creativity Develop global competencies by engaging in inquiry-based learning (creativity, collaboration, critical thinking, character, communication, citizenship)
O	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-</i>	<ul style="list-style-type: none"> Increase level of student faith filled experiences within the school and sacramental preparations Strong presence of St. Michael’s parish personnel in the school and within sacramental preparations 	<ul style="list-style-type: none"> Primary EQAO: Increase of 8% from 14% to 22% of students scoring at Level 4 Junior EQAO: Increase of 8% from 12% to 20% of students scoring at Level 4 Student Work Evidence: Increase in cohort 	<ul style="list-style-type: none"> Primary and Junior EQAO: Increase in the percentage of students achieving the provincial standard within Primary and Junior Reading and Writing Primary Reading: Increase of 2% from 93% to 	<ul style="list-style-type: none"> All Intermediate students will complete ‘My Blueprint’ and Individual Pathway Plans Increase the knowledge of each student by analyzing student data, learning inventories, and umbrella skills; being responsive and

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<p>being, etc.?)</p>	<ul style="list-style-type: none"> • Virtue skills will be commonly displayed (acceptance, self-control, respect, joy, hope, love, conscience, kindness, fairness & faith) • Bias aware environment will be recognized and created • Regular use of classroom & restorative circles in all classrooms 	<p>achievement from Level 3 to Level 4 & from Level 2 to Level 3, along with an increase in numeracy measures in the achievement of marker students</p>	<p>95%</p> <ul style="list-style-type: none"> • Primary Writing: Increase of 2% from 88% to 90% • Junior Reading: Increase of 2% from 88% to 90% • Junior Writing: Increase of 2% from 88% to 90% 	<p>knowing the learner so that all needs are met through goal setting (e.g., What's Your Story?)</p>
<p>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation? (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?)</p>	<ul style="list-style-type: none"> • Liturgical calendar implemented in collaboration with St. Michael's parish; Church personnel welcomed • Virtue assemblies held monthly with students planning and guiding • Student leadership opportunities provided & guided through social justice teachings & school-based activities (e.g., Eco club, Social Justice Team, Healthy School Committee) • Educate staff about bias aware approach and culturally responsive community 	<ul style="list-style-type: none"> • Collaboratively create math opportunities that encourage students to think creatively, take risks and routinely use the math processes; allowing staff PD throughout the year (e.g., divisional meeting work, SBIR, EMLT, <u>Making It Stick</u>) • Daily number sense routines to build number sense; revisit protocols/resources if needed • Examine assessments that pinpoint student need and create punctuated learning cycles; allow staff time to network and collaborate around punctuated instruction (e.g., task moderation, <u>Making It Stick</u> book study) 	<ul style="list-style-type: none"> • Staff moderation of tasks and monitoring student to student discourse • Analyzing and assessing student work with common success criteria for use of metacognitive strategies • Best practice sharing/peer observation of staff/discussion around responsive guided literacy instruction • Closely monitoring level of achievement for students identified LD in reading/writing; discussing how/if the use of technology has supported 	<ul style="list-style-type: none"> • Allowing Intermediate teachers to work alongside student success teacher to learn and implement 'My Blueprint' • PD focus of 'Knowing the Learner' and being responsive in our instruction • Provide time and guidance to collaboratively construct learning and class profiles; ensure instruction addresses the strengths and needs of each learner • Collaborate to create tasks that incorporate the global competencies; moderate and discuss tasks and performance divisionally

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

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 &

- 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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<p>support professional learning</p> <ul style="list-style-type: none"> • 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 	<p>use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach</p> <ul style="list-style-type: none"> • Engage parents/caregivers in supporting educational priorities 		
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MONITORING LEARNING

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

<p>MONITORING OUR STUDENTS' LEARNING</p> <p>Ongoing reflections that will support efforts to know our learners and monitor student growth:</p> <ul style="list-style-type: none"> • 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? <div data-bbox="634 701 1118 927" style="border: 1px dashed teal; padding: 5px; margin: 10px 0;"> <p>Catholic, Global-Minded Graduates</p> <p><i>Collaborate & Communicate</i></p> <p><i>Think Critically & Problem Solve</i></p> <p><i>Create & Innovate; Develop Character</i></p> <p><i>Demonstrate Resiliency & Persevere</i></p> </div>	<p>NEXT STEPS:</p> <ul style="list-style-type: none"> • 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? <div data-bbox="1740 635 1989 937" style="text-align: center;"> </div>	<p>MONITORING OUR PROFESSIONAL LEARNING</p> <p>Ongoing evidence of the impact of collaborative professional learning:</p> <ul style="list-style-type: none"> • How did we document and measure educator learning? • How has our participation in collaborative teaching and learning changed our teaching practice? <div data-bbox="2331 756 3045 967" style="text-align: right;"> <p>Reflecting on the Instructional Core</p> <ul style="list-style-type: none"> → 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? </div>
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