

Christ the King - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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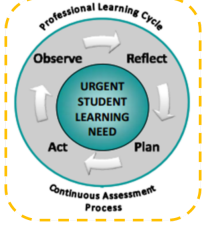
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYS P Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

<p>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>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>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>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? (e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</p>	<ul style="list-style-type: none"> Resiliency data shows that our students have high levels of anxiety and need to learn coping skills and strategies to appropriately deal with these scenarios Classroom meetings prove that recognition of their emotions during peer interactions become an issue Number of Suspension rates and Behavior reports 	<p>EQAO data:</p> <ul style="list-style-type: none"> 43% of our Grade 3 students achieved at or above provincial standard Spring 2018 33% of our Grade 6 students achieved at or above provincial standard Spring 2018 57% of Grade 3 students report they like math and 60% report they are good at math most of the time 29% of Grade 3 students report they are able to answer difficult questions in math most of the time 34% of Grade 3 students report they will think about the steps needed to solve the problem most of the time and 26% report they use manipulatives most of the time In Grade 6, 50% report they like math and 54% report they are good at math most of the time. 23% of our students in Grade 6 report that they use manipulatives IIR data show that students struggle most with NSN and in Thinking and Application in both Grade 3 and Grade 6 Teacher Observation: student conversations and observations indicate that students struggle with 	<p>EQAO Data</p> <ul style="list-style-type: none"> 57% of our Grade 3 students achieved at or above provincial standard in Reading and 71% achieved at or above provincial standard in Writing in Spring 2018 96% of our Grade 6 students achieved at or above provincial standard in Reading and 89% achieved at or above provincial standard in Writing in Spring 2018 Results in Gender in Grade 3 show that in Reading, 79% of females and 43% of males achieve at or above provincial standard in Spring 2018 and in Writing, 86% of females and 62% of males are at or above provincial standard. IIR data shows that students in Grade 3 struggle with R3.0 and (knowledge of words and cueing systems) and R1.0 and R2.0 (reading and understanding variety of text features) In Grade 6, IIR data shows that students struggle with R1.0 (reading and understanding variety of text features) In Writing, students in Grade 3 and 6 struggle with W1.0 and W3.0 (generating, gathering, organizing 	<ul style="list-style-type: none"> Number of entries in E-Portfolio Completion rate for “My Blueprint”

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			<p>knowing how to tackle a multi step problem in both Grade 3 and 6</p> <ul style="list-style-type: none"> ● CCAT results show that 45% are Below Average in Quantitative Battery. Most of these students have problem solving strategies but need concrete examples and hands on activities to aid in understanding. These students struggle with planning and choosing most effective strategy to solve math problems and tend to make same errors. 	<p>ideas and using editing, proofreading, and knowledge or language conventions)</p> <ul style="list-style-type: none"> ● CCAT: results show that 45% or our students have Below Average Verbal Skills. These students have weaker verbal listening comprehension skills and need help to build up their verbal knowledge base. These students learn more effectively where demonstrations, illustrations, modelling and hands-on activities are extensively used. 	
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 commitment to school, student, and staff spiritual development and mental well being ● Increase level of student faith-filled experiences in reference to our Pastoral theme ● Increase in ‘optimal’ and ‘balanced’ category in resiliency survey ● Increase level of students who can identify then overcome challenges and obstacles in life. ● Offer 15 students TeachTown Social SKills in 5 area (Respecting Personal Boundaries, Asking for Help, Expressing/Responding to Anger, Accepting Responsibility, and How to Greet Others) ● Number of playground behaviour sheets, monitoring suspension rates, and logging classroom meetings ● Implementation and tracking of GoZen completion in Grade 4 and 5 classes ● Teach students from K-3 emotional literacy so that they can identify their emotions ● 	<p><u>Math Primary</u></p> <ul style="list-style-type: none"> ● We expect an increase of our Grade 3s will achieve L3 or L4 according to report card marks and EQAO. <p><u>Math Junior</u></p> <ul style="list-style-type: none"> ● We expect an increase of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO. 	<p><u>Reading Primary:</u></p> <ul style="list-style-type: none"> ● We expect an increase of our Grade 3s will achieve L3 or L4 according to report card marks and EQAO. <p><u>Reading Junior:</u></p> <ul style="list-style-type: none"> ● We expect that 58% of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO.. <p><u>Writing Primary:</u></p> <ul style="list-style-type: none"> ● We expect an increase or our Grade 3s will achieve L3 or L4 according to report card marks and EQAO <p><u>Writing Junior:</u></p> <ul style="list-style-type: none"> ● We expect an increase of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO. 	<ul style="list-style-type: none"> ● Increase the number of artefacts uploaded into each student’s All About Me portfolio ● Increase My Blueprint completion rates ● Provide two experiential learning opportunities from K-8 ● Transition meetings with parental involvement
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-100% participation in monthly school challenge, appropriately using the tools in everyday scenarios, including parents in learning umbrella skills ● Administer TeachTown Social Skills assessment and tracking tool ● F.L.Y. (Faith Leading Youth) team collaborate- levels of participation and commitment to liturgies ● Christian meditation- daily class participation in Christian mediation ● Classroom meetings- weekly classroom meetings. Teachers logging the types of problems students are identifying and social goals for the class ● Student Monthly Recognition Assemblies ● GoZen with Grade 4 and 5 students ● Emotional Literacy taught in all K-3 classes (SLP, CYCW to support) ● Wellness Night- 50% of families attending ● Eco Team-maintain Silver status ● Obtain OPHEA certification ● Use of Conestoga College Nursing Students to run PALS 	<ul style="list-style-type: none"> ● Inquiry based learning and critical thinking skills ● Create a consistent problem solving model for K - 8 ● Explicit teaching of purpose of manipulatives (talker tool, tester tool, thinker tool) ● Classroom teachers Identify marker students and identify strategies for student learning needs ● EMLT led PD for teaching staff (Knowledgehook training and November PA day: The Fundamentals of Math) ● Use “open questions” in mathematics teaching ● Use atypical routine questions in mathematics teaching ● Daily Number Strings and Number Talks ● SBIR (divisional groupings to observe student learning and next steps in teaching) ● Using Knowledgehook for assessment for learning and to direct our next steps for teaching ● Teacher led PD of MathUp ● Accommodations, modifications and consistent use of technology into daily/weekly math tasks (Mathies) ● Explicit teaching of estimation strategies to check reasonableness of solutions (front end estimation and rounding) ● Provide meaningful questions that fall under the 	<ul style="list-style-type: none"> ● Build subject-specific vocabulary through guided reading instruction and precision teaching ● Literacy Place (Nelson Program) in each classroom ● Engage in student-to-student discourse to enhance their understanding of variety and complex texts by building on the critical thinking ● Guided reading instruction in each classroom ● Posted and Co-created success criteria and learning goals in each classroom ● Providing exemplars and descriptive feedback (i.e. explicit teaching) ● Raz Kids Reading Program (Primary Division activity reports) ● PM Benchmarks, Casi and OCA (twice per year) ● Support student success by including the consistent and mindful use of technology ● Empower Program ● Word Study Program (Words Their Way) and Vocabulary Building ● Balanced Literacy Program ● Monitoring our progress with monthly divisional meetings 	<ul style="list-style-type: none"> ● Student Success Teacher ● Pathways Planning Parent Night- 85% of families attendance ● 4 Visits to High School Intermediate students ● Community Helpers, Career Day, Junior Achievement ● Guest Speakers ● Applied Arts and Technology Day- for intermediate grades ● Skills Canada

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- application and thinking categories
- Math LD pilot Project to be completed in Grade 6

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?

