



# School Improvement for Equity and Student Achievement 2021-22

System use of guiding questions : Who are our students as learners? What do we want them to be able to know and do? How will we program to promote student learning? How will we know if students are progressing and achieving? What will we do for those who continue to struggle? Who is impacted? Who is forgotten?



## School Name: Christ the King Catholic Elementary School

**KNOW** our Learners **RESPOND** to their Needs **MONITOR** our Progress

Our Catholic, global-minded Graduates will be responsible citizens & discerning believers who: collaborate, communicate, think critically, problem solve, create, innovate & demonstrate resilience.



**NURTURING OUR CATHOLIC COMMUNITY**

**Knowing the LEARNER through ASSESSMENT** Educators will:

- Using principles of Culturally Responsive and Relevant Pedagogy (CRRP) to understand learners
- Determine, through multifaceted assessment, what a student knows, thinks and is able to do
- Use Observations, Conversations and Products to assess learning
- Provide feedback for the purpose of assessment 'as' and 'for' learning
- Teach students to become critical assessors of their own learning so they can make informed decisions about next steps in their path

**Responding through DIFFERENTIATED INSTRUCTION & LEARNING ENVIRONMENTS** Educators will:

- Design, in partnership with students differentiated learning experiences based on their current strengths and needs
- Use Observations, Conversations and Products to drive the next step of learning • Plan, sequence and connect key concepts throughout the year through the gradual release of responsibility model
- Embed curricular big ideas across subjects and courses
- Honour student voice and choice in their learning; authentically engage them in their learning pathway
- Create more diversified learning opportunities highlighting the needs of English Language Learners (ELLs)
- Create more diversified learning opportunities highlighting the needs of students with Individual Education Plans (IEPs)



**STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION**



**BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY**

### 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.

**Director will:**

- Foster professional collaboration (as per PPM 159) to motivate and enable teams to learn with and from each other; to implement board and provincial initiatives
- Build superintendent capacity (as per PPM 119) to use data to inform equitable decisions, engage staff, and develop leadership
- Promote the Board Improvement & Equity Plan for Student Achievement ([BIEPSA](#)) in regular practice
- Engage parents/caregivers in promoting a greater awareness of equitable practices for our student's well-being and student learning

**Administrators will:**

- Foster professional collaboration to motivate and enable teams to learn with and from each other, and to implement school based initiatives for student success;
- Build teacher capacity to use data to inform instructional decision making, engage students and develop effective programming;
- Promote the School Improvement and Equity plan in regular practice;
- 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) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan
- Continue with professional development specifically in the area of Language

**Educators will:**

- Create an engaging, safe and innovative learning environment based on high expectations and differentiation
- Incorporate Ontario Catholic School Graduate Expectations and Global Competencies into all planning & learning opportunities
- Provide multiple learning opportunities through the use of high impact strategies and tiered interventions
- Identify marker students through ongoing assessment 'for' learning data (i.e.pre- and post-concept data) to guide responsive, differentiated and innovative instruction
- Participate in Professional Learning Communities using student data & collaborative inquiry to monitor progress, deepen professional knowledge and inform instructional practices
- Engage in the professional learning cycle through the plan, act, observe, reflect

**Learners will:**

- Engage in learning opportunities presented
- Use assessment data to refine their work, plan next steps and monitor their own progress.
- Use assessment of learning results to set new learning goals.
- Assume ownership in learning experiences that are collaborative, innovative and creative.
- Access, critically evaluate and use texts, including digital content.
- Use technologies to construct knowledge and document their learning.

<ul style="list-style-type: none"> <li>Engage parents/caregivers in supporting educational priorities</li> </ul>	<ul style="list-style-type: none"> <li>process and refine instructional practice through professional discourse &amp; collaboration</li> <li>Triangulate student achievement data to establish responsive instructional goals, &amp; plan &amp; monitor professional learning needs</li> <li>Focus on the consolidation of key concepts to support students in becoming independent &amp; flexible thinkers</li> <li>Engage parents/caregivers in supporting student well-being and student learning</li> <li>Utilize Universal Supports to ensure equitable access to curriculum for all students</li> <li>Continue professional development in the area of Mathematics (i.e., Number Talks and Strings, Ministry Resources - Long Range Plans, Spiraling, Punctuated Learning)</li> <li>Continue professional development specifically in the area of Language (Heggarty and Words their Way)</li> </ul>	
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**EQUITY**

System Statement: Commit to a system approach in creating inclusive, accepting and healthy learning environments. Ensure opportunity and equitable access to programs and services for all students. Develop strategies to dismantle racism and systemic inequities. Implementing actions to eliminate disparities and disproportionalities that impede achievement, well-being and success.

<b>Actions:</b>			
<ul style="list-style-type: none"> <li>Providing all students with the nutrition necessary for learning through the Nutrition for Learning program;</li> <li>Providing students and families with monetary support through local school initiatives and larger initiatives through the Catholic Community Foundation of Waterloo Region;</li> </ul>	<ul style="list-style-type: none"> <li>Provide open-ended problem-solving questions with an awareness of how our unconscious bias and assumptions play a role (e.g., birthday party question and we divide pizza among guests - what if pizza is NOT the thing?)</li> <li>Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum</li> <li>Provide appropriate and necessary supports for multilingual students and families to allow for all students to access the curriculum and feel like valued members of the school community;</li> </ul>	<p>Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum</p> <ul style="list-style-type: none"> <li>Provide appropriate and necessary supports for multilingual students and families to allow for all students to access the curriculum and feel like valued members of the school community;</li> <li>Learning Commons Audit to ensure that there is a diverse range of materials for students;</li> </ul>	<p>Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum</p> <p>Provide appropriate and necessary supports for multi-lingual students and families to allow for all students to access the curriculum and feel like valued members of the school community</p> <ul style="list-style-type: none"> <li></li> </ul>

<p><b>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</b></p> <p>System Statement: contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.</p>	<p><b>MATHEMATICS</b></p> <p>System Statement: WCDSB recognizes that numeracy is a life skill which can create improved school success and post-secondary outcomes for students. Mathematics learning is enhanced when students are engaged in deep, rich problems with relevant, real world connections that provide entry points for all students.</p>	<p><b>LITERACY</b></p> <p>System Statement: Use language and images in texts to apply critical and creative thinking skills when analyzing and synthesizing texts, detecting bias, challenging ideas, expressing opinions, and reflecting on and connecting to learning.</p>	<p><b>PATHWAYS TO SUCCESS</b></p> <p>Success System Statement: Responsive to student voices and individual identities and offer reengagement supports to improve academic outcomes (graduation, credit accumulation, attendance and attitude towards school). Identify students impacted by systemic barriers and address engagement needs.</p>
<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>Increase the level of student-faith-filled experiences as related to our 3-year Pastoral Plan;</li> <li>Provide all students with an opportunity to lead the school in prayer, liturgical celebration, or recognition assembly;</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>To achieve our moral imperative and increase the number of students achieving at the Provincial Standard in Mathematics.</li> <li>Build general &amp; specific mathematics vocabulary Independent, appropriate selection of tools and</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>To achieve our moral imperative and increase the number of students achieving at the Provincial Standard in Literacy</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>To increase the My Blueprint, IPP activity completion rates;</li> <li>Increase the number of student artifacts uploaded to each student's All About Me portfolio</li> <li>Engage in goal-setting and select appropriate</li> </ul>

<p style="text-align: center;"><b>Goals</b></p>	<ul style="list-style-type: none"> <li>• Through the use of the Umbrella Project self-evaluation tool, we will see an increase in the level of student awareness of their “Umbrella Skills” and the strength of these skills;</li> <li>• Maintain certification as an “Eco-School”</li> <li>• Structured faith based activities in the school, community and parish (e.g., masses, retreats, liturgies, celebrations and sacramental preparation)</li> <li>• Develop understanding of the Mass.</li> <li>• Build positive peer relationships through various school activities and initiatives.</li> <li>• Increase awareness and need for school based nutrition programs.</li> </ul>	<p style="text-align: center;">strategies</p>		<p style="text-align: center;">activities/ program &amp; pathway choices that reflect their interest, skills &amp; abilities</p> <ul style="list-style-type: none"> <li>• To increase experiential learning opportunities across all grade levels.</li> </ul>
<p style="text-align: center;"><b>High- Impact Instructional Practices</b></p>	<p><b>Faith Experiences</b></p> <ul style="list-style-type: none"> <li>• Educators will provide students with opportunities to engage in the faith life of the school through daily prayers, liturgies, and recognition assemblies;</li> <li>• Educators and the administrator will use the classroom lesson plans and other resources, provided by the Umbrella Project to help students develop a deeper understanding of serf, and a stronger sense of resilience through the development of personal Umbrella Skills;</li> <li>• Educators and the administrator will provide students with opportunities to reflect on positive and negative behaviors through the consistent use “Community Issue Forms”;</li> <li>• Educators will conduct weekly class meetings to discuss various social issues in a timely manner;</li> <li>• Educators will provide students with activities that promote and support the stewardship of the earth; Increase experiences for our whole school community.</li> <li>• Provide opportunities for students to be involved in activities that promote positive mental health and physical well being (GoZen, Teachtown &amp; Team Sports)</li> <li>• Wonderful Wednesdays -school/ class wide social-emotional learning</li> <li>• Building community by using “I Can &amp; I Will” motto</li> <li>• Regular use of Christian Meditation in all classes.</li> <li>• Students will participate in monthly celebration/Umbrella Project assemblies.</li> <li>• Whole school Tools for Life initiative</li> <li>• Nutrition for Learning Program</li> <li>• Sports Teams &amp; Clubs</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Identify &amp; use Long-Range Plans from the Ministry Website, to punctuate instruction and provide deliberate Practice;</li> <li>• Intentional learning goals &amp; co-created success criteria</li> <li>• Daily use of Number Talks &amp; Number Strings</li> <li>• Engage in hands on learning opportunities in math to further develop students' ability to apply concepts in practical settings -</li> <li>• Support student success through ESL &amp; Special Education accommodations &amp; modifications including the consistent &amp; mindful use of technology &amp; strategies for students</li> <li>*Utilize the Instructional Coach to support Math learning cycles</li> <li>• Caribou Mathematics &amp; Gauss Mathematics Competitions</li> <li>• Build independent use of math tools, concrete materials, and technology on a daily basis</li> <li>• Invest in math resource/tools &amp; Skills Canada materials</li> <li>*Use of Knowledgehook to engage students and monitor success</li> <li>• Make learning visible through the use of concrete materials, and collaborative mathematics;</li> <li>• Provide authentic and relevant tasks that are committed to equity and inclusion;</li> <li>• Educators will explicitly name the strategies that they are using with a focus on developing common language across the division;</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• As part of early literacy instruction, educators will build phonological awareness skills alongside phonics, through intentional and responsive instruction.</li> <li>• Students will read and reflect on a rich variety of culturally responsive literary texts and develop a deeper understanding of themselves, others, and the world around them;</li> <li>• Educators will leverage technology to improve students' ability to access, write and create texts independently through responsive differentiation using accommodations and modifications for students with learning difficulties and/or learning disabilities.</li> <li>• Intentional learning goals &amp; co-created success criteria</li> <li>• Support student success through MLL &amp; Special Education accommodations &amp; modifications including the consistent &amp; mindful use of technology &amp; strategies for students</li> <li>School wide monthly literacy strategies</li> <li>• Primary Family Home Reading Program</li> <li>• Grade 7 &amp; 8 Homework Club &amp; Skills Builder</li> <li>• Recommence Strong Start</li> <li>• Empower Spelling, Decoding &amp; Comprehension</li> <li>• Lexia Core 5</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Help students transition to school</li> <li>• Help students transition from elementary to secondary</li> <li>• Building students</li> <li>*Capacity to use the IPP Blueprint in grades 7 and 8 to set/monitor personal goals, careers exploration and plan for secondary pathways</li> <li>• Understanding of the available opportunities &amp; participation in experiential learning</li> <li>• Engage in goal-setting and select appropriate activities/program &amp; pathway choices that reflect their interest, skills &amp; abilities</li> </ul>

**Monitoring**

**Monitor Through:**

- Educators will create baseline and exit data using the Umbrella Project's self-evaluation tool;
- Schedules will be created to allow for all students to participate in leading prayer, liturgical celebration, or recognition assembly;
- Class walk-throughs & Class Reviews
- Student/teacher/parent feedback
- MDI Survey Results
- Student Census
- Pastoral Team Feedback
- Parish Priest & Chaplain visits and feedback,
- Social Worker visits and feedback.

**Monitor Through:**

- In-class activities in which learners will demonstrate their knowledge and understanding of a variety of representations, mental math strategies, and mathematical structures.
- Educators will collect pre-concept data, determine mental math strategies and models students are presently using, map results and observations, identify partial understandings and misconceptions, and use small group-guided instruction to differentiate allowing us to respond to student needs.
- Class walk-throughs & Class Reviews
- Encompass tracking
- Student Monitoring (Marker Students)
- SST/CYCW/Administrator Check ins
- Instructional Coach visits & feedback
- The administrator will use baseline data and exit data for every grade level to determine
- Appropriate next steps. (BLAM format - Late October to collect baseline, mid-February for a mid-point check, and late April for exit data.)

**Monitor Through:**

- Heggerty Program for Phonemic Awareness and Assessments
- Words Their Way - new resource this year
- Class walk-throughs & Class Reviews
- Encompass tracking
- Student of Mystery Monitoring
- Walk throughs
- Student/teacher/parent feedback
- SST/ESL /Administrator Check ins
- Diagnostic assessment e.g. BLAM folders

**Monitor Through:**

- Educators will use Student Success Teachers as a resource to assist all students in completing the necessary tasks.
- The administrator will collect My Blueprint completion data in June 2022.
- Check-ins with Student Success Teacher
- Monitoring completion rate on My Blueprint & IPP
- Transition Meetings