St. Augustine CES - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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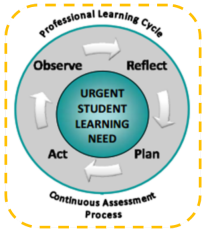
Which **SEF Indicators will support** the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community	**Building Capacity to Lead , Learn & Live Authentically**	**Student Engagement, Achievement & Innovation**
BIPSA SEF Indicators 4.1,5.3, 6.3 *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?*	BIPSA SEF Indicators 2.4, 4.3, 4.5 *Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?*	BIPSA SEF Indicators 3.1, 4.2, 5.4 *How will the strategies and actions change practice to achieve the outcomes (s)?*

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING	**NUMERACY**	**LITERACY**	**PATHWAYS TO SUCCESS**
…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)	…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)	…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)	… 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)

Knowing the LEARNER through ASSESSMENT

- 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?

Professional Learning Cycle / Observe / Reflect / URGENT STUDENT LEARNING NEED / Act / Plan / Continuous Assessment Process

Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

- 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 observations, conversations and products (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?

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	**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)*	• Increase self- regulation, particularly positive, christian response and awareness of self needs • Peaceful Problem solving skills so conflicts become an opportunity to learn fair resolution • Promotion of positive mental health and well-being (e.g., Growth Mindset)	• EQAO: Increase achievement within the Measurement strand, particularly on thinking and application questions. • Inquiry based learning and critical thinking skills. • Engagement in daily number sense routines with intentional focus on fractional sense. • Explicit teaching of multiple choice questions.	• EQAO: Supporting written communication on open response questions. • CAT 4: General and subject-specific vocabulary through subject reading material. • EQAO: Develop comprehension with the use of meaning clues.	• Engage in goal-setting and select appropriate activities/programs and pathways. • Continue to build 21 century global competencies through the use of digital tools. • Transition survey: Improve retention within WCDSB and overall feeling about elementary school, increase student engagement.
Outcome (Result)	**What is the outcome/result you are working towards? How will you measure reaching this outcome?** *(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)*	• Continued development of Growth Mindset • Less conflict on the playground • Greater self-confidence • Greater willingness to approach problems, particularly at unstructured lunchtime activities • Increased student voice	• Collaboration between grades and divisions around creating inquiry measurement and fraction questions. • Number talks. • Greater use of strategies for multiple choice problems. • Collaborate and Moderate assessments with grade partners. .	• Increase alignment between reading and writing at Provincial standard. • Increase understanding and accurate use of general vocabulary. • Improve oral responses and written communication. • Use meaning cues when reading to develop comprehension. • Increase organization/Brainstorming of ideas using graphic organizers.	• My Blueprint 100% completion. • Increase artifacts uploaded to student's All About Me portfolios. • Improved goal setting and self-awareness of strengths and areas of need.
Program Plan	**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*	• Use the new Growing in Faith, Growing in Christ program to support Problem Solving from a Christian approach. • Offer a variety of clubs to support self-confidence, problem solving and less conflict during unstructured recess time.	• Collaboratively create open response measurement questions that apply to real life for better engagement and collaboration. • Build towards daily Number Talks. • Explicitly teach multiple choice. • Small group instruction/intervention.	• Organization/Brainstorming of ideas using graphic organizers. • Instructional cycles to focus on subject vocabulary and better written communication. • Use read/write to edit work. • Use a word study program.	• Frequent visits from Student Success teacher to build relationships. • Student Success teacher as a chaperone to Mount Mary. • Parent career day carousels. • Student Success teacher to run a 21st century

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| *well are you doing it?* | ● Display Storm of Change Winners on a bulletin board to celebrate the OCSGE's.
● Class Meetings designed to allow student voice to be hear and to review conflict resolution strategies.
● Teachers will connect with at least two students who are not in their class and build a relationship by getting to know details of their lives and their interests. | ● Provide formative feedback.
● Use rich tasks/multi-step EQA{ problems that are Thinking and Application based. | ● Expose students to more poetry to practice meaning cues.
● Teacher modeling the use of meaning cues in conjunction with the reading comprehension. | learning club to develop student relationships while demonstrating jobs of the future. |

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 MYSP priorities?
- How will we mobilize our successful evidence-based strategies?
- What additional student and educator learning needs remain?
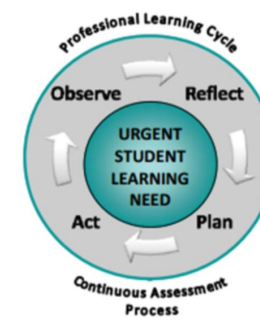
MONITORING OUR PROFESSIONAL LEARNING

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?

Reflecting on the Instructional Core
- 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?