



**NURTURING OUR CATHOLIC COMMUNITY**



**STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION**



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

## School Improvement Plan for Student Achievement 2020-2021 (SIPSA)

**SYSTEM INQUIRY QUESTION:** What impact will collaborative teaching and learning, Which focuses on knowing the learner through assessment and responding through instruction, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

**STUDENT LEARNING NEED:** In Literacy students will provide evidence in their response from the text, make deep meaningful connections to the text and provide specific and relevant details from the text to support their answers. Students will develop their oral language skills and extend their vocabulary in order to better understand the meaning of text in order to provide thorough responses. In numeracy, students will apply their knowledge and skills to generate a plan and solution for contextual problems.

### Theory of Action Statement:

If we share a common understanding of learning goals and success criteria, as they relate to the levels found in the achievement chart, **then** students and teachers will access precise descriptive feedback to improve their work.

If formative and summative assessment tasks are designed to reflect authentic, inquiry-based learning, **then** students will demonstrate an increased proficiency in supporting and justifying their answers.

If students receive timely and tiered interventions with their learning, **then** there is a greater opportunity for all students to meet their individual goals.

If teachers model and provide opportunities for students to analyze and evaluate a variety of texts, **then** students will show evidence of improved critical literacy skills (required to read, write, listen, speak, discuss and think critically).

If literacy leaders provide professional learning opportunities and support for teachers, **then** we will see changes in instruction resulting in higher levels of achievement in students' literacy skills.

### Knowing the LEARNER through ASSESSMENT

Educators will:

- Determine, through 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:

- In partnership with students, design 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 students' 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) and students with Individual Education Plans (IEPs)

## 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.**

#### Administrators will:

- 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) 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:

- 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 process and refine instructional practice through professional discourse & collaboration
- Triangulate student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers
- Engage parents/caregivers in supporting student well-being and student learning
- Utilize Universal Supports to ensure equitable access to curriculum for all students

#### Students will:

- 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.



**CATHOLIC, COMMUNITY,  
CULTURE & CARING**

System Statement: contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.



**NUMERACY**

System Statement: problem-solve, communicate, reason, and reflect on their thinking by making connections between concepts, procedures, and skills.



**LITERACY**

System Statement: use language and images to apply critical thinking skills, analyze and challenge texts, express opinions and ideas, and reflect on and connect to other learning



**PATHWAYS  
TO SUCCESS**

Success System Statement: engage as partners in challenging, meaningful learning experiences that are responsive to their voices & individual identities and engage them in education & career life planning.

Goals

Monitoring

High Impact Strategies

<ul style="list-style-type: none"> <li>The 2019-2020 academic year will see an increase in the social engagement of all students in areas of belonging, safety, healthy living and faith formation by focusing on student voice, providing opportunities for increased student engagement, recognition and involvement. As well as involvement with St. Anthony Daniel Parish staff.</li> <li>MDI Survey results demonstrate positive well-being, a sense of safety and a sense of belonging in our Catholic community.</li> <li>Through the use of the Umbrella Project Year 2, self-evaluation, we will increase the level of student awareness of their "Umbrella Skills" and the strength of these skills.</li> <li>Provide students with culturally responsive and equitable practices and pedagogy.</li> <li>Continue to be a Platinum Certified Eco-School.</li> </ul>	<ul style="list-style-type: none"> <li>Increase overall achievement on the Primary and Junior EQAO assessments in June:</li> <li>Primary will achieve 76% proficiency.</li> <li>Junior will achieve 63% proficiency.</li> <li>Teachers will moderate student work that has been created around common tasks in order to develop student fluency. Tasks will be focused on proportional reasoning and applying skills in contextual questions.</li> <li>PD on the Fundamentals of Math</li> </ul>	<ul style="list-style-type: none"> <li>Increase overall achievement on the Primary and Junior EQAO assessments:</li> <li>Primary will achieve 85% proficiency in Reading</li> <li>Primary will achieve 85% proficiency in Writing</li> <li>Junior will achieve 88% proficiency in Reading</li> <li>Junior will achieve 90% proficiency in Writing</li> <li>Common tasks will be developed by teachers, focusing on topic development, summarizing and using information from the text. Moderating student work will help teachers to support students to develop fluency in the area of topic development, summarizing and using information from the text and fluency while working with contextual questions.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the My Blueprint, IPP activity completion rates.</li> <li>Increase the visits to and from St. Mary's school</li> <li>Increased experiential learning opportunities across all grade levels.</li> <li>Opportunities will be provided for students to meet their diverse needs, interests and aspirations to help them develop the knowledge and skills to make informed educational and career/life choices.</li> <li>Promote and increase attendance of Grade 7 and Grade 8 Open Houses at St. Mary's.</li> </ul>
<ul style="list-style-type: none"> <li>School climate survey results;</li> <li>Student and staff engagement in school prayer, masses and liturgical experiences;</li> <li>Eco-Schools participation and certification, focus on community supports;</li> <li>School Well-Being plan.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement of marker students</li> <li>The use of daily Number Sense Routines and implementation of anchor charts with learned strategies;</li> <li>Moderation of student work on a regular basis (i.e., monthly staff meetings and monthly divisional meetings);</li> <li>Cohort data from large scale assessments (i.e., EQAO, CAT-4, CCAT, etc.) and Term 1 and 2 Report Card data in the Mathematics strand of NSN.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement of marker students</li> <li>Moderation of student work with grade level partners on a regular basis (i.e., monthly staff meetings and monthly divisional meetings);</li> <li>Cohort data from large scale assessments (i.e., EQAO, CAT-4, CCAT) and Term 1 and 2 Report Card data in the Language strands of Reading and Writing.</li> <li>Use of OWA and BLAM results to help in planning interventions for students</li> <li>Observed decrease in inconsistencies across the school, i.e.: A&amp;E, teacher collaboration, curriculum delivery</li> </ul>	<ul style="list-style-type: none"> <li>Achievement of marker students</li> <li>Moderation of student work with grade level partners on a regular basis (i.e., monthly staff meetings and monthly divisional meetings).</li> <li>Cohort data from large scale assessments (i.e., EQAO, CAT-4, etc.) and Term 1 and 2 Report Card data in the Language strands of Reading and Writing.</li> <li>Observed decrease in inconsistencies across the school, i.e., A&amp;E, teacher collaboration, curriculum delivery.</li> </ul>
<ul style="list-style-type: none"> <li>Students feel appreciated, valued and respected within each student-led liturgy and Umbrella Skills assembly. They will use their skills to solve conflicts that arise.</li> <li>Students are recognized and celebrated within the entire school community for their faith development and Umbrella Skills</li> <li>Students take on leadership roles and have opportunities to serve the community with social justice initiatives</li> <li>Whole school and classroom promotion of Umbrella Skills</li> <li>Culturally responsive community that is bias aware</li> <li>"Master the Plan" theme for the year—celebrate student accomplishments</li> <li>Sacrament celebrations of Gr. 2 Reconciliation, First Communion, and Grade 7 Confirmation; Grade 4 Bible Celebration.</li> <li>Daily class-wide Christian meditation</li> </ul>	<ul style="list-style-type: none"> <li>Through use of number sense routines, students will develop effective visualization and flexible number relationships, efficient strategy use and proficiency with number and operation.</li> <li>Educators will provide responsive, small group instruction to improve students' depth of conceptual understanding, i.e., concrete, representational, abstract progression.</li> <li>Educators will intentionally promote student mathematical talk among students and use non-routine questions to support critical thinking, reasoning, creativity and flexibility when solving problems.</li> <li>Use of guided or modelled instruction by educators, based on student learning need, to build connections between concepts and aid retention.</li> <li>Deep understanding of quantity &amp; magnitude, K-3</li> <li>Junior inquiry-based learning &amp; critical thinking skills connecting to "Deep Learning" work.</li> <li>Effective visualization &amp; flexible number relationships through daily number sense routines to build number sense, with intentional focus on fractional sense within proportional, spatial, &amp; algebraic reasoning K-8.</li> <li>Responsive differentiation for adolescent learners (gr. 6-8) to improve how they access curriculum.</li> <li>Special education accommodations &amp; modifications, including the consistent &amp; mindful use of technology &amp; strategies for students with learning disabilities and/or diverse learning needs.</li> <li>Thinking and reasoning with intentional focus on fractional sense within the math lessons.</li> <li>Use Alex Lawson's book "What to Look For" - understanding and developing Student Thinking in Early Numeracy.</li> <li>Increase support in 21st Century learning through coding presentations and Family STEM Night.</li> </ul>	<ul style="list-style-type: none"> <li>A clear understanding of the complexities of general vocabulary &amp; sentence structures, &amp; how these impact meaning, through responsive guided reading instruction &amp; intentional word study, with a focus on precise text selection, topic development, &amp; use of supporting details, organization &amp; conventions.</li> <li>Engage in student-to-student talk to enhance their understanding of complex texts by building on the critical thinking of others.</li> <li>Develop metacognitive strategies to make thinking visible.</li> <li>Special education accommodations (and/or STEP for ELLs) accommodations and/or modifications, including consistent &amp; mindful use of technology &amp; strategies for students with learning disabilities and/or diverse learning needs.</li> <li>Responsive differentiation through precise text selection in order to access.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the knowledge of each student by analyzing student data, learning inventories, level of growth mindSet/grit and being responsive so that all needs are met through goal setting.</li> <li>Act upon feedback from teachers and peers to move learning forward; setting goals for future achievement.</li> <li>Develop 21st century competencies by engaging in inquiry-based learning to collaboratively decide the focus and structure of the inquiry.</li> <li>Use a variety of digital tools to collaborate and to creatively communicate ideas to authentic audiences.</li> </ul>

# Numeracy Action Plan

Math Content Knowledge	Assessment FOR & AS Learning	Responsive Instruction	Learning Environment
<ul style="list-style-type: none"> <li>What knowledge and skills are in the curriculum that should be the focus now?</li> <li>How can I best plan, sequence and connect key (math) concepts across the year?</li> <li>How can I embed big ideas into other areas of learning and integrate math across the curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>How can I understand what a student knows, thinks and is able to do?</li> <li>How can I teach students to become effective assessors of their own learning (in math), so that they can make informed decisions about next steps?</li> <li>How will my students and I gather, share and use descriptive feedback?</li> </ul>	<ul style="list-style-type: none"> <li>How will I co-construct learning goals and success criteria?</li> <li>What evidence-informed strategies, rich tasks and models will best develop understanding?</li> <li>How will I differentiate for students varying abilities and prior learning?</li> <li>How will students consolidate and apply learning for deep understanding?</li> <li>How will students practice their skills for fluency?</li> </ul>	<ul style="list-style-type: none"> <li>How will I give students voice and choice in their learning and build on a desire to make sense of their world?</li> <li>How will I encourage risk-taking, growth mindset and student efficacy?</li> <li>How will I organize space for different purposes?</li> <li>How can I engage students in discourse, collaboration and communication?</li> <li>How can I promote student well-being?</li> </ul>
<p><b>Teacher Actions:</b></p> <p><b>Number Strings/Math Talk/Question Strings</b> daily for 10 min</p> <p>Implement a <b>Balanced approach</b> to teaching mathematics that includes an appropriate blend of inquiry, direct, <b>guided</b>, independent, math fluency and practice</p> <p><b>Integrate</b> math into all subjects throughout the day (e.g. phys-ed, science and tech)</p> <p>Provide support with <b>representing</b> solutions (move from a visual, to a concrete to a written explanation)</p> <p>Intentionally <b>consolidate</b> the math using open-ended probes to help students understand what they have done and what they are thinking</p> <p>Create <b>rigorous tasks</b> (meaningful, challenging) that allow students to be creative and critical thinkers, solving problems in a variety of ways.</p> <p><b>Identify and name</b> the math across all strands and with all activities/lessons (in play, problem-solving, etc.)</p> <p><b>Moderate</b> sample EQAO questions in all strands and across grades and division using an asset model to identify gaps and misconceptions and establish consistency in practice and assessment</p> <p>Ongoing Grade level sharing, observation, planning and teaching with each other and numeracy resource teacher</p> <p>Plan using <b>additional resources</b>, e.g., Jump Math/Math Up (not as a program but possibly a home support for struggling students), Marian Small (<i>Eyes on Math, Leaps and Bounds, Open-ended questions</i>)</p> <p><b>“Focusing on the Fundamentals of Math”</b> - use the teacher guide to support teaching a deep understanding of numbers</p>	<p><b>Teacher Actions:</b></p> <p>Provide ongoing, timely, explicit descriptive <b>feedback</b> to students as part of the learning process</p> <p>Plan <b>multiple opportunities</b> for critical feedback at critical checkpoints through the learning process (e.g., Ticket out the Door, Show What You Know, EQAO type question)</p> <p><b>Co-construct Learning Goals</b> and Success Criteria so they are expressed in language meaningful to students and visibly accessible to students in the classroom</p> <p>Provide ample opportunity for <b>teacher conferencing</b> with students (hard to see the teacher in the classroom, prompting how and why questions to dig deeper into what student may know)</p> <p>Implement timely interventions to support closing gaps in conceptual knowledge (homework club, organizers, homework, websites)</p> <p><b>Listening to misconceptions</b> and taking time to look at “wrong answers” and be responsive in planning based on needs</p> <p><b>Check for understanding</b> using multiple methods</p> <p>Use of <b>“Bump it up/Performance Boards”</b> and modeled samples of student work with SC highlighted within the student work</p> <p>Include an <b>EQAO type question</b> on every summative assessment</p>	<p><b>Teacher Actions:</b></p> <p>Designing and honouring <b>multiple ways of thinking</b>, reasoning, meaning-making and connect-making, using a variety of classroom tools</p> <p><b>Designing instruction</b> to support diverse learning needs and multiple intelligences. Ensure teaching style matches student’s learning style (think alouds, Brightlinks, accountable talk strategies)</p> <p><b>Identify gaps</b> in student conceptual understanding and implement specific targeted interventions (direct instruction, <i>Leaps and Bounds, Jump Math</i>)</p> <p><b>Revisiting Big Ideas</b> through punctuated math instruction and spiraling back to NSN concepts as needed</p> <p><b>Collaborate</b> with same grade colleagues through the moderation process to establish a shared understanding of standard levels of achievement and identify student learning gaps/next steps for explicit instruction</p> <p><b>Reteaching</b> connecting strategies/tools and strands as needed and in a timely manner, Spiraling (7&amp;8), “Throwback Thursday” (1-6)</p> <p>Provide opportunities for <b>purposeful practice</b> of skills in context (e.g., in their play, with technology)</p> <p><b>“Focusing on the Fundamentals of Math”</b> - use the teacher guide to support teaching a deep understanding of numbers. A whole school approach to learning by numbers.</p>	<p><b>Teacher Actions:</b></p> <p>Develop a school <b>growth mindset culture</b> in all subjects including numeracy (e.g., Mathematicians persevere, “not yet”)</p> <p><b>Display</b> a variety of <b>problem solving models</b> (e.g., 4 step problem solving model, CHASE) and strategies</p> <p><b>Use of manipulatives</b>, concrete materials (mini whiteboards) and 21st century technologies (Brightlinks, Chromebooks, D2L) to investigate mathematical concepts and problem solving.</p> <p>Provide <b>opportunities for Innovation &amp; Inquiry</b> (Genius Hour, Learn about what you love) which promotes student voice and choice where students explore their own passion and ways of learning</p> <p><b>Vocabulary</b> present in the classroom (Word Wall) and used across strands</p> <p>Display models of expectations/answers available</p> <p>Provide a classroom in which students can use the room for information (<b>3rd Teacher</b>) including, but not limited to, graphic organizers, anchor charts, math journals, visuals</p> <p>Provide opportunities for students to dialogue and collaborate with each other (<b>preferential seating, varied groupings</b>)</p> <p>Use the Maker Space to complete a design challenge through the lens of the 6 C’s.</p>

## Reading Action Plan

Task	Feedback	Criteria	Differentiation
<ul style="list-style-type: none"> <li>• Use of guided reading JK-8, to allow student to practice their reading skills and strategies</li> <li>• Use texts that are connected to the real world and are connected to the content areas and offer a variety of forms, i.e., graphic texts, magazines, newspaper etc.</li> <li>• Plan gradual release – shared, modelled, guided and independent</li> <li>• Plan open-ended multi levelled tasks that incorporate the four roles of the literate learner</li> <li>• Use of the Q-chart to form questions that lead to higher order thinking to help make thinking visible</li> <li>• Explicitly teach and use High-Yield Strategies to support reading for explicit and implicit meaning (inferencing, analyzing, making connections, visualization, main ideas, synthesizing).</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will provide ongoing feedback to students which is timely, explicit, constructive and linked to success criteria to improve their learning.</li> <li>• Based on explicit, descriptive teacher feedback, students have multiple opportunities to revise and refine their demonstrations of learning.</li> <li>• Multiple opportunities for feedback and follow-up are planned at critical checkpoints in the learning.</li> <li>• Feedback can be oral or written and should be descriptive rather than evaluative.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teacher co-construct the success criteria and it is expressed in language meaningful to students to ensure common understanding.</li> <li>• Success criteria, learning goals and exemplars are accessible.</li> <li>• Curriculum expectations related to the identified learning goals inform the creation of anchor/criteria charts.</li> <li>• The connection between instruction and assessment and the learning goals is made explicit to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Trends and patterns in student data are used to identify and implement interventions to support student learning</li> <li>• Individual Education Plans (IEPs) are developed to describe the programs and services that are to be implemented as part of students' educational program.</li> <li>• Scaffold Learning through teacher questioning and prompts in modelled, shared, guided and independent reading instruction.</li> <li>• Students are given opportunities to express their thinking about texts using multiple intelligences</li> </ul>

## Writing Action Plan

Task	Feedback	Criteria	Differentiation
<ul style="list-style-type: none"> <li>• Plan writing opportunities with a purpose and allows students to publicly share work.</li> <li>• Plan lessons of modelled, shared, guided and independent writing that allows for choice and multiple entry points</li> <li>• Plan tasks that emphasize non-fiction writing</li> <li>• Use exemplars, writing samples, EQAO prompts and bump it up walls</li> <li>• Use descriptive feedback (2 stars and a wish) to help revise and edit work</li> <li>• Use mentor text to engage students in various text forms and multiple opportunities to practice each text form</li> <li>• Use Quick Writes as a strategy to increase students' stamina in writing</li> <li>• Explicitly teach the use of a variety of graphic organizers to organize writing ideas</li> <li>• Provide choice of topics</li> <li>• Explicitly teach the forms of writing</li> <li>• Draw students back to success criteria to improve their writing</li> <li>• Use of Quick Writes to build stamina in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing feedback to students is timely, explicit, constructive and linked to success criteria to improve their learning.</li> <li>• Based on explicit, descriptive teacher feedback, students have multiple opportunities to revise and refine their demonstrations of learning.</li> <li>• Work is not complete until students achieve the provincial standard.</li> <li>• Multiple opportunities for feedback and follow-up are planned at critical checkpoints in the learning.</li> <li>• Feedback can be oral or written and should be descriptive rather than evaluative.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teacher co-construct the success criteria.</li> <li>• Success criteria, learning goals and exemplars are visible.</li> <li>• Curriculum expectations related to the identified learning goals inform the creation of anchor/criteria charts.</li> <li>• Learning goals and success criteria are expressed in language meaningful to students to ensure common understanding of the learning.</li> <li>• The connection between instruction and assessment and the learning goals is made explicit to students.</li> <li>• Model and teach Accountable Talk and Active Listening through various oral presentations.</li> <li>• Explicitly Teach various text forms: Create writing text forms continuum JK-8.</li> <li>• Teach students to integrate all Four Roles of Literate Learner simultaneously when they speak, read, write and listen.</li> </ul>	<ul style="list-style-type: none"> <li>• Trends and patterns in student data are used to identify and implement interventions to support student learning</li> <li>• Individual Education Plans (IEPs) are developed to describe the programs and services that are to be implemented as part of students' educational program.</li> <li>• Use High-Yield Strategies to support writing for explicit and implicit meaning, inferencing, analyzing, making connections.</li> <li>• Scaffold Learning through teacher questioning and prompts in modelled, shared, guided and independent writing instruction.</li> <li>• Focus on non-fiction writing across subjects</li> <li>• Implement Quick Writes to build student writing stamina</li> <li>• Creating opportunities to write for a specific purpose and is connected to real world events</li> <li>• Allow for multiple entry point for all learners</li> </ul>