



Saint John Paul II - 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-8?

URGENT STUDENT LEARNING NEED: In Literacy students struggle to 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 need to 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 struggle with applying their knowledge and skills. They have difficulty generating a plan and solution for contextual problems in Mathematics.

<p>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></p>	<p>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></p>	<p>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></p>
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SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</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
	<p><i>Outcome:</i> Increase level of student-faith-filled experiences in reference to our Three Year Pastoral Plan (People of Love/People of Hope) Increase in the Community Cohesiveness category for Resiliency Survey Data Increase students' level of Growth Mindset and Grit as seen through work on the Umbrella Project</p>	<p><i>Outcome:</i> • EQAO: M3=71%, M6=59% • Target: M3= 80%, M6=75% • Students with LD: increase confidence in Math as indicated in student survey</p>	<p><i>Outcome:</i> • EQAO: R3=87%, W3=84%, R6=89%, W6=87% • Target: R3=90%, W3=87%, R6=90%, W6=90%</p>	<p><i>Outcome:</i> Increase the number of student artifacts uploaded to each student's All About Me portfolio. 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</p>

Student Learning Need	<p>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></p>	<ul style="list-style-type: none"> · student led liturgies and assemblies · Students are recognized and celebrated in front of the entire school community for their own unique gifts and talents related to the Ontario Catholic Graduate Expectations · Students will have opportunities to serve the community with volunteer/charitable donations activities · Whole school and classroom promotion of Growth Mindset and our theme 'This Is Me'. · Participate in the Umbrella Project as a whole school community. 	<ul style="list-style-type: none"> * Deep understanding of quantity & magnitude, K-3 * Junior inquiry-based learning & critical thinking skills connecting to "Deep Learning" work. * Effective visualization & flexible number relationships through daily number sense routines to build number sense, with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning K-8 * Responsive differentiation for adolescent learners (gr. 6-8) to improve how they access curriculum * Special education accommodations & modifications, including the consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs * Thinking and reasoning with intentional focus on fractional sense within the math lessons * Use Alex Lawson's book "What to Look For" - understanding and developing Student Thinking in Early Numeracy 	<ul style="list-style-type: none"> * A clear understanding of the complexities of general vocabulary & sentence structures, & how these impact meaning, through responsive guided reading instruction & intentional word study, with a focus on precise text selection, topic development, & use of supporting details, organization & conventions * Engage in student-to-student discourse to enhance their understanding of complex texts by building on the critical thinking of others * Develop metacognitive strategies to make thinking visible * Special education accommodations (and/or STEP for ELLs) accommodations and/or modifications, including consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs * Responsive differentiation through precise text selection in order to access 	<ul style="list-style-type: none"> · Students are a part of a learning environment that promotes digital citizenship, critical thinking, informational literacy and creativity of the 21st Century learner · Opportunities for Deep Learning will be provided at focus on the 7 "C'S" · Students know themselves as learners and individuals; engage in goal setting and monitor their progress · Students celebrate mistakes; discuss struggles and perseverance ·
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 practice? Identifying impact on student achievement, well-being, etc.?)</i></p>	<ul style="list-style-type: none"> · Using qualitative data to assess the wellbeing of students and staff. · Umbrella project and school theme "This is Me" to build students use of strategies to help them when things get difficult. 	<ul style="list-style-type: none"> · Lead Math Teachers connecting with all staff to incorporate new learning into the classroom. · Math is the focus at each PA Day and Staff meeting. · Provide a task/homework for staff to bring back to the next meeting. · Use collective experience to problem solve with things are not successful. · 	<ul style="list-style-type: none"> · Using the book "Essential Assessment" with all teachers JK-8—full year PD on assessment · Continued focus on Formative assessment—tracking the grow of learning based on well thought out diagnostics and realistic summative that are varied and support the various learners in each classroom · Use encompass to add Quantitative and Qualitative data. 	<ul style="list-style-type: none"> · All staff using the new Blueprint to Success · Increase % rate of completion
	<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>	<p>Continue to develop the positive relationship with St Daniels Parish Father Allen , Sarah and Bernadette to visit and work with classes on a regular basis St John's Bible, Pilgrimage</p>	<p>See Numeracy Action Plan We will apply for the Numeracy Coach support for both Primary staff and Junior staff.</p>	<p>See Reading and Writing Action Plans Release Time for completing BLAM Refresh levelled reading material for Kindergarten</p>	<p>Release time to learn MyBlueprint Connect with Student Success teacher to help support teachers with MyBlueprint Meet with Student Success Teacher to identify students at risk Create a plan to support at risk students.</p>

Numeracy Action Plan

Math Content Knowledge	Assessment FOR & AS Learning	Responsive Instruction	Learning Environment
What knowledge and skills are in the curriculum that should be the focus now?	How can I understand what a student knows, thinks and is able to do?	How will I co-construct learning goals and success criteria? What evidence-informed strategies, rich tasks and models will best	How will I give students voice and choice in their learning and I on a de desire to make sense of their world?

<p>How can I best plan, sequence and connect key (math) concepts across the year?</p> <p>How can I embed big ideas into other areas of learning and integrate math across the curriculum?</p>	<p>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?</p> <p>How will my students and I gather, share and use descriptive feedback?</p>	<p>develop understanding?</p> <p>How will I differentiate for students varying abilities and prior learning?</p> <p>How will students consolidate and apply learning for deep understanding?</p> <p>How will students practice their skills for fluency?</p>	<p>How will I encourage risk-taking, growth mindset and student efficacy</p> <p>How will I organize space for different purposes?</p> <p>How can I engage students in discourse, collaboration and communication?</p> <p>How can I promote student well-being?</p>
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<p>Teacher Actions:</p> <p>Number Strings/Math Talk/Question Strings daily for 10 min</p> <p>Implement a Balanced approach to teaching mathematics that includes an appropriate blend of inquiry, direct, guided, independent, math fluency and practice</p> <p>Integrate math into all subjects throughout the day (e.g. phys-ed, science and tech)</p> <p>Provide support with representing solutions (move from a visual, to a concrete to a written explanation)</p> <p>Intentionally consolidate the math using open-ended probes to help students understand what they have done and what they are thinking</p> <p>Create rigorous tasks (meaningful, challenging) that allow students to be creative and critical thinkers solving problems in a variety of ways.</p> <p>Identify and name the math across all strands and with all activities/lessons (in play, problem-solving, etc.)</p> <p>Moderate 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 additional resources e.g. Jump Math/Math Up (not as a program but possibly a home support for struggling students), Marian Small (Eyes on Math, Leaps and Bounds, Open-ended questions)</p> <p>“Focusing on the Fundamentals of Math” - use the teacher guide to support teaching a deep understanding of number.</p>	<p>Teacher Actions:</p> <p>Provide ongoing, timely, explicit descriptive feedback to students as part of the learning process</p> <p>Plan multiple opportunities for critical feedback at critical checkpoints points through the learning process (e.g. Ticket out the Door, show what you Know, EQAO type question)</p> <p>Co-construct Learning Goals 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 teacher conferencing 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>Listening to misconceptions and taking time to look at “wrong answers” and be responsive in planning based on needs</p> <p>Check for understanding using multiple methods</p> <p>Use of “Bump it up/Performance Boards” and modeled samples of student work with SC highlighted within the student work</p> <p>Include an EQAO type question on every summative assessment</p>	<p>Teacher Actions:</p> <p>Designing and honouring multiple ways of thinking, reasoning, meaning-making and connect-making using a variety of classroom tools</p> <p>Designing instruction to support diverse learning needs and multiple intelligences. Ensure teaching style matches student’s learning style (think alouds, brightlinks, accountable talk strategies)</p> <p>Identify gaps in student conceptual understanding and implement specific targeted interventions (direct instruction, Leaps and Bounds, Jump Math)</p> <p>Revisiting Big Ideas through Punctuated math instruction and Spiraling back to NSN concepts as needed</p> <p>Collaborate 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>Reteaching connecting strategies/tools and strands as needed and in a timely manner, Spiraling (7&8), “Throwback Thursday” (1-6)</p> <p>Provide opportunities for purposeful practice of skills in context (e.g. in their play, with technology)</p> <p>“Focusing on the Fundamentals of Math” - use the teacher guide to support teaching a deep understanding of number. A whole school approach to learning by number.</p>	<p>Teacher Actions:</p> <p>Develop a school growth mindset culture in all subjects including numeracy (e.g. Mathematicians persevere, “not yet”)</p> <p>Display a variety of problem solving models (e.g. 4 step problem solving model, CHASE) and strategies</p> <p>Use of manipulatives, concrete materials (mini whiteboards) and 21st century technologies (Brightlinks, chromebooks, D2L) to investigate mathematical concepts and problem solving.</p> <p>Provide opportunities for Innovation & Inquiry (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>Vocabulary 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 (3rd Teacher) 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 (preferential seating, varied groupings)</p> <p>Use the Maker Space to complete a design challenge through the lens of the 6 C’s.</p>
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Reading Action Plan

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

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

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.

<p>Superintendent will (from Catholic System-Level Leadership-OLF)</p> <ul style="list-style-type: none"> 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 			
<p>Administrators will (from Catholic School Level Leadership-OLF)</p> <ul style="list-style-type: none"> Collect, analyze and respond to evidence of student learning 	<p>Educators will (from K-12 School Effectiveness Framework-OLF):</p> <ul style="list-style-type: none"> Create an engaging & safe learning environment based on high 	<ul style="list-style-type: none"> Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional 	<p>Students will:</p> <ul style="list-style-type: none"> believe they can learn, progress and achieve

<p>and well-being, and educator practices</p> <ul style="list-style-type: none"> ● 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 	<p>expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations</p> <ul style="list-style-type: none"> ● 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 	<p>learning needs</p> <ul style="list-style-type: none"> ● 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. <p>Support Staff will (from K-12 School Effectiveness Framework-OLF):</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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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MONITORING LEARNING
Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

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?

Catholic, Global-Minded Graduates
Collaborate & Communicate
Think Critically & Problem Solve
Create & Innovate; Develop Character
Demonstrate Resiliency & Persevere

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?