



# St. Teresa Catholic Elementary School—SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT 2018-2019



**SCHOOL INQUIRY QUESTION:** In Literacy students struggle to 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 in new contexts, especially in multiple choice formats. They have difficulty generating a plan and solution for contextual problems in Mathematics.

**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 through word study and subject specific vocabulary in order to better understand the meaning of text in order to provide deeper responses. In numeracy, students struggle with applying their knowledge and skills in new and varied contexts in several areas through the Junior Mathematics Program, with a focus on multiple choice type questions.

## MYSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

### Nurturing Our Catholic Community

SEF Indicators 4.1, 5.3, 6.3

- Continue to develop a working partnership with St Teresa de Avila Parish : monthly “teaching” Masses, school Liturgies of the word, Sacramental prep and school retreats for Grades 2 and 7
- Realistic and ambitious learning goals are set and regularly reviewed with students
- Multiple and varied opportunities are provided for students to demonstrate learning

### Building Capacity to Lead , Learn & Live Authentically

SEF Indicators 2.4, 4.3,

*Staff Leads (Math Leads, Fractional Talks Lead, Gradebook Leads etc.) share the leadership at school during divisional meetings, staff meetings, PD Days, and SIT release time PD*

- *Using encompass to build student profiles that help in providing the best programming possible for each student*
- *Tasks and assessments require students to apply knowledge, think critically, and analyse and*

### Student Engagement, Achievement & Innovation

SEF Indicators 3.1, 3.4, 4.2, 5.4

- Staff will continue to explore and implement Pedagogical Systems into their lessons: Worthwhile tasks, classroom discourse, tools and representations, non-threatening classroom environment.
- Learning experiences are engaging, promote collaboration, innovation and creativity
- Students demonstrate confidence, resilience, self-regulation and self-efficacy in their capacity to learn and succeed

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

### 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)

### 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)

### LITERACY

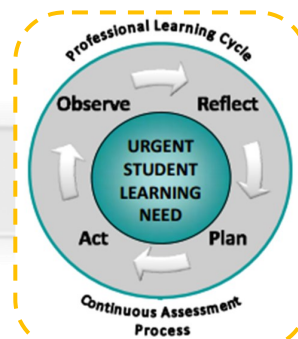
...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

### 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)

### Knowing the LEARNER through ASSESSMENT

- Using large scale data, qualitative data and classroom data to create a clear picture of student strengths and needs.
- Using “Leaps and Bounds” and other resources to help with logical and specific Next Steps in student learning.
- Continue to use descriptive feedback “in the moment” to identify next steps and increase achievement in curriculum expectations.
- How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning?



### 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 can we best plan, sequence and connect key concepts across the year through the gradual release of responsibility model?
- 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

Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

### CATHOLIC, COMMUNITY, CULTURE & CARING

Outcome:

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 identified in the Resilience Survey.

Outcome:

- EQAO: Grade 3-86%, Grade 6-56%
- Target: Grade 3-71%, Grade 6-60%
- Students with LD: increase confidence in Math as indicated in student survey

### NUMERACY

### LITERACY

Outcome:

- EQAO: Grade 3 Reading-81%, Grade 3 Writing-90%  
Grade 6 Reading 88%, Grade 6 Writing- 84%
- Target: Grade 3 Reading 70%, Grade 3 Writing-65%  
Grade 6 Reading 73%, Grade 6 Writing-73%

### PATHWAYS TO SUCCESS

Outcome:

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

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

### Student Learning Needs:

- Students feel appreciated, valued and respected within each of the student led liturgies, Ontario Catholic Graduate Expectations assemblies, and deepening Christian Meditation in each each classroom through Religion programs.
- 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, and support our wonderful Social Justice club/ local and international charities throughout the year
- Whole school and classroom promotion of the Graduate Expectation themes this year through the assemblies and displays in our trophy case

### Student Learning Needs:

- \* 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
- \* 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
- \* Multiple choice-type questions on most math assessments with a focus on the application area of the Achievement Charts (Grade 3 and 6 samples used)

### Student Learning Needs:

- \* 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 deeper and appropriate reading for meaning comprehension strategies for all students but a focus with our Gr. 6-8 students.

### Student Learning Needs:

- 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
- Students know themselves as learners and individuals; engage in goal setting and monitor their progress
- Students celebrate mistakes; discuss struggles and perseverance



# St. Teresa Catholic Elementary School—SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT 2017-2018



**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-12?

**SCHOOL INQUIRY QUESTION:** What impact will collaborative teaching and learning around developing relevant, engaging tasks, 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 both in word study and subject specific 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 in a variety of contexts. They have difficulty generating a plan and solution for contextual problems in Mathematics.

## 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:

- 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 (grouped by the Board-St. Mark, St. Teresa, PJPil)
- 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:

- 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

### Educators will:

- 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

- 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:

- 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:

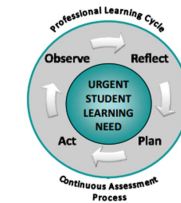
- Actively participate in OCGE liturgies, and the 7 C's of Deep Learning recognition assemblies and experiences
- Collaborate with each other, communicating critically and creatively within inquiry based tasks
- Recognize their strengths as a learner, set appropriate goals and monitor their achievement through their own student work
- Demonstrate resiliency and perseverance (grit) consistency, referencing specific examples

## MONITORING LEARNING

### MONITORING OUR STUDENTS' LEARNING

#### Ongoing reflections that will support efforts to know our learners and monitor student growth:

- 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.
- Use AER handbook to review “Growing Success” and specific next steps for triangulation of student learning



#### NEXT STEPS:

- Divisional/Grade meetings to focus on responding to learners when they failed to reach the standard. What's next in their learning.

### MONITORING OUR PROFESSIONAL LEARNING

#### Ongoing evidence of the impact of collaborative professional learning:

- continue to develop teacher leads in Math and Literacy.
- Whole school approach to teaching, and assessment professional learning.

