

St. Clement Catholic Elementary School - 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-12?
URGENT STUDENT LEARNING NEED: Students will solve problems in new situations, reflect and monitor their thinking using a variety of learning tools and computation strategies and connect math ideas to real life situations.
SCHOOL-THEORY OF ACTION: *If we.... Then... IF WE PROVIDE NON ROUTINE QUESTIONS AND USE DIRECT, GUIDED AND PURPOSEFUL TEACHING OF USE OF MANIPULATIVES, PROBLEM SOLVING, COMMUNICATION, AND REFLECTIVE THINKING SKILLS ...THEN STUDENTS WILL BE ABLE TO MAKE CONNECTIONS WITH THEIR LEARNING, ESTIMATE AND DETERMINE THE REASONABLENESS OF THEIR ANSWER AND DEVELOP MULTIPLE WAYS TO SOLVE MATHEMATICAL PROBLEMS.*

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.

MYSF Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

<p style="text-align: center;">Nurturing Our Catholic Community</p> <p>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 style="text-align: center;">Building Capacity to Lead , Learn & Live Authentically</p> <p>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 style="text-align: center;">Student Engagement, Achievement & Innovation</p> <p>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 style="text-align: center;">CATHOLIC, COMMUNITY, CULTURE & CARING</p> <p>...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 style="text-align: center;">NUMERACY</p> <p>...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 style="text-align: center;">LITERACY</p> <p>...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 style="text-align: center;">PATHWAYS TO SUCCESS</p> <p>... 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 style="text-align: center;">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 style="text-align: center;">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
Student	<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"> Religion and Family Life Program Sacramental Preparation and participation in the sacrament Resiliency Data – Students generally score high in ‘optimal’ and ‘balanced’ category in resiliency survey Resiliency data shows that our students have the most difficulty with peer relationships and cultural sensitivity being Classroom meetings - focus on peer relationships and the Umbrella Project Initiatives Restorative Justice training for staff School Profile data shows 100% of families are employed with only around 10% of families as low-income earners. We have 4.3% of Identified Indigenous families. We have 41% of parents that have no more than high school education and 21% of parents that have some University education. 	<p><u>EQAO Data</u></p> <ul style="list-style-type: none"> 50% of our Grade 3 students achieved at or above provincial standard in Mathematics in Spring 2018 74 % of our Grade 6 students achieved at or above provincial standard in Mathematics in Spring 2018 Grade 3 students that achieved at or above the provincial standard in Mathematics has had a decline of 23% over the past 5 years Grade 6 students that achieved at or above the provincial standard in Mathematics has had little fluctuation over the past 5 years In Grade 3, 56% of students say they enjoy Mathematics most of the time In Grade 6, 44% of students say they enjoy Mathematics most of the time In Grade 3, IIR data for Mathematics shows that students struggle with NV3 (solving 	<p><u>EQAO Data</u></p> <ul style="list-style-type: none"> 75% of our Grade 3 students achieved at or above provincial standard in Reading and 69% achieved at or above provincial standard in Writing in Spring 2018 81% of our Grade 6 students achieved at or above provincial standard in Reading and 78% achieved at or above provincial standard in Writing in Spring Grade 3 students that achieved at or above the provincial standard in Reading has had a slow decline of 5% over the past 5 years. Grade 3 students that achieved at or above the provincial standard in Writing has decreased by 24% over the past 5 years Grade 6 students that achieved at or above the provincial standard in Reading has had an increase of 8% over the past 5 years. Grade 6 students that achieved at or above the 	<ul style="list-style-type: none"> Religion and Family Life Program Sacramental Preparation and participation in the sacrament Number of entries in E-Portfolio Completion rate for “My Blueprint”

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			<p>problems involving the addition and subtraction of single and multi digit who words and cueing systems) and MV1 (estimate, measure and record length, perimeter, area, mass, capacity, time, and temperature using standard units) and MV2 (compare, describe and order objects, using attributes measured in standard units)</p> <ul style="list-style-type: none"> In Grade 6, IIR data for Mathematics shows that students struggle with MV2(determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle and the volume of a triangular prism) CAT-4 results show that 41% of our students have Below Average in Whole Number Operations (adding, subtracting, multiplying and dividing using percent and negative numbers, and fractions, powers). 	<p>provincial standard in Writing has increased by 1% over the past 5 years</p> <ul style="list-style-type: none"> In Grade 3, 50% of students say they enjoy Reading most of the time and 81% of students like to write most of the time In Grade 6, 30% of students say they enjoy Reading most of the time and 33% of students like to write most of the time In Grade 3, IIR data for Reading shows that students struggle with R3.0 and (knowledge of words and cueing systems) and R1.0 (Making Connections) and R2.0 (reading and understanding variety of text features) In Grade 6, IIR data for Reading shows that students struggle with R1.0 (reading and understanding variety of text features) In Grade 3, IIR data for Writing shows that students struggle with W1.0 (generating, gathering, organizing) and W2.0 (draft, revise and editing) In Grade 6, IIR data for Writing shows that students struggle with W2.0 (draft, revise and editing) CAT-4: results show that 29% of our students have Below Average in Capitalization and Punctuation (identify correct use of periods, colons, quotation marks in a variety of contexts). 	
Out	<p>What is the outcome/result you are working towards? How will you measure reaching this outcome? <i>(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</i></p>	<ul style="list-style-type: none"> Increase the resiliency asset – Peer Relationships as Reflected in the Resiliency Initiatives School wide social- emotional learning through the Umbrella Project and Weekly Classroom Meetings and Restorative Circle / Restorative Justice measures for classroom and playground issues with peers Multi-cultural night to celebrate different cultures and begin to breakdown any cultural sensitivities Offer 1 student Teach Town Social Skills in 2 areas per term (Respecting Personal Boundaries, Asking for Help, Expressing/Responding to Anger, Accepting Responsibility, and How to Greet Others) Implementation and tracking of GoZen completion in Grade 4 and 5 classes Implementation of Zones of Regulation for groups of students to identify their emotions and use regulating strategies to identify “green zone” 	<ul style="list-style-type: none"> Direct teacher instruction for problem solving, communicating, and reflecting on student thinking by making connections between concepts, procedures and skills Direct Teaching of Math Manipulatives 	<ul style="list-style-type: none"> Empower Program Balanced Literacy Program Monitoring our progress with monthly meetings PM Benchmarks, CASI and OCA (twice per year) Providing exemplars and descriptive feedback 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 Focus on poetry reading, writing and interpretation Posted and Co-created success criteria and learning goals in each classroom 	<ul style="list-style-type: none"> Engage in goal-setting and select appropriate activities/program and pathway choices that reflect their interest, skills and abilities Increase the number of artefacts uploaded into each student’s All About Me portfolio Transition meetings with parental involvement Increase the My Blueprint activity completion rates Promote experiential learning opportunities across all pathways Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education, career/life aspirations
Prog	<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</i></p>	<ul style="list-style-type: none"> Structure meaningful liturgies each month – based on a theme with student leadership opportunities Umbrella Project-whole school participation in monthly school assemblies with daily announcements lead by individual classrooms, appropriate use of the 	<ul style="list-style-type: none"> Daily Number Strings, Number Talks and Spiraling to increase fluency in mathematical thinking “Monday Math” question that will be done school-wide, solutions posted, and parents 	<ul style="list-style-type: none"> Use of Literature Circles for direct, purposeful, guided instruction, (small group and individual) to differentiate and to attend to learner’s needs Daily direct and responsive guided instruction 	<ul style="list-style-type: none"> Student Success Teacher – Meetings Pathways Planning Parent Night at St. David High School

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<p>you DO (PD, meetings, assessments, etc.)? How well are you doing it?</p>	<p>tools, including parents in learning umbrella skills through twitter, Newswire and Parent Council Meetings</p> <ul style="list-style-type: none"> • Monthly classroom meetings focusing on Umbrella Project monthly focus and peer relationships • Restorative Justice/ Circle training and implementation for classroom and playground issues around peer relationships to increase in 'optimal' and 'balanced' category in Peer Relationships on Resiliency Survey • Knowledge and understanding of FNMI culture and perspectives through recognition days like Orange Shirt day and National Indigenous Peoples Day, Land Acknowledgment statement at the beginning of the announcements, rec <ul style="list-style-type: none"> • Christian meditation- daily class participation in Christian mediation • GoZen with Grade 4 and 5 students • Implementation of Zones of Regulation for groups of students to identify their emotions and use regulating strategies to identify "green zone" • Implementation of Teach Town to 1 student • Family Multi-Cultural night to increase in 'optimal' and 'balanced' category in Cultural Sensitivity on Resiliency Survey 	<p>tweeted for Parent education engagement</p> <ul style="list-style-type: none"> • Use of Numeracy Circles for direct instruction, (small group and individual) to differentiate and to attend to learner's needs • Mindful use of accommodations, technology, and strategies for students with learning disabilities and diverse learning needs • Direct teaching of Mathematical Manipulatives and Tools • We expect that 62 % of our Grade 3s will achieve L3 or L4 according to report card marks and EQAO • We expect that 65% of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO 	<p>on cohesive topic development, use of supporting details, organization and text conventions with particular emphasis on poetry</p> <ul style="list-style-type: none"> • Improved ability to access and build texts independently through responsive differentiation using precise text selections, accommodations and modifications for students • Students read, comprehend and produce increasingly complex texts through the use of semantic, morphological, syntactic and pragmatic knowledge • Enhanced understanding of complex texts by building on the critical thinking of others through robust student-to-student discourse • We expect that 62 % of our Grade 3s will achieve L3 or L4 according to report card marks and EQAO • We expect that 65% of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO 	<ul style="list-style-type: none"> • Visits to High School Intermediate students including going to Sister Act for exposure to the Arts program
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Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Perseverance

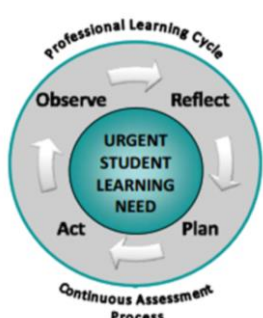
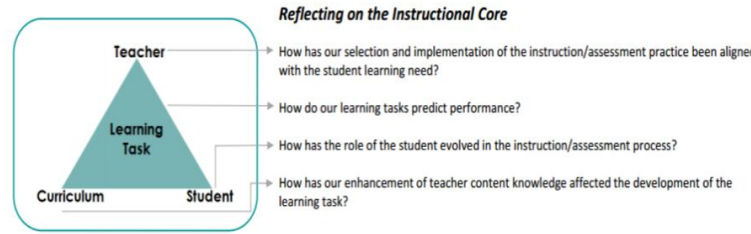
STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.			
<p>Superintendent will (from Catholic System-Level 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 SIPSAs • 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 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 	<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 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, 	<ul style="list-style-type: none"> • 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. <p>Support Staff will (from K-12 School Effectiveness Framework-OLF):</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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

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<ul style="list-style-type: none"> 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>accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions</p> <ul style="list-style-type: none"> 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 	<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 	
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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.

<p align="center">MONITORING OUR STUDENTS' LEARNING</p> <p>Ongoing reflections that will support efforts to know our learners and monitor student growth:</p> <ul style="list-style-type: none"> 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? <div style="border: 1px dashed #008080; border-radius: 15px; padding: 10px; margin: 10px 0; text-align: center;"> <p>Catholic, Global-Minded Graduates <i>Collaborate & Communicate</i> <i>Think Critically & Problem Solve</i> <i>Create & Innovate; Develop Character</i> <i>Demonstrate Resiliency & Persevere</i></p> </div>	<p align="center">NEXT STEPS:</p> <ul style="list-style-type: none"> What will we do next as a result of our learning and reflections? How does our new learning inform our MYP priorities? How will we mobilize our successful evidence-based strategies? What additional student and educator learning needs remain? <div style="text-align: center; margin: 10px 0;">  </div>	<p align="center">MONITORING OUR PROFESSIONAL LEARNING</p> <p>Ongoing evidence of the impact of collaborative professional learning:</p> <ul style="list-style-type: none"> How did we document and measure educator learning? How has our participation in collaborative teaching and learning changed our teaching practice? <div style="text-align: center; margin: 10px 0;">  </div>
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