

[St Dominic Savio] - 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?  
**SCHOOL INQUIRY QUESTION:** (What impact will collaborative teaching and learning that focuses on the assessment for and as learning process have on our students' **wellness** and ability to critically think and reason.  
**URGENT STUDENT LEARNING NEED:** Strengthen mental math and computational fluency in order to learn flexibility in number. Using the Umbrella Framework as a tool, students need to approach multi-step questions with a plan of action which may include a deeper understanding of problem solving models, vocabulary in context and multiple choice strategies. Tasks will require students to make connections between concepts, procedures, and skills within and across strands in the areas of proportional, **algebraic and spatial reasoning**.

**SCHOOL-THEORY OF ACTION: If we.... Then...**

- **IF** we implement the Umbrella Project using the program pillars of positive priming, inquiry and role modelling **THEN** students' will have a more positive well-being through the intentional use of their socio-emotional competencies.
- **IF** we teach the Umbrella skills **THEN** student engagement will increase which will result in greater academic productivity.
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Which **SEF Indicators will support** the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

**MYSF Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL**

<p><b>Nurturing Our Catholic Community</b>                  BIPSA SEF Indicators 4.1,5.3, 6.3                  Where are our areas of growth? What we must learn more about ? SEF strategies/indicators that we believe will have the greatest impact on the area of urgent student needs?</p>	<p><b>Building Capacity to Lead , Learn &amp; Live Authentically</b>                  BIPSA SEF Indicators 2.4, 4.3, 4.5                  Which essential practice will support the instructional strategies/practices?                  How is professional learning responsive to the outcome (s)?</p>	<p><b>Student Engagement, Achievement &amp; Innovation</b>                  BIPSA SEF Indicators 3.1, 4.2, 5.4                  How will the strategies and actions change practice to achieve the outcomes (s)?</p>
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**SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...**

<p><b>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</b>                  ...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><b>NUMERACY</b>                  ...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><b>LITERACY</b>                  ...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><b>PATHWAYS TO SUCCESS</b>                  ... 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><b>Knowing the LEARNER through ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>● How can we understand what a student knows, thinks, and is able to do?</li> <li>● How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?</li> </ul>	<ul style="list-style-type: none"> <li>● How will we give students voice and choice in their learning and build on a desire to make sense of their world?</li> <li>● How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment 'as' and 'for' learning?</li> </ul>		<p><b>Responding through EFFECTIVE INSTRUCTION &amp; LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>● In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time?</li> <li>● How will <u>observations, conversations and products</u> (i.e. triangulation of data) drive the next level of learning in the curriculum?</li> </ul>
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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 Learning Need	<p><b>How do you know this is a need?</b>  <b>What evidence/data suggests there is a need?</b>                  (e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</p>	<p>Resiliency Data</p> <ul style="list-style-type: none"> <li>● Peer Relations - 2015 - 84%, 2017 - 87%</li> <li>● Community Cohesiveness - 2015 - 94%, 2017 - 87%</li> <li>● Cultural Sensitivity - 2015 - 92%, 2017 - 90%</li> </ul> <p>EnCompass - Narratives - gives an understanding of contextual data</p> <ul style="list-style-type: none"> <li>● Decreasing number of students receiving Sacraments and increase of the number of non-catholics (36?)</li> </ul>	<p>EQAO - IIRs                  Math Gr. 3 - 73%, Gr. 6 44%                  CCAT - 15/57 &lt; 25%ile                  CAT4 - 11/50 Stanine 1 -3 - 10 student records missing                  Report Card - Data unavailable                  Conversations and/or Observations with Staff                  EnCompass - Narratives - gives an understanding of contextual data                  Instructional Coach Observations</p>	<p>BLAM                  EQAO - IIRs                  Reading Gr. 3 - 56%, Gr. 6 - 91%                  Writing Gr. 3 - 52% Gr. 6- 92%                  CCAT - 15/57 &lt; 25%ile                  CAT4 - 4/50 - Stanine 1 -3                  Report Card - data unavailable                  Conversations and/or Observations with Staff                  EnCompass - Narratives - gives an understanding of contextual data</p>	<p>My Blueprint - 100% completion                  NPDL and the 6 Competencies introduced last year but still at an awareness level                  Intermediate focus</p>

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		<ul style="list-style-type: none"> <li>● EDI - 14.3 % vulnerable in 2 domains (primarily Physical Health and well being - 11.4% and Communication - 17%)</li> <li>20 Safe School forms completed in 2017-18</li> <li>15 Workplace Violence Forms completed in 2017-18</li> <li>Mental Health and wellness (25 Social Work Referrals)</li> <li>CWCY caseload (monitoring 23 students)</li> </ul>		Instructional Coach Observations	
Outcome (Result)	<p><b>What is the outcome/result you are working towards? How will you measure reaching this outcome?</b> (e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</p>	<ul style="list-style-type: none"> <li>- happy(well-adjusted) students that use their umbrella skills (socio-emotional competencies) consistently</li> <li>- increase in the social engagement of all students in areas of belonging, safety, healthy living and faith formation by focusing on student voice.</li> <li>- increase parent engagement in order to improve student wellness and achievement and make St. Dominic the hub of the community.</li> <li>- pre-test and post-test comparing well-being surveys</li> <li>- student observations and conversations at the beginning and end of the year around well-being</li> <li>- increase in students who can identify a caring adult that they can go to for support</li> <li>- through conversation</li> </ul>	<ul style="list-style-type: none"> <li>- Report Card increase of 2 to 4% (1 - 2 students) the number of students achieving Level 3 in each grade in the NS&amp;N Strand Primary &amp; Junior (increase due to marker students meeting their targets)</li> <li>- EQAO Increase in the percentage of students achieving the provincial standard in Primary and Junior Math                             <ul style="list-style-type: none"> <li>● Primary Math (increase of 2% from 73% to 75%)</li> <li>● Junior Math (increase of 10% from 44% to 54%)</li> </ul> </li> <li>- increase in cohort achievement from primary to junior</li> </ul>	<ul style="list-style-type: none"> <li>- Report Card increase of 2 to 4% (1 - 2 students) the number of students achieving Level 3 in each grade in the Reading and Writing (increase due to marker students meeting their targets) Primary &amp; Junior</li> <li>- EQAO: Increase in the percentage of students achieving the provincial standard in Primary and Junior Reading and Writing                             <ul style="list-style-type: none"> <li>● Primary: Reading (increase of 16% from 56% to 72%)</li> <li>● Primary Writing (increase of 18% from 52% to 70%)</li> <li>● Junior Reading (decrease of 9% from 91% to 82%)</li> <li>● Junior Writing (increase of 1% from 92% to 93%)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- All Intermediate students will complete 'My Blueprint' and Individual Pathway Plans</li> <li>- Increase the knowledge of each student by analyzing student data, learning inventories, encompass narratives and umbrella skills;</li> <li>- being responsive and knowing the learner so that all needs are met through goal setting and self-reflection</li> </ul>
Program Plan	<p><b>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation?</b> (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?</p>	<ul style="list-style-type: none"> <li>- implement Year 1 of the umbrella project and socio-emotional competencies embedded within</li> <li>- time at each staff and divisional meetings to discuss umbrella project</li> <li>- visible presence of umbrella big ideas and themes in classrooms</li> <li>- participate in school-wide and classroom DPA and meditation</li> <li>- Set academic and <b>well-being targets</b> which will be reviewed bi-monthly</li> <li>- create opportunities to actively participate (voice and choice) in our Catholic Faith community</li> <li>- celebrate everyone's "Gifts and Uniqueness" (positive mental health) within a growth mindset</li> <li>- understand the Structure of meaningful worship in liturgies, masses, prayer, Christian Meditation and other celebrations and Catholic Social Teaching</li> </ul>	<ul style="list-style-type: none"> <li>- discuss and monitor students and interventions bi-monthly at staff and divisional meetings</li> <li>-EMLT Teachers and Math Leads will provide PD and collaborate with staff to increase competence in using routine and non-routine questions in numeracy</li> <li>-Principal Walkthroughs and SET meetings to review student progress each term</li> <li>- Connect inquiry-based learning with critical thinking skills for all learners</li> <li>- Engage in opportunities to use visualization &amp; number relationships, through a variety of contexts, to build their number sense, with intentional focus on proportional reasoning</li> <li>- Engage in collaboration and discourse to enhance their understanding of concepts, skills and procedures in mathematics.</li> <li>- Support student success through differentiation</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and monitor students and interventions bi-monthly at staff and divisional meetings</li> <li>-Principal Walkthroughs and SET meetings to review student progress each term</li> <li>- Build vocabulary through a Comprehensive Literacy Framework based on the Gradual Release of Responsibility which provides opportunities for students to connect and infer -</li> <li>- Engage in collaboration and discourse to enhance their understanding of complex texts by building on the critical thinking of others</li> <li>- Strengthen written &amp; oral communication skills; demonstrate competence/proficiency in topic development, use of supporting details, organization &amp; conventions</li> <li>- Support student success through special education accommodations &amp; modifications,</li> </ul>	<ul style="list-style-type: none"> <li>- Allowing Intermediate teachers to work alongside student success teacher to learn and implement 'My Blueprint' so students select program &amp; pathway choices that reflect their interest, skills &amp; abilities</li> <li>- PD focus of 'Knowing the Learner' and being responsive in our instruction</li> <li>- Provide time and guidance to collaboratively construct learning and class profiles; ensure instruction addresses the strengths and needs of each learner</li> <li>- Collaborate to create tasks that incorporate the global competencies that leverage technology and moderate and discuss tasks and performance divisionally</li> <li>- Provide opportunity for cross-panel experiences</li> </ul>

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	<ul style="list-style-type: none"> <li>- Allowing Intermediate teachers to work alongside student success teacher to identify transition needs and goals moving forward</li> <li>- Gather data using the Umbrella Wellbeing survey to identify targets and set goals</li> <li>- Cross reference Resiliency data to identify gaps in wellbeing within classroom</li> <li>- Provide opportunities for students to dialogue and collaborate with each other to support inclusivity and sense of belonging</li> <li>- Incorporate well being questions of clarification/check in when conferencing with students</li> <li>- Review contextual data within Encompass (attendance, social work referrals) on a routine basis</li> <li>- Encourage participation in Dragon Fit and Healthy Living Initiatives</li> </ul>	<ul style="list-style-type: none"> <li>(task/ strategy/ assessment) and special education accommodations &amp; modifications, including the mindful use of technology &amp; strategies for all students</li> <li>- Strengthen students' ability to think and reason (all three types) by developing students' ability to understand, apply and represent mathematics within &amp; among strands and subjects - be assessed for learning using triangulation (observation, conversation, product)</li> <li>- Designing and honouring multiple ways of thinking, reasoning, meaning-making and connect-making using a variety of classroom tools</li> <li>- Identify gaps in student conceptual understanding and implement specific targeted interventions ( direct instruction, Leaps and Bounds, Jump Math)</li> <li>- Revisiting Big Ideas through Punctuated math instruction and Spiraling back to NSN concepts as needed</li> <li>- 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</li> <li>- Reteaching connecting strategies/tools and strands as needed and in a timely manner</li> <li>- Provide opportunities for purposeful practice of skills in context (e.g. in their play, with technology)</li> <li>- Use of Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>including the mindful use of technology &amp; strategies for all students</li> <li>- Use of Instructional Coach</li> <li>- Provide opportunities for Innovation &amp; Inquiry (Genius Hour, Learn about what you love) which promotes student voice and choice where students explore their own passion and ways of learning</li> <li>- Provide ongoing, timely, explicit descriptive feedback to students as part of the learning process</li> <li>- 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)</li> <li>- Co-construct Learning Goals and Success Criteria so they are expressed in language meaningful to students and visibly accessible to students in the classroom</li> <li>- 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)</li> </ul>	
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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.

**Superintendent will (from [Catholic System-Level Leadership-OLF](#))**

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and participating in professional learning at all levels (i.e. Collaborative Inquiry Learning (CILs), Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Collaborate with and support schools in the development of their School Improvement Plan (SIP) and incorporation of relevant data
- Provide differentiated support to schools (e.g., instructional teacher support, release time and resources, etc.)
- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA

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- Promote formal and informal leadership to support professional learning

**Administrators will (from [Catholic School Level Leadership-OLF](#))**

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools (FOS) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan
- Engage parents/caregivers in supporting educational priorities

**Educators will (from [K-12 School Effectiveness Framework-OLF](#)):**

- Create an engaging & safe learning environment based on high expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations
- Incorporate Ontario Catholic School Graduate Expectations into all planning & learning opportunities
- Provide multiple opportunities via the use of evidence-based instructional practices (e.g., mindful use of strategies for LD, critical thinking, inquiry-based learning, quality questioning, accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions
- Participate in PLCs using student data & collaborative inquiry to monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach
- Engage parents/caregivers in supporting educational priorities

- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.

**Support Staff will (from [K-12 School Effectiveness Framework-OLF](#)):**

- Collaborate to assist in the implementation of effective strategies that will support learning for all students
- Collaborate to support job-embedded professional learning of evidence-based instructional strategies
- Respond to system learning needs in a strategic and timely fashion

**Students will:**

- believe they can learn, progress and achieve
- understand what they need to do to be successful in independent numeracy and literacy tasks (robust tasks and success criteria)
- explore and reflect on interests, strengths, skills, and education/career/life aspirations
- believe their learning and well-being are supported

**MONITORING LEARNING**

Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

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**MONITORING OUR STUDENTS' LEARNING**

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

- Where did our students begin? How did we document and measure student learning?
- How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?
- How do we know that all students have shown growth?

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 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 MYP 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?

