

# St. Anne - 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 the gradual release of responsibility, with a focus on students working to their full potential and bumping work to the next level, have on increasing the number of students approaching, or achieving the provincial standard K-8? (I do – We do – You do) Model our thinking in reading and writing....Model problem solving in math....*

*Theory of Action: If staff work toward a culture of excellence for all students, whereby we provide the feedback, supports and strategies to help every child achieve their best, (Lower level work will not be accepted when we know they are capable of more. We will strive for excellence in all students and support them at every stage of their learning), then we will see an increase in confidence, understanding, and overall academic success.*

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></p> <p>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></p> <p>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></p> <p>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></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><b>NUMERACY</b></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><b>LITERACY</b></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><b>PATHWAYS TO SUCCESS</b></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><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> <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> <li>● How do we engage students in co-designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning?</li> <li>● How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?</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
<b>Student Learning Need</b>	<p><b>How do you know this is a need? 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>If we learn to recognize and respond to the mental health needs of our colleagues and students, we will be able to create a growth mindset, and a positive learning environment in which to work, learn, and grow.</p>	<p><u>Problem of Practice—Math:</u>                      Students struggle with independently communicating their thinking and selecting strategies to demonstrate their knowledge and understanding. Teachers struggle with co-creating learning goals and success criteria to provide students with specific next steps to independently achieve success.</p>	<p><u>Problem of Practice—Language:</u>                      Students struggle with independently supporting oral and written responses with evidence and consistently applying conventions. Teachers struggle with co-creating learning goals and success criteria to provide students with specific next steps to independently achieve success</p>	<p>If we make a regular connection with Doyle then we will increase student interest in our Catholic schools and improve future retention rates and subsequent graduation rates.</p> <ul style="list-style-type: none"> <li>❑ Last school year we were part of the myblueprint pilot for pathways and transition planning.</li> <li>❑ We felt very positive about the transition away from Careers Cruising and we were able to meet the needs of students and parents who supported their children through the process.</li> </ul>
<b>Outcome (Result)</b>	<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,</p>	<ul style="list-style-type: none"> <li>❑ To create a Growth Mindset in staff and students by improving the mental health of all, and moving toward a culture of excellence and achievement.</li> <li>❑ To deepen staff understanding of Growth</li> </ul>	<ul style="list-style-type: none"> <li>❑ 4.2: A clear emphasis on high levels of achievement in numeracy is evident throughout the school.</li> <li>❑ Mathematics learning goals, success criteria, and learning materials are visible and</li> </ul>	<ul style="list-style-type: none"> <li>❑ To have staff work toward a culture of excellence and Growth Mindsets for students whereby we provide the feedback, supports, and strategies to help every child achieve their best. Lower level work will not be accepted when we</li> </ul>	<ul style="list-style-type: none"> <li>❑ Continue to strive for the maximum retention rate possible each year. We look to educate and provide all pathway options available to our students and foster a close relationship with Monsignor Doyle.</li> </ul>

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	well-being, etc.?)	Mindsets and how it can be applied to the school and classroom on a daily basis.	accessible <input type="checkbox"/> Instruction and inquiry engage students in developing deep conceptual understanding, procedural fluency, and strategic competence through meaningful tasks	know they are capable of more. We will strive for excellence in all students and support them at every stage of their learning.	<input type="checkbox"/> Continue with the use and support of the myblueprint program to support student success
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><input type="checkbox"/> 2.5: Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy faith-based learning environment.</li> <li><input type="checkbox"/> 3.2: School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population, and are consistent with our Catholic identity.</li> <li><input type="checkbox"/> 6.2: Students, parents, parish representatives and community members are engaged and welcomed as respected, valued partners.</li> <li><input type="checkbox"/> 6.3: The home, school, parish, and community build partnerships to enhance learning opportunities and support faith formation for students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 4.4: Learning is deepened through authentic, relevant, and meaningful student inquiry.</li> <li><input type="checkbox"/> Students engaged in exploring real world issues and solving authentic problems</li> <li><input type="checkbox"/> Critical thinking skills are taught, modelled, practiced and developed</li> <li><input type="checkbox"/> From K-8 we will use EQAO data to inform our Practice</li> <li><input type="checkbox"/> From K-8 we will use additional data, such as CCAT, to inform our teaching and be responsive our students learning need.</li> <li><input type="checkbox"/> From K-8 we will use diagnostic assessments to determine the needs of our students and respond to their learning needs in a meaningful and appropriate ways</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1: Students and teachers share a common understanding of the learning goals and related success criteria</li> <li><input type="checkbox"/> Students and teacher co-construct the success criteria</li> <li><input type="checkbox"/> Success criteria, learning goals, and exemplar are visible</li> <li><input type="checkbox"/> 1.2: During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 5.1 Programs, pathways, and career planning meet the learning needs and interests of all students</li> <li><input type="checkbox"/> 5.3 Students, parents, and teachers understand the full range of pathways, options, programs and supports that are available</li> <li><input type="checkbox"/> 5.4 Students have opportunities to build on in-school and out of school experiences and activities to further explore personal interests, strengths and career options, programs, and supports that are available</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> From K-8 we will be Sheppard's of our students Mental Health</li> <li><input type="checkbox"/> From K-8 we will continue to learn in our understanding of Mental Health needs and strive to be responsive and supportive so that our students will not only be successful at school but in life</li> </ul> <p>To promote a growth mindsets, we will...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Praise pupils for effort instead of ability or intelligence</li> <li><input type="checkbox"/> Praise for the process of the learning instead of the outcome</li> <li><input type="checkbox"/> Have the teacher become the lead learner to model a growth mindset</li> <li><input type="checkbox"/> Give a 'not yet' grade instead of a 'fail'</li> <li><input type="checkbox"/> Position wrong answers as an opportunity to learn more, to think about the process, and as natural to the learning journey</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> K-8 we will use the gradual release of responsibility model daily (I do - we do - you do) - "We do" is the co-created, level 3/4 exemplar</li> <li><input type="checkbox"/> K-8 we will provide Guided Reading/Guided instruction – in all subjects – small group instruction – guided practice</li> <li><input type="checkbox"/> K-8 we will create a growth mindset in our students where by, work is not done – until it is level 3 minimum with the appropriate supports provided</li> <li><input type="checkbox"/> K-8 we will post Learning Goals as a regular part of our teaching practice</li> <li><input type="checkbox"/> K-8 we will co-create Success Criteria as a regular part of our teaching practice</li> <li><input type="checkbox"/> K-8 we will provide on-going descriptive feedback (oral and written) so students know what they need to do for improvement, growth and success</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> K-8 we will co-create Anchor Charts to capture the learning as a regular part of our teaching practice</li> <li><input type="checkbox"/> Safety – Learning – Faith - Fun</li> <li><input type="checkbox"/> Curriculum documents used and accessed daily</li> <li><input type="checkbox"/> Achievement Chart accessed for all lessons– planning – assignments - evaluation</li> <li><input type="checkbox"/> Gradual Release implementation Continuum</li> <li><input type="checkbox"/> Growth Mindset approach is lived</li> <li><input type="checkbox"/> EQAO workbooks</li> <li><input type="checkbox"/> RMS workshop support</li> <li><input type="checkbox"/> Math Lead network support</li> <li><input type="checkbox"/> Divisional Meetings – Moderation of student work</li> <li><input type="checkbox"/> Staff Meetings – strategies for addressing PoP's and target students</li> <li><input type="checkbox"/> Numeracy Teacher</li> <li><input type="checkbox"/> Number Strings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> From K-8 we will co-plan purposeful Learning Cycles with our students and strive to support every student with doing their best work (Growth Mindset)</li> <li><input type="checkbox"/> From K-8 we will co-plan culminating tasks with direct links to Learning Goals and Success Criteria</li> <li><input type="checkbox"/> From K-8 will coach, support, guide, scaffold student learning so that they will meet authentically with success</li> <li><input type="checkbox"/> From K-8 we will moderate student work to create consistency with our assessment and evaluation</li> </ul>

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| <ul style="list-style-type: none"> <li>❑ K-8 we will co-create level 3/4 exemplars for specific tasks – all subjects</li> <li>❑ K-8 we will make lessons relevant for students (why am I learning this, how can I apply this to the world/my life) – student engagement</li> </ul> | <ul style="list-style-type: none"> <li>❑ Student-led Learning Cycle</li> <li>❑ Student-led conferences</li> <li>❑ enCOMPASS – support for students achieving at level 2</li> <li>❑ Use models – exemplars of high quality work</li> <li>❑ Scope and sequence for planning</li> </ul> |
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### Target students 208-2019

Grade	JK/SK	JK/SK	JK/SK	JK/SK	1	1	2
Reading	3/24 = 13%	2/24 = 8 %	2/24=8%	2/15=13%	6/19=32%	7/18=39%	5/17=29%
Writing	3/24 = 13%	2/24 = 8 %	2/24=8%	2/15=13%	5/19=26%	7/18=39%	5/17=29%
Math	2/24=8%	2/24 =8 %	2/24=8%	2/15=13%	3/19=16%	5/18=28%	6/17=35%

Grade	2	2/3	3	3	4	4	5
Reading	3/18=17%	8/20=40%	3/17=18%	2/17=12%	3/25=12%	3/24=13%	5/23=28%
Writing	4/18=22%	4/20=20%	4/17=24%	3/17=18%	1/25=4%	2/24=8%	4/23=17%
Math	3/18=17%	5/20=25%	2/17=12%	2/17=12%	2/25=20%	3/24=13%	12/23=52%

Grade	5	6	6	7	7/8	8
Reading	3/23=13%	9/24=38%	7/25=28%	8/23=35%	6/20=30%	8/25=32%
Writing	4/23=17%	8/24=33%	3/25=12%	10/23=43%	6/20=30%	6/25=24%
Math	4/23=17%	9/24=38%	9/25=36%	5/23=22%	5/20=25%	7/25=28%

*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.)

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- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA
- 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.

### MONITORING OUR STUDENTS' LEARNING

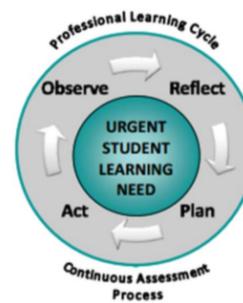
**Ongoing reflections that will support efforts to know our learners and monitor student growth:**

- 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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### 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?

