

ST. BONIFACE- 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 **consistent use of effective assessment and evaluation practices that inform instructional strategies** have on the number of students approaching, achieving at or beyond the provincial standard?

URGENT STUDENT LEARNING NEED: Our students experience difficulty solving non-routine and atypical questions that require deeper thinking and the application of skill, especially in the area of numeracy. When communicating thinking and sharing understanding, students are challenged when faced with implicit information and ideas are often underdeveloped and unsupported.

SCHOOL-THEORY OF ACTION: *If we use effective assessment and evaluation practices that inform our instructional strategies, we will respond more directly to our students’ needs, thereby increasing student achievement across curricular subject areas.*

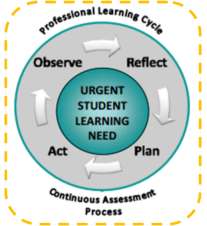
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYS P Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

<p>Nurturing Our Catholic Community</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>Building Capacity to Lead , Learn & Live Authentically</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>Student Engagement, Achievement & Innovation</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>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>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>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>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>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
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>	<p>Data/Evidence: Umbrella Project Pre-Assessment data, teacher observational data, EQAO results (implicit responses and problem solving areas) and behavioural issues sent to the office indicate:</p> <ul style="list-style-type: none"> ● Students need to develop greater grit and perseverance when faced with challenges. ● Students often wait for educators to answer “stop learning questions” and “proximity questions” before attempting to solve problems and engage in open-ended task ● Students lack the skill and strategies necessary to solve problems, handle conflict in emotionally appropriate ways and self advocate amongst peers ● Students need to build a deeper relationship with their faith, through varied prayer-centred experiences, social justice outreach opportunities and an engagement with our board Pastoral plan. 	<p>Data/Evidence: EQAO Data from grades 3 and 6, Report Card marks from grades 1-8, CAT4 Data on computation and mathematics, Classroom observations</p> <ul style="list-style-type: none"> ● Report Card marks final term 2017-2018 indicate 15% of students grades 1-8 are not reaching provincial standard ● CAT4 results in “Computations” 8/14 students were below average in results. In “Mathematics”, 4/14 students were below results ● EQAO results for Grade 3 58% of our students met provincial standard and 70% of Grade 6 students met provincial standards ● Classroom observational data reported from teachers indicates that students lack confidence, perseverance and “stick to it”ness when faced with non-routine and atypical routine questions. 	<p>Data/Evidence: EQAO Data from grades 3 and 6, Report Card marks from grades 1-8, BLAM and CASI Data as Diagnostic Literacy assessment measures, Classroom observations</p> <ul style="list-style-type: none"> ● Report Card marks final term 2017-2018 indicate 13% of students grades 1-8 are not reaching provincial standard in Writing. Less than 1% of students are not reaching provincial standard in Reading. 28% of students received L4 ● BLAM data indicate that 32% of students in grades 1-3 are not reading at benchmark ● CASI data indicates that 82% of students in grades 4-8 are not reaching level 3 ● EQAO results for Grade 3 83% of our students met provincial standard in Reading, 67% in Writing and Grade 6 saw 100% of our students meeting provincial standard in Reading and 90% in Writing. In Writing, Topic Development was an area of focus in both 	<p>Umbrella Project Pre-Assessment data, teacher observational data, IPP, EQAO, teacher-student-parent perceptual data collection activity</p> <ul style="list-style-type: none"> ● Students have difficulty integrating big ideas across other curriculum areas ● Students require more access to experiential learning opportunities across all Pathways ● Students lack the risk-taking skills required to be successful when faced with increasingly challenging problems

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				assessment areas <ul style="list-style-type: none"> Classroom observational data reported that students needed further practice in communicating their understanding in written form. Writing lacked clarity and focus. 	
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 practise? Identifying impact on student achievement, well-being, etc.?)</i></p>	<p>Outcome/Results we are working towards</p> <ul style="list-style-type: none"> Monthly teaching and modelling of the Umbrella Project themes and lesson plans to promote resiliency, positive learning traits and mental well being Monthly, student-led liturgical celebrations, Masses and assemblies that foster deeper connections to our Catholic faith, greater engagement in our students’ lived faith experiences and meaningful practice of our faith traditions Deeper connection/relationship with community and world through social justice and outreach opportunities. (Twin Oaks Residence, WE initiatives, donations to food banks, homeless shelters and church initiatives) Regular use of Christian Meditation as means of purposeful prayer that promotes a healthy mindset and deeper spiritual connection. Student prepared and celebrated Masses that engage all community members 	<p>Outcome/Results we are working towards</p> <ul style="list-style-type: none"> Results for the Primary EQAO will meet or exceed board results Results for the Junior EQAO will meet or exceed the 70% achieved in the 2017-2018 assessment Math Lead teachers act as mentors and leaders in the math teaching and learning process Instructional coach works collaboratively with classroom teachers with a specific focus on assessment and evaluation that informs instructional strategies and drives student learning Summative assessments across strands include non-routine or atypical questions, multi-step multiple choice and questions directly focused on developing thinking and application skills Daily use of Number Strings and Number Talks that support flexibility of number, critical thinking, reasoning and creativity when solving problems Consistent use of Diagnostic assessments, such as Knowledgehook, MathUp etc., to drive instruction tailored to the needs of the students 	<p>Outcome/Results we are working towards</p> <ul style="list-style-type: none"> Results for Primary EQAO will meet or exceed the 83% achieved in Reading in the 2017-2018 assessment. Results will meet or exceed the board results in Writing Results for the Junior EQAO will meet or exceed the results of Reading and Writing in the 2017-2018 assessment Daily use of Guided Reading practices will allow for timely response to student need and inform instructional practice Clear modelling, guided group work and explicit teaching will provide for clear topic development, supportive details and concise organization in written work Regular focus on using Implicit information in texts in order to foster student understanding when responding to text Intentional word study, using Words Their Way, to strengthen the effective application of general vocabulary 	<p>Outcome/Results we are working towards</p> <ul style="list-style-type: none"> Students will continue to complete My Blueprint IPP at 100% rate Students will demonstrate a better understanding of the career pathways available to them Students will work/learn alongside our Student Support educators Students will engage in experiential learning activities that promote a sense of community and exposure to a variety of Pathways Students will persevere with challenging tasks, employing grit and resiliency skill by celebrating mistakes, discussing struggles and persevering Students will know themselves as learners and individuals, engage in goal setting and monitor their progress
Program Plan	<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>Monitoring of Success will take place:</p> <ul style="list-style-type: none"> Umbrella Project mid-year and end of year self assessment Celebrations of faith held monthly as per school calendar Connections with community and world measured in frequency of social justice, charity and outreach activities made throughout the year Christian Meditation is practiced as whole school weekly Increase in the number of students actively participating and engaged in Mass 	<p>Monitoring of Success will take place:</p> <ul style="list-style-type: none"> Consistent use of diagnostic assessment, timely feedback, responsive instruction and small group guided practice to inform practice and monitor student achievement Marker Students will be tracked and monitored throughout the learning cycles and include a data discussion with classroom teacher, special education teacher and principal once per term. Teacher moderation will take place at Staff Meetings and Professional Development days Sample summative assessments will be shared during Staff Meetings and Professional Development days to ensure a focus on non-routine or atypical questions, multi-step multiple choice and questions directly focused on developing thinking and application skills Monitoring of Number Strings and Number Talks will take place during classroom visits frequently throughout the year 	<p>Monitoring of Success will take place:</p> <ul style="list-style-type: none"> Consistent use of diagnostic assessment, timely feedback, responsive instruction and small group guided practice to inform practice and monitor student achievement Marker Students will be tracked and monitored throughout the learning cycles and include a data discussion with classroom teacher, special education teacher and principal once per term. Teacher moderation will take place at Staff Meetings and Professional Development day Monitoring of Guided Reading practices will take place during classroom visits frequently throughout the year. Diagnostic assessments in literacy (teacher selected board approved diagnostic tools) will be completed and shared with Special Education teacher and Principal during each reporting cycle during Class Review discussions 	<p>Monitoring of Success will take place:</p> <ul style="list-style-type: none"> Umbrella Project mid-year and end of year self assessment by students and staff Increase in the number of experiential learning opportunities offered to students Develop global competencies by engaging in inquiry-based learning

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

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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
- 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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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?

