

# Our Lady of Grace - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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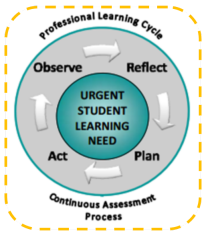
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

## MYSP 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  <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><b>Building Capacity to Lead , Learn &amp; Live Authentically</b></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><b>Student Engagement, Achievement &amp; Innovation</b></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><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
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> <ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Students can <b>identify</b> at least one <b>positive person</b> in school that they can go to for <b>support</b> and guidance (“Havens of Resilience” article)</li> <li>● Students will <b>experience a deeper</b> level of <b>faith</b> and inner peace and calm – which can translate to <b>improved</b> classroom <b>attention, positive relationships</b> and positive <b>mental health</b>.</li> <li>● Enhanced <b>sense of community</b> and their place in our community such that it <b>promotes greater well-being</b> and <b>student achievement</b></li> <li>● Whole school and board <b>promotion</b> of positive mental health within a <b>growth mindset</b></li> <li>● Structure of <b>meaningful worship</b> in liturgies, masses, prayer and other celebrations</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on <b>Proportional Reasoning Big ideas</b> as a means to strengthen mathematical content knowledge, confidence and flexibility in thinking</li> <li>● <b>Develop stronger mathematical foundational skills by building number sense routines</b> for computational <b>fluency</b> and mental math (number strings, number talks, question strings, multiplication facts)</li> <li>● <b>Build opportunities for rich Math Talk in the classroom as a means to support Mathematical thinking</b></li> <li>● <b>Develop</b> a mathematics <b>growth mindset culture</b> in the school</li> <li>● <b>Teacher 3V’s</b> - to enhance their ability to understand and be confident in mathematics by using the <b>3 V’s: 1. Visualize, 2. Verbalize, and 3. Verify</b></li> <li>● <b>Understanding multi-step problems</b></li> <li>● Proper selection and <b>application of tools</b> that will assist in <b>demonstrating their thinking</b></li> <li>● Exposure to a <b>variety of question formats (MC + OR)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Show evidence of <b>increased foundational skills</b> and engagement in reading and writing as <b>measured by targeted check-ins</b> as teachers use data, text selection and knowledge of vocabulary building intentionally to plan for responsive instruction.</li> <li>● <b>Improvement of writing conventions - proper punctuation and capitalization when using quotes</b></li> <li>● <b>Enhance summarizing main idea</b></li> <li>● Demonstrate greater independence when challenged communicating understanding when <b>reading for meaning</b></li> <li>● <b>Vocabulary Building- Reading daily to build vocabulary</b></li> <li>● <b>Oral communication skills - Speeches</b></li> <li>● <b>Unmotivated readers - how do we engage them?</b></li> </ul>	<ul style="list-style-type: none"> <li>● Develop a personal inventory, to understand their God Given Personal Strengths, their passions, and their gifts of Creativity and Innovation (to further develop resilience and agility in life)</li> <li>● Develop the skill of Collaboration in purposeful and meaningful ways</li> <li>● Engage in <b>Creating Pathway to Success</b> planned activities through their <b>All About Me ePortfolio in K to 6 and Individual Pathway Plan (IPP)</b> in grade 7 and 8 in order to increase <b>access pathway opportunities</b> - Engage in <b>understanding their learning profile</b> by differentiated learning opportunities and <b>individualized goal setting</b> and <b>selecting appropriate pathways</b> will lead to greater student engagement.</li> <li>● Facilitate numerous <b>transition activities for grades 7 &amp; 8 with St. Mary’s</b> high school to support entry into grade 9</li> <li>● Increased student ability to upload and <b>maintain their “All About Me” portfolio</b></li> </ul>

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<b>Outcome (Result)</b>	<p><b>What is the outcome/result you are working towards? How will you measure reaching this outcome?</b>  <i>(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</i></p>	<ul style="list-style-type: none"> <li>Staff/Students will explore daily <b>Christian Meditation</b> as a means to enhance our relationship with God &amp; develop inner peace, mental health and stronger sense of community</li> <li>Increase opportunities for <b>students to participate in our school pastoral plan</b>, peer leadership &amp; social justice initiatives that concretely demonstrate faith connections &amp; faith development and serve to transform God's world.</li> <li><b>Build Community</b> in a concrete and measurable way <b>bucket filling</b> and OLOG Gator “Spirit-meter”</li> <li>Increase in the “optimal and balanced” categories of the <b>Resiliency Survey - especially in the “Community Cohesiveness” Indicator Category</b></li> <li>Expand outdoor creative play area to foster creativity and build community on our school yard</li> <li>McMaster University/ Conestoga College Nursing program affiliating with school to enhance PALS program and decreasing bullying</li> <li>Expand our opportunities for students to participate in activities in the school</li> <li>Provide rich Opportunities to support “Student Voice” in Learning and in shaping the School Community</li> </ul>	<ul style="list-style-type: none"> <li><b>Achieve 75% or greater in EQAO Gr. 3 Mathematics and Increase Achievement in Gr. 6 Mathematics by 20% or a Target of 75% or greater</b></li> <li><b>60-75% of Marker Students in Mathematics</b> achieve at or above Prov. Standard (as measured in via Report Card Data + Encompass Student Tracker + EQAO) - Focus will continue re IEP + ELL</li> <li>Utilize the <b>3 V's Approach</b> to mathematical Problem Solving:</li> <li><b>1. VISUALIZE, 2. VERBALIZE and, 3. VERIFY</b></li> <li><b>Building confidence and flexibility within Spatial Reasoning</b> is established within <b>all strands</b></li> <li>Increase student <b>ability to represent their thinking</b> in a variety of question formats and within a variety contexts</li> <li><b>Increase</b> in foundational mathematical <b>fluency</b> in number relationships (facts, skills, procedures)</li> <li><b>Increase in understanding between mathematical concepts</b> and language</li> <li><b>- Explicitly teaching</b> success criteria for using <b>multiple choice</b> questions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Achieve 75% or greater in EQAO Gr. 3 and 6 Reading and Writing</b></li> <li><b>60-75% of Marker Students in Reading and Writing</b> achieve at or above Prov. Standard (as measured in via Report Card Data + Encompass Student Tracker + EQAO) - Focus will continue re IEP + ELL</li> <li><b>Building</b> understanding and accurate use of general <b>Speaking vocabulary (Assessment Triangulation - Products, Observations and Discussions)</b></li> <li>Proper use and <b>application of writing conventions</b></li> <li><b>Explicitly teaching success criteria</b> for using multiple choice</li> <li><b>Identify</b> and use the <b>conventions</b> utilized in a variety of types of written texts to <b>assist reading comprehension via the ability to make connections to the text (text to self, text to text, text to world, etc.)</b></li> </ul>	<ul style="list-style-type: none"> <li>All students will understand the <b>importance of finding their passion, celebrating their Strengths and enhance their abilities to be Creative</b></li> <li>All students will understand the <b>importance of setting short and long term goals</b> (academic, personal, etc.) and understand the <b>concept of pathways</b> to a future career that interests them greatly</li> <li>Increase the <b>myBlueprint completion rates</b> artifacts</li> <li>Upload to <b>All About Me Student ePortfolios (100% School Wide Participation Rate)</b></li> <li><b>Increase our understanding of 21st century learning and the 6 Global Competencies with the NPD (New Pedagogies for Deeper Learning)</b></li> </ul>
<b>Program Plan</b>	<p><b>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation?</b>  <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>	<ul style="list-style-type: none"> <li>We will continue to award students for their kindness toward others and positive behaviours using our <b>Classroom Bucket Filling</b> and School Community School Spirit-meter</li> <li>We will continue to monitor our <b>Community Spirit-Meter</b> Levels and with our Catholic School Council and student/staff voice, reward and/or affirm our students for their positive contributions - thereby increasing this desired outcome</li> <li>We will continue to <b>develop our Pastoral Plan</b> so as to build with faith leadership within ALL of our students and enhance our relationship with Blessed Sacrament Parish</li> <li>We will continue to participate in <b>school wide Christian Meditation as a whole community</b> as a means of developing our relationship with God and inner-peace</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have an opportunity to <b>moderate student work</b> (i.e.PD DAY, Staff Meetin, Learning Cycles)</li> <li>Staff will continue to <b>collaborate with board level consultants</b> to hone pedagogy and practice through their active participation in Learning Cycles ;</li> <li>Staff will <b>analyze summative assessments:</b> diagnostic testing, student learning and summative assessments on a regular basis to ensure positive student growth.</li> <li>We employ the <b>Growing Success Learning Cycle</b> (A1, A2 Mtgs, Marker Student Check Ins, etc.) to ensure increased student achievement and closing the gap is our paramount focus</li> <li>Invest Budget, Time and PD pertaining to <b>MathUp</b> (Junior Division) and <b>KnowledgeHook</b> as support tools to enhance student mathematical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Staff will have an opportunity to <b>moderate student work</b> at each staff meeting;</li> <li>Staff will analyze diagnostic testing, student learning and summative assessments on a regular basis to <b>ensure and monitor positive student growth</b></li> <li>Staff will support student's abilities re <b>developing the skill of reading for meaning</b> by teaching strategies to summarize the “ main idea” during “<b>Guided Reading</b>” small group interactions (i.e. marker students)</li> </ul>	<ul style="list-style-type: none"> <li>We will use the NPD Flip Chart to make the 6 C's (that align with the Catholic School Graduate Expectations) come alive in our classrooms and students (through classroom activities, lessons, student work, and other concrete evidence in the school.</li> <li>Intermediate staff will engage students in the activities in the myBlueprint platform and facilitate a number of visits by our Student Success Teacher (D. Stere) to support learning</li> <li>Staff will explicitly teach the learning skills and monitor improvement using the Encompass data platform.</li> </ul>

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

<p><b>STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING</b></p> <p>Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.</p>			
<p><b>Superintendent will (from <a href="#">Catholic System-Level Leadership-OLF</a>)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Collaborate with and support schools in the development of their School Improvement Plan (SIP) and incorporation of relevant data</li> <li>Provide differentiated support to schools (e.g., instructional teacher support, release time and resources, etc.)</li> <li>Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA</li> <li>Promote formal and informal leadership to support professional learning</li> </ul>			
<p><b>Administrators will (from <a href="#">Catholic School Level Leadership-OLF</a>)</b></p> <ul style="list-style-type: none"> <li>Collect, analyze and respond to evidence of student learning and</li> </ul>	<p><b>Educators will (from <a href="#">K-12 School Effectiveness Framework-OLF</a>):</b></p> <ul style="list-style-type: none"> <li>Create an engaging &amp; safe learning environment based on high</li> </ul>	<ul style="list-style-type: none"> <li>Triangulate leading student achievement data to establish responsive instructional goals, &amp; plan &amp; monitor professional</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>believe they can learn, progress and achieve</li> </ul>


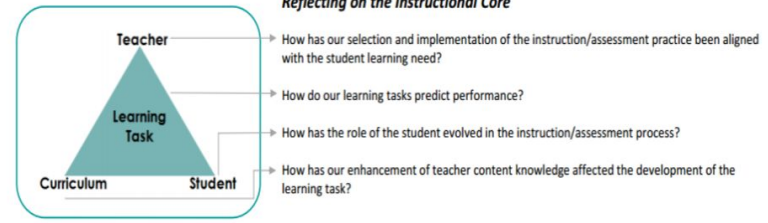
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<p>well-being, and educator practices</p> <ul style="list-style-type: none"> <li>● Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry 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</li> <li>● Develop and implement learning cycles based on school and student data/evidence</li> <li>● Bring current evidence to each network learning session to demonstrate progress made within the inquiry process</li> <li>● Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff</li> <li>● Promote formal and informal leadership within the school to support professional learning</li> <li>● Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools (FOS) are in place and evidence of progress is maintained</li> <li>● Purposefully embed the strategies identified in the Pastoral Plan</li> <li>● Engage parents/caregivers in supporting educational priorities</li> </ul>	<p>expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, &amp; tools and representations</p> <ul style="list-style-type: none"> <li>● Incorporate Ontario Catholic school Graduate Expectations into all planning &amp; learning opportunities</li> <li>● 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 &amp; pedagogical-play learning, etc.) &amp; tiered interventions</li> <li>● Participate in PLCs using student data &amp; collaborative inquiry to monitor progress, deepen professional knowledge; understand &amp; use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach</li> <li>● Engage parents/caregivers in supporting educational priorities</li> </ul>	<p>learning needs</p> <ul style="list-style-type: none"> <li>● Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning</li> <li>● Focus on the consolidation of key concepts to support students in becoming independent &amp; flexible thinkers.</li> </ul> <p><b>Support Staff will (from <i>K-12 School Effectiveness Framework-OLF</i>):</b></p> <ul style="list-style-type: none"> <li>● Collaborate to assist in the implementation of effective strategies that will support learning for all students</li> <li>● Collaborate to support job-embedded professional learning of evidence-based instructional strategies</li> <li>● Respond to system learning needs in a strategic and timely fashion</li> </ul>	<ul style="list-style-type: none"> <li>● understand what they need to do to be successful in independent numeracy and literacy tasks (robust tasks and success criteria)</li> <li>● explore and reflect on interests, strengths, skills, and education/career/life aspirations</li> <li>● believe their learning and well-being are supported</li> </ul>
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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 style="text-align: center;"><b>MONITORING OUR STUDENTS' LEARNING</b></p> <p><b>Ongoing reflections that will support efforts to know our learners and monitor student growth:</b></p> <ul style="list-style-type: none"> <li>● Where did our students begin? How did we document and measure student learning?</li> <li>● How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?</li> <li>● How do we know that all students have shown growth?</li> </ul> <div style="border: 1px dashed #009688; border-radius: 15px; padding: 10px; text-align: center; margin-top: 10px;"> <p><b>Catholic, Global-Minded Graduates</b>  <i>Collaborate &amp; Communicate</i>  <i>Think Critically &amp; Problem Solve</i>  <i>Create &amp; Innovate; Develop Character</i>  <i>Demonstrate Resiliency &amp; Persevere</i></p> </div>	<p style="text-align: center;"><b>NEXT STEPS:</b></p> <ul style="list-style-type: none"> <li>● What will we do next as a result of our learning and reflections?</li> <li>● How does our new learning inform our MYP priorities?</li> <li>● How will we mobilize our successful evidence-based strategies?</li> <li>● What additional student and educator learning needs remain?</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center;"><b>MONITORING OUR PROFESSIONAL LEARNING</b></p> <p><b>Ongoing evidence of the impact of collaborative professional learning:</b></p> <ul style="list-style-type: none"> <li>● How did we document and measure educator learning?</li> <li>● How has our participation in collaborative teaching and learning changed our teaching practice?</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>
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