

# HOLY ROSARY CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019 – this document is a “working document”

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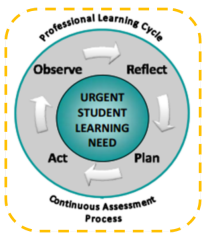
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

## MYP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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?</b>  <b>What evidence/data suggests there is a need?</b>  <i>(e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</i></p>	<p>–there is a growing need to support families with increasing activity costs across the grades                      –based on student and teacher voice, a need to provide opportunities/activities that support the “ARTS” and engage students who are not interested in athletics in music, dance, drama, visual art has been identified and prioritized                      –increasing reports of students struggling with self-regulation and skills to thrive amidst conflict and challenges of academic, social and family life                      –loss of OLOL Catechist who was an integral component of sacramental preparation for Grades 2 &amp; 7</p>	<p>–needs identified in Primary and Junior Math                      –EQAO data 2017–2018                      Primary – 56%                      Junior – 70%                      CCAT, CAT-4 &amp; Report Card data                      –need to routinely engage in triangulation of data for authentic assessment of student learning and progress</p>	<p>–needs identified in Primary Reading &amp; Writing                      EQAO 2017–2018                      Primary RE – 67 WR – 67                      Junior RE – 92 WR – 90                      CCAT, CAT-4 &amp; Report Card data                      –need to routinely engage in triangulation of data for authentic assessment of student learning and progress                      –need to consistently use BLAM data to inform instruction and as evidence of student achievement</p>	<p>–<b>My Blueprint</b> – strive to have a 100% completion for students attending WCDSB Secondary School                      –NPDL and the 6 Competencies introduced last year but implementation has been limited– we need to develop global competencies through the implementation of deep learning tasks for students                      –real life context for learning                      –experiential learning opportunities to learn about skills needed for 21st Century</p>
<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>	<p>–staff audit of activity costs from K-8 to be completed by the end of the school year                      –dance club to begin in mid-September                      –students to share leadership in faith celebrations                      –students to share leadership in recognition assemblies                      –students to form a “Student Activities Council”                      –students to demonstrate social responsibility through</p>	<p>–increase achievement in Primary &amp; Junior Mathematics at or beyond provincial standard                      Primary – 75%; Junior – 75%                      –alignment of EQAO, CCAT, CAT-4, Report Card data                      –monitor teacher instructional practice– opportunities for students to be engaged in inquiry, routine use of math tools, accountable talk, purposeful practice and</p>	<p>–increase achievement in Primary Reading &amp; Writing at or beyond provincial standard                      Primary – 75% – READING; 75% – WRITING                      Junior – 75% – READING; 75% – WRITING                      –alignment of EQAO,CCAT, CAT-4, Report Card &amp; BLAM data                      –monitor teacher instructional practice – flexible and</p>	<p>–creating conditions for Intermediate teachers to work alongside student success teacher to learn and implement ‘My Blueprint’                      –PD focus of ‘Knowing the Learner’ and being responsive in our instruction                      –provide time and guidance to collaboratively construct</p>

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		<p>leadership in local, regional and global initiatives (ECO, WE and Healthy Schools teams all active)</p> <ul style="list-style-type: none"> <li>-successful recruitment parent volunteers to work with our Pastoral team</li> <li>-creation of collaborative partnership with Father Rafal that balances the vision of OLOL church and the pastoral life of the school</li> <li>-structure School Council sessions on the 4 pillars of the BIPSA/SIPSA</li> </ul>	<p>authentic assessment</p> <ul style="list-style-type: none"> <li>-rich tasks create multiple entry points for students</li> <li>-collect evidence of student achievement to moderate at learning team sessions – pinpoint student learning needs</li> <li>-descriptive and timely feedback during the learning cycles</li> <li>-class review sessions – November/February/April</li> <li>-whole staff and divisional learning sessions have a component of “building thinking classrooms” and “balanced numeracy”</li> <li>-routine use of assessment data to inform instruction</li> <li>-identification of specific teaching strategies that respond to student needs, with a focus on triangulation of data for authentic assessment</li> <li>-posted student work reflects the learning process</li> </ul>	<p>responsive guided reading groups and cross-curricular and varied writing tasks</p> <ul style="list-style-type: none"> <li>-use of Adaptive Technology for students on IEPs, specifically, Google Read &amp; Write</li> <li>-collect evidence of student achievement to moderate at learning team sessions – pinpoint student learning needs</li> <li>-descriptive and timely feedback during the learning cycles</li> <li>-class review sessions – October/January/April</li> <li>-routine use of “BLAM” measures to inform instruction</li> <li>-identification of specific teaching strategies that respond to student needs, with a focus on triangulation of data for authentic assessment</li> <li>-posted student work reflects the learning process and shows student thinking</li> </ul>	<p>learning and class profiles; ensure instruction addresses the strengths and needs of each learner</p> <ul style="list-style-type: none"> <li>-collaborate to create tasks that incorporate the global competencies; moderate and discuss tasks and performance in Divisional Learning Teams</li> </ul>
<p align="center"><b>Program Plan</b></p>	<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>-school-wide participation in the Umbrella Project – 2 year plan – Year 1 focus on: gratitude, grit, self compassion, resilience, mindfulness, autonomy, intrinsic motivation, integrity, hope</li> <li>-collaboration with school social worker – intervention and prevention/proactive planning</li> <li>-resource allocation – purchase of music equipment – digital piano and class set of ukuleles – supported by School Council and school budget</li> </ul>	<ul style="list-style-type: none"> <li>-school-wide inventory of math tools – concrete &amp; virtual – followed by resource allocation through budget</li> <li>-student evidence – development of numeracy folders</li> <li>-whole staff &amp; divisional learning team sessions – EMLT leads – gradual release</li> <li>-routine use of tools &amp; #/fraction routines</li> <li>-#routines refresher for Intermediate teachers</li> <li>-walk-throughs focused on the “classroom environment as the third teacher”</li> <li>- 4 Grade 8 students accelerated to Grade 9 Academic Math courses at Resurrection based on cumulative achievement data</li> </ul>	<ul style="list-style-type: none"> <li>-student evidence – taking a closer look at literacy measures in place and how these inform instruction</li> <li>-transitions from Primary to Junior re: BLAM</li> <li>-inventory of literacy materials that are cross-curricular, high interest/low vocab, print and digital</li> <li>-continue with Strong Start program</li> <li>-PD focused on “Knowing the Learner”</li> </ul>	

**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
- 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

**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

- 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

**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

