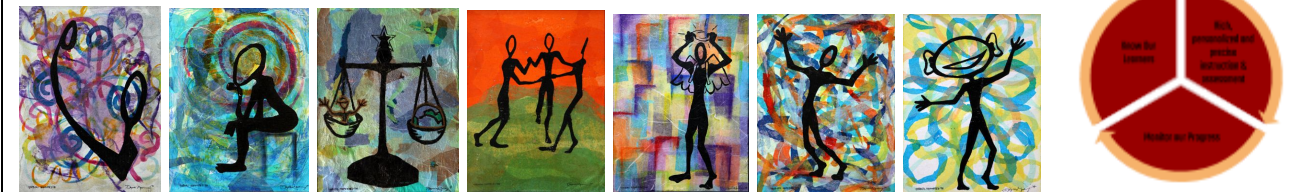




LET'S PRAY **LET'S LEARN** LET'S INSPIRE LET'S SHINE

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT 2019-2020

IF WE KNOW OUR LEARNERS SPIRITUALLY, COGNITIVELY, EMOTIONALLY, SOCIALLY, PHYSICALLY, THEN WE WILL ENGAGE OUR STUDENTS IN RICH LEARNING THAT IS PRECISE AND PERSONALIZED, WHICH EMPOWERS THEM TO CONFIDENTLY DEMONSTRATE THE COMPETENCIES OF THE CATHOLIC GRADUATE EXPECTATIONS.



KNOW OUR LEARNERS. PROVIDE RICH, PERSONALIZED & PRECISE INSTRUCTION & ASSESSMENT. MONITOR OUR PROGRESS.

	KNOW OUR LEARNERS	PROVIDE RICH, PERSONALIZED & PRECISE INSTRUCTION & ASSESSMENT	MONITOR OUR PROGRESS
SCHOOL EFFECTIVENESS INDICATORS	<p>3.1 The Teaching and Learning Environment is Inclusive and Reflects Individual Student Strengths, Needs and Learning Preferences.</p> <p>3.2 School Programs Incorporate Students' Stated Priorities and Reflect the Diversity, Needs and Interests of the School Population.</p> <p>4.5 Instruction and Assessment are Differentiated in Response to Student Strengths, Needs and Prior Learning.</p> <p>5.1 Programs, Pathways, and Career Planning Meet the Learning Needs and Interests of All Students.</p> <p>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.</p>	<p>1.2 During Learning, Students Receive Ongoing, Descriptive Feedback Based on the Success Criteria, from the Teacher and from Peers.</p> <p>2.2 Processes and Practices are Designed To Deepen Content Knowledge and Refine Instruction to Support Student Learning and Achievement.</p> <p>4.1 A Culture of High Expectations Supports the Belief that All Students Can Learn, Progress and Achieve.</p> <p>4.2 A Clear Emphasis on High Levels of Achievement in Literacy and Numeracy is Evident Throughout the School.</p> <p>4.3 Teaching and Learning Incorporates 21st Century Content, Global Perspectives, Learning Skills, Resources and Technologies.</p> <p>4.7 Timely and Tiered Interventions, Supported by a Team Approach, Respond to Individual Student Learning Needs.</p> <p>5.2 Authentic Learning Experiences and Experiential Learning are Built into All Subject Areas and Programs.</p>	<p>1.1 Students and Teachers Share a Common Understanding of the Learning Goals and Success Criteria.</p> <p>1.3 Students are Taught, and Regularly Use Self-assessment Skills to Monitor their Progress Toward Achieving Learning Goals, and to Set their Own Learning Goals, Within the Context of the Ontario Curriculum and/or Individual Education Plan (IEP).</p> <p>1.5 A Variety of Valid and Reliable Assessment Data is Used by Students and Teachers to Continuously Monitor Learning, to Inform Instruction and Assessment and to Determine Next Steps.</p>
SUPERINTENDENTS WILL...	Provide differentiated support to schools based on priorities and school needs	Support and build the capacity of our school principals around instructional leadership through principal learning networks, learning	Utilize the time spent during school visits/learning walks to focus on the monitoring of student learning and well being and educator practices.

	<p>Collaborate with and support administrators in the collection of data and planning of the school improvement plan so that goals and performance measures are clear, concise and focused on urgent student learning needs.</p> <p>Encourage and support administrators and schools to continue to increase Mental Health Literacy and the development of a mentally healthy culture.</p>	<p>walks and focused conversations.</p> <p>Provide opportunities for schools to engage in school and targeted system-based PLCs on a regular basis.</p> <p>Support and build the capacity of our school principals and teachers to incorporate evidence based mental health curriculum and to discover connections between mentally healthy classrooms and academic and personal achievement and growth.</p>	<p>Lead focused conversations around monitoring the school improvement goals with administrators, school improvement team members and system leaders.</p> <p>Ensure System leaders will incorporate the learning cycle (Plan, Act, Observe, Reflect) into all professional learning network sessions at the school and system level.</p> <p>Ensure Exit slips are used at all system level professional learning sessions to monitor educator learning and next steps.</p>
ADMINISTRATORS WILL...	<p>Engage in conversations with staff about student learning and well-being on a regular basis</p> <p>Maintain focus on students who are not at target in literacy and numeracy and support educators in planning for those specific student needs.</p> <p>Encourage and support classroom teachers to maintain an emphasis on mental health and mentally healthy classrooms.</p>	<p>Improve their own instructional leadership capacity by engaging in professional learning opportunities within and outside the board.</p> <p>Implement learning cycles to support the school learning plan's goals</p> <p>Lead school-based PLC/CIL work</p> <p>Participate in system PLC/CIL work</p> <p>Engage parents in the school learning plan by communicating goals and progress on a regular basis.</p> <p>Commit to ongoing support of school mental health teams and the inclusion of evidence based mental health education and practices for individual classrooms and school cultures.</p>	<p>Use Pedagogical Systems to focus classroom observations/walk throughs to determine next steps and feedback for teachers and the development of School Learning Plans</p> <p>Collect and analyze evidence of student and educator learning on a regular basis using a variety of sources.</p> <p>Monitor current evidence of student and educator learning at each PLC/CIL</p> <p>Ensure elementary instructional guidelines are adhered to in literacy and numeracy</p>
EDUCATORS WILL...	<p>Incorporate the Catholic Graduate Expectations into all planning and learning opportunities.</p> <p>Identify students who are at target, approaching target and far from target in order to differentiate instruction and meet individual needs.</p> <p>Spend focused time in September (and as needed) to get to know their learners' strengths, interests and needs, to establish classroom routines and procedures, and to build a positive classroom environment based on high expectations.</p> <p>Use of student metacognitive strategies eg. self-questions, self-reflection for deeper learning and goal-setting</p> <p>Triangulate data to inform teaching and to meet the needs of all learners at all times.</p> <p>Understand the attitudes and behaviours of the students towards learning eg. reading, writing, math</p> <p>Understand and implement practices that support the development of mentally healthy classrooms and schools.</p> <p>Connect social/emotional skill building to academic performance and achievement.</p>	<p>Utilize assessment for and as learning (COP) to facilitate more precise and personalized learning</p> <p>Use Learning Goals and Success Criteria to clearly communicate what students are expected to learn and what successful learning looks like.</p> <p>Identify students at target, approaching target and far from target in order to differentiate instruction and meet individual needs</p> <p>Intentionally & thoughtfully leverage technology into planning, instruction and assessment practices.</p> <p>Triangulate data to inform teaching and to meet the needs of all learners at all times.</p> <p>In Elementary panel, plan a minimum 60 minute Comprehensive Math Block per day (300 mins per week) using MathUp resource (Gr. 1-8)</p> <p>Plan minimum 100 minute comprehensive literacy blocks (K/1) and 80 minute literacy blocks (GR 7/8)</p> <p>Intentionally and thoughtfully leverage mental health education and practices into planning, instruction and assessment practices.</p>	<p>Be a co-learner in school and system improvement efforts by participating in Professional Learning Communities, Collaborative Inquiries, Professional Learning Networks, etc.</p> <p>Utilize assessment for and as learning (COP) to facilitate more precise and personalized learning</p> <p>Monitor the progress of students regularly and use this information to plan instruction and assessment.</p> <p>Student learning will be formally monitored in the fall, winter, and spring in order to engage educators in data conversations about student achievement at the school and system level.</p>
	GOALS	ESSENTIAL PRACTICES	MONITORING

STUDENT FAITH FORMATION	<ol style="list-style-type: none"> Elementary & Secondary students will learn ways to be still and connect with God. Our schools will be instruments of good news by involving themselves in community/service-based learning initiatives, guided by their faith teachings. 	<p>Daily experiences with Christian Meditation in elementary and secondary classrooms.</p> <p>Educators will use the Growing in Faith, Growing in Christ program as well as the Grades 7-12 programs, to discuss service learning and plan opportunities to apply their learning by serving their communities.</p> <p>Parishes and schools will work together on projects that can invite collaboration and shared vision.</p>	<p>Teacher surveys around Christian meditation in secondary classrooms</p> <p>Principal/Faith Ambassador survey (end of the year)</p> <p>Principals will share at network meetings.</p> <p>Principal observations and conversations with educators and students.</p>
GETTING READY TO LEARN	<ol style="list-style-type: none"> Foundations of Supporting and Responding to Student Behaviour document (classroom environment, routines and expectations) are embedded in every K-12 classroom. The 6 Universal Supports are embedded and available in every K-12 classroom. Staff differentiate between misbehaviour and stress response behaviour and respond with appropriate supports and skill development learning opportunities 	<p>Educators will mindfully construct an evidence-based classroom environment, routines and expectations through self-assessment and professional development.</p> <p>Educators will construct lessons and activities that leverage the 6 Universal Supports.</p> <p>Positive behaviour support plans are directly tied to the skill development learning goals of alternative pages of IEPs.</p>	<p>Principal observations and conversations around the look-fors of an evidence-based classroom.</p> <p>Number of classes served by central team staff.</p> <p>Principal observations and conversations around the look-fors of the Universal Supports in lessons and activities.</p> <p>Ongoing review of PBSP through debriefs and school team meetings.</p> <p>Implementation fidelity measures reported by principals.</p> <p>Principal conversations around schoolwide baseline behaviour data that has been collected, analysed, and skill development plan developed.</p> <p>Half day of PD on self-regulation; various SERT, Principals and Vice-Principals and Sunset PD offerings focused on behaviour in the context of students being ready to learn.</p>
NUMERACY	<ol style="list-style-type: none"> Increase the percentage of students in Gr. 4 who are AT TARGET for NSN Thinking Type questions (specifically Multiplication) Increase the percentage of students in Gr. 6 Tier 3 schools who are AT TARGET for NSN Thinking Type questions (specifically Fractions, Decimals, Percents) Increase the percentage of students in Gr. 9 Applied who meet the provincial standards in EQAO assessment 	<p>Focus on the fundamentals of Math using Talks, Strings, Routines and Games to engage students in surface and deep level learning</p> <p>Use of small group instruction and discourse to target student learning needs around conceptual and procedural understanding.</p> <p>Use multiple representations and strategic use of manipulatives to promote deep learning</p> <p>Use of reciprocal teaching strategies to assist students in understanding problem-solving questions at a deeper level</p>	<p>Pre-Mid-Post assessment questions based on content-specific focus eg. gr. 4 multiplication and division, gr. 6 fractions, decimal, percent</p> <p>Moderation of student work around problem-solving THINKING questions</p> <p>Student perception data pre and post</p> <p>Teacher efficacy data pre and post</p> <p>Educator Exit slips on growth in teacher practice.</p> <p>Principal observation around minimum 60 minute comprehensive math block (using Pedagogical systems)</p> <p>Principal conversations through monthly check-ins and formal Learning Walks.</p>
LITERACY	<ol style="list-style-type: none"> Increase the percentage of students in K/1 who are AT TARGET for Reading Increase the percentage of students in GR. 7/8 in Tier 3 schools who are AT TARGET for Reading and Writing Increase the percentage of students in GR. 10 Applied Level who pass the OSSLT 	<p>Daily reading experiences that focus on explicit and implicit skills, and making connections to enable deeper learning across all subject areas using a wide variety of text.</p> <p>Daily writing experiences using various text forms across all subject areas that focus on ideas, topic development, word choice, sentence fluency and language conventions.</p> <p>Ensure consolidation of students' pre-reading and learning to read skills before teaching reading to learn skills.</p> <p>Use the Reading Continuum as the framework to plan purposeful, precise instruction and assessment</p> <p>Use small group instruction and discourse to target student learning needs around reading and writing skills</p>	<p>K/1 Reading Assessment Data (fall, winter, spring)</p> <p>Gr.7/8 (Tier 3) & Gr. 10 Applied Level Student perception data pre and post (attitude survey)</p> <p>Gr. 7/8 (Tier 3) & Gr. 10 Applied Level Achievement Data (fall, spring)</p> <p>Teacher efficacy data pre and post - K/1, 7/8, 10</p> <p>Principal observations around comprehensive literacy program (using Pedagogical systems)</p> <p>Educator Exit slips on growth in teacher practice.</p> <p>Principal conversations through monthly check-ins and formal Learning Walks.</p>

		Explicit oral language (expressive and receptive) experiences used as the foundation for a comprehensive literacy program	
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