



Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education



NURTURING OUR CATHOLIC COMMUNITY



STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION



BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY

School: Holy Spirit Catholic Elementary School

School Improvement Plan for Student Achievement 2019-2020 (SIPSA)

System Inquiry Question: What impact will collaborative teaching and learning, which focuses on knowing the learner through assessment and responding through instruction, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?

Student Urgent Learning Need: Our students struggle with accessing mathematical knowledge from multiple math stands and both applying and communicating that knowledge through reasoning proportionally.

Theory of Action: If we co-plan and co-reflect then the number of students achieving at or beyond the provincial standard in numeracy will increase.

Knowing the LEARNER through ASSESSMENT

Educators will:

- Determine, through assessment, what a student knows, thinks and is able to do
- Use Observations, Conversations and Products to assess learning
- Provide feedback for the purpose of assessment 'as' and 'for' learning
- Teach students to become critical assessors of their own learning so they can make informed decisions about next steps in their path

Responding through DIFFERENTIATED INSTRUCTION & LEARNING ENVIRONMENTS

Educators will:

- In partnership with students, design differentiated learning experiences based on their current strengths and needs
- Use Observations, Conversations and Products to drive the next step of learning • Plan, sequence and connect key concepts throughout the year through the gradual release of responsibility model
- Embed curricular big ideas across subjects and courses
- Honour students' voice and choice in their learning; authentically engage them in their learning pathway
- Create more diversified learning opportunities highlighting the needs of English Language Learners (ELLs) and students with Individual Education Plans (IEPs)

KNOW our Learners

RESPOND to their Needs

MONITOR our Progress

Our Catholic, global-minded Graduates will be responsible citizens & discerning believers who: collaborate, communicate, think critically, problem solve, create, innovate & demonstrate resilience.

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.

School Effectiveness Framework indicators: 1.2, 1.6, 3.1, 4.3, 5.3, & 6.3

Administrators will:

- 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) 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:

- Create an engaging, safe and innovative learning environment based on high expectations and differentiation
- Incorporate Ontario Catholic School Graduate Expectations and Global Competencies into all planning & learning opportunities
- Provide multiple learning opportunities through the use of high impact strategies and tiered interventions
- Identify marker students through ongoing assessment for learning data (i.e. pre- and post-concept data) to guide responsive, differentiated and innovative instruction
- Participate in Professional Learning Communities using student data & collaborative inquiry to monitor progress, deepen professional knowledge and inform instructional practices
- Engage in the professional learning cycle through the plan, act, observe, reflect process and refine instructional practice through professional discourse & collaboration
- Triangulate student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers
- Engage parents/caregivers in supporting student well-being and student learning
- Utilize Universal Supports to ensure equitable access to curriculum for all students

Students will:

- Use assessment data to refine their work, plan next steps and monitor their own progress.
- Use assessment of learning results to set new learning goals.
- Assume ownership in learning experiences that are collaborative, innovative and creative.
- Access, critically evaluate and use texts, including digital content.
- Use technologies to construct knowledge and document their learning.



CATHOLIC, COMMUNITY, CULTURE & CARING

System Statement: contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.



NUMERACY

System Statement: problem-solve, communicate, reason, and reflect on their thinking by making connections between concepts, procedures, and skills.



LITERACY

System Statement: use language and images to apply critical thinking skills, analyze and challenge texts, express opinions and ideas, and reflect on and connect to other learning



PATHWAYS TO SUCCESS

Success System Statement: engage as partners in challenging, meaningful learning experiences that are responsive to their voices & individual identities and engage them in education & career life planning.

Goals	<p>Achievement: -Teachers will implement the Umbrella Project to strengthen a students' 'umbrella' through class lessons and whole school assemblies. -Umbrella Project themes will be linked to the liturgical calendar (liturgies) to strengthen the students connection between Faith and well being</p>	<p>Achievement: -Teachers will build greater capacity in the relationships among units and measurable attributes in measurement with a focus on conversions to build student capacity to effectively convert units of measurement. -Students will build greater capacity in reading, representing, comparing and ordering whole numbers and representing fractions and money amounts by incorporating it across multiple strands. -Teachers will use multiple representations to help students describe the relationships between two-dimensional shapes, and between two-dimensional and three-dimensional figures</p>	<p>Achievement: -Teachers will build greater capacity with students for using text features to access important information within a variety of texts -Teachers will model so that students will read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning. -Teachers will explicitly teach how to draft and revise students own writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience to support student capacity to revise and edit their own writing.</p>	<p>Achievement: -Teachers will implement My Blueprint in grade 7 and 8 in order to increase access to pathway opportunities to engage students in understanding their learning profile. - Differentiating learning opportunities and individualized goal setting and selecting appropriate pathways will lead to greater student engagement.</p>
High Impact Strategies	<p>Faith Experiences - Large community building events while partnering with parent council (Food Truck Night, School Dance-A-Thon, Junior/Intermediate Natural Playground, Terry Fox Run, Jump-Rope for Heart etc.) - Whole school and board promotion of positive mental health within a growth mindset - Mental Health Team run by School Social Worker - Guest Speaker during Anti-Bullying Week (Mark DeSouza) and continued celebration of inclusion and increasing awareness of our diversity by participating in events such as #Orange Shirt Day as a whole school community - Be intentional about faith formation with respect to helping students and staff understand "the why" (e.g. why pink candle during advent...etc.) - Provide students with coping tools when dealing with Anxiety & Mental Health - Umbrella Project Themes linked with Liturgical Calendar - combined liturgy and umbrella project celebrations</p>	<p>Actions Through use of number sense routines: - students will develop effective visualization and flexible number relationships, efficient strategy use and proficiency with numbers and operations - Educators will provide responsive, small group instruction to improve students' depth of conceptual understanding - Educators will intentionally promote student discourse and use non-routine questions to support critical thinking, reasoning, creativity and flexibility when solving problems -Small group instruction to improve students depth with flexible number relationships and efficient strategy use. - Use of distributed or spaced instruction by educators, based on student learning needs, to build connections between concepts and aid retention - Students at all grade levels work through multiple choice questions, focusing on estimating reasonable responses in order to build capacity in solving multi-strand, multi-step problems (focus on relationships) - Focus on understanding what a question is asking in the problem solving process. - Build capacity for precise math language/vocabulary across divisions and strands. - Punctuated Instruction on a stand/cluster of expectations that is an area of needs - Measurement Conversions - find a way of teaching it so that they have an enduring understanding.</p>	<p>Actions - Build comprehension skills beyond decoding when reading - Explicitly teaching success criteria for using multiple choice - Identify and use the conventions utilized in a variety of types of written texts to assist reading frequency and comprehension. -Teachers and students will examine together how text features help readers understand text - Through regular guided reading and writing lessons teachers will analyze sentences structure, word choice and punctuation and grammar to enhance punctuation, written communication and critical thinking. - Review literary elements to support independent student editing and revising -Daily Guided Reading with emphasis on making connections and implicit information -Daily Guided Writing practice topic development and conventions in writing - Consistent phrases for all grades (e.g., Track and read: does your writing make sense?) - Educators will leverage technology to improve the student's ability to access, write and create texts independently through responsive differentiation using accommodations and modifications for students with learning difficulties and/or learning disabilities</p>	<p>Actions -Teacher's will facilitate numerous transition activities for grades 7 & 8 with Mon. Doyle high school to support entry into grade 9 (Experiential Learning opportunities) - Engage in goal-setting and select appropriate activities/program and pathway choices that reflect students' interests, skills and abilities. -Develop global competencies by engaging in inquiry-based learning to collaboratively decide the focus and structure of the inquiry. -Use various digital tools to collaborate and creatively communicate ideas to authentic audiences. -Promotion of positive mental health and well-being (e.g. leveraging a growth mindset, Umbrella Project, and other strategies from our Well-being Plan)</p>
Monitoring	<p>Monitor Through: Class Walk-Throughs,, Feedback during Staff Meetings and Parent Council Meetings, Climate Survey Data MDI survey result strengths and areas of need feedback. PLT-driven through divisional meetings Regular School Improvement Team meetings to update and monitor CCC and C Increase in students using resiliency skills as per umbrella project. Increase in student involvement and engagement in extracurricular activities. Monitoring of Social Worker involvement with identified students.</p>	<p>Monitor Through: Class Walk-Throughs Students demonstrate flexibility of thinking when working on tasks. Students demonstrate an ability to work cooperatively to find and explore solutions Marker student improved achievement Effective use of EQAO data to identify trends and clusters of need. Pre/Post Math Coaching classroom assessments and conversations/observations of coaching process Marker Student & Spec Ed Check in Meetings both verbally and Google Doc EMLT PD Delivery at Staff Meetings/Divisional Meeting/Lunch and Learns</p>	<p>Monitor Through: Class Walk-Throughs Instructional Coach Visits and feedback. PLT-driven through divisional meetings Regular School Improvement Team meetings Special Education/Class Review meetings throughout the year Marker Student check in/updates Tracking of BLAM Marker Student Improved Achievement Monitor data from EQAO, CAT 4, CCAT etc. to identify improvement Purposeful use of technology- enCompass, Class Review template, marker student template etc.</p>	<p>Monitor Through: -Implementation of My Blueprint - Monitoring usage statistics for My Blueprint -Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.) -Balanced Literacy Assessment Measures (BLAM) -Curriculum walk-throughs -Purposeful use of technology (i.e. My Blueprint, enCompass, Gradebook, etc.) -Achievement of goals from our Well-being Plan -Transition meetings and pathways selected align with student needs and interests with greater accuracy -By year's end, students have engaged in experiential learning opportunities that have explored cultural as well as curriculum aspects of their learning</p>