



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD 2017-2018 BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT



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?

MYP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community

SEF Indicators

- 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

Building Capacity to Lead , Learn & Live Authentically

SEF Indicators

- 2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Student Engagement, Achievement & Innovation

SEF Indicators

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING

...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)

NUMERACY

...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)

LITERACY

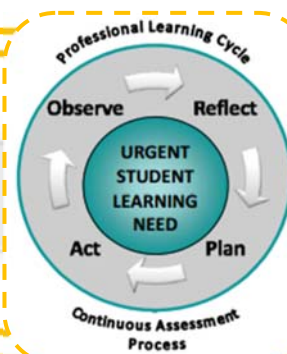
...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

PATHWAYS TO SUCCESS

... 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)

Knowing the LEARNER through ASSESSMENT

- 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?



Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

- 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 observations, conversations and products (i.e. triangulation of data) drive the next level of learning in the curriculum?
- How can we best plan, sequence and connect key concepts across the year through the gradual release of responsibility model?
- How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?

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 : Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

CATHOLIC, COMMUNITY, CULTURE & CARING

- Increase level of student-faith-filled experiences in reference to our Three Year Pastoral Plan (as measured by system surveys)
- Increase in resiliency assets as reflected in The Resiliency Initiatives data K-12 (e.g. 'balanced' and 'optimal' categories)

NUMERACY

- Primary & Junior EQAO: Increase achievement within the NSN strand as well as the Application category across all strands
- Gr. 9 Applied EQAO: Increase achievement for students approaching, achieving, at, or beyond Provincial Standard
- Primary, Junior, & Gr. 9 EQAO: Increase in cohort achievement
- Increase achievement for students with learning disabilities and/or diverse learning needs

LITERACY

- EQAO: Increase alignment between reading & writing at provincial standard
- CAT4: Increased understanding & accurate use of general vocabulary
- Students read, comprehend & produce increasingly complex texts through the use of semantic, morphological, syntactic, & pragmatic knowledge
- Increase achievement for students with learning disabilities and/or diverse learning needs

PATHWAYS TO SUCCESS

- Improve Red Seal Graduation rates for SHSM
- Increase in both four and five year graduation rate
- Increase the *Career Cruising*, IPP activity completion rates
- Increase the number of student artifacts uploaded to each student's *All About Me* portfolio

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

Student Learning Needs:

- Christian values & principles, Catholic Graduate Expectations, Apostles' Creed, the Beatitudes, & Catholic Social Teachings
- Structure of meaningful worship in liturgies, masses, prayer & other celebrations
- Responsibilities as a member of the Catholic Church: *Who is my family? What do I believe? What is my Lenten promise? How might I learn & grow as "People of Faith"?*
- School/Class-wide social-emotional learning
- Whole school & board promotion of positive mental health and well-being (e.g. leveraging a growth mindset)

Student Learning Needs:

- Deep understanding of quantity & magnitude, K-3
- Junior inquiry-based learning & critical thinking skills
- Effective visualization & flexible number relationships via daily number sense routines to build number sense, with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning K-12
- Responsive DI gr. 6-10 to improve students' access to curricula, with focus on those who may choose or have chosen the Applied course
- Special education accommodations & modifications, including the consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Reason with intentional focus on fractional sense within proportional, spatial, & algebraic reasoning
- Connecting mathematics across disciplines

Student Learning Needs:

- A clear understanding of the complexities of general vocabulary & sentence structures, & how these impact meaning, through responsive guided reading instruction & intentional word study, with a focus on precise text selection, topic development, & use of supporting details, organization & conventions
- Engage in student-to-student discourse to enhance their understanding of complex texts by building on the critical thinking of others
- Develop metacognitive strategies to make thinking visible
- Special education/ELL accommodations and/or modifications, including consistent & mindful use of technology & strategies for students with learning disabilities and/or diverse learning needs
- Responsive differentiation through precise text selection in order to access and build texts independently
- Increased accurate knowledge of general vocabulary & sentence structures to develop effective communication in speaking, reading, & writing (CAT4)

Student Learning Needs:

- Act upon feedback from teachers & peers to move learning forward; setting goals for future achievement
- Engage in goal-setting and select appropriate activities/program & pathway choices that reflect their interest, skills & abilities
- Students with IEPs & ELLs will be aware of & participate in experiential learning opportunities
- Knowledge & understanding of FNMI culture & perspectives
- Develop **21st century global competencies** by engaging in inquiry-based learning to collaboratively decide the focus & structure of the inquiry
- Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audiences



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD—BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

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?



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.

- Director will:**
- Foster professional collaboration (as per PPM 159) to motivate and enable teams to learn with and from each other; to implement board and provincial initiatives
 - Build superintendent capacity to use data to inform decisions, engage staff, and develop leadership
 - Promote the Board Improvement Plan for Student Achievement (BIPSA) into daily practice
- Superintendents will:**
- 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 for School Achievement (SIPSA) 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:**
- 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
- Educators will:**
- 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
 - 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:**
- 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

MONITORING LEARNING

Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

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?



NEXT STEPS:

- What will we do next as a result of our learning and reflections?
- How does our new learning inform our MYSP 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?

