



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

Board Improvement Plan for Student Achievement 2019 - 2020

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?

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.

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) in regular 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

Support Staff will:

- Collaborate to assist and participate in the implementation of high impact strategies that will support learning for all students
- Collaborate to support job-embedded professional learning
- Respond to system and individual learning needs in a strategic and timely fashion
- Implement Universal Support strategies across all learning environments

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 codebriefing/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



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

Achievement:

- Survey results demonstrate positive wellbeing, safety, sense of belonging in Catholic community
- Increase level of student-faith-filled experiences relevant to our three-year Pastoral Plan
- Through a bias-aware lens, foster culturally responsive & equitable practices and pedagogy
- Continued 100% certification as Eco-Schools

Achievement:

- Primary and Junior EQAO: Increase achievement within Number Sense & Operation and applying the five fundamentals of math across all strands with a focus on thinking skills
- Gr. 9 Applied EQAO: Increase achievement growth for all students within the Number Sense and Algebra & Linear Relations strand with a focus on thinking skills
- Increase in EQAO results: Primary (to 70%), Junior (+5%), & Gr. 9 EQAO (+5% in Applied level); increase in cohort achievement
- Increase achievement for students with Individual Education Plans (IEPs) and /or diverse learning needs to attain provincial benchmark in EQAO

Achievement:

- EQAO: Increase alignment between reading and writing at provincial standard; increase reading comprehension with a focus on making inferences and connections; increase writing with a focus on developing and organizing content
- Increase achievement for students with learning disabilities and/or learning difficulties to attain provincial benchmark in EQAO
- Increase to 82% in OSSLT success rate

Achievement:

- Maintain Red Seal Graduation rates for SHSM
- Increase in both four (83%) and five-year (90%) graduation rates
- Increase the My Blueprint, IPP activity completion rates
- Increased experiential learning opportunities across all Pathways

High Impact Strategies

Faith Experiences

- Opportunities, both implicit and explicit, to encounter the person of Jesus in our Catholic schools
- Involvement in prayer experiences, liturgical and other community celebrations
- Participation in and awareness of our three-year Pastoral Plan: Called to Belong, Gathered to Become, Sent to Build
- Increased participation and engagement in environmental issues and activities for students
- Engagement in activities that promote and support the stewardship of the earth
- Positive sense of wellbeing for the whole person: body, mind, spirit

Actions

- Through use of number sense routines, students will develop effective visualization and flexible number relationships, efficient strategy use and proficiency with number and operation
- Educators will provide responsive, small group instruction to improve students' depth of conceptual understanding, i.e. concrete, representational, abstract progression
- Educators will intentionally promote student discourse and use non-routine questions to support critical thinking, reasoning, creativity and flexibility when solving problems
- Use of distributed or spaced instruction by educators, based on student learning need, to build connections between concepts and aid retention

Actions

- Before reading, educators will build background knowledge and vocabulary related to texts to support students throughout the reading process so that they make inferences and connections to extend their understanding
- Educators and students will examine together how text features help readers understand texts
- Through guided reading and writing lessons, educators and students will analyze sentence structures, word choice, punctuation and grammar to enhance comprehension, critical thinking and written communication
- 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

Actions

- Engage in goal-setting and select appropriate activities/program and pathway choices that reflect students' interest, skills and abilities
- Knowledge and understanding of FNMI culture and perspectives
- 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
- Experiential Learning opportunities for ELLs and students with IEPs
- Promotion of positive mental health and well-being (e.g. leveraging a growth mindset)

Monitoring

Monitor Through:

- Transition, School Climate, and Exit Survey results
- Student & staff engagement in school prayer and liturgical experiences
- Eco-Schools participation and certification
- School Wellbeing Plans include equitable practices which include culturally responsive pedagogy
- Identified specific community needs as expressed in School Improvement Plans for Student Achievement (SIPSAs)

Monitor Through:

- Achievement of marker students
- Pre and post concept data (i.e. within a professional learning community)
- Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.)
- Use of daily number sense routines
- Curriculum walk-throughs
- Purposeful use of technology (i.e. enCompass, gradebook, etc.)
- SIPSAs

Monitor Through:

- Achievement of marker students
- A pre and post concept data (i.e. within a professional learning community)
- 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. enCompass, gradebook, etc.)
- SIPSAs

Monitor Through:

- Monitoring usage statistics for My Blueprint
- A pre and post concept data (i.e. within a professional learning community)
- 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.)
- SIPSAs