

**ST. PAUL PETERBOROUGH CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018**

<b>Pillar: Teaching and Learning</b> Strategic Priority: Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic Graduate Expectations SEF Indicators: A1.3 Students will self-monitor their learning, 3.1 Personalization CGEs:			
Theory of Action, based on Needs Assessment	Evidence-based Instructional and Assessment Strategies	Data/evidence gathered for monitoring	Analyze, assess, where to next?
<b>PLAN</b>	<b>ACT</b>	<b>OBSERVE</b>	<b>REFLECT</b>
<ul style="list-style-type: none"> <li>- includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs</li> <li>- involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team</li> <li>- articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning</li> <li>- makes links to the CSIPSAW</li> </ul>	<ul style="list-style-type: none"> <li>- involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback</li> <li>- Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk</li> </ul>	<ul style="list-style-type: none"> <li>- includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction</li> <li>- Include evidence / observations without interpretation</li> </ul>	<ul style="list-style-type: none"> <li>- determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs</li> <li>-</li> </ul>
<p>If we regularly engage students in authentic, collaborative open math tasks that include a variety of tools and strategies (e.g. Manipulatives) then students will be able to monitor their progress and determine next steps.</p> <p>Data and teacher observations indicate a student need in the area of Patterning and Proportional Reasoning. If students are engaged regularly in activities that require Patterning and Proportional Reasoning then they will become better mathematicians.</p>	<ul style="list-style-type: none"> <li>- Teacher will co-plan inquiry based learning opportunities in a variety of subject areas</li> <li>- staff meetings for monitoring the progress and implementation of the CSIPSAW</li> <li>- Divisional math leads</li> <li>- Easily accessible manipulatives</li> <li>- Shared positive math affirmations</li> <li>- positive self assessment based on problem solving success criteria</li> <li>-</li> <li>- Teachers will co-plan open tasks within a 3-part math lessons with their grade level partners ensuring that patterning and proportional reasoning is required in the problem solving process.</li> <li>- Teachers will co-plan next steps together</li> <li>- Students will use manipulatives and collaborative learning when solving problems.</li> <li>- The Integrated Math Teacher will focus on patterning and proportional reasoning when aligning topics with classroom instruction in math.</li> </ul>	<ul style="list-style-type: none"> <li>- Moderated marking of open-ended tasks</li> <li>- Record strengths or next steps in Learning Goals book or agenda</li> <li>- Sharing of co-planned 3-part math lessons between teachers and grade levels.</li> <li>- regular math buddies instead of or as well as reading buddies</li> <li>- The above will be accomplished through the leadership of 3 Identified Math Mentors at St. Paul Peterborough</li> </ul> <p>Teachers will assess student work and efficacy of teaching strategy through the use of EQAO style questions.</p> <p>Teachers will analyze student work in the collaborative inquiry process with the focus on patterning proportional reasoning across all grade levels.</p>	<p>-ongoing discussion and opportunities to reflect on and update goals as needed (at bi-weekly divisional meetings)</p> <p>-elicit feedback from students, staff and parents and act on feedback</p> <p>- consider resources:                      Sarah Taylor (Math Mentor Resources on google classroom)                      Math Mentors ( Caitlin O'Toole, Caroline Delorme, Suzanne Gagne )                      The Math Guy blog                      WODB                      Illuminations, NCTM                      nrich                      apps from OAME                      EQAO style questions                      Marian Small                      Dan Meyers (online resource, Int)</p>

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<p><b>Pillar: Service</b>                  Strategic Priority: Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic Graduate Expectations                  SEF Indicators: A1.3 Students will self-monitor their learning, 3.1 Personalization                  CGEs:</p>			
<p style="text-align: center;">Theory of Action, based on Needs Assessment</p> <p style="text-align: center;"><b>PLAN</b></p> <ul style="list-style-type: none"> <li>- includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs</li> <li>- involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team</li> <li>- articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning</li> <li>- makes links to the CSIPSAW</li> </ul>	<p style="text-align: center;">Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;"><b>ACT</b></p> <ul style="list-style-type: none"> <li>- involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback</li> <li>- Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk</li> </ul>	<p style="text-align: center;">Data/evidence gathered for monitoring</p> <p style="text-align: center;"><b>OBSERVE</b></p> <ul style="list-style-type: none"> <li>- includes collaborative analysis of student work/feedback and each other’s practice as well as problem solving that results in increased precision of instruction</li> <li>- Include evidence / observations without interpretation</li> </ul>	<p style="text-align: center;">Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>- determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs</li> <li>-</li> </ul>
<p>If students participate in and take leadership of service projects then they will experience participation in Catholic Social Teaching.</p> <p>If every student is given the opportunity to lead prayer in their class then they will understand and desire the full participation in the Catholic Faith community.</p>	<ul style="list-style-type: none"> <li>-Monthly service projects</li> <li>-Student rep planning group ( Intermediate students, nominated by their peers)</li> <li>-parts of the mass as a school and classroom focus</li> <li>- Create a prayer space focussing on “Be Still and Know that I am God”</li> <li>- Transform rock garden to a welcoming and reflective space with plants, fountain or fish tank, etc</li> <li>- The book “Beautiful Hands” as a focus and on religion tables for all classrooms. How we use our hands for the service of other and the beautification of God’s creation</li> </ul>	<ul style="list-style-type: none"> <li>-sharing practises and prayers</li> <li>-practising parts of the mass as morning prayer</li> <li>-opportunities to share original prayers and ‘found’ prayers</li> <li>-parents share favourite prayers</li> <li>-prayer petition basket in front hall so that visitors can contribute to it</li> </ul>	<ul style="list-style-type: none"> <li>-ongoing discussion and opportunities to reflect on and update goals as needed (at bi-weekly divisional meetings)</li> <li>-elicit feedback from students, staff and parents and act on feedback</li> </ul>

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<p><b>Pillar: Leadership</b>                  Strategic Priority: Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic Graduate Expectations                  SEF Indicators: A1.3 Students will self-monitor their learning, 3.1 Personalization                  CGEs:</p>			
<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;"><b>PLAN</b></p> <ul style="list-style-type: none"> <li>- includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs</li> <li>- involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team</li> <li>- articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning</li> <li>- makes links to the CSIPSAW</li> </ul>	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;"><b>ACT</b></p> <ul style="list-style-type: none"> <li>- involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback</li> <li>- Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is happening at the student desk</li> </ul>	<p>Data/evidence gathered for monitoring</p> <p style="text-align: center;"><b>OBSERVE</b></p> <ul style="list-style-type: none"> <li>- includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction</li> <li>- Include evidence / observations without interpretation</li> </ul>	<p>Analyze, assess, where to next?</p> <p style="text-align: center;"><b>REFLECT</b></p> <ul style="list-style-type: none"> <li>- determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs</li> <li>-</li> </ul>
<p>If we explicitly teach, practice and model strategies for self-regulation, then students will develop their capacity to self-regulate in order to be ready to learn.</p> <p>If students learn to set personal goals through the "if/then" model then they will recognize and have the opportunity to choose what they need to optimize their learning.</p>	<ul style="list-style-type: none"> <li>- Bi-weekly divisional meetings for implementation of the CSIPSAW (develop a list of self-regulation strategies)</li> <li>- Divisional self-regulation leads</li> <li>- Five Domains checklist utilized at SRT</li> <li>- Student leaders for self-regulation practises (students leads go to primary classes to share practises)</li> <li>- "Be Still and Know that I am God" centre of all work with students through the self-regulation process or framework.</li> <li>- Professional Learning Plan submitted September 24, 2017 involving release of 6 staff for 4 half days to work in collaboration with Stefani Burosch- PVNC Mental Health Lead</li> </ul>	<ul style="list-style-type: none"> <li>-sharing practises and assessment of strategies being implemented</li> <li>-record strengths and next steps in monthly classroom newsletters and/or phone calls to parents</li> </ul>	<ul style="list-style-type: none"> <li>-gather and determine next steps based on evidence shared by students</li> </ul>

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