



LUMEN CHRISTI CATHOLIC SCHOOL

SCHOOL IMPROVEMENT LEARNING CYCLE PLAN

2016 - 2019



SCHOOL IMPROVEMENT TEAM MEMBERS (Year 2)

J. McInnis – SILC Committee Chair / Special Education Resource Teacher
K. Dewar – Kindergarten School Program Team Leader/FDK Teacher
T. McLaughlin – Primary School Program Team Leader/Gr. 3 Teacher
L. Kaloustian – Junior School Program Team Leader/Gr. 5 Teacher
M. Adams – Intermediate School Program Team Leader/Gr. 7 Teacher
S. LaPlante – Renewed Math Strategy Lead/ Gr. 2 Teacher
C. VanWill – Renewed Math Strategy Lead/Gr. 3 Teacher
K. Mitrovich – Special Education Resource Teacher
K. Boyd – Eco Schools Lead/Gr. 4 Teacher
L. Campbell – Gr. 1 Teacher
K. Warner – FIAT Representative/STEM Robotics Inquiry Lead/PTM Teacher

M. Goh – Itinerant Literacy / Numeracy Teacher
R. Richardson – Itinerant Special Education Resource Teacher
R. Murvin – Curriculum Consultant
K. McCarthy – Special Education Consultant
L. D'Souza – Catholic School Council Chair
M. Monachino – Vice Principal
J. Jirus – Principal
C. Cipriano – Superintendent, Jean Vanier Family of Schools

PROBLEM OF PRACTICE

Statement of Problem of Practice:

We have noticed our students are facing challenges with communicating their understanding and applying their learning in connection with real-world situations and solving authentic problems in a Catholic context.

Evidence:

2016-2017 EQAO Achievement Data

- Primary Assessment – students at or above Level 3: Reading 90%, Writing 92%, Mathematics 88%
- Junior Assessment – students at or above Level 3: Reading 85%, Writing 85%, Mathematics 56%

2015-2016 EQAO Achievement Data

- Primary Assessment – students at or above Level 3: Reading 88%, Writing 88%, Mathematics 89%
- Junior Assessment – students at or above Level 3: Reading 92%, Writing 92%, Mathematics 58%



LUMEN CHRISTI CATHOLIC SCHOOL

SCHOOL IMPROVEMENT LEARNING CYCLE PLAN

2016 - 2019



2015-2016 EQAO Attitudinal Data Highlights

- Primary Assessment
 - 38% of students stated that before starting to read, they try to try to predict what the text will be about
 - 49% of students stated that only sometimes they are able to answer difficult mathematics questions
 - 33% of students stated that they never read with a parent, a guardian, or another adult living with them
 - 51% of students only attended Lumen Christi (a shift in demographics from previous years – less transient population)
- Junior Assessment
 - 69% of students state they are a good reader, but 19% state they can understand difficult reading passages most of the time
 - 50% of students organize ideas before writing, 54% of students edit their writing to make it better
 - 58% like math most of the time, and 62% think that they are good at math most of the time
 - 42% of students talk to their parents about the activities they do in school every day; only 19% talk about reading & writing work

School Effectiveness Framework Indicators Staff Self Reflection Survey, October 2017

- 29.4% of staff indicate that self-assessment skills and goal setting are taught, modeled and practiced routinely
- 29.4% of staff indicate that literacy instruction in all content areas support students to advocate for their learning and making connections to their experience, faith, values, culture and interests routinely
- 47.1% of staff indicate self and peer assessment opportunities are used to establish a culture of inquiry
- 35.3% students are engaged in exploring real-world situations/issues and solving authentic problems in a Catholic context
- 47.1% metacognition is modeled through the instructional process
- 41.2% students are provided with regular opportunities for planned, purposeful accountable talk

Tell Them From Me (October 2015) Attitudinal Data Highlights

- 24% of males from the junior division feel that they have high anxiety (Canadian norm: 13%)
- 29% of females from the intermediate division feel that they have high anxiety (Canadian norm: 22%)
- 84% of students in the school had a high sense of belonging (Canadian norm: 74%)
- 78% of students had positive relationships (Canadian norm: 78%)



LUMEN CHRISTI CATHOLIC SCHOOL

SCHOOL IMPROVEMENT LEARNING CYCLE PLAN

2016 - 2019



Social Risk Index (2015-2016)

- Lumen Christi's Social Risk Index score was 2.2 (Note: the higher the number, the greater the risk).
- Lumen Christi scored less than the HCDSB for each of the 9 variables, and less than Jean Vanier FOS for each variable except for Low Education (Percentage of 25-64 year olds with no diploma, degree, or certificate)

October 2016 Classroom Diagnostic Data – Key Findings and Next Steps

- Common trends identified amongst primary, junior and intermediate classrooms:
 - **Differentiated Instruction/Knowing Our Learners**
 - Differentiated instruction with technology
 - Meaningful lessons that students can connect to
 - Students to challenge themselves when a concept is mastered
 - Math manipulatives and time to practice how to use them
 - Hands on learning activities and application of technology
 - Focus & Attention
 - Movement
 - Short, written instruction
 - Opportunities to talk
 - **Metacognition/Application of Strategies**
 - Applying strategies beyond the strand/strategy/test
 - Descriptive and detailed writing
 - Identifying how to improve their writing with greater detail (visualizing)
 - Writing strategies, such as: sentence starters, list of ideas/writing topics
 - **Communication**
 - Comprehension
 - Multi-step problem solving
 - Advocating for what they need
 - Respecting others personal space
 - Working through 2 or more step problems
 - Accepting & Asking for support



LUMEN CHRISTI CATHOLIC SCHOOL SCHOOL IMPROVEMENT LEARNING CYCLE PLAN 2016 - 2019



- Explaining how they solved an answer
- Communication in Numeracy: Explaining how they solved an answer
- Thinking & Communicating areas in math
- **Fundamentals**
 - Grammar & Punctuation
 - Phonetic Awareness
 - Students retelling something they have read

THEORIES OF ACTION

If teachers provide authentic learning experiences where their students are engaged in exploring real-world situations and solving authentic problems in a Catholic context, then students will:

1. Apply and transfer their learning (e.g. concepts, strategies and processes) to new contexts and between disciplines
2. Effectively and readily communicate their understanding (e.g. answering authentic open-ended questions and multi-step problems)
3. Participate in a culture of inquiry

ACHIEVING

Meeting the Needs of All Learners

By June 2019, there will be an increase of 10% in primary, junior and intermediate students who are able to demonstrate solving and justifying multi-step solutions to multi-strand problems in Mathematics at the provincial standard level. This will be measured by grade specific teacher selected diagnostic and summative assessments.

By June 2019, there will be a sustained increase of 2% of grade 3 students who achieve at or above provincial standard in Mathematics, as measured by the annual EQAO Achievement Data.



LUMEN CHRISTI CATHOLIC SCHOOL SCHOOL IMPROVEMENT LEARNING CYCLE PLAN 2016 - 2019



By June 2019, there will be a sustained increase of 20% of grade 6 students who achieve at or above provincial standard in Mathematics, as measured by the annual EQAO Achievement Data.



LUMEN CHRISTI CATHOLIC SCHOOL

SCHOOL IMPROVEMENT LEARNING CYCLE PLAN

2016 - 2019



Goals:	Actions:	Monitoring:
<ol style="list-style-type: none"> 1) Classroom lessons and activities will promote high expectations and growth mindset in students. Students will apply and transfer their learning (e.g. concepts, strategies, and processes) to new contexts and across disciplines. 2) Teachers will use inquiry based learning to enhance critical thinking skills in their classes (such as incorporating STEM tasks including robotics) 3) Students will effectively and readily communicate their understanding in numeracy (multi-step problems/concrete-abstract-representational instructional strategy) and participate in 'math talk' communities 4) Teachers will continue to enhance and further promote opportunities for student voice and engagement to allow students to demonstrate strong citizenship skills such as leadership, teamwork, advocacy, and witness to Catholic Social Teaching. 	<ul style="list-style-type: none"> • Teachers will implement an inquiry-based learning approach to teaching and learning that places students' questions, ideas and observations at the focus of the learning experience (such as learning through robotics) • Catholic PLC Meetings will continue to focus on further enhancing staff understanding of the strategies staff have selected to respond to the Problem of Practice – Admin and staff will continue to explore creative timetabling solutions to allow for opportunities for further staff collaboration with dialogue. • Teachers will have multiple opportunities during divisional meetings to collaborate and exchange ideas and resources to feel more comfortable in attempting new instructional approaches in math. • Teachers will utilize new instructional strategies (e.g., concrete, representational, abstract lessons) and will participate in discussion and moderation of student work samples demonstrate understanding of C.R.A. • With support of colleagues and administrations, teachers will feel comfortable to implement new instructional approaches • Students will be exposed to a variety of rich math tasks, and will demonstrate an improved ability to think, problem solve, and communicate their math knowledge. 	<ul style="list-style-type: none"> ▪ Learning skills section of report card (data tracking of students who make Lumen Christi's <i>Honour Role</i>) ▪ <i>Tell Them From Me</i> survey data ▪ Achievement data ▪ Administration walk-throughs ▪ Divisional meeting will include discussions about embedding inquiry into instructional practice ▪ Students demonstrate the use of a variety of mathematical processes (including: C.R.A. instructional strategy) ▪ Informal qualitative student survey regarding student use of robotics ▪ Using documents (including <i>Achieving Excellence: A Renewed Vision for Education in Ontario</i>) teachers will continue to have high levels of success for all learners. ▪ Professional development at staff and divisional meetings to collaborate and exchange ideas to feel more comfortable in attempting new instructional approaches in literacy, numeracy and inquiry-based learning.



LUMEN CHRISTI CATHOLIC SCHOOL

SCHOOL IMPROVEMENT LEARNING CYCLE PLAN

2016 - 2019



BELIEVING

Celebrating our Catholic Faith, and Aspiring to be Models of Christ

By June 2019, in partnership with St. Benedict's Parish and our Catholic School Council, the Lumen Christi school community will continue to implement a sustainable Pastoral Plan that responds to the unique and personal needs of the school and parish community.

Eco Schools – Stewardship Goals

By June 2019, Lumen Christi will continue to earn Gold Level status on an annual basis in the Ontario Eco Schools certification program – qualifying for Platinum Certification after successfully earning Gold Level status for 3 consecutive years (2017, 2018, 2019).

Goals:	Actions:	Monitoring:
<ol style="list-style-type: none"> 1) The Lumen Christi school community will continue to implement our school wide pastoral plan, which is collaboratively developed by our FIAT Leads, and shared with our school community. The pastoral plan includes dates for our monthly masses and liturgies, virtue assemblies, as well as dates for individual classes responsible for leading the school in prayer over the announcements 2) Between 2017-2019 there will be an increase in family involvement in school and parish activities (such as student led Sunday masses) 3) Staff will continue to build Home/School/Parish connections through initiatives including a community faith dinner facilitated by our student FIAT members; or the creation of resources including our school prayer book and our classroom prayer boxes. 	<ul style="list-style-type: none"> ▪ Father Jim will continue to be invited to collaborate with our FIAT leads to develop the pastoral plan and identify areas where our parish can be a further presence within the school community ▪ Pastoral team to meet three times per year to review current pastoral plan and revised as needed ▪ Continue to develop student faith leadership through our Faith in Action Team (FIAT) initiatives ▪ Daily reminders, reflection and visible cues of Catholic Graduate Expectations and Catholic Virtues ▪ Regular communication between home-school-parish using email, website and Twitter 	<ul style="list-style-type: none"> ▪ Student data from Tell them from Me survey data (2017) and the Grade 7 HCDSB Religion Assessment. ▪ Participation in Faith Walk exercise ▪ Monitor attendance of parents and community members at school faith development gatherings during school day ▪ Monitor attendance of parents and family members at faith based reach-out activities or evening events ▪ Eco School annual application ▪ HCDSB Waste Diversion & Energy Conservation data



LUMEN CHRISTI CATHOLIC SCHOOL SCHOOL IMPROVEMENT LEARNING CYCLE PLAN 2016 - 2019



- 4) In the 2017-2018 academic year, staff with leadership from the FIAT Leads will plan and facilitate a junior division teaching mass with Father Jim, as the junior grades do not participate in sacramental preparation.
- 5) Between 2017-2019, the number of adult faith formation sessions will increase from one to two (one in the Fall and one in the Winter).
- 6) Our school community will continue to participate in multiple initiatives to expose our students to community outreach and social justice teachings.

Eco Schools Stewardship Goals:

- 1) Introduction of a monthly calendar of eco-initiatives. Each grade level will take a lead with a monthly eco-initiative and will be responsible to inform the school community of findings using one note. (Incorporation of Science & Technology curriculum)
- 2) Maintain at Gold Level status for the 2017-2018 and 2018-2019 academic years (working towards earning Platinum Certification)
- 3) Incorporation of our new Outdoor Living Space into student learning (inquiry) and eco-stewardship (Faith Garden)
- 4) Continue with our waste diversion and reduction and energy conservation efforts



LUMEN CHRISTI CATHOLIC SCHOOL

SCHOOL IMPROVEMENT LEARNING CYCLE PLAN

2016 - 2019



BELONGING

Embracing Relationships and Sustaining Safe, Welcoming Schools

By June 2019, there will be a decrease of 10% in the mean percentage of boys in the junior division and girls in the intermediate division who experience moderate to high levels of anxiety, as reported in the "Tell Them From Me" student survey.

By June 2019, there will be an increase of 5% in the mean percentage of students in the school who experience a high sense of belonging, as reported in the "Tell Them From Me" student survey.

*Note: the 2019 Tell them from Me will collect data in the Fall of 2019.

Goals:	Actions:	Monitoring:
<ol style="list-style-type: none"> 1) Sustained extra-curricular offerings for students such as teams, clubs and experiential learning opportunities 2) Increased advocacy and student leadership of our Safe & Accepting Schools Committee 3) Continued implementation of the ABA for ALL initiative program goals collaborating with Classroom Teachers, Resource Teachers, Behavioural Analysts, Itinerant SERTs and if needed participating in Trans-Disciplinary Rounds to ensure we are planning and programming effectively for all students 4) Continued use of classroom diagnostic data to target students with the greatest need for Tier 2 RTI reading intervention support 5) Implementation of the Empower Reading Program 	<ul style="list-style-type: none"> ▪ Continued implementation of evidence-based programs such as Roots of Empathy, Friends for Life, Kelso's Choice, Boys & Girls groups, Girls' Night In event, Boys Tough Mudder event, running club, therapy dogs etc. ▪ Continued participation in Mental Wellness Day and <i>See the Problem, Be the Solution</i> initiatives ▪ Continued organization of Luminators/FIAT Team ▪ Continued participation in staff members training in board level professional development in Leading Mentally Healthy Classrooms ▪ Implementation of classroom based Christian Meditation 	<ul style="list-style-type: none"> ▪ Review of student responses from the <i>Tell Them From Me</i> survey ▪ Safe & Accepting Schools Committee meeting minutes ▪ Review and monitoring of CYC caseload and individual, small group and class intervention strategies being utilized ▪ Review of student data shared at school-based student success meetings ▪ Quantitative and Qualitative Data from annual Eco Schools Application ▪ Classroom Teacher diagnostic and post intervention student data to plan for individual students and school-wide program of our tiered intervention model ▪ Empower Reading Program data



LUMEN CHRISTI CATHOLIC SCHOOL

SCHOOL IMPROVEMENT LEARNING CYCLE PLAN

2016 - 2019



CHECK-INS		
Date:	Evidence considered:	Progress to date/Next steps
November 23, 2016	<ul style="list-style-type: none"> • 2015-2016 EQAO Achievement Data • 2015-2016 EQAO Attitudinal Data • School Effectiveness Framework Indicators Staff Self Reflection Survey, October 2017 • Tell Them From Me (2015) • Social Risk Index (2015-2016) • October 2016 Classroom Diagnostic Data – Key Findings and Next Steps ▪ Past SIP/SIPSA (Problem of Practice/Theory of Action) from 2013-2016 academic years ▪ SEF 2014-2015 Final Review Report 	<ul style="list-style-type: none"> ▪ Initial analysis and related trends and patterns within the data have been identified ▪ School team to meet again on January 16, 2017 to determine Problem of Practice and set goals related to student achievement
December 2, 2016	<ul style="list-style-type: none"> ▪ Summary of data that was created at November 23, 2016 meeting 	<ul style="list-style-type: none"> ▪ Problem of Practice identified ▪ Theories of Action created ▪ Problem of Practice and Theory of Action shared electronically with staff ▪ SILC Chair and Administration to create draft version of School Improvement Plan once the template from the Curriculum Department is received
January 16, 2017	<ul style="list-style-type: none"> ▪ SILC Problem of Practice & Theory of Action 	<ul style="list-style-type: none"> ▪ Presentation of the SILC Problem of Practice and Theory of Action to school staff at the January staff meeting
March 7, 2017	<ul style="list-style-type: none"> ▪ SILC Problem of Practice & Theory of Action 	<ul style="list-style-type: none"> ▪ Presentation of the SILC Problem of Practice and Theory of Action to C. Cipriano
April 25, 2017	<ul style="list-style-type: none"> ▪ SILC Problem of Practice & Theory of Action 	<ul style="list-style-type: none"> ▪ Presentation of the SILC Problem of Practice and Theory of Action to the Catholic School Council.
June 28, 2017	<ul style="list-style-type: none"> ▪ Draft School Improvement Plan completed 	<ul style="list-style-type: none"> ▪ Draft School Improvement Plan shared and discussed by administration with superintendent ▪ Feedback to be shared with School Improvement Team