School Improvement Plan 2017-2018 – St. Peter Catholic School

EQAO HIGHLIGHTS

Grade and Area	Achievement at or above Provincial Standard 2016-2017	Comparison to Previous Years 2014-2015	Comparison to Previous Years 2013-2014	Comparison to Previous Years 2012-2013
Grade 3 Reading	85	85	79	75
Grade 3 Writing	88	88	79	79
Grade 3 Mathematics	82	74	77	73
Grade 6 Reading	82	76	83	92
Grade 6 Writing	79	77	84	76
Grade 6 Mathematics	54	54	57	70

SCHOOL IMPROVEMENT PLAN HIGHLIGHTS: GOALS AND STRATEGIES

SIP Goals	Strategies
Catholic Culture By June 2018 there will be minimum of one faith development initiative per month including three annual faith based reach out activities, which are introduced at school, require family reflection and returned to school for sharing with classroom community.	• Family Advent Night, Lenten Prayer Initiative, We Scare Hunger Food Drive, • Students will participate in faith-based leadership opportunities that fosters faith development and engages students in out-reach activities that impact their school and broader community • Student Faith Development initiatives -leading daily prayer, food/clothing drives, retreats, Catholic Youth Rally, Walk with Jesus, Faith Club, Catholic Student Parliament, Me to We Participation, Choir Advent Family Journals, Advent/Lent Family Craft and Prayer Night, Lenten Bingo, Food drive, Hygiene Drive
Bully Prevention By June 2018, the number of reported bullying incidents will decline from the previous year	• Supervision deployed in all areas to max use • Staff Development on terminology and tracking of bullying • Education to students/parents – internet safety & bullying – speaker at Cur. Ngt. • Variety of school engagement activities to meet the diverse interests in the school Outside Agencies involvement: Little Jammers, Mad Science • Mentoring and Mentee Programs – Peers Reach Out • Kelso's Choice Problem Solving Model – Primary Division focus
Literacy Goals: By November 2018, A) In grade 3 reading there will be an increase from 85% to 87% of students achieving at L3 and L4 in reading. B) In grade 3 writing there will be an increase from 88% to 90% of students achieving L3 and L4 in writing. C) In grade 6 reading there will be an increase from 82% to 84% of students achieving at L3 and L4 in reading. D) In grade 6 writing there will be an increase from 79% to 81% of male students achieving L3 and L4 in writing.	***INSTRUCTION:*** • THINK, PLAN, DO, LOOK BACK – application of this model across all grades • Text Deconstruction to deepen understanding of how to construct various text forms; continued small group guided reading and writing • Cross curricular literacy and writing integrated • Differentiate instruction based on readiness, interests, and learning styles of students across all subject areas; • Promote higher order and critical thinking skills by expanding and deepening understanding through use of the questioning grid ***STUDENT LEARNING***: • Anchor/criteria charts/exemplars used to scaffold learning • Opportunities for students to talk out their ideas before, during, and after writing • Student engagement in reading and writing: using a variety of non-fiction and fiction resources to engage learners • Purposeful Independent Reading/appropriate level books facilitated by teacher ***ASSESSMENT:***

E) 100% of ELL learners will achieve L3 on reading. F) 70% of grade 3 and 70% of grade 6 students receiving Special Education Services will achieve L3 or L4 in reading and writing. All areas of literacy will be measured by the EQAO results.	• Through the use of Class Profile Meetings and Pathway Implementation - identify gaps in achievement for specific clusters of students and set targets to close achievement gaps • Assessment For and As Learning strategies- co-construct success criteria, learning goals • Provide timely descriptive feedback, use of self and peer assessment

Numeracy:
 	
By November 2018,
 	
A) there will be an increase from 82% to 84% in grade 3 students achieving Level 3 and 4 in math who are able to solve and justify their solutions to open-ended, multi-step tasks with precise supporting details in all strands on EQAO.
 	
B) there will be an increase from 54% to 70% in grade 6 students achieving Level 3 in Math who are able to solve and justify their solutions to open- ended, multi-step tasks with precise supporting details in all strands on EQAO.
 	
C) 70% of grade 3 students and 70% of grade 6 students receiving special education services will achieve Level 3 or higher on EQAO.
 	
All achievement goals will be measured based on EQAO results as released Fall of 2017
	Mathematics
	
	INSTRUCTION:
	• Teach through the three-part lesson model (MINDS ON, ACTION, CONSOLIDATION) using rich, multi-step problems, open questions, and parallel tasks
	  • Precision instruction on using the four-step problem-solving model; THINK, PLAN, DO, LOOK BACK (i.e. Modelling, use of organizers, explaining thinking clearly both orally and in writing)
	• Address learning gaps and areas of need through targeted small group guided instruction
	  • Pre-teach foundational concepts with at-risk students prior to whole class instruction
	• Explicitly model and develop criteria for how to "check your work"
	• Continued daily use of # Talks in K-grade 8 classrooms to increase students foundational understanding of number sense
	
	STUDENT LEARNING:
	• Focus on student use of learning support tools such as a variety of math manipulatives, anchor charts, math walls, criteria charts, exemplars, "mission possible folders" etc.
	• Increased use of real world, cross-curricular applications that are meaningful, authentic and culturally relevant
	• Multiple learning opportunities to work with math concepts in a variety of ways
	• Multiple means of student communication and reflection i.e.: Math Journal, Exit Pass
	
	***ASSESSMENT*:**
	• Routine use of a variety evidence based assessment for/as/of learning strategies and supports including:
	  • Descriptive feedback based on established success criteria
	  • Co-construct success criteria in the area of communication
	  • Success criteria, learning goals and exemplars visible in classrooms
	  • Use of a variety of question types in Math assessment, evaluation; including multiple-choice questions