

ST. PETER CATHOLIC ELEMENTARY SCHOOL

School Improvement Plan 2019-2020

EQAO HIGHLIGHTS

Grade and Area	Achievement at or above Provincial Standard 2019-2020	Comparison to Previous Years 2016-2017	Comparison to Previous Years 2016-2017	Comparison to Previous Years 2014-2015	Comparison to Previous Years 2013-2014	Comparison to Previous Years 2012-2013
Grade 3 Reading	81 (-3)	84	85	85	79	75
Grade 3 Writing	76 (+6)	70	88	88	79	79
Grade 3 Mathematics	77 (+18)	59	82	74	77	73
Grade 6 Reading	87 (+8)	79	82	76	83	92
Grade 6 Writing	91 (+8)	87	79	77	84	76
Grade 6 Mathematics	69 (+21)	48	54	54	57	70

SCHOOL IMPROVEMENT PLAN HIGHLIGHTS: GOALS AND STRATEGIES

SIP GOALS	STRATEGIES:
Catholic Culture	
<p>By June 2019 there will be minimum of one faith development initiative per month including three annual faith-based outreach activities, which are introduced at school but require family reflection, that are returned to school for sharing with classroom community.</p>	<ul style="list-style-type: none"> Family Advent Night, Advent Christmas Family Journals, Lenten Prayer Initiative, We Scare Hunger Food Drive Students will participate in faith-based leadership opportunities that fosters faith development and engage students in outreach activities that impact the St. Peter CES school community and broader community as a whole Student Faith Development initiatives - leading daily prayer, food/clothing drives, retreats, Catholic Youth Rally, Walk with Jesus, Faith Club, Rosary Club, Catholic Student Parliament, Me to We Participation - PENDING, Christmas Advent Musical Production, Advent Family Journals, Advent & Lent Family Craft and Prayer Night, Lenten Bingo, Food Drive, Life Essential & Hygiene Drive
Bully Prevention	
<p>By June 2019, the number of reported bullying incidents will decline from the previous year.</p> <p>UPDATE January 2019: <i>There has been a shift in focus this year from bullying awareness and prevention to mental health awareness as a result of all of the negative incidents that have taken place in the first part of the school year (e.g., Hold & Secure/Lockdown, shooting in the school community, death of a student, death of parent). It has been reported by staff members and parents that students are showing high levels of anxiety over safety and mortality. Moving forward, we will be adjusting our focus to developing coping strategies and securing methods of helping students feel safe at school.</i></p>	<ul style="list-style-type: none"> Supervision deployed in all areas to max use Knowledge and implementation of Equity & Inclusion Plan during the school year Staff professional development on terminology, proper reporting and tracking of bullying Education to students and parents through monthly newsletter and parent weekly update and throughout Bullying Awareness Week Variety of student engagement opportunities/activities will be offered to students to meet the diverse interests in the school, including: Little Jammerz, MAD Science, LEGO Club Access Outside Agencies involvement where appropriate (e.g., ROCK, Elizabeth Fry Association) Mentoring and Mentee Programs, including: Peers Reach Out, Student Parliament, TEAM Unbreakable Running Club KELSO's Choice Problem Solving Model – Primary Division focus (Lunch & Learn) Various CYC lessons/programs being offered to whole school population, including: KELSO Choices – Grade 1 & 2, YOGA Program – Grade 2, Roots of Empathy – Grade 3, Zones of Regulation – Grade 4, BRAVO – Grade 6 Healthy Transitions Program & Wellness Day – Grade 7, Elizabeth Fry Association – Gr. 8 St. Peter will be hosting a Mental Health Fair to be offered in May 2019 as a result of our change in focus. This initiative will be linked to the PRO Grant approval and initial Wellness Family Night Child & Youth Counsellor will be delivering lessons from the Kids Have Stress Too Program as required

Literacy Goals

By November 2019,

A) In Grade 3 Reading there will be an increase from **84% to 87%** of students achieving at L3 and L4 in reading.

B) In Grade 3 Writing there will be an increase from **70% to 75%** of students achieving L3 and L4 in writing.

C) In Grade 6 Reading there will be an increase from **79% to 87%** of students achieving at L3 and L4 in reading.

D) In Grade 6 Writing there will be an increase from **87% to 88%** of male students achieving L3 and L4 in writing.

E) **70%** of Grade 3 and **70%** of Grade 6 students receiving Special Education Services will achieve L3 or L4 in reading and writing.

All achievement goals will be measured based on EQAO results as released Fall of 2019.

INSTRUCTION:

- Literacy expectations should be integrated across all areas of the curriculum
- Reading: deconstruct various text forms to deepen student understanding of how to construct various text types
- Writing: instruct and apply the four-part writing process as outlined in the curriculum document – Write, Revise, Edit and Publish
- Implementation of differentiated instruction based on readiness, individual needs, student interests, and learning styles of students across all subject areas
- Support inquiry-based learning by developing critical thinking skills through use of the Questioning Grid
- Provide opportunities for students to talk out their ideas before, during, and after writing process

STUDENT LEARNING:

- Anchor/criteria charts, Success Criteria, exemplars used to scaffold learning
- 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
- Integrate opportunities for students to collaborate and share their ideas throughout the learning process
- Provide opportunities for reflection and improvement based on self- and peer assessment
- Provide timely intervention programs to improve literacy skills (e.g., Empower Reading Program, Leveled Literacy & Class Act)
- Support the implementation and training of assistive technology where appropriate

ASSESSMENT:

- Through Student Success – Response to Intervention Meetings and Pathway implementation teachers will identify gaps in achievement for specific clusters of students and set targets to close achievement gaps
- Teachers will develop and implement instructional pathways that incorporate Assessment 'For' and 'As' learning strategies
- Ensure the use of co-constructed Success Criteria, Anchor Charts and learning goals
- Provide timely descriptive feedback, use of self and peer assessment
- Collaborate with SERT's through Student Success – RTI Meetings to identify gaps in achievement for struggling students and to share strategies to help move each student forward on their learning continuum

Numeracy Goals

By November 2019,

A) There will be an increase from **59% to 75%** 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 **48% to 75%** 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 2019.

INSTRUCTION:

- Teach through the three-part lesson model (MINDS ON, ACTION, CONSOLIDATION) using rich, multi-step problems, open questions, and parallel tasks
- Precision instruction will be provided as a result of diagnostically placing students (3 marker students) on the Student Continuum of Numeracy Development (A. Lawson)
- Provide professional development and release time to address specific mathematical needs and to collaborate regarding next steps for struggling learners
- Address learning gaps and areas of need through targeted small group guided instruction
- Review foundational concepts with at-risk students to increase understanding
- Explicitly model and implement the use of various models and strategies to support greater number sense and mental math skills
- Continued use of Number Talks in Kindergarten to Grade 8 to increase students foundational understanding of number sense and numeration (minimum 3 times per week)
- Focus on the implementation of Math Games into lessons and during bell work (J. Van de Walle)
- Organize, distribute and provide professional development as it relates to the proper use of math manipulatives within the classroom
- Utilize diagnostic testing (e.g., Key Math Assessment) to identify and inform instruction/intervention for those students struggling in numeracy

STUDENT LEARNING:

- Focus on student use of learning support tools such as a variety of math manipulatives, anchor charts, math walls, criteria charts and exemplars
- Improved teacher ability to articulate student mathematical thinking (using mathematical models and strategies), especially during Number Talks
- Increased use of real-world mathematical problem-solving questions, cross-curricular applications that are meaningful, authentic and culturally relevant
- Multiple learning opportunities to work collaboratively with math concepts in a variety of ways
- Provide a variety of means of student communication and reflection (e.g. Math Journal, Exit Pass)
- Provide parents with math games that are appropriate to support improved number sense and mental math skills at home through the school website
- SERT's to provide precision teaching as outlined in the Individual Education Plan annual goals/key learning expectations

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
- Assessment of exceptional learners to be strongly linked to Individual Education Plan goals and accommodations
- Intermediate teachers to utilize the Math Makes Sense Test generator in order to provide assessments that are rooted in the 4 categories of the Achievement Chart

Pathway Goals

Where did we begin (September 2018)?

The two Special Education Resource Teachers assigned to St. Peter this year were both new to the community. As such, it was decided that quickly becoming familiar with the Special Education Caseload and building positive, reciprocal relationship with students and families was the first priority in the fall. We developed our understanding of programs and practices already in place from previous years and explored how we may adapt and modify them moving forward.

What is our preferred future?

1. Targeted early intervention in primary and the early years to support student learning.
2. Effective Tier Two Literacy programming with identified learners to support a wide range of diverse learning needs.
3. Support mathematic initiatives taking place within the school.
4. Assessment & Evaluation practices are strongly linked to Individual Education Plan goals.
5. Individual Education Plan are utilized to accurately depict student achievement/performance on Report Card & Communication of Learning documents.

Theory of Action

1. **If** we provide staff members with the opportunity to discuss their students at three predetermined points in the year via RTI - Student Success Meeting model, **then** we will effectively and efficiently identify and monitor those students that require additional support.
2. **If** we implement effective research-based Tier Two interventions (e.g. Empower Reading and Spelling Program, Levelled Literacy Reading Intervention, Class Act) thereby providing students with opportunities to learn and practice essential Literacy skills, **then** students will progress through various Literacy benchmarks (e.g. reading levels, fluency, comprehension).
3. **If** we support and reinforce the classroom mathematics communities already established within our school (e.g. Junior and Intermediate math support), **then** students will further develop as mathematical thinkers.
4. **If** we ensure that precision teaching, differentiated instruction and quality intervention programming is available to struggling learners, **then** improved learning will be take place for those students that are not at benchmark.