



School Improvement for Equity and Student Achievement 2021-22

System use of guiding questions : Who are our students as learners? What do we want them to be able to know and do? How will we program to promote student learning? How will we know if students are progressing and achieving? What will we do for those who continue to struggle? Who is impacted? Who is forgotten?



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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.

 **NURTURING OUR CATHOLIC COMMUNITY**

 **STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION**

 **BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY**

Knowing the LEARNER through ASSESSMENT Educators will:

- Using principles of Culturally Responsive and Relevant Pedagogy (CRRP) to understand learners
- Determine, through multifaceted 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:

- Design, in partnership with students 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 student 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)
- Create more diversified learning opportunities highlighting the needs of students with Individual Education Plans (IEPs)

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 (as per PPM 119) to use data to inform equitable decisions, engage staff, and develop leadership
- Promote the Board Improvement & Equity Plan for Student Achievement ([BIEPSA](#)) in regular practice
- Engage parents/caregivers in promoting a greater awareness of equitable practices for our student's well-being and student learning

Administrators will:

- Foster professional collaboration to motivate and enable teams to learn with and from each other, and to implement school based initiatives for student success;
- Build teacher capacity to use data to inform instructional decision making, engage students and develop effective programming;
- Promote the School Improvement and Equity plan in regular practice;
- Engage all stakeholders in promoting a greater awareness of equitable practices for student's well being and student learning and achievement;
- Cultivate shared leadership by modelling and reinforcing how to serve as a

Educators will:

- Engage in professional collaboration and co-learning to implement effective instructional decision making, and to create school-based rich tasks for student success;
- Build capacity and use data to inform instructional decision making to engage students in learning;
- Continue professional development in the area of Mathematics and Literacy (i.e., Number Talks and Strings, Ministry Resources - Long Range Plans, Spiraling, Punctuated Learning, Benchmark Assessment Strategies, Words Their Way and Heggerty Phonemic Assessment)

Learners will:

- Engage in learning opportunities presented
- Co-construct/create classroom learning resources (learning goals, success criteria, anchor charts, exemplars) to support their learning
- Set goals for their own learning and act upon descriptive feedback received from peers and teachers
- See themselves reflected in the curriculum and classroom resources. Use content specific language and math vocabulary when answering the 5 key questions:
 1. What are you learning?
 2. How are you doing?

lead learner that develops capacity of teams to co-lead improvement efforts.	<ul style="list-style-type: none"> Improve student performance in identifying and addressing gaps in student learning and meeting improvement targets set by the school. 	<ol style="list-style-type: none"> How do you know? How can you improve? Where do you go for help?
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EQUITY

System Statement: Commit to a system approach in creating inclusive, accepting and healthy learning environments. Ensure opportunity and equitable access to programs and services for all students. Develop strategies to dismantle racism and systemic inequities. Implementing actions to eliminate disparities and disproportionalities that impede achievement, well-being and success.

Actions:	<ul style="list-style-type: none"> Providing all students with the nutrition necessary for learning through the Nutrition for Learning program; Providing students and families with monetary support through local school initiatives and larger initiatives through the Catholic Community Foundation of Waterloo Region; Support underserved communities by addressing the intersectionality of student identities (socio-economic, abilities, gender, etc.) 	<ul style="list-style-type: none"> Provide open-ended problem-solving questions with an awareness of how our unconscious bias and assumptions play a role (e.g., birthday party question and we divide pizza among guests - what if pizza is NOT the thing?) Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum Provide appropriate and necessary supports for multilingual students and families to allow for all students to access the curriculum and feel like valued members of the school community; 	<ul style="list-style-type: none"> Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum Provide appropriate and necessary supports for multilingual students and families to allow for all students to access the curriculum and feel like valued members of the school community; Learning Commons Audit to ensure that there is a diverse range of materials for students; Addressing the intersectionality of identity through various strategies (e.g., Inclusive Design, inquiry-based learning, cross-curricular learning, student choice) 	<ul style="list-style-type: none"> Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum Provide appropriate and necessary supports for multi-lingual students and families to allow for all students to access the curriculum and feel like valued members of the school community; After school homework club twice a week to address equitable access to resources. Using six threads of inclusive design to plan initiatives in curricular and co-curricular (designing instruction, engaging families, student voice, etc.)
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	<p>CATHOLIC, COMMUNITY, CULTURE & CARING</p> <p>System Statement: contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school, and community that maximizes engagement, achievement, and well-being.</p>	<p>MATHEMATICS</p> <p>System Statement: WCDSB recognizes that numeracy is a life skill that can create improved school success and post-secondary outcomes for students. Mathematics learning is enhanced when students are engaged in deep, rich problems with relevant, real-world connections that provide entry points for all students.</p>	<p>LITERACY</p> <p>System Statement: Use language and images in texts to apply critical and creative thinking skills when analyzing and synthesizing texts, detecting bias, challenging ideas, expressing opinions, and reflecting on and connecting to learning.</p>	<p>PATHWAYS TO SUCCESS</p> <p>Success System Statement: Responsive to student voices and individual identities and offer reengagement supports to improve academic outcomes (graduation, credit accumulation, attendance and attitude towards school). Identify students impacted by systemic barriers and address engagement needs.</p>
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Goals	<p>Achievement:</p> <ul style="list-style-type: none"> Increase the level of student-faith-filled experiences as related to our 3-year Pastoral Plan; Provide all students with an opportunity to lead the school in prayer, liturgical celebration, or recognition assembly; Through the use of the Umbrella Project self-evaluation tool, we will see an increase in the level of student awareness of their “Umbrella Skills” and the strength of these skills; Maintain certification as an “Eco-School” 	<p>Achievement:</p> <ul style="list-style-type: none"> To achieve our moral imperative and increase the number of students achieving at the Provincial Standard in Mathematics. 	<p>Achievement:</p> <ul style="list-style-type: none"> To achieve our moral imperative and increase the number of students achieving at the Provincial Standard in Literacy. 	<p>Achievement:</p> <ul style="list-style-type: none"> To increase the My Blueprint, IPP activity completion rates; To increase experiential learning opportunities across all grade levels.
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High- Impact Instructional Practices	<p>Faith Experiences</p> <ul style="list-style-type: none"> • Educators will provide students with opportunities to engage in the faith life of the school through daily prayers, liturgies, and recognition assemblies; • Educators and the administrator will use the classroom lesson plans and other resources, provided by the Umbrella Project to help students develop a deeper understanding of serf, and a stronger sense of resilience through the development of personal Umbrella Skills; • Educators and the administrator will provide students with opportunities to reflect on positive and negative behaviors through the consistent use of “Sunny Salutes”, and “School Yard Success Plan”; • Educators will conduct weekly class meetings, restorative circles to discuss various social issues in a timely manner; • Educators will provide students with activities that promote and support the stewardship of the earth; 	<p>Actions</p> <ul style="list-style-type: none"> • Use Long-Range Plans from the Ministry Website, to punctuate instruction and provide deliberate practice; • Learners will use properties and relationships of numbers to solve problems and demonstrate foundational fraction concepts. They will select appropriate strategies and communicate these strategies using mathematical language. • Provide differentiated instruction to all students with the goal of providing “on-ramps” for learning; • Make learning visible through the use of concrete materials, and collaborative mathematics; • Use tools and representations to promote problem-solving and mathematical modeling (i.e., the CRA progression from Concrete to Representational to Abstract); • Provide authentic and relevant tasks that are committed to equity and inclusion; • Teach fractions with a focus on unit fractions; • Educators will explicitly name the strategies that they are using with a focus on developing common language across the division; 	<p>Actions</p> <ul style="list-style-type: none"> • 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; • As part of early literacy instruction, educators will build phonological awareness skills alongside phonics, through intentional and responsive instruction. Use of regular mini-lessons and connecting to phonic lessons in shared reading. • Students will read and reflect on a rich variety of culturally responsive literary texts and develop a deeper understanding of themselves, others, and the world around them; • Educators will provide responsive, small group instruction to improve students critical and creative thinking skills and comprehension; • Educators will leverage technology to improve students’ ability to access, write and create texts independently through responsive differentiation using accommodations and modifications for students with learning difficulties and/or learning disabilities. 	<p>Actions</p> <ul style="list-style-type: none"> • Educators will collaborate with Highschool staff to ensure that students are familiar and competent with the My Blueprint platform and that all necessary tasks are completed.
Monitoring	<p>Monitor Through:</p> <ul style="list-style-type: none"> • Educators will create baseline and exit data using the Umbrella Project’s self-evaluation tool; • Schedules will be created to allow for all students to participate in leading prayer, liturgical celebration, or recognition assembly; • Reflection tool for continuous learning and improvement in mental health and well being at school. • Meaningful and ongoing feedback and dialogue amongst staff (i.e. regular staff meeting agenda items). 	<p>Monitor Through:</p> <ul style="list-style-type: none"> • In-class activities in which learners will demonstrate their knowledge and understanding of a variety of representations, mental math strategies, and mathematical structures. • Educators will collect pre-concept data, determine mental math strategies and models students are presently using, map results and observations, identify partial understandings and misconceptions, and use small group-guided instruction to differentiate allowing us to respond to student needs. • The administrator will use baseline data and exit data for every grade level to determine appropriate next steps. (BLAM format - Late October to collect baseline, mid-February for a mid-point check, and late April for exit data.) 	<p>Monitor Through:</p> <ul style="list-style-type: none"> • Educators and the administrator will use BLAM data as baseline data, along with the use of second term BLAM data in conjunction with Term 2 Report Card data in the area of Reading and Writing. • Heggerty Program for Phonemic Awareness and Assessments. • Words Their Way - new resource this year. • Use of Rosner data to plan responsive lessons. 	<p>Monitor Through:</p> <ul style="list-style-type: none"> • Educators will use Highschool personnel as a resource to assist all students in completing the necessary tasks. • The administrator will collect My Blueprint completion data in June 2022.

****Content Goal for Numeracy is Teaching Fractions with a focus on Unit Fractions; Use of the Instructional Core to gather baseline data - testing is BLAM format from Grade 1-8**

****When we look at what number of our students are “Not Yet”, “Getting There” and “Got It” in the context of our curriculum goal, we are able to create sour performance goals;**