



School Improvement Plan 2018-19

School: Resurrection

Hearts on Fire (Luke 24:32)

Catholic Faith Community and Culture	Goal: To improve the capacity of the school to support the faith formation of its students.			
Theory of Action <i>If teachers understand the importance of various forms of prayer including Christian Meditation, then students will learn of the importance prayer and practice it daily.</i>				
Evidence <i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs?</i>	Strategies <i>Targeted, evidence-based. Clear link to the evidence and the theory of action</i>	Success Criteria <i>What will it look like if our work is successful? Consider both “halves” of the if/then statement – i.e., both teacher practice and student learning.</i>	Monitoring Plan <i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i>	Evidence / Reflection <i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i>
Students pray often throughout the school day, but are not always fully engaged in praying.	All students will participate in Christian mediation each day. The prayer used during morning announcements will change monthly to expose children to a variety of prayers. In class, students will be exposed to a variety of ways to pray so that they can find the method(s) that work for them. Monthly liturgies run by teachers will demonstrate various ways to pray.	At 1:30 each day, all teachers and students will be silent as everyone practices Christian meditation. The prayer said during morning announcements will be different each month. Teachers will teach a variety of ways to pray in their classrooms and during monthly assemblies (e.g., the Rosary, spiritual bouquets, lectio devina, song, etc.)	Anyone at the school will witness daily Christian meditation at 1:30pm. Anyone at the school will be witness to a change in the morning prayer during announcements on a monthly basis. Teachers will record in their day plans, their teaching of a variety of ways to pray. Anyone attending monthly assemblies will witness a variety of ways to pray.	Each student will do a reflection of what Christian Meditation means to them as part of their Religion class. At the end of the year, children will be able to recite a variety of ways to pray to anyone who asks them and state the way(s) that they prefer. Each child in the school will create their own prayer.

Literacy	Goal Develop teacher and administrator capacity in Literacy Knowledge for Teaching and Assessment to better respond to the unique needs of each learner and improve student learning in literacy.			
Theory of Action <i>If we know our learners and develop a healthy relationship with our learners, perform regular assessments for, as and of learning in reading and writing (DRA, collection of writing samples, EQAO test questions compared to exemplars) and further develop our knowledge to inform teaching and assessment, then student learning will improve in reading and writing.</i>				
Evidence <i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs?</i>	Strategies <i>Targeted, evidence-based. Clear link to the evidence and the theory of action</i>	Success Criteria <i>What will it look like if our work is successful? Consider both “halves” of the if/then statement – i.e., both teacher practice and student learning.</i>	Monitoring Plan <i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i>	Evidence / Reflection <i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i>
Attendance rates DRA scores EQAO scores CCAT scores Report card marks Teacher observations	<ol style="list-style-type: none"> 1. Ensure a safe, secure and happy environment for each student. 2. Develop a healthy relationship with each of our students. 3. Get to know our learners by completing DRAs or PM Benchmark assessments on each student and input the data in the data warehouse for tracking purposes, collect and post monthly writing samples, and do EQAO test questions and comparing responses to exemplars provided by EQAO. 	<p>Students will demonstrate a growth mindset, positive attitude & willingness to learn, taking risks to achieve.</p> <p>Teachers will demonstrate an understanding of the Language curriculum, teaching and assessment in the classroom.</p> <p>Teachers will use the Essential Practices Implementation Rubric to determine their current level of implementation of essential practices and determine their learning needs and next steps.</p>	<p>Observation of on-going EQAO prep lessons.</p> <p>Team meetings</p> <p>Collection of DRA data in Oct & March.</p> <p>On-going collection of work samples for targeted students.</p> <p>On-going samples on Writing Walls.</p> <p>Principal will meet with teachers informally once a month to see how things are going and if there are further learning needs.</p>	<p>DRA/PM Benchmark results (Data wall)</p> <p>OCA assessment in Gr 7/8</p> <p>Report card marks</p> <p>EQAO results</p> <p>Teacher observation</p> <p>Work samples</p>

	<ol style="list-style-type: none"> 4. Daily Reading Experiences, Daily Writing experiences, Cross-Curricular Integration 5. Teachers will identify and communicate what students should know, understand and do by the end of the learning cycle. 6. Teachers will identify what students are doing well, what needs improvement and each student's specific next steps for learning. 7. K-8 teachers and SERTS will participate in one-to-one literacy learning with a mentor or our system support people based on individual teacher need. 	<p>70% of students in Grade 3 will achieve a level 3 or 4 on EQAO Reading and 60% will achieve a level 3 or 4 in Writing.</p> <p>85% of Grade 6 students will achieve a level 3 or 4 on EQAO Reading and 77% will achieve a level 3 or 4 in Writing.</p> <p>Teachers who participate in learning sessions will apply what is learned to their practice.</p>		
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Numeracy	Goal Develop teacher and administrator capacity in Mathematics Knowledge for Teaching and Assessment for Learning to better respond to the unique needs of each learner and improve student learning in numeracy.			
	Theory of Action <i>If we know our learners and develop a healthy relationship with our learners and their families, and further develop our knowledge to inform teaching and assessment in mathematics, then student learning will improve in Mathematics.</i>			
Evidence <i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs?</i>	Strategies <i>Targeted, evidence-based. Clear link to the evidence and the theory of action</i>	Success Criteria <i>What will it look like if our work is successful? Consider both “halves” of the if/then statement – i.e., both teacher practice and student learning.</i>	Monitoring Plan <i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i>	Evidence / Reflection <i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i>
Attendance rates DRA scores for comprehension EQAO scores CCAT scores Report card marks Teacher observations	1. Ensure a safe and secure environment for each student. 2. We are going to get to know our learners and develop a healthy relationship with each one. 3. Do the essential practices: Daily Number Routines, Problem Solving Opportunities, Use of Visual Representations 4. Gr. 3/4 and 7/8 teachers will participate in school based PLC’s to gain knowledge missed at last year’s PLCs. Gr 2 and 5 teachers will participate in system led Measurement PLC’s.	Students will demonstrate a growth mindset, positive attitude & willingness to learn, taking risks to achieve. Teachers use a variety of qualitative and quantitative data to know their learners. Teachers will use the Essential Practices Implementation Rubic to determine their current level of implementation of essential practices and determine their learning needs and next steps. Teachers will demonstrate an understanding of Math curriculum,	On-going Observation On-going Team Meetings On-going Attendance and Participation at in-services Diagnostic test results. On-going EQAO practice questions. Educator observation	On-going observation of students demonstrating increased knowledge of Mathematics, well-being and a growth mindset. Report Card data in Jan/June Diagnostic results in Oct On—going Tests/Quizzes/Class work/EQAO practice question results EQAO results in Sept.

	<p>5. Utilize the strategies learned in in-services to improve student learning in Math. Classroom teacher and SERT will focus on target students. Divisional Collaboration.</p> <p>6. Do diagnostic assessments.</p> <p>7. Practice EQAO questions comparing to sample answers. Focus on thinking questions in Gr. 6.</p> <p>8. One to three number talks per 5 day cycle per teacher.</p> <p>9. Communicate our learning with parents in newsletters, parent-teacher interviews, and STEM night.</p>	<p>teaching and assessment in the classroom.</p> <p>75% of all students grades 1 – 8 will achieve a B in Math on their report cards.</p> <p>73% of students in Grade 3 and 85% of grade 6 students will achieve a level 3 or 4 on EQAO.</p>		
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