



## School Improvement Plan 2021-2022

## School: Blessed Sacrament School

*REBUILD RENEW RESTORE TOGETHER "Behold, I make all things new" (Revelations 21:5)*

<p><b>Catholic Faith Community and Culture</b></p>	<p><b>Goal: Ensure school community continues to contribute to the development of a Christ centered learning environment through the continued expansion of our students understanding of our Faith and what it means to work TOGETHER as people of God who look to encounter God daily through others.</b></p>			
<p><b>Theory of Action:</b> <i>If we fully implement the Religion and Family Life programs, continue to participate in social justice activities, provide opportunities for reflection, forms of prayer and related practices of faith around encountering God, then our students understanding of our Faith and what it means to collaborate with others as being people of God using discussions/activities of the gifts and virtues of the Holy Spirit will continue to deepen.</i></p>				
Evidence	Strategies	Success Criteria	Monitoring Plan	Evidence / Reflection
<p><i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs?</i></p>	<p><i>Targeted, evidence-based. Clear link to the evidence and the theory of action.</i></p>	<p><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></p>	<p><i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i></p>	<p><i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i></p>
<p><b>Observations of our students during their interactions in the classrooms, at school, during virtual liturgies, demonstrate that they could have more reverence toward our faith practices and our actions toward others. Students also continue to be challenged by types of prayer and demonstrating "Grit" and the gifts and virtues of the Holy Spirit.</b></p>	<p>All staff will focus on:</p> <ul style="list-style-type: none"> <li>- Greater familiarity with the Religion and Family Life curriculum</li> <li>- CMWC will be practiced daily in all homeroom classes and increase in duration throughout the year</li> <li>- Monthly assemblies to begin with a whole school meditation</li> <li>- Staff to demonstrate and expect reverence in all areas of faith development</li> <li>- Reverse Advent and Lenten activities including prayer and outreach, based on our board theme and school social justice initiatives</li> <li>- Encourage Virtual visits from Father Peter and reintroduce monthly visits to the church by class/cohort and regular liturgies as a school.</li> <li>- Introduce staff and student well-being activities to create joy and pride in our community</li> </ul>	<ul style="list-style-type: none"> <li>- students will take more leadership with social justice activities in all grades combining GRIT and reverence as we work together on school social justice initiatives.</li> <li>- Attitudes towards, participation in and behaviours during prayer opportunities will demonstrate reverence for our faith practices</li> <li>- Students and staff will continue to expand their practice of Christian meditation as well as the creation of prayer and participation in well being and faith building activities in the classroom, school, church and community.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher/student leads and community members involved with social justice activities will be explicit with goals and the motivation to achieve them (Burford Food Bank, SVDP)</li> <li>- Teachers and principal and parish priest will continue to give explicit instructions with relation to the meaning of reverence and observe it in faith practices in and out of the class</li> <li>- CMWC will occur daily in all classes and the principal will join each class regularly.</li> <li>- Self pride activities and Self-Reg introductions to be ongoing with staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>- In class discussions will reflect greater understanding of board theme</li> <li>- Regular class discussions of "Spirit" and "Grit" awards</li> <li>- Staff and students will articulate the concept of reverence for all activities based in Faith</li> <li>- All staff and students will develop a prayer practice that includes the CMWC and personal reflections about their personal growth their encounters with God.</li> </ul>

<b>Literacy</b>	<p><b>Goal: Through the use of authentic teaching opportunities, the staff will build capacity in the implementation of Essential Practices K-12 in the areas of reading and writing by providing feedback to reading strategies development and writing tasks that increase student understanding and ability to make edit their work in response to the feedback provided.</b></p> <p><b>Theory of Action</b> <i>If staff further implement the concepts of “Assessment FOR learning” as expressed in the Essential Practices K-12 to create, model and provide timely, specific and differentiated feedback for daily authentic writing and reading tasks at all grade levels then students overall language skills will improve.</i></p>
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<p><i>Consider: Student Achievement Data, Demographic Data, Program Data, Perceptual Data – what are the current needs?</i></p>	<p><i>Targeted, evidence-based. Clear link to the evidence and the theory of action</i></p>	<p><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></p>	<p><i>How will ongoing monitoring take place? Consider actions at the, school level, classroom level, student level.</i></p>	<p><i>What evidence will demonstrate the success criteria? What happened? Now what? Feeds the next iteration of the cycle.</i></p>
<p><b>Data collections at the school/class level indicate that primary and junior reading is an area of need. DRA’s have highlighted groups of struggling readers at all levels that require a more intense focus.</b></p> <p><b>In the past staff conversations indicate that focused writing instruction and timely feedback helped students to improve their responses and needs to continue.</b></p>	<ul style="list-style-type: none"> <li>- Continue to build capacity around authentic writing and feedback with staff and students through conversations and class work with peers.</li> <li>- Creating purposeful literacy tasks based on monthly “GRIT” and “Spirit” traits.</li> <li>- Providing students with timely, varied and effective feedback and planning next steps for improvement based on feedback.</li> <li>- Students to have access to a portfolio of their work and past feedback to review and reflect on.</li> <li>- Teacher access SAT and other supports including more in depth “training” of phonemic awareness screening, the use of programs such as Heggerty (K – 2) and usage of portfolios for varied strategies to support students at risk in reading and writing including: Lexia Core5, Strong Start, EPL K-12 literacy strategies etc.</li> <li>- Teachers to explore and share how to further incorporate the use of “Brightspace” to support student growth and as a method for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will provide clear and explicit expectations for writing tasks (anchor charts, rubrics), EPL K -12.</li> <li>- Teachers will provide daily opportunities for authentic writing tasks and provide explicit and timely feedback about said writing. Students will then be able to articulate the feedback given as it applies to their own writing.</li> <li>- Students will give feedback to peers to enhance writing tasks as audience to their work.</li> <li>- Students will demonstrate an improvement in their writing and utilize the feedback in subsequent writing tasks.</li> <li>-Students will have daily opportunities to read and reading levels will be monitored throughout the year using diagnostic reading assessments available</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers will share expectations for purposeful writing with divisional colleagues informally and principal once per term.</li> <li>- Teachers will explicitly discuss student work in meetings to reflect on strengthening their feedback practices.</li> <li>- Student portfolios will be used to track progress of student and growth of feedback usage.</li> <li>- Principal and teachers to meet with SAT formally and informally to discuss student progress and next steps for reading development using board approved programs in all divisions.</li> <li>- All teachers to share reading/literacy diagnostics scores, to capture students reading growth.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will demonstrate growth of feedback usage to extend/enhance essential practices.</li> <li>- Classroom assessment will be discussed during teacher conversations with principal.</li> <li>- Teachers will submit assessment marks, established through student observations, conversations and product of assigned tasks at meetings with principal.</li> <li>- Primary DRA’s will increase with a focused effort on primary reading using a variety of literacy interventions and effective use of EPL K-12 strategies including small group instructions, guided reading/writing to guide next steps.</li> </ul>

<b>Numeracy</b>	<p><b>Goal: Develop teacher and administrator capacity with the new mathematics curriculum and diagnostic tools to support where students are (know the learner) and Assessment for Learning to better respond to the unique needs of each learner improving student achievement in numeracy in all grade levels.</b></p> <p><b>Theory of Action:</b>  <i>If we develop teacher and principal pedagogical content knowledge to inform Assessment for Learning in mathematics and more effectively utilize strategies in the Essential Practices K – 12 for Numeracy and resources created by SAT around the new math curriculum, then student achievement will improve in Mathematics.</i></p>
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<ul style="list-style-type: none"> <li>- EQAO (over time) <ul style="list-style-type: none"> <li>- student scores</li> <li>- student attitudes</li> </ul> </li> <li>- Report Card marks</li> <li>- Teacher Observations</li> <li>- CCAT scores</li> <li>- Classroom Pre and post diagnostic assessments (Nelson Pre Assessment)</li> </ul>	<ul style="list-style-type: none"> <li>- All educators will deepen their implementation and understanding of effective pedagogical practices in the classroom of various instructional strategies and practices in Numeracy as outlined in Essential Practices K- 12, the new math curriculum and with the use of the Nelson Pre Assessment resources.</li> <li>-Continued practice of Number Talks and Guided Math (multiple times per week) and the use of diagnostics in all strands and enhancing them with use of activities as well as the use of applicable software; Mathletics (grade 1 – 8), Math Up (pilot in grade 4) and exploring/unpacking Knowledgehook as a resource with SAT support.</li> <li>- All educators will incorporate higher level “thinking” questions in their classroom in all math strands.</li> </ul>	<ul style="list-style-type: none"> <li>- All teachers will more precisely meet the needs of their students as a result of the regular use of assessment “for learning” practices using a variety of tools (e.g. technology, checklists and Guided Math).</li> <li>- All teachers will incorporate effective mathematical models into their regular classroom practice that are based on identified student needs (diagnostics).</li> <li>- All teachers will consistently implement instructional strategies in mathematics to address these identified student learning needs</li> <li>- Teachers will share and implement “thinking” questions regularly in all strands of mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>- Educators will administer pre- and post- assessments (Nelson) and/or Knowledgehook to assess for learning and to monitor student progress.</li> <li>- Educators will collect, discuss and analyze data related to student learning as needed (“Know your Learners”)</li> <li>- Teachers will discuss, analyze and reflect on the progress of students solving and understanding “thinking” questions during formal and informal discussions with peers, SAT members and the school principal.</li> </ul>	<ul style="list-style-type: none"> <li>- EQAO assessments (previous years)</li> <li>- Term 1 and 2 report cards</li> <li>- One on one and informal discussions with principal, SAT and peers.</li> <li>- Board/ministry based professional growth opportunities including monthly diagnostics.</li> <li>- Teachers will reflect on and discuss the use of “thinking” questions when meeting with peers and reporting math results to parents.</li> <li>- Use the results from Knowledgehook and Mathletics to determine the growth of students in all areas of need.</li> </ul>