

ST. ELIZABETH CATHOLIC SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING – 2017 - 2018

Pillar: Teaching and Learning

Strategic Priority:

Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations
Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students

SEF Indicators:

- 1.3 Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.
- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.

CGEs:

- CGE2a - An effective communicator who listens actively and critically to understand and learn in light of gospel values.
- CGE3c - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems.
- CGE4f - Applies effective communication, decision-making, problem-solving, time and resource management skills

PLAN	ACT	OBSERVE	REFLECT
<p>If we explicitly teach and implement the four-step problem solving model (page 12 of Math Curriculum Document) with a focus on Understanding the Problem, then our students will achieve greater success applying and confidently communicating their learning.</p> <p>If we use Number Sense and Numeration as a focus area for Number Talks among the staff (Divisional Meetings/Staff Meetings) and students (Classroom), then our students and staff will achieve a greater level of computational fluency in math.</p>	<ul style="list-style-type: none"> • Looking at Rich Task Development using the Achievement Chart in the Curriculum Document • Implement the four-step problem solving model using grade appropriate vocabulary; Understand the problem (Knowledge), Make a Plan (Thinking) , Carry Out the Plan (Application), Look Back at the Solution(Reflect/Communicate) • Common School anchor chart of problem solving model to be developed and displayed in every class. • Use of Math Talks in every classroom... Discussed at Divisional levels October/November/December • Use language of the Curriculum Document in all grades and incorporate these on our class word walls 		
Next theory of action based on reflections/next steps - most urgent need from what you have discovered while reflecting		<ul style="list-style-type: none"> - includes collaborative analysis of student work/feedback and each other's practice as well as problem solving that results in increased precision of instruction - Include evidence / observations without interpretation 	
<p>Theory of Action, based on Needs Assessment</p> <p style="text-align: center;">PLAN</p> <ul style="list-style-type: none"> - includes analysis and interpretation of a variety of relevant and current school and classroom level data/evidence resulting in precisely focused student learning needs - involves learning instructional knowledge and skills that relate directly to student learning needs, support the goals of the team and are specific to the strengths and readiness of each teacher on the team - articulates what the change in practice will look like and how it addresses identified learning needs; plans for feedback and designs strategies to assess instructional impact and student learning - makes links to the CSIPSAW 	<p>Evidence-based Instructional and Assessment Strategies</p> <p style="text-align: center;">ACT</p> <ul style="list-style-type: none"> - involves regular adjustments to, and differentiation of instruction in response to ongoing assessment and student feedback - Involves joint work that includes co-planning, co-assessing and in-class experiences such as co-teaching, coaching and peer observation, grounded in what is 	Data/evidence gathered for monitoring	Analyze, assess, where to next?
			<p style="text-align: center;">REFLECT</p> <ul style="list-style-type: none"> - determines next steps for student and educator learning based on student results and an analysis of the effectiveness and relevance of the tasks, tools and strategies used to address the targeted learning needs