

SYSTEM INQUIRY QUESTION: What impact will collaborative teaching and learning, that focuses on the assessment for learning process, have on increasing the number of students approaching, achieving at or beyond the provincial standard K-12?
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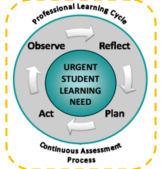
Which SEF Indicators will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions—facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYPSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community	Building Capacity to Lead , Learn & Live Authentically	Student Engagement, Achievement & Innovation
BIPSA SEF Indicators 4.1,5.3, 6.3 Where are our areas of growth? What we must learn more about ? SEF strategies/indicators that we believe will have the greatest impact on the area of urgent student needs?	BIPSA SEF Indicators 2.4, 4.3, 4.5 Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?	BIPSA SEF Indicators 3.1, 4.2, 5.4 How will the strategies and actions change practice to achieve the outcomes (s)?

SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...

CATHOLIC, COMMUNITY, CULTURE & CARING ...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.1, 6.3)	NUMERACY ...problem-solve, communicate, and reflect on their thinking by making connections between concepts, procedures, and skills. (SEF: 2.4, 4.1, 4.2, 4.5)	LITERACY ...use language and images to apply critical thinking skills, analyze and challenge texts, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)	PATHWAYS TO SUCCESS ... engage as partners in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career life planning. (SEF: 4.3, 5.3, 5.4)
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Knowing the LEARNER through ASSESSMENT		Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT
<ul style="list-style-type: none"> How can we understand what a student knows, thinks, and is able to do? How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps? 	<ul style="list-style-type: none"> How will we give students voice and choice in their learning and build on a desire to make sense of their world? How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment 'as' and 'for' learning? 	<ul style="list-style-type: none"> In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time? How will <u>observations, conversations and products</u> (i.e. triangulation of data) drive the next level of learning in the curriculum? How do we engage students in co-designing culturally authentic, relevant learning & learning environments that foster risk-taking & connections & leveraging technology to accelerate learning? How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?

KNOW our Learners ↔ RESPOND to their Needs ↔ MONITOR our Progress
 OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

OUTCOMES (the result we are working toward): Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

	Guiding Questions	CATHOLIC, COMMUNITY, CULTURE & CARING	NUMERACY	LITERACY	PATHWAYS TO SUCCESS
Student Learning Need	How do you know this is a need? What evidence/data suggests there is a need? <i>(e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</i>	<ul style="list-style-type: none"> Structure of meaningful worship in liturgies, masses, prayer and other celebrations Whole-school promotion of positive mental health and well-being within a growth mindset School-wide/class-wide social-emotional learning Engage in school-based activities that build a sense of stewardship 	<ul style="list-style-type: none"> Engage in challenging, non-routine, problem-based math tasks that focus on proportional reasoning, thinking and application Intentional focus on place value within proportional reasoning Effective visualization and flexible number relationships via daily number sense routines to build proficiency with number and operation Mindful use of accommodations, technology, and strategies for students with learning disabilities and/or diverse learning needs Distributed or "spaced" learning based on student learning need determined through assessment to build connections between concepts and aid retention 	<ul style="list-style-type: none"> Effective application of general vocabulary and text structure through daily responsive guided instruction and intentional word study to deepen comprehension of complex texts Enhanced understanding of complex texts by building on the critical thinking of others through robust student-to-student discourse Cohesive topic development, use of supporting details, organization and text conventions through daily responsive guided instruction Clear communication through the application of metacognitive strategies to maximize individual and group learning Improved ability to access and build texts independently through responsive differentiation using precise text selection, accommodations and modifications for students with diverse learning profiles 	<ul style="list-style-type: none"> Engage in goal-setting and select appropriate activities/program and pathway choices that reflect students' interests, skills and abilities Use a variety of digital tools to collaborate and to creatively communicate ideas to authentic audiences Act upon feedback from teachers and peers to move learning forward; setting goals for future achievement Develop global competencies by engaging in inquiry-based learning to collaboratively decide the focus and structure of the inquiry
Outcome (Result)	What is the outcome/result you are working towards? How will you measure reaching this outcome? <i>(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.)</i>	<ul style="list-style-type: none"> Increase level of student-faith-filled experiences Increase in 'optimal' and 'balanced' category for Resiliency Initiatives survey data 	<ul style="list-style-type: none"> Primary EQAO - Maintain solid results (87% of students achieving at or above provincial standard) Junior EQAO - Increase student achievement from 47% to 75% of students achieving at or above provincial standard Increase in cohort achievement in Numeracy 	<ul style="list-style-type: none"> Primary EQAO - Maintain solid results in Reading (96%) and Writing (93%) Junior EQAO - Maintain solid results in Reading (76%) and Writing (91%) Increase student achievement in Level 4 Increase in cohort achievement in Literacy Increase achievement for students with learning disabilities and/or diverse learning profiles 	<ul style="list-style-type: none"> Increase the My Blueprint, IPP activity completion rates Increase the number of student artifacts uploaded to each student's <i>All About Me</i> portfolio
Program Plan	What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation? <i>(e.g. What will you INVEST (time, money, staff, resources, technology, partners, etc.)? What will you DO (PD, meetings, assessments, etc.)? How well are you doing it?</i>	<ul style="list-style-type: none"> All classes are involved in planning at least one liturgical celebration Two teachers to participate in Restorative Justice training and share learning with whole staff - whole-school approach to discipline using RJ principles (Student Success Consultant to support) Classroom schedules include daily Christian Meditation and weekly class meetings Umbrella Project to promote emotional well-being 	<ul style="list-style-type: none"> Collaborative inquiry with pre-, mid- and post-tests with targeted place value instruction in between Class review meetings twice a year with every teacher about every student to monitor progress in numeracy and discuss teaching strategies Consultant support in numeracy for P/J/I teachers Every monthly staff/divisional meeting focussed on numeracy Leverage 2 EMLTs and 4 teachers involved with CI 	<ul style="list-style-type: none"> Empower, Strong Start, All Star, Skills Builder, After School Homework Club - programs to support students with diverse learning profiles Class review meetings twice a year with every teacher about every student to monitor progress in literacy and discuss teaching strategies Consultant support in literacy for P/J/I teachers 	<ul style="list-style-type: none"> Primary and Junior teachers to connect with WCDSB TELT/eLearn Contact for support with e-portfolios Intermediate teachers to connect with Student Success Consultant for support with My Blueprint and IPP My Blueprint/IPP completion monitored in spring

Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Perseverance

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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.

Superintendent will (from *Catholic System-Level Leadership-OLF*)

- Maximize time spent in classrooms and schools for the purpose of collecting, analyzing and responding to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and participating in professional learning at all levels (i.e. Collaborative Inquiry Learning (CILs), Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Collaborate with and support schools in the development of their School Improvement Plan (SIP) and incorporation of relevant data
- Provide differentiated support to schools (e.g., instructional teacher support, release time and resources, etc.)
- Assist in connecting the BIPSA, School Effectiveness Framework (SEF), to SIPSA
- Promote formal and informal leadership to support professional learning

Administrators will (from *Catholic School Level Leadership-OLF*)

- Collect, analyze and respond to evidence of student learning and well-being, and educator practices
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning (i.e. Collaborative Inquiry Learning (CILs) and Professional Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies
- Develop and implement learning cycles based on school and student data/evidence
- Bring current evidence to each network learning session to demonstrate progress made within the inquiry process
- Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff
- Promote formal and informal leadership within the school to support professional learning
- Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools (FOS) are in place and evidence of progress is maintained
- Purposefully embed the strategies identified in the Pastoral Plan
- Engage parents/caregivers in supporting educational priorities

Educators will (from *K-12 School Effectiveness Framework-OLF*):

- Create an engaging & safe learning environment based on high expectations through the intentional use of the following classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations
- Incorporate Ontario Catholic school Graduate Expectations into all planning & learning opportunities
- Provide multiple opportunities via the use of evidence-based instructional practices (e.g., mindful use of strategies for LD, critical thinking, inquiry-based learning, quality questioning, accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions
- Participate in PLCs using student data & collaborative inquiry to monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach
- Engage parents/caregivers in supporting educational priorities

- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs
- Engage in the professional learning cycle through co-planning, co-teaching and co-debriefing/reflecting within school improvement collaborative learning
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.

Support Staff will (from *K-12 School Effectiveness Framework-OLF*):

- Collaborate to assist in the implementation of effective strategies that will support learning for all students
- Collaborate to support job-embedded professional learning of evidence-based instructional strategies
- Respond to system learning needs in a strategic and timely fashion

Students will:

- believe they can learn, progress and achieve
- understand what they need to do to be successful in independent numeracy and literacy tasks (robust tasks and success criteria)
- explore and reflect on interests, strengths, skills, and education/career/life aspirations
- believe their learning and well-being are supported

MONITORING LEARNING

Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

MONITORING OUR STUDENTS' LEARNING

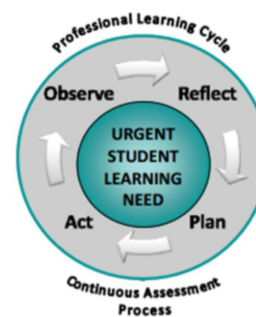
Ongoing reflections that will support efforts to know our learners and monitor student growth:

- Where did our students begin? How did we document and measure student learning?
- How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?
- How do we know that all students have shown growth?

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NEXT STEPS:

- What will we do next as a result of our learning and reflections?
- How does our new learning inform our MYP priorities?
- How will we mobilize our successful evidence-based strategies?
- What additional student and educator learning needs remain?



MONITORING OUR PROFESSIONAL LEARNING

Ongoing evidence of the impact of collaborative professional learning:

- How did we document and measure educator learning?
- How has our participation in collaborative teaching and learning changed our teaching practice?

