

**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?  
**URGENT STUDENT LEARNING NEED:**  
**SCHOOL-THEORY OF ACTION:** *If we.... Then...*

**School Inquiry question:** What impact will collaborative teaching and learning, that focuses on **understanding numbers** in Numeracy, have on increasing the number of students approaching, achieving at or beyond the provincial standard K - 12?

**Urgent Student Need:** Students will solve problems in new situations, by using strategies for understanding mathematical principles, reflect and monitor their thinking using a variety of learning tools and computation strategies and connect mathematical ideas to real life and to other mathematical ideas.

**EQAO - Students at or Above the Provincial Standard (Levels 3 and 4)**

Grade 3

Grade 6

Reading 67%, Writing 83% and Math 63%

Reading 81%, Writing 86% and Math 59%

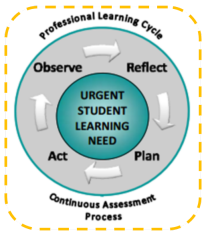
Which **SEF Indicators will support** the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

**MYSF Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL**

<p><b>Nurturing Our Catholic Community</b>                  BIPSA SEF Indicators 4.1,5.3, 6.3  <i>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?</i></p>	<p><b>Building Capacity to Lead , Learn &amp; Live Authentically</b>                  BIPSA SEF Indicators 2.4, 4.3, 4.5  <i>Which essential practice will support the instructional strategies/practices?                  How is professional learning responsive to the outcome (s)?</i></p>	<p><b>Student Engagement, Achievement &amp; Innovation</b>                  BIPSA SEF Indicators 3.1, 4.2, 5.4  <i>How will the strategies and actions change practice to achieve the outcomes (s)?</i></p>
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**SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...**

<p><b>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</b>                  ...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)</p>	<p><b>NUMERACY</b>                  ...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)</p>	<p><b>LITERACY</b>                  ...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)</p>	<p><b>PATHWAYS TO SUCCESS</b>                  ... 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)</p>
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<p><b>Knowing the LEARNER through ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>How can we understand what a student knows, thinks, and is able to do?</li> <li>How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?</li> <li>How will we give students voice and choice in their learning and build on a desire to make sense of their world?</li> <li>How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning?</li> </ul>		<p><b>Responding through EFFECTIVE INSTRUCTION &amp; LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time?</li> <li>How will <u>observations, conversations and products</u> (i.e. triangulation of data) drive the next level of learning in the curriculum?</li> <li>How do we engage students in co-designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning?</li> <li>How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?</li> </ul>
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**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
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Student Learning Need	<p><b>How do you know this is a need? What evidence/data suggests there is a need?</b>  <i>(e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</i></p>	<ul style="list-style-type: none"> <li>Teachers are noticing some students need support with the skills to interact socially with one another, and when faced with adversity they are unable to cope and retain relationships. Students should be able to access strategies and tools to independently self regulate before using an adult as a resource.</li> <li>According to the Resiliency Survey a minority of students are claiming they have positive peer influences at school</li> <li>Resiliency Survey shows the majority of students feel they are part of a caring community</li> <li>58% of our Intermediate students loved or liked Elementary School when they move to Highschool</li> <li>Transition data from Elementary to secondary and Resiliency data shows the majority of students feel safe at school</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are noticing that students are struggling to apply math knowledge because they don't have a strong foundation when it comes to understanding math sense</li> <li>EQAO results show that approx. half the grade 6 students are at or above the provincial standard for numeracy.</li> <li>EQAO results show that 60% of grade 3 students are at or above grade level.</li> <li>Teachers are noticing that students continue to need assistance when it comes to checking the reasonableness of their answers/ if their answer makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are noticing, and data shows that students are struggling to understand letter sounds in younger grades. This affects students reading in later grades as they are unable to retain the text(s). This also affects their writing because they are lacking phonemic awareness.</li> <li>According to the Profile Data we are in the top third in the region for lone parent families, immigrant families, and high level of unidentified ELLs and ESLs.</li> <li>We need to be more effective and deliberate with the process of releasing ELL and ESL to Special Education</li> <li>Padlet Data/EQAO shows students are struggling with fundamentals of language (strategies to independently access for reading and writing)</li> <li>Teachers are noticing a gap in Oral Language due to fundamentals. Early Years and Primary can not articulate basic needs with fluency</li> <li>BLAM scores were low in Oral Language A and B</li> <li>CAT 4 was low in Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Research shows increased student attendance enhances academic achievement.</li> <li>We have noticed a pattern of increased truancy with a small number of students.</li> <li>Families have identified economic challenges at times. This is supported by the demographic data for our community</li> <li>IEP data suggests some students transitioning to high school are working on expectations below grade level.</li> <li>Data suggests a need to strengthen the transition of special needs students from grade to grade and from elementary to secondary</li> </ul>
Outcome (Result)	<p><b>What is the outcome/result you are working towards? How will you measure reaching this outcome?</b>  <i>(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</i></p>	<ul style="list-style-type: none"> <li>By helping students to positively interact with one another, and giving them appropriate strategies or tools, they should begin to self regulate when it comes to solving their own issues. They will learn what it means to positively interact with one another to solve issues and ensure that they can approach conflict resolution effectively.</li> <li>Speak to students well-being during Division Meeting</li> <li>Monitor Learning Skills club and make note of repeated visits</li> <li>Students on the Autism Spectrum will increase their understanding of social norms and practice self-regulation strategies in TeachTown</li> <li>Our grade 4 and 5 classes are using the GoZen program to support self-regulation and wellness</li> </ul>	<ul style="list-style-type: none"> <li>By building students' knowledge and skills in numeracy, and giving them a number of strategies that they can rely on for math skills they should be able to more effectively apply their knowledge to new learning.</li> <li>Students should rely on their math foundation skills to prove the reasonableness of their answers</li> <li>Students will be able to check the reasonableness of their answer by relying on effective numeracy relationships</li> <li>By building the capacity of teachers to integrate the Math strands and exploring ways to connect the Math curriculum to real world experiences.</li> </ul>	<ul style="list-style-type: none"> <li>By building students understanding of words. Students should be able to understand what they are reading and how to independently access reading and writing strategies</li> <li>Guided reading will be scheduled on timetables regularly and monitored via administration walkthroughs and tracked through teacher formative assessment/encompass</li> <li>By Increasing the engagement of ELL parents through offering workshops and events which will help them to support student learning and engage with the curriculum</li> <li>By supporting professional development opportunities which strengthen the classroom teachers' understanding of appropriate accommodations and modifications for ELLs.</li> </ul>	<ul style="list-style-type: none"> <li>Help families to access supports in the community which support greater economic and mental health wellness (ie. grants, compassionate care response from the school and access to social services through support of social worker).</li> <li>Utilize positive measures to support increased attendance including social work support and increased student engagement.</li> <li>By building students' capacity to use the IPP Blueprint in grades 7 and 8 to set/monitor personal goals, careers exploration and plan for secondary pathways</li> <li>Daily living skill classes will increase the students' independence as they prepare for secondary school and enjoying a fuller life in the community</li> <li>By supporting transition meetings for special needs students moving grade to grade which includes parent, student and staff input</li> <li>By building the capacity of families through the support of the school social worker to encourage regular attendance of students (Recognizing overall school attendance patterns are strong)</li> </ul>
Program Plan	<p><b>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation?</b>  <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></p>	<ul style="list-style-type: none"> <li>Classroom Community Circles</li> <li>Restorative Practices</li> <li>PALS</li> <li>Intramurals</li> <li>Learning Skills Group needs to be re-evaluated to help students focus on positive outcomes for next time</li> <li>When discussing Pathways Planner in Intermediate, focus on resources for where to go</li> </ul>	<ul style="list-style-type: none"> <li>Number Talks</li> <li>Utilize the Instructional Coach to support Math learning cycles</li> <li>Number Strings</li> <li>Emphasize Math Lead Role (ie reiterate learning at Division Meetings)</li> <li>Emphasis on grade and division level collaboration (share ideas)</li> <li>The use of Knowledgehook</li> </ul>	<ul style="list-style-type: none"> <li>Strong Start</li> <li>All Star Reading</li> <li>Older Students for recess buddies in Reading/ Writing (ie Intermediates who need Volunteer hours)</li> <li>Jolly Phonics in Primary and Early Years</li> <li>Corrective Reading and Empower programs using date to determine student groupings</li> <li>Empower Spelling and Decoding supports our early learners develop phonetic skills and five strategies to</li> </ul>	<ul style="list-style-type: none"> <li>May Court Food Services and exploring other programs to meet students' nutritional needs</li> <li>Parent communication upfront in earlier grades for Transitioning with an IEP to High school (this info is from St. Mary's)</li> <li>August Special Education Transition Visits with parents, teachers and special education staff.</li> <li>BLAM results and Running Records will track the success of the Empower Spelling and Decoding</li> </ul>

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	<p>when experiencing personal difficulties (Guidance Counsellors, school Chaplain etc)</p> <ul style="list-style-type: none"> <li>• Social Skills in Our Schools Program, Zones of Regulation</li> <li>• Bringing in Guest Speakers from the Community to help reiterate strong relationships in and outside of school (i.e., Deacon Shawn, Resource Officer)</li> <li>• TeachTown program</li> <li>• GoZen program</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on appropriate thinking strategies to help students understand effective solving strategies (i.e., additive and multiplicative thinking)</li> <li>• Special Education Teacher support in math classes will enable all students to successfully enter into math discussions, inquiry and problem solving</li> </ul>	<p>use for decoding unfamiliar words when reading</p> <ul style="list-style-type: none"> <li>• Empower Comprehension supports our junior and intermediate students in their fluency and comprehension of texts</li> <li>• Lexia Core 5 will support students in further enhancing literacy skills in an engaging and explicit way tailoring to each student’s specific strengths and needs</li> <li>• Power Up will support students in the development more complex language skills building on comprehension and understanding</li> </ul>	<p>students</p> <ul style="list-style-type: none"> <li>• Empower Comprehension results are measured in reporting periods and in class participation</li> <li>• Reports in the Lexia Core 5 and Power Up will demonstrate the growth for the students in these programs</li> <li>• Intervention programs result in improved student self esteem and is measure in class participation and engagement</li> </ul>
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***Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resilience & Perseverance***

**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 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
- Feel supported in their learning goals
- Students will read for pleasure

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**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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*Collaborate & Communicate*  
*Think Critically & Problem Solve*  
*Create & Innovate; Develop Character*  
*Demonstrate Resiliency & Persevere*

**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?

