Knowing the LEARNER through ASSESSMENT Educators will:

- Use principles of Culturally Responsive and Relevant Pedagogy (CRRP) to understand learners
- Determine, through multifaceted assessment, what a student knows, thinks and is able to do
- Use Observations, Conversations and Products to assess learning
- Provide feedback for the purpose of assessment ‘as and for’ learning
- Teach students to become critical assessors of their own learning so they can make informed decisions about next steps in their path interests, and/or environment

LEARNERS WILL:

- Feel safe, welcome & included
- See themselves, their values, culture & interests reflected in their learning environment
- Demonstrate confidence, resilience, self-regulation & self-efficacy in their capacity to learn & succeed
- Try new tasks, take risks, & grow in their understanding of the Ontario Catholic Graduate Expectations
- Willingly participate in feedback processes to refine thinking and learning
- Have opportunities to identify their learning preferences & make choices based on their strengths interests, and/or environment

LEARNERS WILL:

- Integrate, synthesize and apply knowledge in new situations with growing independence
- Demonstrate resilience and persistence when faced with challenges
- Use creative, innovative, diverse perspectives to collaborate & think critically in the classroom/school

PROFESSIONAL LEARNING AND SUPPORTS

WHAT PROFESSIONAL LEARNING AND DEVELOPMENT WILL WE FOCUS ON?

- Inquiry process - Content linked to BIET (Board Improvement and Equity Plan) and SIET (School improvement and Equity Plan)
- Educator learning needs in order to respond to student learning needs
- Ongoing and effective use of student and system data to know and understand our learners, develop learner and classroom profiles, and inform instruction
- PD input for continuous and ongoing learning for leveraging technology (i.e., digital resources, virtual environments)
- Differentiation of instruction - responding through content, product, process, and environment
- Assessment practices that are developmentally appropriate, rooted in curriculum, and differentiated for learners
- Content-embedded developmental trajectories based on the Ontario curriculum
- Culturally Relevant and Responsive Pedagogies
- Experiential learning and student pathways
- Inclusive classroom practices

HOW WILL WE PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT?

- Program meetings
- Principal Learning Teams (i.e., Family of Schools, Mathematics Instructional Leadership)
- Job embedded learning & Instructional coaching
- Curriculum-centred Professional Learning
- Ongoing professional learning for programs services and students services
- Collaborative inquiry networks
- Technology Enabled Learning projects
- Use of effective monitoring strategies to measure impact of school improvement and professional learning initiatives
- Board Leadership Development Strategy programs including NTIP and Catholic Leadership

Monitoring Process: Analysis of Impact/Influence

EQUITY
System Statement: Commit to a system approach in creating inclusive, accepting and healthy learning environments. Ensure opportunity and equitable access to programs and services for all students. Develop strategies to dismantle racism and systemic inequities. Implementing actions to eliminate disparities and disproportionalities that impede achievement, well-being and success.
### FAITH & WELL BEING
System Statement: Engage learners in the curriculum based on their individual strengths, needs, learning and lived experiences; integrating student development of transferable skills, Catholic virtues and social teaching, student voice, service, and dignity for all.
- Mathematics is enhanced when students are engaged in rich and integrated problem solving with relevant and authentic connections that provide multiple entry points for all students.
- Literacy: Critical Thinking and Critical Literacy skills develop over time through purposeful, meaningful and integrated cross-curricular learning experiences; strong reading comprehension is achieved through oral language (listening, speaking, and understanding in first or other languages) and word reading fluency (decoding and reading words efficiently and with automaticity).

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<thead>
<tr>
<th>IMPROVING EQUITY &amp; ACCESS</th>
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<tr>
<td>- provide daily opportunities for all students to engage in our faith, recognizing that not all of our students are Catholic or actively involved with the Church</td>
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<td>- foster a bias aware lens among staff and students</td>
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<td>- increase student voice</td>
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<td>- promote and support community-outreach resources/supports for students/families that require assistance</td>
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Who are our students as learners?
- Our students have diverse learning experiences and needs. To provide equitable access to learning we will use culturally responsive teaching and resources which focus on various identities and lived experiences.

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<th>CURRICULUM &amp; ACHIEVEMENT</th>
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<tr>
<td>Mathematics</td>
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- rich problem solving with multiple entry points |
- open ended questions with relevant and authentic connections to lived experiences |
- use of technology to accommodate different learning styles |
- student to student discourse to promote a collaborative and comfortable learning environment |

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<tr>
<th>LITERACY</th>
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<td>Students will engage in a rich variety of culturally diverse texts to develop a deeper understanding of themselves and others</td>
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- use of technology to improve access and entry points to literacy activities |
- integrate literacy into other curriculum areas to provide purposeful learning experiences |

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<tr>
<th>GOALS &amp; PRIORITIES</th>
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<td>- increase the level of student engagement in faith-filled experiences related to our Pastoral Plan: Awaken</td>
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- reestablish and maintain parish-school-home relationships in a post-pandemic era |
- based on observations of student behaviour and conflict, our students need support in building skills in self-regulation and resilience |

What do we want them to know and be able to do? What will we do for those who continue to struggle?
- Use Social Emotional Learning Skills to develop a growth mindset when problem solving and thinking critically.

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<tr>
<th>Teaching &amp; Learning Practices</th>
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<td>- to be active participants in liturgical celebrations, pastoral themed events, charitable activities, and environmental stewardship</td>
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- monthly whole school masses/liturgies/celebrations |
- daily religion/family life classes |
- sacramental prep/retreats |
- Christian meditation |
- focus group to hear student voice re student dynamics on the playground |
- work with Community Justice Initiatives to adopt a whole-school approach to positive discipline and restorative justice |

How will we program to promote student learning?
- Educators will:
  - Use data to differentiate instruction and assessment to meet the diversity of student needs and learning styles.
  - Foster the process of learning so that students believe in their ability to learn and grow.
  - Have high expectations for the curriculum to provide opportunities for students to develop transferable skills.

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<th>MATHEMATICS</th>
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<td>Administer pre-assessment task, moderate, determine baseline data</td>
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- engage in authentic, culturally responsive math experiences |
- build capacity in high yield strategies including the use of DI, concrete, representative and abstract models |
- consistent use of common language and concepts (fair sharing, unit representations) |
- consistent visual/spatial instructional approach |
- implementation of Thinking Classroom pedagogical approaches to provide the opportunity for students to engage in meaningful math discourse |
- collaboration with Math Coach (2 weeks throughout the year) |

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<td>Literacy Assessment Measures to determine baseline data</td>
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- responsive groupings and small group guided instruction |
- gradual release model of literacy instruction |
- collaboration with Early Literacy Support personnel |
- broad use of Heggytr, The Phonics Companion, Words Their Way |

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<th>PATHWAYS, ENGAGEMENT &amp; RENEWAL</th>
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<td>- classroom meetings to provide check ins and feedback</td>
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- surveys and focus group to gather student voice |
- Youth in Action committee to lead student initiatives |
- use of restorative justice to promote empathy and harmony in our school community - a safe and welcoming school will address engagement needs |

- for all students to feel safe, welcomed and included |
- for all students to feel their values, culture and interests are reflected in the learning |
- for all students to have an entry point to engage in learning |

- focus on monthly Umbrella Skills to foster the ability to meet life’s challenges |
- connecting students with Experiential Learning consultant and Student Success personnel |
- provide students with tasks that promote using a growth mindset and perseverance. |
- staff will work to ensure all students feel connected and have a safe adult to confide in or approach when they are struggling |
### FAITH & WELL BEING

**Who is impacted?**
- to monitor and support the faith and well-being of our students staff will engage students through:
  - classroom meetings/lessons
  - individual/small group support
  - restorative justice circles
- during Term 1 and Term 2 class reviews, educators and administrators will explicitly discuss individual student health and well-being needs

### CURRICULUM & ACHIEVEMENT

**How will we know if students are progressing and achieving?**
- Have regular school team meetings and class reviews to discuss student achievement.
- Use different types of assessments, observations and conferencing to provide immediate and direct feedback.

#### MATHEMATICS
- Administer post-assessment task, moderate, measure growth and determine next steps for our learners and for educators
- Continued divisional collaboration
- Small group support/observations
- Report card data, A1/A2 monitoring, Class Reviews
- determine where students are on the horizon of learning in the curriculum
- identify and respond to partial understandings and misconceptions
- small group guided math instruction to respond to student needs

#### LITERACY
- Literacy data (LAM) entered in Compass for Success with a collaborative examination of trends
- Small group support/observations
- Continued divisional collaboration
- Report card data, A1/A2 monitoring, Class Reviews

### PATHWAYS, ENGAGEMENT & RENEWAL

**Who is impacted?**
- during Term 1 and Term 2 class reviews, educators and administrators will explicitly discuss individual student academic and equity needs
- identify students whose needs are not being met and determine appropriate next steps and supports
- individual and small group support to respond to student needs

**How will we know if students are progressing and achieving?**
- During Term 1 and Term 2 class reviews, educators and administrators will explicitly discuss individual student academic and equity needs
- identify students whose needs are not being met and determine appropriate next steps and supports
- individual and small group support to respond to student needs