

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: Literacy outcomes

SCHOOL-THEORY OF ACTION: If we adopt a school wide approach to supporting writing skills across the curriculum *Then* the literacy outcomes and student achievement will improve.

Down

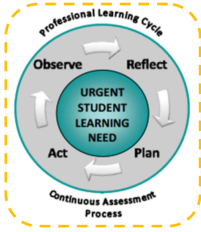
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYSF Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

<p>Nurturing Our Catholic Community 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?</p>	<p>Building Capacity to Lead , Learn & Live Authentically 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)?</p>	<p>Student Engagement, Achievement & Innovation BIPSA SEF Indicators 3.1, 4.2, 5.4 How will the strategies and actions change practice to achieve the outcomes (s)?</p>
---	---	--

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

<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>
--	---	---	--

<p>Knowing the LEARNER through ASSESSMENT</p> <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? 		<p>Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT</p> <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? 	<ul style="list-style-type: none"> 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	<p>How do you know this is a need? What evidence/data suggests there is a need? (e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</p>	<ul style="list-style-type: none"> School and classwide social-emotional learning and developing communication skills Whole school promotion of mental wellness and resiliency (Foundations for a Healthy School Gap Analysis) Opportunities to express and more deeply explore Christian values and principles, Catholic Graduate Expectations and Catholic Social Teaching (Board BIPSA) 	<ul style="list-style-type: none"> Continue to increase Grade 9 achievement on the EQAO (EQAO) Setting a culture of high expectations encouraging students to be independent learners who think critically (TLLP contextual data) Improve student’s attitude towards math and learning (Conversations with students, class surveys, EQAO Qualitative data - Student Questionnaire) 	<ul style="list-style-type: none"> Downward trend on OSSLT results over the past 5 years Identified gaps as per CAT4 and EQAO assessment data, as well as achievement and diagnostic data for current grade 9 and 10 cohorts. Board predictive measures. 	<ul style="list-style-type: none"> SHSM Red Seal rate is 64% (70 students out of 110 on track - highest in board at this time) 4 and 5 year Grad rate lowest in board Appropriate choice of pathways for students
Outcome (Result)	<p>What is the outcome/result you are working towards? How will you measure reaching this outcome? (e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</p>	<ul style="list-style-type: none"> Increase level of student faith-filled experiences in reference to Pastoral Plan and Renewing the Promise Increase in effective communication skills between all stakeholders through mediation program and restorative practices Continue to decrease suspension rates related to student conflict Increase the use of restorative practices in the classroom and throughout the school 	<ul style="list-style-type: none"> Students are able to clearly communicate and articulate their thinking using a variety of strategies (providing feedback on communication and monitor their progress throughout the semester through the PLC) Collaborative Inquiry, team teaching, team learning, students using problem solving strategies. (Students seeking less input and direction from teachers by relying on peers, completion of thinking and inquiry questions on assessments) Students are confident learners who approach math with an open mind (solicit feedback from students throughout the semester to measure the change in their attitudes) 	<ul style="list-style-type: none"> Improvement of student and staff attitudes and efficacy towards literacy needs of community Program area specific commitments to spiralling the the OSSLT writing outcomes in grade 9 and 10 courses - evidence of tasks aligned with these commitments. Evidence of tasks addressing the outcomes via PLC implementation and data Sharing of strategies and tools to support writing skill development Cohort specific targets: Gap Closing initiatives, triangulated data of assessment, Utilize CAT4 results Use diagnostic data to inform targets for current grade 9 and grade 10 cohorts 	<ul style="list-style-type: none"> SHSM Red Seal rate over 90% Increase in both four and five year graduation rate Increase in myBlueprint, IPP completion rates Increase the number of student artifacts uploaded to student’s portfolios Increased student achievement across all courses and levels which will positively impact both graduation rates and achievement of provincial standards on standardized assessment Meaningful pathway conversations and goal setting with students, parents and between panels to support course choices and improve student success in credits accumulation

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: Literacy outcomes
SCHOOL-THEORY OF ACTION: If we adopt a school wide approach to supporting writing skills across the curriculum *Then* the literacy outcomes and student achievement will improve.

Program Plan	<p>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></p>	<ul style="list-style-type: none"> Structure meaningful worship in liturgies, masses, prayer and other celebrations Provide opportunities for students to witness faith through social action and service Further mediation training provided to staff to build capacity of program Continue to use restorative practices in response to student conflict 	<p>towards math - PLC Data)</p> <ul style="list-style-type: none"> Review OSSLT and EQAO data at program area meetings Moderated marking of assessments as part of PLC's Utilizing GAP closing teacher for consistency across 9 applied courses TLLP grants to improve instructional practice and tasks with guidance from experts / academics 	<ul style="list-style-type: none"> School wide learning focus for staff and students on the OSSLT Writing Outcomes Semester 1 capacity and confidence building for all teaching staff with semester 2 implementation in all grade 9 and 10 courses on OSSLT Writing Outcomes Gap closing teacher providing intensive support in the Grade 10 Applied English classes as well as supporting literacy needs across the curriculum Mock OSSLT Diagnostic assessment to identify targeted interventions for FTE Deconstruct the predictive data informing the 66% projected success rate for current grade 9 cohort to develop an early intervention strategy Implement targeted Gap Closing strategies based on evidence provided from the mock OSSLT. Analyse IIR data to identify targeted interventions for PE students. Monitor professional learning PLC Templates Moderated marking opportunities for staff throughout second semester. Literacy Lunch and Learns targeting specific program areas delivered by Literacy consultant with focus on OSSLT Writing Outcomes Implement "Literacy Lab" enabling students access of extra support for literacy needs (Gr. 9 & 10) 	<ul style="list-style-type: none"> Review outstanding SHSM Red Seal requirements with each student and plan for completion. Collaborate with FOS to improve transitions and inform pathway choices Collaborate with teachers to monitor IPP completion rates in grade 9 and 10 Continue to provide opportunities for inquiry based learning and experiential learning opportunities for students to explore a variety of pathways
	<p>Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resiliency & Perseverance</p>				

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.

<p>Superintendent will (from Catholic System-Level Leadership-OLF)</p> <ul style="list-style-type: none"> 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 SPSA Promote formal and informal leadership to support professional learning 			
<p>Administrators will (from Catholic School Level Leadership-OLF)</p> <ul style="list-style-type: none"> 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 	<p>Educators will (from K-12 School Effectiveness Framework-OLF):</p> <ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> 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. <p>Support Staff will (from K-12 School Effectiveness Framework-OLF):</p>	<p>Students will:</p> <ul style="list-style-type: none"> 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

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: Literacy outcomes

SCHOOL-THEORY OF ACTION: If we adopt a school wide approach to supporting writing skills across the curriculum *Then* the literacy outcomes and student achievement will improve.

<ul style="list-style-type: none"> ● 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 	<p>accountable math discourse, learning goals and success criteria, descriptive feedback, assessment & pedagogical-play learning, etc.) & tiered interventions</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	
--	---	---	--

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?

Catholic, Global-Minded Graduates
 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?

