

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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SCHOOL-THEORY OF ACTION: If we focus on collaborative teaching, teacher moderation of student work and creating engaging tasks within the area mathematical problem solving, **then** we will increase the number of students who will recognize, understand and communicate their thinking.

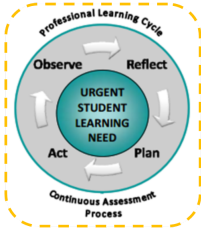
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYS P Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community	Building Capacity to Lead , Learn & Live Authentically	Student Engagement, Achievement & Innovation
<p>SIPSA SEF Indicators: 2.5 Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment; 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives; 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations; 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.</p>	<p>SIPSA SEF Indicators: 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship; 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context; 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available; 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations. 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry;</p>	<p>SIPSA 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; 1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-created success criteria; 1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their thinking within the context of the Ontario curriculum or IEP; 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives; 4.2 A clear emphasis on high levels of achievement in literacy/numeracy is evident across all grade levels</p>

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

CATHOLIC, COMMUNITY, CULTURE & CARING	NUMERACY	LITERACY	PATHWAYS TO SUCCESS
<p>...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>At St. Bernadette, our students will promote and sustain positive well-being, improved morale and positive student behaviour in a safe, healthy, faith-based environment, which includes in - and out – of school experiences. (SEF: 2.5, 5.4)</p>	<p>...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>At St. Bernadette , our students will improve their ability to justify and explain their thinking in a variety of problem solving contexts in mathematics. (SEF: 1.3, 1.4, 1.5, 4.5)</p>	<p>...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>At St. Bernadette, our students will demonstrate improvement in their ability to read and respond in written form to a variety of text forms. (i.e., support an opinion orally, answer a question with proof and evidence gathered, etc.) (SEF:1.5, 3.1, 4.5)</p>	<p>... 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>At St. Bernadette, our students will 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: 5.1, 5.4, 6.3)</p>

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? 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
<p>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></p>	<ul style="list-style-type: none"> our students need a positive well-being, improved morale in a safe, healthy, faith based environment. all stakeholders need to work collaboratively to foster a growth mindset that promotes self-regulation skills by using Zones of Regulation. our school is a welcoming, inclusive and nurturing environment that works diligently to recognize and value our learners. Will use or school theme for the 	<ul style="list-style-type: none"> Need effective strategies to solve multi-step problems in all math strands. Need an ability to notice patterns and generalize from them. Analysis of a variety of assessments indicated a lack of comprehension and communication with problem solving questions. A wide range of ability levels among students and individual student profiles need to be used to 	<ul style="list-style-type: none"> Our students need to become literate learners by integrating the 4 roles (meaning maker, code user, text user and text critique) in reading, writing, listening and speaking. Teach appropriate strategies in reading and writing so our students can be proficient. Analysis of variety of assessments indicated our students need for development in proofreading, 	<ul style="list-style-type: none"> Student achievement of current learning skills demonstrates a need for continued improvement and therefore explicit teaching of each learning skill across the grade levels. Use of My Blue Print IPP completion rate will increase. Increase the number of student artifacts uploaded to each student’s “All About Me” portfolio.

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		year "We Can Make a Difference and Kindness Matters."	determine specific areas for focus in the classroom	and finding main ideas from text to support their responses.	
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"> We will see an increase in positive student attitudes towards tasks in class and the school culture as based on the number of certificates, ballots, anecdotal notes and comments from staff; Each classroom will have a Zones of Regulation board and lessons will be conducted throughout the year. Common language using the terms will be evident throughout the school. 	<ul style="list-style-type: none"> We will see an increase in the percentage of students achieving level 3 and 4 as documented by the EQAO assessment in Grades 3 and 6 in Mathematics; Primary Assessment 48% target has been set, Junior Assessment 60% target has been set. Each grade level will set targets for the % of students achieving a level 3 and 4 as measured by the June report card in NSN. 	<ul style="list-style-type: none"> We will see an increase in the percentage of students achieving level 3 and 4 as documented by the EQAO assessment in Grade 3 and 6 for both Reading and Writing; Primary Assessment - Reading target of 52% has been set, Writing target of 44% has been set; Junior Assessment - Reading target of 65% has been set, Writing target of 74% has been set. Each grade level will set targets for the % of students achieving a level 3 and 4 as measured by the June report card in Reading and Writing. 	<ul style="list-style-type: none"> We will see all intermediate students complete the activities outlined in the IPP manual for Grade 7 and Grade 8 (myBlueprint); We will see an increase in all students in the area of learning skills as measured by the term 2 report cards.
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"> We will continue to award students for positive behaviour using our "Fill Your Bucket" and pom poms. We will continue to hold weekly draws and rewards in our classrooms. We will continue to have Bi-Monthly assemblies in which students will be recognized for demonstrating kindness and making a difference 	<ul style="list-style-type: none"> Staff will have an opportunity to moderate student work at each staff meeting; Staff will continue to work with board level consultants to hone pedagogy and practice; Staff will analyze diagnostic testing, student learning and summative assessments on a regular basis to ensure positive student growth. 	<ul style="list-style-type: none"> Staff will have an opportunity to moderate student work at each staff meeting; Staff will analyze diagnostic testing, student learning and summative assessments on a regular basis to ensure positive student growth. 	<ul style="list-style-type: none"> Intermediate staff will engage students in the activities in the IPP manual Staff will explicitly teach the learning skills and monitor improvement using the Encompass data platform.

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

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

- 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

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

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<ul style="list-style-type: none"> ● 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>monitor progress, deepen professional knowledge; understand & use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach</p> <ul style="list-style-type: none"> ● Engage parents/caregivers in supporting educational priorities 	<ul style="list-style-type: none"> ● Respond to system learning needs in a strategic and timely fashion 	
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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.

<p style="text-align: center;">MONITORING OUR STUDENTS' LEARNING</p> <p>Ongoing reflections that will support efforts to know our learners and monitor student growth:</p> <ul style="list-style-type: none"> ● 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? <div style="border: 1px dashed #009688; border-radius: 15px; padding: 10px; margin: 10px 0; text-align: center;"> <p>Catholic, Global-Minded Graduates <i>Collaborate & Communicate</i> <i>Think Critically & Problem Solve</i> <i>Create & Innovate; Develop Character</i> <i>Demonstrate Resiliency & Persevere</i></p> </div>	<p style="text-align: center;">NEXT STEPS:</p> <ul style="list-style-type: none"> ● 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? <div style="text-align: center; margin: 10px 0;"> </div>	<p style="text-align: center;">MONITORING OUR PROFESSIONAL LEARNING</p> <p>Ongoing evidence of the impact of collaborative professional learning:</p> <ul style="list-style-type: none"> ● How did we document and measure educator learning? ● How has our participation in collaborative teaching and learning changed our teaching practice? <div style="text-align: right; margin: 10px 0;"> <p>Reflecting on the Instructional Core</p> <ul style="list-style-type: none"> → How has our selection and implementation of the instruction/assessment practice been aligned with the student learning need? → How do our learning tasks predict performance? → How has the role of the student evolved in the instruction/assessment process? → How has our enhancement of teacher content knowledge affected the development of the learning task? </div>
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