

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 use non-routine questions regularly and distributed “spaced” learning Then students will be more confident in answering “thinking & application” type questions.

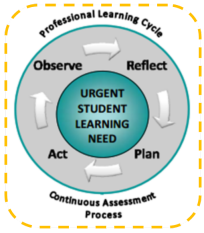
Which **SEF Indicators** will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYSP 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>
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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>
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<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? 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?
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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
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"> Resiliency survey - Community Cohesiveness 18% were vulnerable Teacher observation/parent conversations regarding anxiety, students not wanting to come to school Teachers and principal spending more time on relationship/miscommunication issues between students 	<ul style="list-style-type: none"> June Report cards show 20 students in the school achieving below level 3 for Number Sense and 18 for Measurement CAT-4 - demonstrated 74% of students struggled in answering Computation of whole numbers and decimals (adding, subtracting, multiplying, dividing and using percent, negative numbers, fractions and powers). EQAO results show a need in answering “Thinking & Application” type questions EQAO - more difficulty in Measurement strand for grade 6 and Number Sense for Grade 3 Teacher observation shows students continue to struggle with answering non-routine questions 	<ul style="list-style-type: none"> EQAO - Students were relatively weaker in answering questions that involved Making Connections. BLAM 	<ul style="list-style-type: none"> Not all classes are using e-portfolios Last year a few experiential opportunities were provided Resiliency survey shows 18% of students didn’t feel connected to the community they live in
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"> Student self-evaluation Teacher observation and taking over the year regarding student issues To cultivate among staff, a positive and restorative approach to discipline and social engagement that limits exclusionary interventions; To increase staff and student, positive self-concept, and student usage of positive conflict resolution strategies. 	<ul style="list-style-type: none"> To increase the number of students achieving provincial standards Scores from CAT4, EQAO and report cards Monitor Students who scored 2.7 to 3.1 on EQAO Students will be more confident in answering non-routine questions (Self-evaluation) 	<ul style="list-style-type: none"> To continue to have our students be successful in Reading and Writing. Our students will continue to apply critical thinking skills, analyze and challenge texts, express supported ideas and opinions and reflect on and connect to other learning To improve EQAO scores for students in Making Connections 	<ul style="list-style-type: none"> All intermediate students will complete the activities outlined in the IPP manual for Grade 7 and 8 (MyBlue Print) *All divisions will create an "All about Me" e-portfolio containing at least 2 self-selected work samples. More experiential learning opportunities will be provided for students

St. Teresa of Avila - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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Program Plan	<p>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation? (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?)</p>	<ul style="list-style-type: none"> ● To foster a sense of community among staff, students and parents, and engage all stakeholders in the life of the school; 	<ul style="list-style-type: none"> ● Leaps and Bounds for diagnostic and knowledgehook ● Create a monitoring rubric and self-evaluation rubric for students that will measure how students are responding to weekly non-routine questions ● Report on marker students once a month on the first and the last questions used and stapled to hand in to principal ● Monthly Divisional meeting will focus on creating/gathering non-routine questions (EQAO, Marion Small, CEMC, Guide for Effective Instruction) ● Mock EQAO for grade 3, 4, 5, 6 ● Instructional Coach - 3 cycles ● PD around non-routine questions and distributed learning ● PD regarding LD ● LD Math Group ● Run a homework club twice a week ● Mock EQAO for parents 	<ul style="list-style-type: none"> ● Decoding EMPOWER groups ● Comprehension EMPOWER group ● Create Learning Profiles for students with L.D. and struggling learners ● Common problem solving steps - Visualize, Verbalize, Verify / CUBE ● LEXIA program 	<ul style="list-style-type: none"> ● PD for MyBluePrint ● “Makers Room” - guest speakers (Community members of various occupations and hobbies) ● Opportunities will be provided for students to learn about their personal interests, strengths, career options ● Students with IEP’s have a clear and high school transition plan ● Increase connection between high school and elementary school
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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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- 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

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

- 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?

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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?

