

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 staff builds capacity and leverages support from Numeracy Coach and Renewed Math Strategies/Fundamentals of Math initiatives, focusing specifically on the big idea of “Proportional Reasoning” (as per the monograph and accompanied by a school wide growth mindset for mathematic), then students will be able to complete a greater range of rich math tasks and oral and written communication experiences, enabling greater math confidence and flexibility when students attempt challenging multi-step math inquiry tasks.

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

<p align="center">Nurturing Our Catholic Community</p> <p>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 align="center">Building Capacity to Lead , Learn & Live Authentically</p> <p>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 align="center">Student Engagement, Achievement & Innovation</p> <p>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 align="center">CATHOLIC, COMMUNITY, CULTURE & CARING</p> <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 align="center">NUMERACY</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 align="center">LITERACY</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 align="center">PATHWAYS TO SUCCESS</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>
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<p align="center">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? ● 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 align="center">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
S	<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"> ● Building resiliency ● Building tolerance ● Problem solving in social interactions ● Developing empathy, kindness and a sense of community ● Invest in our community (stewardship of others, environment, and selves) ● Students to be able to identify subtle and early forms of bullying and develop coping strategies ● Build understanding and awareness re social media platform 	<ul style="list-style-type: none"> ● Developing number sense and a strong understanding of numbers (one - one, cardinality, subitizing) ● Deeper examination of Multiple choice -two parts questions. Practise and look for including steps, strategies and viable answers. ● Fluency and interpretation of questions (including language, terminology, meaning of the question, selection and organization of operations) ● Perseverance with questions ● Continue to progress as observed through EQAO 	<ul style="list-style-type: none"> ● Writing conventions/planning for writing ● Build on the continual use of graphic organizers like T-charts/Venn diagram (as appropriate through the divisions) ● BLAM (Benchmarks) ● Endurance with open response handwritten ● Low BLAM results are showing a need for alphabet recognition and sound knowledge ● Noticing that students are having a harder time reaching level 3 reading level by end of SK. 	<ul style="list-style-type: none"> ● Board expectation in grade seven and eight ● Self Regulation Skills ● Address Global Competencies. ● E-portfolios ● Improve intermediate students' participation and completion of Career Cruising, IPP activities. ● Continue to attend St. Benedict 'engagement' initiatives(visits, etc.) ● Course selections for secondary school align more precisely and authentically with future career path.
O	<p>What is the outcome/result you are working towards? How will you measure reaching this outcome? <i>(e.g. monitoring changes in teacher practise?)</i></p>	<p>Increase empathy in school community Students “building” each other up through kindness, compliments, and manners, as well as an overall sense of Christian virtues towards everyone</p>	<ul style="list-style-type: none"> ● Flexible thinking around numbers ● Greater competence in all strands and being able to apply the knowledge ● Model exchangeable words (i.e., names, flexibility) 	<p>Focus on spelling and grammar lessons with high frequency words in both French/English Mastery of BLAM benchmarks By the end each grade ensuring that students know</p>	<p>Reinforce concepts in French that are taught in English through cross curricular learning Increased awareness of potential pathways available to them</p>

Our Lady of Fatima - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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	<i>Identifying impact on student achievement, well-being, etc.?)</i>	To be respectful of each other Help students to think of others, not just themselves Taking care of community: (humans, space, personal well being)	with operational words- instead of "things"- characteristics) ● EQAO Grade 3 Math- maintain current levels of success in meeting Provincial Standards. Target-80% of students will attain Provincial Standards ● EQAO Grade 6 Math- build on improvements in increased number of students achieving Provincial Standards. Target- 42% of students will attain Provincial Standards	appropriate level language skills (i.e. JK - all letters and sounds) and are using reading strategies. Improve endurance with a variety of questions and using relevant details in content (ie., open-ended, lengthy, challenging, flexible-thinking, reflective) EQAO Grade 3 Reading and Writing- maintain current levels of success in meeting or exceeding Provincial Standards. Target- Reading 83%, Writing 80% of students will attain Provincial Standards EQAO Grade 6 Reading and Writing- maintain current levels of success in meeting or exceeding Provincial Standards. Targets- Reading 85%, Writing 82% of students will attain Provincial Standards	Students will be able to listen to a lesson, sit and be engaged for appropriate periods of time (improve transitional times and time on task through improvement in resilience and perseverance)
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>	Measured by observable positive change in behaviour Using Tools for life, modeling, using Bible Stories (Religion programme: Growing in Faith & Growing in Christ) Use increased community/circle meetings, focus on lessons (cross-curricular) that can teach empathy Umbrella project (Assembly, lessons) Christian Meditation Teacher modeling Teaching Growth Mindset Buddy Bench Forward Falcon Guest speakers on media awareness Monthly 'Social Media Etiquette' on school website and twitter Focus on Manners Matter concepts by Ron Morrish 'Girl Power' empowerment program for grade 6 to 8 girls.	<ul style="list-style-type: none"> ● Continue using proportional reasoning resources, instructional coach, past PD supplemental material to inform practice. ● Inquiry Based learning, using resources like Math before Bed, Estimation Jar, Math Up, Guides to Effective Instruction, Capacity Building series, etc. ● Ensuring that the numeracy strand is used continuously throughout the year. ● Knowledgehook- show answer analyse their responses to see multiple representations ● Incorporated practise as needed into Daily Math/Bell work 	Continue to teach phonics, Guided Reading groups, small group lessons to meet students needs. Integrate English and F.I. programming in primary (e.g., writing conventions, genres, and strategies). Teach how to read, interpret, and respond accurately to questions from a variety of sources and types. Incorporate proper terminology- Narrative, fiction vs. Nonfiction, e.g. "What makes this a narrative?"	Modelling Gradual Release Positive reinforcement Setting higher expectations Regular visits by FOS Student Success Consultant Engage in setting goals and select appropriate activities and programs as well as pathway choices that reflect their abilities and interests. Use a variety of digital tools to collaborate and communicate ideas to authentic audiences. Participate in experiential learning opportunities that allow students to explore interests, skills, and abilities.

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 SIPS
- 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

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

- Triangulate leading student achievement data to establish responsive instructional goals, & plan & monitor professional learning needs

Students will:

- believe they can learn, progress and achieve
- understand what they need to do to be successful in

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<ul style="list-style-type: none"> 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 	<p>classroom components: worthwhile tasks, classroom discourse, non-threatening classroom environments, & tools and representations</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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> <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 	<p>independent numeracy and literacy tasks (robust tasks and success criteria)</p> <ul style="list-style-type: none"> explore and reflect on interests, strengths, skills, and education/career/life aspirations believe their learning and well-being are supported
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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 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</p> <p><i>Collaborate & Communicate</i></p> <p><i>Think Critically & Problem Solve</i></p> <p><i>Create & Innovate; Develop Character</i></p> <p><i>Demonstrate Resiliency & Persevere</i></p> </div>	<p 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 MYSP 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 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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