

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: Measurement; Application and Thinking; Multiple Choice Questions

SCHOOL-THEORY OF ACTION: If teachers provide students with non-routine questions in Mathematics, then students will have multiple entry points, student to student discourse and the ability to apply knowledge across all strands.

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>Nurturing Our Catholic Community</p> <p>BIPSA SEF Indicators 4.1,5.3, 6.3</p> <p>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</p> <p>BIPSA SEF Indicators 2.4, 4.3, 4.5</p> <p>Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?</p>	<p>Student Engagement, Achievement & Innovation</p> <p>BIPSA SEF Indicators 3.1, 4.2, 5.4</p> <p>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</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>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>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>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>
---	--	--	---

<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
S	<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"> Ontario Catholic Graduate Schools Expectations & Catholic Social Teachings Meaningful worship in liturgies, masses, prayer & other celebrations School / class-wide social-emotional learning 	<ul style="list-style-type: none"> Consistent use of non-routine questions to support flexibility, critical thinking, reasoning, and creativity when solving problems Attention to the Measurement strand and Thinking & Application categories Continue intentional focus on fractional sense Focus on Algebraic Reasoning 	<ul style="list-style-type: none"> Enhance understanding of vocabulary and complex texts Cohesive topic development, use of supporting details, organization and text conventions 	<ul style="list-style-type: none"> Act upon feedback from teachers & peers to move learning forward Engage in goal-setting Celebrate mistakes, discuss struggles, and demonstrate perseverance Develop global competencies
O	<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>	<p>Increase level of student-faith-filled experiences Increased positive school culture and sense of community Increase student mental well-being</p>	<ul style="list-style-type: none"> Primary & Junior EQAO: Increase achievement within the Measurement strand as well as the Thinking & Application categories across all strands Increase Junior EQAO cohort achievement Increase achievement for students with learning disabilities and/or diverse learning needs 	<ul style="list-style-type: none"> EQAO: Maintain alignment between reading & writing at provincial standard CAT4: Increase understanding & accurate use of vocabulary Increase achievement for students with learning disabilities and/or diverse learning profiles 	<p>Increase the number of student artifacts uploaded to each student’s All About Me portfolio Increase the My Blueprint, IPP activity completion rates</p>
R	<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>	<p>Student-led OCSGE assemblies, classroom instruction and student recognition Partnership with school/parish in planning student-led Masses, liturgies and other celebrations Regular practice of Christian Meditation, Classroom Meetings, and Restorative practices</p>	<ul style="list-style-type: none"> Identify Marker students and track progress Guided Math and Differentiated Instruction Provide multi-step, cross-strand questions that focus on application & thinking Promote student-to-student discourse through Accountable Talk strategies Deepen students’ understanding of Algebraic 	<ul style="list-style-type: none"> Identify Marker studenttics and track progress Effective application of vocabulary and text structure through daily responsive guided instruction Intentional word study to deepen comprehension of rich instructional texts Build on the critical thinking of others through robust student-to-student discourse (e.g., descriptive 	<p>K-6 effectively utilizes All About Me portfolios Gr. 7-8 completes all My Blueprint activities Engage in inquiry-based learning to collaboratively decide the focus & structure of the inquiry Use a variety of digital tools to collaborate & to creatively communicate ideas to authentic audien</p>

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: Measurement; Application and Thinking; Multiple Choice Questions

SCHOOL-THEORY OF ACTION: *If teachers provide students with non-routine questions in Mathematics, then students will have multiple entry points, student to student discourse and the ability to apply knowledge across all strands.*

		Reasoning Support consolidation and mastery of learning Use EQAO-style (non-routine) questions to assess students' progress	feedback, accountable talk activities) Daily responsive guided instruction in Reading and Writing Leveraging digital tools in the classroom for all students with a focus on students with Learning Disabilities Use EQAO-style (non-routine) questions to assess students' progress
--	--	---	---

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
- 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

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 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

- 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
- Respond to system learning needs in a strategic and timely fashion

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

MONITORING LEARNING

Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

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: Measurement; Application and Thinking; Multiple Choice Questions

SCHOOL-THEORY OF ACTION: *If teachers provide students with non-routine questions in Mathematics, then students will have multiple entry points, student to student discourse and the ability to apply knowledge across all strands.*

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?

