

**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 the mental well-being and literacy needs of students across all curricular areas Then we will have well-balanced students and our literacy/numeracy results will improve.

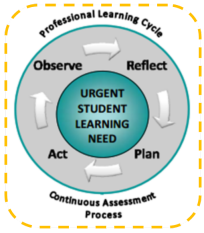
Which SEF Indicators will support the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

**MYS P Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL**

<p><b>Nurturing Our Catholic Community</b>                  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><b>Building Capacity to Lead , Learn &amp; Live Authentically</b>                  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><b>Student Engagement, Achievement &amp; Innovation</b>                  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><b>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</b>                  ...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><b>NUMERACY</b>                  ...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><b>LITERACY</b>                  ...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><b>PATHWAYS TO SUCCESS</b>                  ... 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><b>Knowing the LEARNER through ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>How can we understand what a student knows, thinks, and is able to do?</li> <li>How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?</li> <li>How will we give students voice and choice in their learning and build on a desire to make sense of their world?</li> <li>How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning?</li> </ul>		<p><b>Responding through EFFECTIVE INSTRUCTION &amp; LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time?</li> <li>How will <u>observations, conversations and products</u> (i.e. triangulation of data) drive the next level of learning in the curriculum?</li> <li>How do we engage students in co-designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning?</li> <li>How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?</li> </ul>
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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><b>How do you know this is a need?</b>  <b>What evidence/data suggests there is a need?</b>                  (e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</p>	<ul style="list-style-type: none"> <li>Our need is to build empathy in recognizing the way both students and teachers learn.. Ie. Allow our students more flexibility in how they learn in the school environment.</li> <li><b>CHARACTER COUNTS!</b> - use the motto more, promote, mantra</li> </ul>	<ul style="list-style-type: none"> <li>-ability to interpret graphics (reading texts and comprehension -- students struggle more -- OSSLT - purpose of the asteriks -- how do you read the question)</li> <li>-senior science courses show a drop off in numeracy skills -- implicitly teaching skills needed in grade 9 and 10 (algebra -- re-arranging formulas)</li> <li>Students are afraid of challenge, thinking questions/problems -</li> <li>Test taking strategies (for finishing in the allotted timeline, move on from questions with 1 mark, etc.)</li> <li>Better preparation for post-secondary (focus on senior students via assessment strategies)</li> <li>Critical thinking and problem solving skills (as an exit skill) for our students</li> <li>Problem Solving strategies to keep trying with complex problems (not giving up after reading the question or one wrong solution)</li> </ul>	<ul style="list-style-type: none"> <li>OSSLT EQAO -- making connections is a struggle for students -- overall meaning and extracting to make connections created a struggle; students can summarize but struggle to use evidence to back up their findings</li> <li>reading complexity in Science/Math</li> <li>technology literacy -- connections of texts that are read; discover what’s important in the text</li> <li>Knowledge strand carries students marks -- weighting is changing to think/challenge self more</li> <li>Speaking with people in the professional world suggest that students lack ability to collaborate, communication skills engaging audiences and listening to feedback</li> <li>Struggle with interview skills</li> <li>‘The kids will be hired for skills fired for social skills</li> <li>‘Computer has become the central focus so difficulty focusing on conversation</li> <li>Space and environment flexible seating in research suggests that it adds to communication and learning- classroom restrictions</li> <li>Computer is a means to an end yet it has become a crutch to</li> </ul>	<ul style="list-style-type: none"> <li>provincial standard rates - indicate need for greater engagement</li> <li>provincial standard rates - suggest need for more teacher information about engagement opportunities (e.g. SHSM, Speakers’ Bureau, etc.) and/or teaching &amp; assessment strategies and policies (problem-based learning, formally &amp; proactively planned modifications, etc.)</li> <li>pathway choices and destination/career planning = could be improved = would engagement be greater with more specific, genuine experiences and information about training and job sectors</li> </ul>

*St. David Catholic Secondary School - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019*

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Outcome (Result)	<p><b>What is the outcome/result you are working towards? How will you measure reaching this outcome?</b> <i>(e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</i></p>	<ul style="list-style-type: none"> <li>• Trial- student feedback. We hope this will contribute to more engagement leading to more students success.</li> <li>• If tracking students at main office regarding incidents...then it will help knowing more about overall school safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement on EQAO</li> <li>• Disconnect between teaching and EQAO testing, and the weighting of the categories (TIPS)</li> <li>• Striving for more than a pass -- achieving the provincial standard</li> <li>• Students on an IEP using their accommodations to reach the provincial standard</li> <li>• Teachers share best practice on strategies to support the learning</li> </ul>	<p>conversation and communication</p> <ul style="list-style-type: none"> <li>• Nurturing global competency skills -- with teachers (Critical Thinking/Problem Solving, Innovation, Creativity, and Entrepreneurship, Self-Directed Learning)</li> <li>• During instruction engaging students in critical thought/problem solving more frequently</li> <li>• Messaging around how to achieve the provincial standard</li> <li>• Teachers support students in engaging in student-to-student discourse to enhance their understanding of complex texts by building on their critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• -increased experiential pathway opportunities (informing teachers and students)</li> <li>• -more students achieving provincial standards because they are more engaged in learning via experiential opportunities</li> <li>• Increase SHSM rates as a mechanism for pathway engagement</li> <li>• Increase year 4 and 5 grad rates as students become more engaged in appropriate pathways</li> </ul>
Program Plan	<p><b>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation?</b> <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"> <li>• Meet the need of engagement for well being le 10 minutes of standing during class, food bank pantry at school, dress clothes for dances,</li> <li>• - support the umbrella project- what does it mean to develop/use the umbrella?</li> <li>• <b>together table</b> improve what we already do. Getting to know somebody else. Perhaps gr.12 with gr.9 or Link with groups.</li> <li>• Spin your stress away during exams.</li> <li>• -multicultural fair</li> </ul>	<ul style="list-style-type: none"> <li>• Think as a group and practice how to respond to questions vs giving up</li> <li>• Spiral the expectations across the entire course -- all basic skills are covered repetitively</li> <li>• Gap closing teacher -- to work individually with struggling students and concepts</li> <li>• What resources are in the classroom -- places to go to get help</li> <li>• Sharing best practices and classroom strategies to help develop perseverance, critical thinking, and grit</li> <li>• Need: Release time to observe in other science/math classrooms related to best practices and engagement of students</li> </ul>	<ul style="list-style-type: none"> <li>• Look at best teaching</li> <li>• Find a new research based strategy for student learning - finding another teacher that would also be interested in using this strategy and working through it together. Collecting data - did it work well?</li> </ul>	<ul style="list-style-type: none"> <li>• Survey teachers about experiential programs they are already using and then educate other teachers on how to access them</li> <li>• Survey teachers and support staff re comfort and skill at using 21st C teaching tools, e.g. Google Classroom, D2L, assistive technology tools, etc.); provide direct training for students, parents, some teachers, support staff)</li> <li>• Review individual students who are not at provincial standard and explore methods to improve engagement</li> <li>• Meet more frequently with SHSM students to discuss future pathways</li> <li>• Offer session on PD day re how to access experiential activities</li> </ul>

***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

**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

- 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

**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,

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<p>Learning Communities (PLCs), etc., as well as Principal Learning Teams (PLTs) and Network Learning Communities (NLCs)) using evidence-based instructional strategies</p> <ul style="list-style-type: none"> <li>Develop and implement learning cycles based on school and student data/evidence</li> <li>Bring current evidence to each network learning session to demonstrate progress made within the inquiry process</li> <li>Participate in and provide opportunities for co-planning, co-teaching and co-debriefing/reflecting amongst staff</li> <li>Promote formal and informal leadership within the school to support professional learning</li> <li>Ensure that learning communities (e.g., PLCs, CILs, NLCs, and Family of Schools (FOS) are in place and evidence of progress is maintained</li> <li>Purposefully embed the strategies identified in the Pastoral Plan</li> <li>Engage parents/caregivers in supporting educational priorities</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate Ontario Catholic school Graduate Expectations into all planning &amp; learning opportunities</li> <li>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 &amp; pedagogical-play learning, etc.) &amp; tiered interventions</li> <li>Participate in PLCs using student data &amp; collaborative inquiry to monitor progress, deepen professional knowledge; understand &amp; use digital technologies, to gather and analyze timely assessment information about student learning to guide instructional approach</li> <li>Engage parents/caregivers in supporting educational priorities</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the consolidation of key concepts to support students in becoming independent &amp; flexible thinkers.</li> </ul> <p><b>Support Staff will (from <i>K-12 School Effectiveness Framework-OLF</i>):</b></p> <ul style="list-style-type: none"> <li>Collaborate to assist in the implementation of effective strategies that will support learning for all students</li> <li>Collaborate to support job-embedded professional learning of evidence-based instructional strategies</li> <li>Respond to system learning needs in a strategic and timely fashion</li> </ul>	<p>and education/career/life aspirations</p> <ul style="list-style-type: none"> <li>believe their learning and well-being are supported</li> </ul>
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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.

#### 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?

