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.

Nurturing Our Catholic Community

BIPS A SEF Indicators 4.1, 5.3, 6.3
Where are our areas of growth? What must we learn more about? SEF strategies/indicators that we believe will have the greatest impact on the area of urgent student needs?

Building Capacity to Lead, Learn & Live Authentically

BIPS A 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)?

Student Engagement, Achievement & Innovation

BIPS A SEF Indicators 3.1, 4.2, 5.4
How will the strategies and actions change practice to achieve the outcomes (s)?

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

CATHOLIC, COMMUNITY, CULTURE & CARING

...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, and is able to do?

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)

LITERACY

...use language and images to apply critical thinking skills, analyze and challenge tests, express opinion and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

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)

Knowing the LEARNER through ASSESSMENT

How can we understand what a student knows, thinks, and is able to do?

How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning?

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 observations, conversations and products (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 & 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?

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: In reading students struggle to identify and provide supporting evidence from real texts to make meaningful connections and interpretations. Students struggle to express their understanding, opinions and thoughts in written form. Their work lacks effective organization, supporting details, complex sentence structure and appropriate use of conventions. In numeracy, students struggle with applying thinking skills to solve contextual problems and communicate their thinking thoroughly and precisely.

SCHOOL-THEORY OF ACTION: If we engage students in small group guided instruction to provide feedback and modeling then teachers will be able to identify and respond to student needs therefore increasing student achievement.

MYSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

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

Student Learning Need

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)

Knowing 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

CATHOLIC, COMMUNITY, CULTURE & CARING

NUMERACY

LITERACY

PATHWAYS TO SUCCESS

Report cards(school)

Report Cards(school)

Report Cards(school)

EQAO (Math)

EQAO - verbal 58 percentile

CCAT - quantitative 69 percentile

Gr. 3 - writing 82%

Gr. 3 writing 82%

Gr. 6 - reading 86%

Gr. 6 writing 61%

Gr. 6 nonverbal 67 percentile

Cat4 - Math 59 percentile

Cat4 - Reading 51 percentile

Conventions 73 percentile

Gr. 6

Gr. 4

Gr. 6

A 39%

B 46%

C 15k

A 39%

B 44%

C 36%

D 4%

A 25%

B 46%

A 25%

A 25%

B 46%

A 25%

A 25%

B 46%

A 25%

B 46%

A 25%

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<table>
<thead>
<tr>
<th>Program Plan</th>
<th></th>
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<tbody>
<tr>
<td><strong>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation?</strong> (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?</td>
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<tr>
<td><strong>Umbrella Project:</strong> We began the umbrella project to build skills and perspective in our staff and student to help them cope and respond to the social and personal challenges they face.</td>
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<td><strong>We have monthly assemblies and changed our student recognition approach to help engage students, increase ownership and leadership</strong></td>
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<td><strong>Utilize the instructional coach to build consistency throughout the school focusing on guided instruction in mathematics.</strong></td>
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<tr>
<td><strong>Use math leads to provide professional development and collaboration amongst staff.</strong></td>
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<tr>
<td><strong>Purchased Math up license.</strong></td>
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<tr>
<td><strong>Continue with teacher moderation twice a year.</strong></td>
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<tr>
<td><strong>Monthy math activity bulletin board.</strong></td>
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<tr>
<td><strong>Daily use of open ended questions focusing on collaboration, feedback and communication.</strong></td>
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<tr>
<td><strong>Daily number talks.</strong></td>
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<tr>
<td><strong>Teacher share instructional practices during staff meetings.</strong></td>
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<td><strong>Use diagnostic data to create class profiles.</strong></td>
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<tr>
<td><strong>Emphasize learning goals and success criteria in every student learning task/lesson.</strong></td>
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<tr>
<td><strong>Utilize the instructional coach to build consistency throughout the school focusing on guided reading and writing targeting specific skills of each.</strong></td>
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<tr>
<td><strong>Introduce frequent and shorter writing tasks daily to increase writer resilience.</strong></td>
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<tr>
<td><strong>Focus on teacher feedback during the reading and writing process to allow teacher modelling and student revision/practice.</strong></td>
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<tr>
<td><strong>Teachers share instructional practice during staff meetings.</strong></td>
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<tr>
<td><strong>Use consultants to build teacher capacity in guided instruction</strong></td>
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</table>

**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.

<table>
<thead>
<tr>
<th>Superintendent will (from Catholic System-Level Leadership-OLP)</th>
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<tr>
<td><strong>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.</strong></td>
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<tr>
<td><strong>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.</strong></td>
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<tr>
<td><strong>Collaborate with and support schools in the development of their School Improvement Plan (SIP) and incorporation of relevant data.</strong></td>
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**NEXT STEPS:**

**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 instructional thinking 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?

**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?