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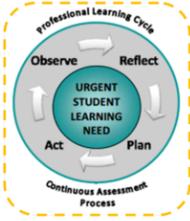

Which **SEF Indicators will support** the evidence based strategies aligned with the outcomes? Indicators describe the intended outcome of actions –facts, behaviours, structures or processes which indicate if we are on the right track or not.

MYSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community	Building Capacity to Lead , Learn & Live Authentically	Student Engagement, Achievement & Innovation
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?*	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)?*	BIPSA 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	NUMERACY	LITERACY	PATHWAYS TO SUCCESS
…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)	…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)	…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)	… 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 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?

Professional Learning Cycle — Observe, Reflect, Plan, Act — URGENT STUDENT LEARNING NEED — Continuous Assessment Process

Responding through EFFECTIVE INSTRUCTION & LEARNING ENVIRONMENT

- 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?

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 <u>result</u> 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	**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)*	• Awareness of FNMI culture and social justice issues • Awareness of emotional well-being and recognition of skills of well-being • Conflict resolution skills • Students having a voice, choice and agency in the community • Learning about health and well-being in relation to nutrition	• Providing multi-step rich tasks and using consistent language ie. Problem Solving Model • Consistent use of number talks/number strings • Use visuals and number relationships, and conversions • Providing frequent opportunities to compose and decompose numbers (i.e. using manipulatives) • Develop an understanding of equality through use of specific vocabulary during number talks (sum, equals and same as). • Exposure to various representations of an equation • (i.e. 5=3+2, 6+3 =1+8, 3=7=10) • Using specific vocabulary and strategies for multiple choice questions • Ability to understand and use formulas • Understanding of metric units and measurement concepts • Ability to read, understand and pick out important info from questions	• Building student vocabulary through oral language opportunities and exposure to a variety of texts and experiences (i.e. field trips, guest speakers, hands-on activities, "Let's Talk About It" resource). • Provide and model use of graphic organizers and strategies to help organize information and thinking for reading and writing (i.e. Venn Diagrams, T-Chart, Brainstorming Web). • Determining important information from the text through rereading and highlighting key points. • More opportunities for Think-Pair-Share when learning to summarize information from a text. • Developing understanding of Concepts About Print for Grade 2-8, relating to various text types (i.e. paragraphs, stanzas, line). • Developing ideas for writing. • Focus on proofreading and revising steps of the Writing process.	Ministry Policy • Students need to self-evaluate, set goals and reflect on their personal growth • Building awareness of self through "All About Me Portfolio" • Providing more outlets for students to manage their own needs (Ball chairs, bikes, opportunities for movement) and to keep them engaged in their education • Creating a supportive learning environment (standing desks…) due to students inattention, behaviour and disengagement • With more identified needs in our classrooms, the supports we provide must increase as well

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Outcome (Result)	**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.?)*	• Increased use of appropriate conflict resolution strategies using restorative practices • Promoting skills of well-being and emotional literacy through the Umbrella Project and EI program • Greater knowledge and understanding of FNMI culture, world cultures, and social justice issues • Student led events and initiatives in the school and communities • Healthy/Safe Schools committee and Nutrition for Learning program	• Incorporate spiral math strategies (pd for staff on what that looks like) • Observations, conversations and common tasks (triangulated assessments). • Increase the use and explanation of multi-step thinking/application questions • A stronger understanding of number composition	• Better performance on EQAO and CAT4 assessment scores. • Reading Records and BLAM assessment tools • Increased performance on CASI and OCA •	• Explicitly teach how to use feedback to be successful in future work • Provide various tasks based on student learning needs using 21st century instruction models to engage all levels of learners • Continue to upload meaningful work to the "All About Me" portfolio • Greater awareness of student self assessment based on the success criteria
Program Plan	**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?*	• Use of restorative practice, training of staff in restorative practices • 8 Monthly assemblies to introduce and celebrate various skills of well-being • Umbrella Project - every class uses the lessons and resources • School-wide FMNI and world culture initiatives (e.g. Orange Shirt Day, Indigenous Day, culturally related functions) • Student led assemblies, grade 8 fundraising for graduation, etc. • Each class will present an umbrella skill at each assembly • Wellness Committee (e.g. social events, weekly staff prayers) • Active Healthy/Safe Schools Committee meeting 5 times	• Intermediate divisional math planning and moderation to create meaningful spiral units • Resources: invest in more "Number Talks" by Sherry Parrish • Use of problem solving questions in teaching practice at least once each week •	• Differentiated instruction • More inservicing from Literacy consultants to develop understanding of use of tools, resources and how to bridge the gap for struggling learners across all grades	• Continue to promote St. Benedict's high school as the main choice for St. Michael students • Completion of Grade 7 and 8 Blueprint program

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*)	**Educators will (from *K-12 School Effectiveness Framework-OLF*):**	• 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:**
• 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	• 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		• believe they can learn, progress and achieve • understand what they need to do to be successful in independent numeracy and literacy tasks (robust

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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	● 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	● 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	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.

MONITORING OUR STUDENTS' LEARNING	NEXT STEPS:	MONITORING OUR PROFESSIONAL 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*	● 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? 	**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?