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**

<table>
<thead>
<tr>
<th>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</th>
<th>NUMERACY</th>
<th>LITERACY</th>
<th>PATHWAYS TO SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What evidence/data suggests there is a need?</strong> (e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</td>
<td><strong>FOCUS - Analysis of Data indicated gaps in our students ability to solve multi-step problems in all strands.</strong></td>
<td><strong>LITERACY</strong></td>
<td><strong>PATHWAYS TO SUCCESS</strong></td>
</tr>
<tr>
<td>By explicitly teaching, modelling, monitoring, and celebrating behaviour we want to see in students</td>
<td>- Division wide problem solving method</td>
<td><strong>Monitors students capacity to provide detailed written responses, supporting opinions, including question in their responses, including their “voice”</strong></td>
<td>Engage in goal setting to promote appropriate activities/programs/pathway choices</td>
</tr>
<tr>
<td>Continue to implement strategies that support meaningful and relevant opportunities for liturgies, Masses, Sacraments, Classroom Meetings, Christian Meditation, etc.</td>
<td>- Use of C.U.B.E. problem solving method</td>
<td></td>
<td>Opportunities for participation in experiential learning—Off-site Field trips and Excursions</td>
</tr>
<tr>
<td><strong>What are we going to do about it?</strong></td>
<td>- M.M.M. - Monday Morning Math problem - U of W / Math before bed</td>
<td><strong>Increase students capacity to self-assess personal growth inputting 3+ samples per year</strong></td>
<td>Engage students in partnering in designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning</td>
</tr>
<tr>
<td>- Numeracy Collaboration with Coach</td>
<td>- How will we know when we’ve made it?</td>
<td></td>
<td>How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach</td>
</tr>
<tr>
<td>How will we give students voice and choice in their learning and build on a desire to make sense of their world?</td>
<td>- Administer ‘marker questions’ mid-year at intervals</td>
<td><strong>KNOW our Learners</strong></td>
<td>Engage in goal setting to promote appropriate activities/programs/pathway choices</td>
</tr>
<tr>
<td>How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning?</td>
<td>- Moderated Marking</td>
<td><strong>RESPOND to their Needs</strong></td>
<td>Opportunities for participation in experiential learning—Off-site Field trips and Excursions</td>
</tr>
<tr>
<td>Knowing the LEARNER through ASSESSMENT</td>
<td>- Informal School Based Instructional Rounds</td>
<td><strong>MONITOR our Progress</strong></td>
<td>Engage students in partnering in designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning</td>
</tr>
<tr>
<td><strong>SYSTEM FOCUS STATEMENTS: Through educator collaboration &amp; assessment, OUR STUDENTS WILL...</strong></td>
<td></td>
<td><strong>LITERACY</strong></td>
<td><strong>PATHWAYS TO SUCCESS</strong></td>
</tr>
<tr>
<td>Increase student achievement &amp; well-being through triangulated assessment (observations, conversation &amp; products) for/as learning in all curricula</td>
<td><strong>Build vocabulary through Comprehensive Literacy; Gradual Release; Guided Reading</strong></td>
<td><strong>MONitors students capacity to provide detailed written responses, supporting opinions, including question in their responses, including their “voice”</strong></td>
<td>Engage students in partnering in designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning</td>
</tr>
<tr>
<td><strong>SYSTEM INQUIRY QUESTION:</strong> 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: Numeracy Focus - Multi-step problems within all strands.</td>
<td><strong>NUMERACY</strong></td>
<td></td>
<td><strong>PATHWAYS TO SUCCESS</strong></td>
</tr>
<tr>
<td><strong>SCHOOL-THEORY OF ACTION:</strong> If we...collaborate, administer multi-step problems through a balanced Math Program focused on all strands. Then...we will see an increase in the number of targeted students achieving at or beyond the provincial standard.**</td>
<td></td>
<td><strong>LITERACY</strong></td>
<td>Support students with identifying goals, interests, learning styles etc. in programs such as All About Me e-Portfolios and My Blueprint</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

**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:** Numeracy Focus - Multi-step problems within all strands.

**SCHOOL-THEORY OF ACTION:** If we...collaborate, administer multi-step problems through a balanced Math Program focused on all strands. Then...we will see an increase in the number of targeted students achieving at or beyond the provincial standard.

<table>
<thead>
<tr>
<th>Program Plan</th>
<th>our parish and the broader school and board community to benefit student learning achievement.</th>
<th>Grade 6 (67)</th>
<th>Reading (92), and Writing (83)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?)</td>
<td>Student Council Club and Activities</td>
<td>STRATEGIES balance of effective &amp; practical math instruction with Collaborative Informal Instructional Rounds, Number Strings and Number Talks, use of Multiple-Choice responses, spiral learning,..., etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Spirit Assemblies</td>
<td>● Numeracy Collaboration and Monitoring with Coach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Annual Teaching Mass - Prayer responses, hymns and receiving Eucharist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Sunday Children’s Mass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Graduation hosted by St. Aloysius Parish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our Catholic, Global-Minded Graduates will: Collaborate & Communicate; Think Critically & Problem Solve; Create & Innovate; & Develop Character; Demonstrate Resilience & Perseverance

**STRAATEGIES 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 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)) and Catholic School Level Leadership (OLF) 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, creating a welcoming 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

**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

**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

### MONITORING LEARNING
### 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:
Numeracy Focus - Multi-step problems within all strands.

### School Theory of Action:
If we collaborate, administer multi-step problems through a balanced Math Program focused on all strands. Then...we will see an increase in the number of targeted students achieving at or beyond the provincial standard.

### 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 & Perseverance

### Next Steps:
- 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?

### 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?