**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 above the provincial standard for K–12?

**URGENT STUDENT LEARNING NEED:** Numeracy

**SCHOOL-THEORY OF ACTION:** If we focus on daily number sense routines, non-routine questions and rich number tasks then student flexibility of tool / strategy selection, achievement and confidence in math will improve.

---

**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?

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**System Focus Statements:** Through educator collaboration & assessment, OUR STUDENTS WILL...

<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>...contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.3, 6.3)</td>
<td>...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)</td>
<td>...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: 3.2, 4.2, 4.5)</td>
<td>...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)</td>
</tr>
</tbody>
</table>

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**SYSTEM PRIORITIES FOR LEARNING for ALL**

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)?

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**Guiding Questions**

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</th>
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<th>LITERACY</th>
<th>PATHWAYS TO SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>EQAO results show that 36% of grade 3 students are at or above the provincial standard for numeracy (decrease of 6%).</td>
<td>EQAO results show that 60% of grade 3 students area at or above the provincial standard for reading (increase of 18%) and 58% for writing. (increase of 10%).</td>
<td>Increase the number of student artifacts uploaded to each student’s All About Me portfolio</td>
<td></td>
</tr>
<tr>
<td>Structured faith based activities in the school, community and parish (e.g. masses, retreats, liturgies, celebrations and sacramental preparation)</td>
<td>EQAO results show that 49% of grade 6 students are at or above the provincial standard for numeracy (increase of 26%).</td>
<td>EQAO results show that 74% of grade 6 students are at or above the provincial standard for reading (increase of 18%) and 84% for writing (increase of 15%).</td>
<td>Engage in goal-setting and select appropriate activities/program &amp; pathway choices that reflect their interest, skills &amp; abilities</td>
<td></td>
</tr>
<tr>
<td>Build positive peer relationships through various school activities and initiatives. Some families face financial hardship</td>
<td>CAT-4 shows a need for proficiency in mathematics</td>
<td>CAT-4 shows a need for proficiency in use of conventions in both reading and writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some families face financial hardship</td>
<td>CCAT-7 shows a need for enrichment opportunities &amp; further investigation</td>
<td>*Building students’ capacity to use the IPP Blueprint in grades 7 and 8 to set/monitor personal goals, careers exploration and plan for secondary pathways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase the level of faith-filled experiences for our whole school community. Provide opportunities for students to be involved in activities that promote positive mental health and physical well being (G02n, TeachTow Team &amp; Sports)</td>
<td>Build general &amp; specific mathematics vocabulary</td>
<td>Increase EQAO results in reading and writing &amp; support student success through special education accommodations &amp; modifications including the consistent &amp; mindful use of technology &amp; strategies for students with learning disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/class wide social-emotional learning</td>
<td>Appropriate selection of tools and strategies</td>
<td>Increase EQAO results in reading and writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building community by using “I am MY Choices”</td>
<td>further investigation</td>
<td>Support student success through special education accommodations &amp; modifications including the consistent &amp; mindful use of technology &amp; strategies for students with learning disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Christian Meditation in all classes.</td>
<td>Engage in hands on learning opportunities in math to further develop students’ ability to apply concepts in practical settings</td>
<td>*Help students transition from elementary to secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase EQAO results in numeracy</td>
<td>Support student success through special education accommodations &amp; modifications including the consistent &amp; mindful use of technology &amp; strategies for students with learning disabilities</td>
<td>*Building students’ capacity to use the IPP Blueprint in grades 7 and 8 to set/monitor personal goals, careers exploration and plan for secondary pathways</td>
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</table>

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**Program Plan**

- Students will participate in monthly celebration/umbrella project assemblies.
- Carson partnership - Tools for Life (TFL) in Primary
- Special Education & Classroom Teams - TFL in K.
- Nutrition for Learning Program
- Sports Teams & Clubs
- Pastoral Team

- Intentional learning goals & co-created success criteria
- Number Talks & Number Strings
- Utilize the Instructional Coach to support Math learning cycles
- Emphasize Math Leads Role (ie reiterating learning at Number Talks & Number Strings)
- Appropriate selection of tools and strategies
- Further investigation

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**St John’s - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019**

OUR CATHOLIC GRADUATES: Nurtured in hope, empowered in a faith-filled learning stance to realize their God-given potential to transform the world

**O U T C O M E S (the result we are working toward):**

- Increase in student achievement & well-being through triangulated assessment (observations, conversation & products) for/as learning in all curricula

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**OUR CATHOLIC GRADUATES:**

- C N M O

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**Responseing 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?

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**KNOW our Learners**

- How will the strategies and actions change practice to achieve the outcomes (s)?

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**Student Engagement, Achievement & Innovation**

BIPSA SEF Indicators 3.1, 4.2, 5.4

Which evidence/data suggests there is a need?

- How will you monitor your program implementation?

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**PATHWAYS TO SUCCESS**

- What evidence/data suggests there is a need?

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**BIPSA SEF Indicators 4.1, 5.3, 6.3**

Where are our areas of growth? What must we learn more about? 7 SEF strategies/Indicators that we believe will have the greatest impact on the area of urgent student needs?

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**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 above the provincial standard for K-12?**
### URGENT STUDENT LEARNING NEED: Numeracy

**SCHOOL-THEORY OF ACTION:** If we focus on daily number sense routines, non-routine questions and rich number tasks then student flexibility of tool/strategy selection, achievement and confidence in math will improve.

<table>
<thead>
<tr>
<th>UMBRERA Project</th>
<th>Go Zen</th>
<th>Teachtown</th>
<th>Social Justice Initiatives - We Team</th>
<th>Parenting Support</th>
<th>Newcomer Family Support</th>
<th>Identify, plan and support Christmas Hampers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caribou Mathematics &amp; Gauss Mathematics Competitions</strong></td>
<td>Use of math tools, concrete materials, and technology on a daily basis</td>
<td>Use of knowledge to engage students and monitor</td>
<td>Grade and division level collaboration (share ideas)</td>
<td>Mock EQAO in February</td>
<td>Focus on appropriate tool selection strategies to help students understand effective solving strategies (i.e., additive and multiplicative thinking)</td>
<td>Special Education Teacher support in math classes will enable all students to successfully enter into math discussions, inquiry and problem solving</td>
</tr>
<tr>
<td><strong>Collaborate to support job-embedded professional learning of evidence-based instructional strategies</strong></td>
<td>Collaborate to assist in the implementation of effective strategies that will support learning for all students</td>
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**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?

**THEORY OF ACTION:**

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

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**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 BIPS, 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)) 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 & pedagogy, 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.

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**STAFF SUPPORT 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;
- 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 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;
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- Assist in connecting the BIPS, School Effectiveness Framework (SEF), to SIPSA;
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**MONITORED THROUGH:**
- Parochial Priest, Chaplain visits and feedback, Carizon Resource Program, Worker visits and feedback, Settlement worker visits and feedback and Social Worker visits and feedback.
**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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---

**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?

**Catholic, Global-Minded Graduates**

- Collaborate & Communicate
- Think Critically & Problem Solve
- Create & Innovate
- Develop Character
- Demonstrate Resilience & 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?

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**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?