—SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

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?

<SCHOOL INQUIRY QUESTION>: _____*URGENT STUDENT LEARNING NEED*_____

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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

See SIPSA support doc.

Nurturing Our Catholic Community	**Building Capacity to Lead , Learn & Live Authentically**	**Student Engagement, Achievement & Innovation**
BIPSA SEF Indicators 4.1,5.3, 6.3	BIPSA SEF Indicators 2.4, 4.3, 4.5	BIPSA SEF Indicators 3.1, 4.2, 5.4
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?	*Which essential practice will support the instructional strategies/practices? How is professional learning responsive to the outcome (s)?*	*How will the strategies and actions change practice to achieve the outcomes (s)?*

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

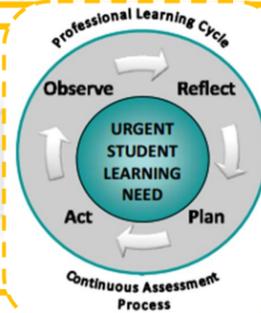| **CATHOLIC, COMMUNITY, CULTURE & CARING**	**NUMERACY**	**LITERACY**	**PATHWAYS TO SUCCESS**
…contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being. (SEF: 3.1, 6.3)	…problem-solve, communicate, and 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
URGENT STUDENT LEARNING NEED
Act — Plan
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 observations, conversations and products (i.e. triangulation of data) drive the next level of learning in the curriculum?
- How can we best plan, sequence and connect key concepts across the year through the gradual release of responsibility model?
- How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?

See SIPSA support doc.

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

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OUTCOMES

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

CATHOLIC, COMMUNITY, CULTURE & CARING	**NUMERACY**	**LITERACY**	**PATHWAYS TO SUCCESS**
Outcome:	*Outcome:* • Primary & Junior EQAO: • Gr. 9 Applied EQAO: approaching/achieving provincial standard : • Primary, Junior, & Gr. 9 EQAO: Cohort goal: • Students with LD;	*Outcome:* • EQAO: • CAT4:	*Outcome:*

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

Student Learning Needs:	Student Learning Needs:	Student Learning Needs:	Student Learning Needs:
•	•	•	•

<SCHOOL NAME>—SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT

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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:

- 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:

- 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

Educators will:

- 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 & 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
- 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
- Focus on the consolidation of key concepts to support students in becoming independent & flexible thinkers.

Support Staff will:

- 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

Students will:

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See SIPSA support doc.

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?

See SIPSA support doc.

Professional Learning Cycle
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Catholic, Global-Minded Graduates
Collaborate & Communicate
Think Critically & Problem Solve
Create & Innovate; Develop Character
*Demonstrate Resiliency & Persevere*

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 all educator professional learning:

Reflecting on the Instructional Core

Teacher
Learning Task
Curriculum — Student
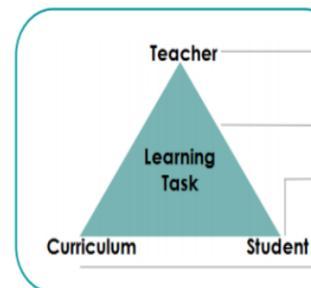
- How has our selection and implementation of the instruction/assessment practice been aligned with the student learning need?
- How do our learning tasks predict performance?
- How has the role of the student evolved in the instruction/assessment process?
- How has our enhancement of teacher content knowledge affected the development of the learning task?