

**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:** Students tend to rush through their work without revisiting or self-assessing according to success criteria and lesson expectations. Students need opportunities to reflect and challenge themselves, approach tasks independently and persevere with them until finished.  
**SCHOOL-THEORY OF ACTION:** We believe that **IF** we are using effective teaching (challenging but attainable) and assessment strategies (like continually challenging students to self-reflect on their work using the Success Criteria) in our classrooms **THEN** students will be actively engaged in their learning, take more risks, and therefore increase the quality of their work.

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.

**MYSF 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	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?



**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 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 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	CATHOLIC, COMMUNITY, CULTURE & CARING	NUMERACY	LITERACY	PATHWAYS TO SUCCESS
<p><b>How do you know this is a need?</b>  <b>What evidence/data suggests there is a need?</b>                      (e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</p>	<p>Based on student behaviour and self-regulation skills, students continue to struggle in this area and need to develop strategies to help them</p>	<p>Students need Mental Math Strategies</p> <p>Students tend to rush through their work without revisiting/self-assessing</p> <p>Students need opportunities to reflect and challenge themselves and share with others</p> <p>Students need to approach tasks independently and persevere with them until finished.</p> <p>Students are still handing in work without using success criteria or reflecting on their own work</p>	<p>Students need to know themselves as learners and apply their own strengths and needs instead of being told what to do</p> <p>Students are still handing in work without using success criteria or reflecting on their own work</p> <p>Students rush through their work without revisiting / self-assessing</p>	<p>Students need to use e-portfolio as a means of self-reflection and make this an automatic and do so independently</p> <p>Students do not know why we have e-portfolios and how to use it independently</p> <p>Students need to reflect on what goes in their portfolio and explain their thinking</p> <p>Students need to apply learning skills as life skills and understand the importance of self-regulation, grit and perseverance</p>

# St. Agnes School - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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			Students need to know themselves as learners and apply their own strengths and needs instead of being told what to do		
<b>O</b>	<p><b>What is the outcome/result you are working towards? How will you measure reaching this outcome?</b> <i>(e.g. monitoring changes in teacher practice? Identifying impact on student achievement, well-being, etc.?)</i></p>	<p>Students ability to identify umbrella skills and coping strategies.</p> <p>Student stories will help them personalize umbrella skills.</p> <p>Umbrella skills will be embedded in lessons and not just independently taught</p>	<p>Students see more intrinsic motivation to explore concepts further</p> <p>Consistent use of non-routine questions to support flexibility, critical thinking, reasoning and creativity when solving problems</p> <p>We hear reflective language</p> <p>Students find their work in the SC and in the expectations</p> <p>Students' attitude towards Math will improve</p> <p>Autonomy and self-reflections will result in increased student achievement</p>	<p>We will witness students referring to classroom visual aids</p> <p>We will see more intrinsic motivation to explore concepts further</p> <p>We will see increased BLAM results</p>	<p>Hear students use reflective language</p> <p>Students identify what needs to go into portfolio and what they should be reflecting on</p>
<b>P</b>	<p><b>What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation?</b> <i>(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?</i></p>	<p>Share best practices with the umbrella skills between classes and classroom teachers</p> <p>Share resources on TeamSite</p> <p>Generalize the language using Zones of Regulation program so everyone has the same message.</p> <p>Implement student driven projects related to umbrella skills</p> <p>Debrief after assembly each month - draw students' attention before assemblies to pay attention to what is the theme of the month</p> <p>Challenge, extend, respond while encountering students in play</p> <p>Invite students to share related experiences</p>	<p>EY: Challenge, extend, respond while encountering students in play</p> <p>Continue with Gradual Release of Responsibility</p> <p>EMLT sessions - focus on use of non-routine questions</p> <p>SBIR -focus on non-routine questions</p> <p>NPDL - tasks that incorporate the global competencies with focus on creativity and citizenship - making a difference - SBIR</p> <p>Have students listen to, read to or share work with a partner (without explanation) before handing in for evaluation</p> <p>Create a problem-solving booklet (common question at each grade level) - intentional focus on Spatial</p>	<p>Provide tasks that promote interest and engagement</p> <p>NPDL - tasks that incorporate the global competencies with focus on creativity and citizenship - making a difference - SBIR</p> <p>Continue with Gradual Release of Responsibility</p> <p>Have students listen to, read to or share work with a partner (without explanation) before handing in for evaluation</p>	<p>Teach students how to embed umbrella skills and learning skills into their self-reflections</p> <p>Develop students' independence in uploading work into e-portfolios</p>

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		Reasoning for Numeracy focus during staff meetings, Numeracy PA Day, SBIR	
		Continue to use the Number Strings continuum	
		*instructional coach common language of the problem-solving model	

**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](#))**

- 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

**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 & 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

- 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 (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

**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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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	approach ● Engage parents/caregivers in supporting educational priorities		
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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.

<p><b>MONITORING OUR STUDENTS' LEARNING</b>                  Ongoing reflections that will support efforts to know our learners and monitor student growth:</p> <ul style="list-style-type: none"> <li>● Where did our students begin? How did we document and measure student learning?</li> <li>● How have our changed instructional and/or assessment practices show impact through the number of students achieving at or beyond the provincial standard?</li> <li>● How do we know that all students have shown growth?</li> </ul> <div data-bbox="618 915 1100 1145" style="border: 1px dashed teal; padding: 5px; text-align: center;"> <p><b>Catholic, Global-Minded Graduates</b>                      Collaborate &amp; Communicate                      Think Critically &amp; Problem Solve                      Create &amp; Innovate; Develop Character                      Demonstrate Resiliency &amp; Persevere</p> </div>	<p><b>NEXT STEPS:</b></p> <ul style="list-style-type: none"> <li>● What will we do next as a result of our learning and reflections?</li> <li>● How does our new learning inform our MYP priorities?</li> <li>● How will we mobilize our successful evidence-based strategies?</li> <li>● What additional student and educator learning needs remain?</li> </ul> <div data-bbox="1728 874 1970 1157" style="text-align: center;"> </div>	<p><b>MONITORING OUR PROFESSIONAL LEARNING</b>                  Ongoing evidence of the impact of collaborative professional learning:</p> <ul style="list-style-type: none"> <li>● How did we document and measure educator learning?</li> <li>● How has our participation in collaborative teaching and learning changed our teaching practice?</li> </ul> <div data-bbox="2324 983 3030 1185" style="text-align: right;"> <p><i>Reflecting on the Instructional Core</i></p> <ul style="list-style-type: none"> <li>→ How has our selection and implementation of the instruction/assessment practice been aligned with the student learning need?</li> <li>→ How do our learning tasks predict performance?</li> <li>→ How has the role of the student evolved in the instruction/assessment process?</li> <li>→ How has our enhancement of teacher content knowledge affected the development of the learning task?</li> </ul> </div>
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