Students will be able to make connections with their learning, estimate and determine the reasonableness of their answer and school-system inquiry questions:

- Contribute as partners to a safe, healthy, and faith-based environment.
- Where are our areas of growth? What must we learn more about? SEF strategies/indicators that we will believe will have the greatest impact on increasing the number of students approaching, achieving at or beyond the provincial standard.
- BIPSA SEF Indicators 4.1, 5.3, 6.3
- How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?
- How can we understand what a student knows, thinks, feels?
### Out

**What is the outcome/result you are working towards? How will you measure reaching this outcome? (e.g. monitoring changes in teacher practice? Identifying impact on student achievement, well-being, etc.?)**

- Increase the resiliency asset — Peer Relationships as Reflected in the Resiliency Initiatives School wide social-emotional learning through the Umbrella Project and Weekly Classroom Meetings and Restorative Circle / Restorative Justice measures for classroom and playground issues with peers
- Multi-cultural night to celebrate different cultures and begin to breakdown any cultural sensitivities
- Offer 1 student Teach Town Social Skills in 2 areas per term (Respecting Personal Boundaries, Asking for Help, Expressing/Responding to Anger, Accepting Responsibility, and How to Greet Others)
- Implementation and tracking of GoZen completion in Grade 4 and 5 classes
- Implementation of Zones of Regulation for groups of students to identify their emotions and use regulating strategies to identify "green zone"

### In

**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 will solve problems in new situations, reflect and monitor their thinking using a variety of learning tools and computation strategies and connect math ideas to real life situations.**

**SCHOOL-THEORY OF ACTION: If we... Then...**

**IF WE PROVIDE NON ROUTINE QUESTIONS AND USE DIRECT, GUIDED AND PURPOSEFUL TEACHING OF USE OF MANIPULATIVES, PROBLEM SOLVING, COMMUNICATION, AND REFLECTIVE THINKING SKILLS...**

**THEN STUDENTS WILL BEABLE TO MAKE CONNECTIONS WITH THEIR LEARNING, ESTIMATE AND DETERMINE THE REASONABLENESS OF THEIR ANSWER AND DEVELOP MULTIPLE WAYS TO SOLVE MATHEMATICAL PROBLEMS.**

<table>
<thead>
<tr>
<th>System Inquiry Question:</th>
<th>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?</th>
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<tbody>
<tr>
<td>Urgent Student Learning Need:</td>
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<td>School-Theory of Action:</td>
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<tr>
<td>Problems involving the addition and subtraction of single and multi digit who words and cueing systems) and MV1 (estimate, measure and record length, perimeter, area, mass, capacity, time, and temperature using standard units) and MV2 (compare, describe and order objects, using attributes measured in standard units)</td>
<td>In Grade 6, IIR data for Mathematics shows that students struggle with MV2 (determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle and the volume of a triangular prism) <strong>CAT-4 results show that 41% of our students have Below Average in Whole Number Operations (adding, subtracting, multiplying and dividing using percent and negative numbers, and fractions, powers).</strong></td>
</tr>
<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</td>
<td>Daily Number Strings, Number Talks and Spiraling to increase fluency in mathematical thinking <strong>“Monday Math” question that will be done school-wide, solutions posted, and parents</strong> <strong>Use of Literature Circles for direct, purposeful, guided instruction, (small group and individual) to differentiate and to attend to learner’s needs</strong> <strong>Daily direct and responsive guided instruction</strong> <strong>Student Success Teacher – Meetings</strong> <strong>Pathways Planning Parent Night at St. David High School</strong> <strong>Promote experiential learning opportunities across all pathways</strong> <strong>Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education, career/life aspirations</strong></td>
</tr>
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<td>Empower Program</td>
<td>Balanced Literacy Program <strong>Monitoring our progress with monthly meetings</strong> <strong>PM Benchmarks, CASI and OCA (twice per year)</strong> <strong>Providing exemplars and descriptive feedback</strong> <strong>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</strong> <strong>Focus on poetry writing, writing and interpretation</strong> <strong>Posted and Co-created success criteria and learning goals in each classroom</strong> <strong>Engage in goal-setting and select appropriate activities/program and pathway choices that reflect their interest, skills and abilities</strong> <strong>Increase the number of artefacts uploaded into each student’s All About Me portfolio</strong> <strong>Transition meetings with parental involvement</strong> <strong>Increase the My Blueprint activity completion rates</strong> <strong>Umbrella Project whole school participation in monthly school assemblies with daily announcements lead by individual classrooms, appropriate use of the</strong> <strong>Structure meaningful liturgies each month – based on a theme with student leadership opportunities</strong> <strong>Use of Literature Circles for direct, purposeful, guided instruction, (small group and individual) to differentiate and to attend to learner’s needs</strong> <strong>Daily direct and responsive guided instruction</strong> <strong>Student Success Teacher – Meetings</strong> <strong>Pathways Planning Parent Night at St. David High School</strong> <strong>Promote experiential learning opportunities across all pathways</strong> <strong>Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education, career/life aspirations</strong></td>
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<tr>
<td>Direct teacher instruction for problem solving, communicating, and reflecting on student thinking by making connections between concepts, procedures and skills</td>
<td>Direct Teaching of Math Manipulatives</td>
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St. Clement Catholic Elementary School - 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: Students will solve problems in new situations, reflect and monitor their thinking using a variety of learning tools and computation strategies and connect math ideas to real life situations.

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you DO (PD, meetings, assessments, etc.)? How well are you doing it?

- Monthly classroom meetings focusing on Umbrella Project monthly focus and peer relationships
- Restorative Justice/Circle training and implementation for classroom and playground issues around peer relationships to increase in ‘optimal’ and ‘balanced’ category in Peer Relationships on Resiliency Survey
- Knowledge and understanding of FNMI culture and perspectives through recognition days like Orange Shirt day and National Indigenous Peoples Day, Land Acknowledgment statement at the beginning of the announcements, rec
- Christian meditation- daily class participation in Christian mediation
- Go with Grade 4 and 5 students
- Implementation of Zones of Regulation for groups of students to identify their emotions and use regulating strategies to identify “green zone”
- Implementation of Teach Town to 1 student
- Family Multi-Cultural night to increase in ‘optimal’ and ‘balanced’ category in Cultural Sensitivity on Resiliency Survey
- tweeted for Parent education engagement
- Use of Numeracy Circles for direct instruction, (small group and individual) to differentiate and to attend to learner’s needs
- Mindful use of accommodations, technology, and strategies for students with learning disabilities and diverse learning needs
- Direct teaching of Mathematical Manipulatives and Tools
- We expect that 62 % of our Grade 3s will achieve L3 or L4 according to report card marks and EQAO
- We expect that 65% of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO

on cohesive topic development, use of supporting details, organization and text conventions with particular emphasis on
- Improved ability to access and build texts independently through responsive differentiation using precise text selections, accommodations and modifications for students
- Students read, comprehend and produce increasingly complex texts through the use of semantic, morphological, syntactic and pragmatic knowledge
- Enhanced understanding of complex texts by building on the critical thinking of others through robust student-to-student discourse
- We expect that 62 % of our Grade 3s will achieve L3 or L4 according to report card marks and EQAO
- We expect that 65% of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO

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

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,

- 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):
- Visits to High School Intermediate students including going to Sister Act for exposure to the Arts program

We expect that 65% of our Grade 6s will achieve L3 or L4 according to report card marks and EQAO

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St. Clement Catholic Elementary School - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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- 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

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

- 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

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?

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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?