

**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:**

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**SCHOOL-THEORY OF ACTION:** If we develop students’ thinking proportional reasoning skills through key concepts such as unitizing (grades 1-3) and multiplicative thinking (grades 4-8), then students will be more flexible in composing and decomposing numbers; and think about situations in relative rather than absolute terms.

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**

<p><b>Nurturing Our Catholic Community</b></p> <p>BIPSA SEF Indicators 4.1,5.3, 6.3 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?</p>	<p><b>Building Capacity to Lead , Learn &amp; Live Authentically</b></p> <p>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)?</p>	<p><b>Student Engagement, Achievement &amp; Innovation</b></p> <p>BIPSA SEF Indicators 3.1, 4.2, 5.4 How will the strategies and actions change practice to achieve the outcomes (s)?</p>
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**SYSTEM FOCUS STATEMENTS: Through educator collaboration & assessment, OUR STUDENTS WILL...**

<p><b>CATHOLIC, COMMUNITY, CULTURE &amp; CARING</b></p> <p>...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)</p>	<p><b>NUMERACY</b></p> <p>...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)</p>	<p><b>LITERACY</b></p> <p>...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)</p>	<p><b>PATHWAYS TO SUCCESS</b></p> <p>... 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)</p>
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<p><b>Knowing the LEARNER through ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>● How can we understand what a student knows, thinks, and is able to do?</li> <li>● How can we teach students to become effective assessors of their own learning so they can make informed decisions about next steps?</li> </ul>	<ul style="list-style-type: none"> <li>● How will we give students voice and choice in their learning and build on a desire to make sense of their world?</li> <li>● How will we, together with our students, share and use pedagogical documentation to develop metacognition for the purpose of assessment ‘as’ and ‘for’ learning?</li> </ul>		<p><b>Responding through EFFECTIVE INSTRUCTION &amp; LEARNING ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>● In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time?</li> <li>● How will <u>observations, conversations and products</u> (i.e. triangulation of data) drive the next level of learning in the curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>● How do we engage students in co-designing culturally authentic, relevant learning &amp; learning environments that foster risk-taking &amp; connections &amp; leveraging technology to accelerate learning?</li> <li>● How can we integrate the big ideas across other curriculum areas for/as an interdisciplinary approach?</li> </ul>
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**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
<b>Student Learning Need</b>	<p><b>How do you know this is a need? What evidence/data suggests there is a need?</b> (e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</p>	<ul style="list-style-type: none"> <li>● Resiliency Survey Data from 2017 showed student challenges in the following areas: Community Adult Relationships: 15% impoverished Positive Peer Influence: 12% impoverished</li> <li>● Previous family connections/request for support and resources indicate need for a Social Worker from the Carizon Resource Program (year 3) to assist with parent support; teacher support as a classroom resource for student social skills building, engagement and/or crisis concerns</li> </ul>	<ul style="list-style-type: none"> <li>● EQAO data show areas for improved achievement in: -Data Management, Money and Measurement -Reading the question for meaning in order to answer what the question is asking; answering all parts of the question -Need for exposure of thinking questions that include multiple steps -Developing skills in communicating student thinking and recording of that thinking</li> <li>● CAT-4 shows a strong need for proficiency in whole number operations; decimal operations and estimation and number operations</li> </ul>	<ul style="list-style-type: none"> <li>● EQAO data show areas for improved achievement in: -Reading the question for meaning in order to answer what the question is asking; answering all parts of the question (re-reading; going back to text and reading before/after etc) -Need for exposure of open ended thinking questions that show improved development -Developing skills in how to communicate thinking, providing evidence of ideas, and making connections -Concentrated exposure and practice with reading and understanding poetry</li> <li>● CAT-4 shows a need for proficiency in use of conventions in both reading and writing (font features, 3rd person narration, correct use of periods, semicolons etc)</li> </ul>	<ul style="list-style-type: none"> <li>● Resiliency Survey Data from 2017 showed student challenges in the following area: Student perception showed 58% of students felt the adults in their community get to know them</li> <li>● School Profile Data highlights include a low percent of parents who attained post high school schooling/diplomas/certificates</li> </ul>

# Monsignor Haller - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019

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**SCHOOL-THEORY OF ACTION:** If we develop students’ thinking proportional reasoning skills through key concepts such as unitizing (grades 1-3) and multiplicative thinking (grades 4-8), then students will be more flexible in composing and decomposing numbers; and think about situations in relative rather than absolute terms.

<b>Program Plan</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> (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?)</p>	<ul style="list-style-type: none"> <li>● We will help to create that safe community at Haller where the adults care and build positive relationships with students. Examples will include providing a plethora of new and different activities and means for students to effectively engage in activities which support positive character education in a Catholic forum: (e.g., Monthly assemblies; School wide theme; family engagement nights; Haller High Five Program, explicitly taught self-regulation strategies; behaviour success sheets; Bus patrols; Speak Up initiatives)</li> <li>● School Success Support (Darryn Stere) will base out of Haller to also help foster and develop positive structures for adult-students relationship</li> <li>● Social Worker from the Carizon Resource Program (year 3) to assist with parent support; teacher support as a classroom resource for student social skills building, engagement and/or crisis concerns</li> <li>● Staff will adopt a buddy system to take on the role of the positive adult relationship for students/ to provide a positive leadership role</li> <li>● Emotional Literacy work in primary</li> <li>● Christian Meditation schoolwide daily</li> <li>● Resiliency Modules as per schedules</li> <li>● Sacramental Participation to increase close connection to God and the Parish</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching Staff will participate in a variety of PD supported by the RMS Ministry Personnel to deliver meaningful and specific instruction to all students with particular attention to their Marker Students</li> <li>● Engage students in opportunities to use common vocabulary, number relationships, and proportional reasoning through a variety of contexts (number strings and daily fact practice), to build number sense &amp; computational fluency;</li> <li>● Schedules will show Math instruction to be 300 min/week plus Number strings</li> <li>● Collaboratively develop and use two and three step questions that apply communication / thinking skills</li> <li>● Use of math tools, concrete materials, and technology on a daily basis;</li> <li>● Ongoing use of diagnostic tools to monitor where the gaps and/or break downs are occurring &amp; providing precise teaching in response</li> <li>● Participation of, monitoring and reflecting of student work in staff meetings and collaborative inquiries</li> <li>● Teachers provide students with descriptive feedback, and provide opportunity to peer assess and self-assess</li> <li>● Practice format questions</li> <li>● Explicit instruction and practice on how to read/what is the question asking</li> <li>● More opportunity for consolidation and practice</li> <li>● Continued teacher collaboration: common practice in divisions</li> <li>● Guided math</li> <li>● Punctuated math instruction supported by Math Coach</li> </ul>	<ul style="list-style-type: none"> <li>● Provide guided reading instruction with intentional instruction on:                             <ul style="list-style-type: none"> <li>-comprehension strategies</li> <li>-providing evidence for ideas</li> <li>-poetry (modern day rap)</li> </ul> </li> <li>● Regular teaching instruction to include:                             <ul style="list-style-type: none"> <li>-Offer a variety of opportunities to re-read texts and answer open response questions to increase familiarity and proficiency for students to show their thinking</li> <li>-Increasing stamina/focus on text reading and responses</li> <li>-Highlight important info - create a plan to answer the question</li> <li>-Opportunities to practice competence/proficiency in topic development, use of supporting details and organization</li> <li>-Teachers will provide students with descriptive feedback, and provide them the opportunity to peer assess and self-assess their work</li> <li>-Implement timely intervention to support closing the gaps in conceptual knowledge (e.g., weekly check-ins, ticket out the door, teacher conferencing) to allow for continued understanding of responding to day to day learning needs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● A large part of our school culture will focus on our “Get Your Ticket” School Theme this year which will: increase exposure to events/guest speakers; showcase career paths; increase staff interest and high expectations for student passions and post high school education</li> <li>● Opportunities provided for students to learn about personal interests, strengths and career options (Career Cruising, Trades &amp; Tech Program, extra-curricular activities, Leadership Conferences, WE Day, Speak –Up participation); “Link Crew” visits from St. Mary’s)</li> <li>● Student selected (rather than teacher selected / encouraged) artefacts/blueprint examples of things in which they feel proud</li> <li>● Grade 8 Visitation Days and Grade 7-Up Day at St. Mary’s</li> <li>● Teacher Book Study of The Innovator’s Mindset</li> </ul>
<b>Outcome (Result)</b>	<p><b>What is the outcome/result you are working towards? How will you measure reaching this outcome?</b> (e.g. monitoring changes in teacher practise? Identifying impact on student achievement, well-being, etc.?)</p>	<ul style="list-style-type: none"> <li>● Resiliency Survey Data in 2018-2019 will increase student perception by half in the areas of Community Adult Relationships to 8% impoverished and Positive Peer Influence: 6%</li> <li>● Monsignor Haller community members will promote staff and student well-being, improved morale, a strong sense of community and belonging and positive student behaviour in a safe, healthy, faith-based learning environment</li> </ul>	<ul style="list-style-type: none"> <li>● Increase within the achievement area of NSN, specifically operational fluency, and thinking across all strands</li> <li>● Primary EQAO: Projection: 75% of students achieving level 3 and 4</li> <li>● Junior EQAO: Projection: tbd% of students achieving level 3 and 4</li> <li>● Increased fluency and flexibility that continue from year to year to more readily access previously taught expectations, concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>● Primary EQAO Reading Projection: 54%</li> <li>● Primary EQAO Writing: Projection: 54%</li> <li>● Junior EQAO Reading: Projection: tbd%</li> <li>● Junior EQAO Writing: Projection: tbd%</li> <li>● Increased fluency and flexibility that continue from year to year to more readily access previously taught expectations, concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>● Resiliency Survey in 2018-2019 will increase student perception by half in the areas of Community Adult Relationships to 8% impoverished</li> <li>● Increased positive behaviour toward each other/staff etc.</li> <li>● All students to maintain their own e-Portfolios, adding at least 4 self-selected work samples per year</li> <li>● Intermediate students will complete the activities outlined in the IPP manual for grade 7 and 8 with a focus on their passions uncovered from the “Get Your Ticket” exposure</li> </ul>

**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.

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**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) 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 & 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

- 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

### MONITORING LEARNING

Professional learning cycles will include reflection and assessment of **educator learning** and **student learning** through the BIPSA monitoring questions.

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**MONITORING OUR STUDENTS' LEARNING**

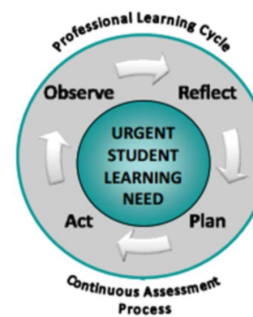
**Ongoing reflections that will support efforts to know our learners and monitor student growth:**

- 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**  
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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 MYP 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?

