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**SCHOOL-THEORY OF ACTION:** If we design authentic, meaningful tasks that promote creative and critical thinking with a balance of inquiry based learning opportunities, explicit instruction, and descriptive feedback then students will take more risks, persevere through challenges, and therefore, experience higher levels of achievement.

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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.

**BIPS A SEF Indicators 2.4, 4.3, 4.5**

**Building Capacity to Lead, Learn & Live Authentically**

**Literture**

- Use language and images to apply critical thinking skills, analyze and challenge texts, express opinions and ideas, and reflect on and connect to other learning. (SEF: 3.1, 4.2, 4.5)

**Pathways to Success**

- Engage students in challenging, meaningful learning experiences that are responsive to their voices and individual identities and engage them in education and career planning. (SEF: 4.3, 5.3, 5.4)

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

**Catholic, Community, Culture & Caring**

- 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)

**Numeracy**

- 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)

**Literacy**

- In partnership with students how can we design learning experiences based on the current strengths and needs of these students at this time?

**Pathways to Success**

- How do we engage students in co-designing culturally authentic, relevant learning & learning environments that foster risk-taking & connections & leveraging technology to accelerate learning?

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**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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**MYSP Priorities:** COLLABORATIVE CONDITIONS FOR LEARNING FOR ALL

**BIPS A SEF Indicators 4.1, 5.3, 6.3**

*Where are our areas of growth? What do we need to learn more about? What SEF strategies/indicators will support our students’ achievement in the academic, social-emotional, and character domains?*

**Knowing 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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**Guiding Questions**

- How do you know this is a need?
- What evidence/data suggests there is a need? (e.g., Ministry policy, achievement data, observations/conversations, contextual data, demographic data, attainment data)

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**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

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**Student Learning Need**

- How do you know this is a need?
- What evidence/data suggests there is a need? (e.g., Ministry policy, achievement data, observations/conversations, contextual data, demographic data, attainment data)

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**Outcome (Expected):** 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.?)
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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/reflection 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 accounting, 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 promote 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
**St. Joseph CES - SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT—2018-2019**

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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 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 collaborative professional learning:
- How did we document and measure educator learning?
- How has our participation in collaborative teaching and learning changed our teaching practice?