

School Inquiry Question:

What impact will collaborative teaching and learning that focuses on teacher moderation of student work and creating engaging tasks within the area of proportional reasoning, have on increasing the number of students approaching, achieving at or beyond the provincial standard?

Multi-Year Strategic Plan Priorities: Conditions for Learning

Nurturing our Catholic Community

SEF Indicators:

- 2.5** Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy faith-based learning environment
- 3.4** Students demonstrate a wide range of transferrable skills such as teamwork, advocacy, leadership and global citizenship
- 5.1** Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students
- 6.3** The school and community build partnerships to enhance learning opportunities and well-being for students.

Building Capacity to Lead, Learn and Live Authentically

SEF Indicators:

- 1.3** Students and educators build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria
- 1.4** During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-created success criteria
- 1.5** Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their thinking within the context of the Ontario curriculum or IEP
- 4.5** Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Student Engagement, Achievement and Innovation

SEF Indicators:

- 3.1** The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.2** A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school
- 4.4** Learning is deepened through authentic, relevant and meaningful student inquiry
- 5.4** Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

School Focus Statements

Our students will promote and sustain positive well-being, improved morale and positive student behaviour in a safe, healthy, faith-based environment, which includes in - and out – of school experiences. (SEF: 2.5, 5.4)

Our students will problem-solve, organize and communicate their thinking by using tools, procedures and skills in conjunction with each other, on a variety of rich questions in the area of proportional reasoning. (SEF: 1.3, 1.4, 1.5, 4.5)

Our students will use age appropriate language skills to apply critical thinking skills, analyze and challenge texts, express supported ideas and opinions and reflect on and connect to other learning. (SEF:1.5, 3.1, 4.5)

Our students will 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: 5.1, 5.4, 6.3)

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?



Responding through EFFECTIVE INSTRUCTION AND 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 drive the next level of learning in the curriculum?
- How can we best plan, sequence and connect key concepts across the year through gradual release of responsibility model?
- How can we embed curriculum big ideas into other areas of learning?

KNOW our Learners



RESPOND to their Needs



MONITOR our Progress

Outcomes			
Catholic, Community, Culture and Caring	Numeracy	Literacy	Pathways to Success
<ul style="list-style-type: none"> Canadian Martyrs school community members will promote and sustain staff and student well-being, improved morale and positive student behaviour in a safe, healthy, faith-based learning environment using our school theme of “Our 3 R’s: Resiliency, Respect, Responsibility” 	<p>We will see an increase in the percentage of students achieving a level 3 or 4 as documented by the EQAO assessment.</p> <p>Grade 3 will increase to 86% level 3 and 4 as based on the EQAO assessment. This represents a 27% increase.</p> <p>Grade 6 will increase to 65% level 3 and 4 as based on the EQAO assessment. This represents a 26% increase.</p>	<p>We will see an increase in the percentage of students achieving a level 3 or 4 as documented by the EQAO assessment.</p> <p>Grade 3 Reading: 78% of students will be achieve level 3 and 4 as based on the EQAO assessment. This represents a 6% increase. Grade 3 Writing: 78% of students will be achieve a level 3 and 4 as based on the EQAO assessment. This represents a 9% increase.</p> <p>Grade 6 Reading: 84% of students will be achieve level 3 and 4 as based on the EQAO assessment. This represents a 2% increase. Grade 6 Writing: 75% of students will achieve a level 3 and 4 as based on the EQAO assessment. This represents a 2% increase.</p>	<ul style="list-style-type: none"> Intermediate students will complete the activities outlined in the IPP manual for grade 7 and 8 (Career Cruising) Improvement in learning skills levels across the curriculum
Strategies and Actions for Building Capacity Through Professional Learning			
<p>Establish a school wide program focusing on progressive discipline to promote positive relationship building strategies, conflict resolution, and restorative justice practices (Our 3 R’s); Implementation of 2015-2016 Mental Health goals as identified by the RADS Summary.</p>	<p>Task Focus on consolidation of each lesson; Use of robust, open ended questions that have low (and multiple) entry points and high ceiling to challenge students on a regular basis; Explicit teaching with manipulatives, concrete materials, and technology on a daily basis; Effective use of multiple resources including Leaps and Bounds, Numeracy Teacher, Chromebooks, Brightlinks, IXL and RazKids, etc.</p> <p>Feedback Teachers provide students with descriptive feedback, and opportunity to peer assess and self-assess their work through the use of a “Bump It Up” board; 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;</p> <p>Success Criteria Use of four categories of Achievement in assessment, and therefore in our success criteria;</p> <p>Moderation Teachers collaborate to moderate student work; Identification and monitoring progress of targeted students and target groups.</p>	<p>Task Explicitly teach students how to use consistent framework to answer how, why, and whether questions, in which they make a point and prove it with evidence;</p> <p>Feedback Teachers provide students with descriptive feedback, and provide them the opportunity to peer assess and self-assess their work through the use of a “Bump It Up” board; 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;</p> <p>Success Criteria Use of four categories of Achievement in assessment, and therefore in our success criteria;</p> <p>Moderation Teachers collaborate to moderate student work; Identification and monitoring progress of targeted students and target groups.</p>	<p>Opportunities are provided for students to learn about personal interests, strengths and career options; “Link Crew” visits from St. Mary’s; Grade 7-Up Day at St. Mary’s.</p>