

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?*

URGENT STUDENT LEARNING NEED: *Reasoning proportionally within contextual, multi-step questions in Mathematics and supporting responses with proof and evidence gathered from specific texts in Language.*

SCHOOL-THEORY OF ACTION: *If we focus on collaborative teaching and learning, teacher moderation of student work and creating engaging tasks within the area of proportional reasoning, then we will increase the number of students approaching, achieving at or beyond the provincial standard.*

MYSP Priorities: COLLABORATIVE CONDITIONS for LEARNING for ALL

Nurturing Our Catholic Community	Building Capacity to Lead, Learn & Live Authentically	Student Engagement, Achievement & Innovation
<p>SIPSA SEF Indicators:</p> <p>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 learning environment;</p> <p>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;</p> <p>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;</p> <p>6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.</p>	<p>SIPSA SEF Indicators:</p> <p>3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship;</p> <p>4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context;</p> <p>5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available;</p> <p>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.</p> <p>4.4 Learning is deepened through authentic, relevant and meaningful student inquiry;</p>	<p>SIPSA SEF Indicators:</p> <p>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;</p> <p>1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-created success criteria;</p> <p>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;</p> <p>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;</p> <p>4.2 A clear emphasis on high levels of achievement in literacy/numeracy is evident across all grade levels</p>

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

CATHOLIC, COMMUNITY, CULTURE & CARING	NUMERACY	LITERACY	PATHWAYS TO SUCCESS
<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>At Canadian Martyrs, 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)</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>At Canadian Martyrs, our students will develop and apply their knowledge and understanding of proportional relationships when solving a variety of contextual problems. (SEF: 1.3, 1.4, 1.5, 4.5)</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>At Canadian Martyrs, our students will use age appropriate language skills to express a supported response to various texts. (i.e., support an opinion orally, answer a question with proof and evidence gathered, etc.) (SEF:1.5, 3.1, 4.5)</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> <p>At Canadian Martyrs, 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)</p>

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>How do you know this is a need? What evidence/data suggests there is a need? <i>(e.g. Ministry policy, achievement data, observations/conversation, contextual data, demographic data, attitudinal data)</i></p>	<ul style="list-style-type: none"> ● This is representative of the current BIPSA priorities ● Current tracking of “behaviour tracking sheets” demonstrate a need for our school community to 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” and our continued work with the 	<ul style="list-style-type: none"> ● Current EQAO data in addition to individual classroom data, (i.e., conversations, observations, products) demonstrate a continuing need to work towards the increase in student achievement; ● Current CCAT data (grade 4) demonstrates a wide range of ability levels among students and individual student profiles are being used to determine specific areas for focus in the classroom. 	<ul style="list-style-type: none"> ● Current EQAO data in addition to individual classroom data (i.e., conversations, observations, products) demonstrate a continuing need to work towards the increase in student achievement; ● Current CCAT data (grade 4) demonstrates a wide range of ability levels among students and individual student profiles are being used to determine specific areas for focus in the classroom. 	<ul style="list-style-type: none"> ● This is representative of the current BIPSA priorities ● Student achievement of current learning skills demonstrates a need for continued improvement and therefore explicit teaching of each learning skill across the grade levels

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		Umbrella Project.	<ul style="list-style-type: none"> Current CAT-4 data shows patterns that suggest a need for development in estimation, whole number operations and decimal operations. 	<ul style="list-style-type: none"> Current CAT-4 data shows patterns that suggest a need for development in basic capitalization and punctuation. 	
O	What is the outcome/result you are working towards? How will you measure reaching this outcome? <i>(e.g. monitoring changes in teacher practice? Identifying impact on student achievement, well-being, etc.)</i>	We will see an increase in positive student attitudes towards tasks in class and the school culture as based on the number of “Crusader Coupons” and based on anecdotal notes and comments from staff; Each student space will have a display for the “Umbrella Project” including the monthly characteristic, and the overall purpose for the program.	<ul style="list-style-type: none"> We will see an increase in the percentage of students achieving level 3 and 4 as documented by the EQAO assessment in Grades 3 and 6 in Mathematics; Primary Assessment 68% target has been set, Junior Assessment 56% target has been set. Each grade level will set targets for the % of students achieving a level 3 and 4 as measured by the June report card in NSN. 	We will see an increase in the percentage of students achieving level 3 and 4 as documented by the EQAO assessment in Grade 3 and 6 for both Reading and Writing; Primary Assessment - Reading target of 75% has been set, Writing target of 68% has been set; Junior Assessment - Reading target of 63% has been set, Writing target of 63% has been set. Each grade level will set targets for the % of students achieving a level 3 and 4 as measured by the June report card in Reading and Writing.	We will see all intermediate students complete the activities outlined in the IPP manual for Grade 7 and Grade 8 (myBlueprint); We will see an increase in all students, in the area of learning skills as measured by the term 2 report cards.
R	What will you do to respond to the learning need and reach your outcome? How will you monitor your program implementation? <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>	We will continue to award students for positive behaviour using our Crusader Coupons; We will continue to hold weekly draws supported by our Catholic School Council; We will continue to have Monthly assemblies in which students will be recognized for demonstrating the skill for that month in a specific manner.	Staff will have an opportunity to moderate student work at each staff meeting; Staff will continue to work with board level consultants to hone pedagogy and practice; Staff will analyze diagnostic testing, student learning and summative assessments on a regular basis to ensure positive student growth.	Staff will have an opportunity to moderate student work at each staff meeting; Staff will analyze diagnostic testing, student learning and summative assessments on a regular basis to ensure positive student growth.	Intermediate staff will engage students in the activities in the IPP manual Staff will explicitly teach the learning skills and monitor improvement using the Encompass data platform.

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-

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

- 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

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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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	● 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	evidence-based instructional strategies ● Respond to system learning needs in a strategic and timely fashion	
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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>MONITORING OUR STUDENTS' LEARNING Ongoing reflections that will support efforts to know our learners and monitor student growth:</p> <ul style="list-style-type: none"> ● 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? <div data-bbox="606 756 1103 997" style="border: 1px dashed teal; padding: 5px; margin: 10px 0;"> <p>Catholic, Global-Minded Graduates Collaborate & Communicate Think Critically & Problem Solve Create & Innovate; Develop Character Demonstrate Resiliency & Persevere</p> </div>	<p>NEXT STEPS:</p> <ul style="list-style-type: none"> ● 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? <div data-bbox="1724 715 1973 1008" style="text-align: center;"> </div>	<p>MONITORING OUR PROFESSIONAL LEARNING Ongoing evidence of the impact of collaborative professional learning:</p> <ul style="list-style-type: none"> ● How did we document and measure educator learning? ● How has our participation in collaborative teaching and learning changed our teaching practice? <div data-bbox="2315 816 3045 1038" style="text-align: right;"> <p><i>Reflecting on the Instructional Core</i></p> <ul style="list-style-type: none"> → How has our selection and implementation of the instruction/assessment practice been aligned with the student learning need? → How do our learning tasks predict performance? → How has the role of the student evolved in the instruction/assessment process? → How has our enhancement of teacher content knowledge affected the development of the learning task? </div>
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