LEARNERS WILL:

• Design personalized learning activities using evidence-based resources to address diverse learning needs, interests & readiness

• Use multiple sources of relevant data to measure goal attainment and identify next steps (School Effectiveness Indicators 1.2, 4.5, 3.1)

• Cultivate an inclusive school environment

• Use Observations, Conversations and Products to assess learning

• Provide feedback for the purpose of assessment ‘as’ and ‘for’ learning

• Embed curricular big ideas across subjects and courses

• Reflecting student voice and choice; authentically engage students in their learning experiences

• Create diversified learning opportunities to meet the needs of Multilingual Learners (MLs) and the needs of students with Individual Education Plans (IEPs)

EQUITY

System Statement: Commit to a system approach in creating inclusive, accepting and healthy learning environments. Ensure opportunity and equitable access to programs and services for all students. Develop strategies to dismantle racism and systemic inequities. Implementing actions to eliminate disparities and disproportionalities that impede achievement, well-being and success.

See specific: Improving Equity & Access actions in each pillar on page 2.

EQUITY

System of using guiding questions: Who are our students as learners? What do we want them to be able to know and do? How will we program to promote student learning? How will we know if students are progressing and achieving? What will we do for those who continue to struggle? Who is impacted? Who is forgotten?

SIEP TEAMS WILL DEVELOP SIEPS THAT:

• Create diversified learning opportunities to meet the needs of Multilingual Learners (MLs) and the needs of students with Individual Education Plans (IEPs)

• Embed curricular big ideas across subjects and courses

• Reflecting student voice and choice; authentically engage students in their learning experiences

• Create diversified learning opportunities to meet the needs of Multilingual Learners (MLs) and the needs of students with Individual Education Plans (IEPs)

PROFESSIONAL LEARNING AND SUPPORTS

WHAT PROFESSIONAL LEARNING AND DEVELOPMENT WILL WE FOCUS ON?

• Inquiry process - Content linked to BIEP and SIEP

• Educator learning needs in order to respond to student learning needs

• Ongoing and effective use of student and system data to know and understand our learners, develop learner and classroom profiles, and inform instruction

• Differentiation of instruction - responding through content, product, process, and environment

• Assessment practices that are developmentally appropriate, rooted in curriculum, and differentiated for learners

• Content-embedded developmental trajectories based on the Ontario curriculum

• Culturally Relevant and Responsive Pedagogies

• Experiential learning and student pathways

• Inclusive classroom practices

HOW WILL WE PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT?

• Principal/Program meetings

• Principal Learning Teams

• Job embedded learning: Instructional coaching, Learning walks

• Curriculum focused prof. Learning

• Ongoing professional learning for programs services and students services

• Collaborative inquiry networks

EDUCATORS WILL:

• Support school-based efforts in the use of inquiry & the development of transferable skills (School Effectiveness Indicators 3.4, 4.3)

• Know & understand their learners through ongoing collection & analysis of qualitative & quantitative data

• Try new tasks, take risks, & grow in their understanding of the Ontario Catholic Graduate Expectations

• Use data to make informed decisions about next steps in their path interests, and/or environment

• Feel safe, welcome & included

• See themselves, their values, culture & interests reflected in their learning environment

• Demonstrate confidence, resilience, self-regulation & self-efficacy in their capacity to learn & succeed

• Demonstrate and encourage self-regulation in order to reflect on their thinking, experience, values, & critical feedback in monitoring and enhancing their own learning

• Foster the process of learning (metacognition, goal-setting, independence) so that students believe in their ability to learn and grow (mindset growth)

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• Design differentiated learning experiences based on students' current strengths and needs

• Plan, sequence and connect key concepts throughout the year through the gradual release of responsibility model

• Embed curricular big ideas across subjects and courses

• Reflecting student voice and choice; authentically engage students in their learning experiences

• Create diversified learning opportunities to meet the needs of Multilingual Learners (MLs) and the needs of students with Individual Education Plans (IEPs)

MONITORING PROCESS: Analysis of Impact/Influence

MONITORING FOR IMPACT TRUSTEES:

• Achievement towards goals observed through Director and Superintendent visits

• Program Plan Reviews, Individual Education Plan data, Systematic Evidence-Based Reading Programs and professional Assessments

• School Improvement Equity Plan for Student Achievement (SIEP) monitoring reports

• Pre/Post measures from professional learning sessions and our school-facilitated support

• System Data Platform Sources (i.e., Power BI)

• Report card achievement, credit accumulation and secondary graduation rates

• School climate survey data (i.e., MOI, student census)

• Suspension rates, expulsions and attendance data

SCHOOL STAFF:

• Regular school team meetings and class reviews to discuss student achievement and well-being

• Routine observations from classroom visits indicating inclusive classroom practices and culturally relevant and responsive practices

• Assessment tools indicate balanced & varied opportunities to show skills and understanding

• Engagement in curriculum-based professional learning

• Diagnostic, formative and summative assessment data including Report Card data, credit completion, EQAO, Language Assessment Resources, BLAM, Pre/Post Math Assessments

SIEP TEAMS WILL DEVELOP SIEPS THAT:

• Design collaborative inquiry networks

• Curriculum focused prof. Learning

• Principal Learning Teams

• Principal/Program meetings

• Job embedded learning: Instructional coaching, Learning walks

• Curriculum focused prof. Learning

• Ongoing professional learning for programs services and students services

• Collaborative inquiry networks

EDUCATORS WILL:

• Design personalized learning activities using evidence-based resources to address diverse learning needs, interests & readiness

• Use multiple sources of relevant data to measure goal attainment and identify next steps (School Effectiveness Indicators 1.2, 4.5, 3.1)

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<table>
<thead>
<tr>
<th>LEARNERS WILL:</th>
<th></th>
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<tbody>
<tr>
<td>• Integrate, synthesize and apply knowledge in new situations with growing independence</td>
<td>• Technology Enabled Learning projects</td>
</tr>
<tr>
<td>• Demonstrate resilience and persistence when faced with challenges</td>
<td>• Use of effective monitoring strategies to measure impact of school improvement and professional learning initiatives</td>
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<tr>
<td>• Use creative, innovative, diverse perspectives to collaborate &amp; think critically in the classroom/school</td>
<td>• Board Leadership Development Strategy programs including NTIP and Catholic Leadership</td>
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<tr>
<td>• Apply teamwork, advocacy</td>
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**FAITH & WELL BEING**

System Statement: Contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.

- Maximizes engagement, achievement and well-being.
- Critical Thinking and Critical Literacy skills develop over time through purposeful, meaningful and integrated cross-curricular learning experiences.
- Language skills (early foundational reading, writing and oral communication) support the development of fluency and reading comprehension.
- Mathematics is enhanced when students are engaged in rich and integrated problem solving with relevant and authentic connections that provide multiple entry points for all students.
- Nutrition for Learning program
- Financial Accommodations for pizza lunches, school activities/trips
- Literacy
- Authentic and relevant tasks that are committed to equity and inclusion, which incorporate the use of multiple intelligences (visual, auditory, kinesthetic).
- Mathematics
- Further develop a partnership between parents and guardians to strengthen the school-home connection in support of student learning.
- Critical Thinking and Critical Literacy skills develop over time through purposeful, meaningful and integrated cross-curricular learning experiences.
- Language skills (early foundational reading, writing and oral communication) support the development of fluency and reading comprehension.
- Maximizes engagement, achievement and well-being.
- Faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.

**CURRICULUM & ACHIEVEMENT**

System Statement: Engage learners in curriculum through intentional and differentiated instruction based on their individual strengths, needs, learning experiences and cultural perspectives authentically integrating Catholic virtues and social teaching, reflective of student voice, service and dignity for all.

- Mathematics is enhanced when students are engaged in rich and integrated problem solving with relevant and authentic connections that provide multiple entry points for all students.
- Critical Thinking and Critical Literacy skills develop over time through purposeful, meaningful and integrated cross-curricular learning experiences.
- Language skills (early foundational reading, writing and oral communication) support the development of fluency and reading comprehension.

**PATHWAYS, ENGAGEMENT & RENEWAL**

System Statement: Respond to student voices and individual identities and offer reengagement support to improve academic outcomes. Identify students impacted by systemic barriers and address engagement needs.

- Mathematics
- Critical Thinking and Critical Literacy skills develop over time through purposeful, meaningful and integrated cross-curricular learning experiences.
- Language skills (early foundational reading, writing and oral communication) support the development of fluency and reading comprehension.

**IMPROVING EQUITY & ACCESS**

- Educators will:
  - Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum.
  - Further develop a partnership between parents and guardians to strengthen the school-home connection in support of student learning.

**EDUCATORS WILL:**

- For students to communicate understanding and learning strategies when solving math problems.
- For students to increase fluency in regards to operational math facts.
- For students to communicate understanding and learning with increasing detail orally.

**LITERACY**

- Implementation of Under One Sun literacy resource.
- Further immerse students in language activities that are culturally diverse; including an audit of the resources in our library to ensure it reflects our school’s cultural diversity.
- Use data from Edge4 to inform our selection of guest speakers for Education Week (connections to literacy and Catholic education).

**MATHEMATICS**

- For students to be actively engaged in the math talk process with a focus on building fraction number sense.
- For students to increase fluency in regards to operational math facts.
- For students to communicate understanding and learning with increasing detail orally.

**TEACHING & LEARNING PRACTICES**

- Parent communication on a consistent basis through the use of D2L or Google Classroom.
- Umbrella Project (Monthly Virtual Assemblies, foyer bulletin board, resources shared in the school drive).
- Emotional Literacy (run by school Child and Youth Worker).

**TEACHERS WILL:**

- For students to communicate understanding and learning with increasing detail orally.
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**SOFTWARE & TECHNOLOGY**

- D2L or Google Classroom.

**TEACHERS WILL:**

- Use of Universal Supports within the classroom.
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**GOSL PRIORITY:**

- Increase experiential learning opportunities across all pathways.
- Increase our involvement in implementing innovations in learning with the assistance of our Innovation Consultant.

**FAITH & WELL BEING**

- Nutritional support for Learning program.
- Financial Accommodations for pizza lunches, school activities/trips.
- Literacy.
- Mathematics.

**EDUCATORS WILL:**

- Conduct in-school team meetings on a weekly basis to identify those students who are struggling both socially, emotionally and academically. The inschool team will provide recommendations and an action plan to address those needs.

**MATHEMATICS**

- Increasing the precision of fractions language to promote greater understanding of fraction units, fractional relationships, and fractions operations.
- To increase the number of students meeting Level 3 benchmark in each classroom in the area of foundational actions that support student understanding of unit fractions.

**LITERACY**

- To reduce the number of students requiring Tier 3 interventions by focusing on Tier 1 pedagogy.
- Students will develop fluency in the area of topic development, summarizing and using information from the text, and fluency while working with contextual questions.
- Reading Conventions (Inferencing).
- Phonemic Awareness (Early Years, Primary).
- Increase overall student achievement in the area of Reading conventions, vocabulary, phonemic awareness.

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**SOFTWARE & TECHNOLOGY**

- D2L or Google Classroom.

**EDUCATORS WILL:**

- To increase the number of students meeting Level 3 benchmark in each classroom in the area of foundational actions that support student understanding of unit fractions.
**MATHEMATICS**
Educators will:
- Focus on 8 core concepts or keys to unlocking fraction understanding (based on research in Rethinking Fractions)
- Build confidence so students see themselves as capable math learners who can cope with challenges and think critically
- Develop rich, relevant questions that reflect the diversity of our classroom
- Questions are connected to the real life (lived) experiences of our community
- Open-ended questions that have multiple entry points for all students
- Daily math/number talks
- Use of NPS wipe books
- Engage in hands-on learning in math groups
- Release time for co-planning and co-observing among divisions and grade partners
- Learning math facts through games and hands on learning
- Daily math/number talks
- Use of NPVS wipe books
- Engage in hands-on learning in math groups
- Release time for co-planning and co-observing among divisions and grade partners
- Learning math facts through games and hands on learning

**LITERACY**
Educators will:
- Rely on strategies identified in the Right to Read report
- Explicit systematic instruction of foundational reading skills
- Use of Heggerty Program for Phonological Awareness
- Engage in a variety of literacy centres based on learning styles
- Effective Early Reading Instruction resource
- Phonics Companion Screener
- Using technology to improve students’ ability to access, write and create written samples using accommodations for students with learning difficulties and/or learning disabilities
- Teachers will use a variety of culturally responsive texts to enhance their knowledge of themselves and the world around them
- Strong Start
- Heggerty Program for Phonemic Awareness and Assessments
- Spark Reading

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**MATHEMATICS**
Consider the following from Rethinking Fractions
There are 8 core fraction concepts that support fraction understanding:
1. Estimating proportions
2. Equally partitioning area, linear, and set models
3. Naming and counting fractional amounts

**LITERACY**
Consider the following from the Right to Read Report
1. Remove all references to cueding, cueding systems and guessing strategies for word reading
2. Remove all references to any other instructional approaches to teaching foundational reading skills that have not been scientifically validated
<table>
<thead>
<tr>
<th>4. Composing and decomposing quantities</th>
<th>3. Require mandatory explicit, systematic and direct instruction in foundational reading skills, including phonemic awareness, phonics and decoding, and word reading proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Partitioning unit fractions to make smaller unit fractions</td>
<td>4. Beginning in the Kindergarten Program and continuing in the Grades 1–8 Language curriculum, explicitly state expectations for teaching phonemic awareness, letter-sound associations, word-level decoding (including blending sounds to read words and segmenting words into sounds to write words), word-reading proficiency or fluency (number of words read per minute) and knowledge of simple morphemes. The Grades 1–8 Language curriculum should include more advanced word study in and beyond Grade 2/3, and outline more advanced expectations with morphology, knowledge and analysis of words, through the middle grades and beyond</td>
</tr>
<tr>
<td>6. Comparing fractions</td>
<td>5. Incorporate other aspects of a comprehensive approach to literacy which are addressed in the research science such as evidence-based instruction in oral language, reading comprehension, vocabulary knowledge and spelling and writing</td>
</tr>
<tr>
<td>7. Adding and subtracting fractions</td>
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</table>