

CATHOLIC GLOBAL LEARNER

AS CATHOLIC SCHOOL COMMUNITIES, WE ARE CALLED TO FORM DISCIPLES WHO KNOW, LOVE AND SERVE JESUS THROUGH SERVING OTHERS. OUR VISION IS THAT ALL STUDENTS AND STAFF IN BGCDSB HAVE THE SKILLS THEY NEED TO INNOVATE, EXCEL AND CONTRIBUTE TO THE COMMON GOOD IN TODAY'S AND TOMORROW'S WORLD.

OUR STUDENTS WILL BECOME:

- DISCERNING BELIEVERS
- EFFECTIVE COMMUNICATORS
- REFLECTIVE, CREATIVE AND HOLISTIC THINKERS
- SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNERS
- COLLABORATIVE CONTRIBUTORS
- CARING FAMILY MEMBERS
- RESPONSIBLE CITIZENS

BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT & WELL-BEING

2018-2019
Let Your Light Shine



BOARD THEORY OF ACTION



IF WE KNOW OUR LEARNERS SPIRITUALLY, EMOTIONALLY, SOCIALLY, PHYSICALLY THEN WE WILL ENGAGE OUR STUDENTS IN RICH LEARNING THAT IS PRECISE AND PERSONALIZED; WHICH EMPOWERS THEM TO CONFIDENTLY DEMONSTRATE THE COMPETENCIES EMBEDDED IN CATHOLIC GRADUATE EXPECTATIONS.

PLAN

NEEDS ASSESSMENT

STUDENT ACHIEVEMENT & WELL-BEING DATA

- [BOARD GRADUATION RATES 2015-2018](#)
- [EQAO GR. 6 RESULTS OVER TIME](#)
- [EQAO GR. 3 RESULTS OVER TIME](#)
- [OSSLT RESULTS OVER TIME](#)
- [OSSLT RESULTS 2015 - 2018 - ATTITUDE AND ACHIEVEMENT](#)
- [EQAO GR. 6 MATHEMATICS 2015-2018 - ATTITUDE AND ACHIEVEMENT](#)
- [EQAO GR. 3 LANGUAGE 2015-2018 - ATTITUDE AND ACHIEVEMENT](#)
- [REPORT CARD DATA 2017-2018 - GR. 1 - GR. 3 READING AND WRITING; GR. 4-6 MATHEMATICS](#)
- BOARD ASSESSMENT DATA 2017-2018- K-GR. 3 READING
- BOARD ASSESSMENT DATA 2017-2018 - GR. 4-6 MATH
- BOARD ASSESSMENT DATA 2017-2018- GR. 7-10 READING AND WRITING
- ATTENDANCE PROFILES OF STUDENTS
- [SCHOOL LEARNING PLANS SUMMARY](#)

DEMOGRAPHIC DATA

- OVERALL STUDENT POPULATION 2018, TOTAL NUMBER OF STUDENTS WITH SPECIAL EDUCATION NEEDS, TOTAL NUMBER OF INDIGENOUS STUDENTS, TOTAL NUMBER OF FRENCH IMMERSION STUDENTS, TOTAL NUMBER OF ELL STUDENTS,

PERCEPTUAL DATA

- [SCHOOL CLIMATE SURVEYS GR. 1-3](#)
- [SCHOOL CLIMATE SURVEYS GR. 4-12](#)
- DESIGN THINKING/PBL CONTINUUM OF IMPLEMENTATION DATA
- DESIGN THINKING/PBL STUDENT SURVEYS GR. 1-3
- DESIGN THINKING/PBL STUDENT SURVEYS GR. 4-12

OVERALL GOALS

ACT

TARGETED EVIDENCE-BASED STRATEGIES

STUDENTS WILL ESTABLISH HEALTHY RELATIONSHIPS WITH GOD, SELF AND OTHERS AND UNDERSTAND OUR CATHOLIC FAITH/TEACHINGS IN SAFE, AUTHENTIC AND ENGAGING LEARNING ENVIRONMENTS

STRATEGY	PROFESSIONAL LEARNING	RESOURCES
<ol style="list-style-type: none"> 1. MONITOR AND TRACK RESILIENCE AND MINDSET OF STUDENTS THROUGH ATTITUDE SURVEYS AND REFLECTIONS 2. CONTINUE TO TRAIN TEACHERS ON EFFECTIVE IMPLEMENTATION OF BIG IDEAS IN TEACHING RELIGION 3. DEDICATE TIME FOR SECONDARY RELIGION DEPARTMENTS TO FAMILIARIZE THEMSELVES WITH VARIOUS ICE RESOURCES 4. SUPPORT K TEAMS IN DEVELOPING EFFECTIVE PLAY-BASED, CHRIST-CENTRED APPROACH TO RELIGION AND FAMILY LIFE IN EARLY YEARS 5. PROVIDE CURRENT, RELEVANT RESEARCH AROUND EFFECTIVE LEARNING ENVIRONMENTS - PHYSICAL AND VIRTUAL 	<ol style="list-style-type: none"> 1. PRINCIPAL PD AROUND MENTAL HEALTH AND WELL-BEING USING SCHOOL CLIMATE SURVEY DATA AS BASELINE 2. K TEAM PD SESSIONS ON TEACHING RELIGION AND FAMILY LIFE IN K CLASSROOMS 3. TRAINING FOR J/I AND SECONDARY TEACHERS ON INDIGENOUS EDUCATION ISSUES 4. K TEAM PD SESSIONS ON INQUIRY AND ENVIRONMENT 5. EFFECTIVE LEARNING ENVIRONMENT COMMITTEE TO MEET QUARTERLY TO DISCUSS NEEDS AND GOALS OF SCHOOLS WITH RESPECT TO LEARNING ENVIRONMENTS AND PROVIDE A QUARTERLY NEWSLETTER WITH RELEVANT TOPICS 6. OPPORTUNITIES FOR EDUCATORS TO ENGAGE IN PROFESSIONAL LEARNING PROJECTS AROUND EFFECTIVE LEARNING ENVIRONMENTS 	<p>GROWING IN FAITH, GROWING IN CHRIST FULLY ALIVE RENEWING THE PROMISE EFFECTIVE LEARNING ENVIRONMENT SURVEY ELE QUARTERLY NEWSLETTERS INNOVATIVE PD PROJECT APPLICATIONS INDIGENOUS EDUCATION RESOURCES</p>

STUDENTS WILL APPLY CRITICAL THINKING SKILLS TO PROBLEM-SOLVE, COMMUNICATE, ANALYZE AND MAKE CONNECTIONS IN NUMERACY AND LITERACY

STRATEGY	PROFESSIONAL LEARNING	RESOURCES
<u>LITERACY</u>	<u>LITERACY</u>	<u>LITERACY</u>

LET'S PRAY ~ STUDENTS WILL ESTABLISH HEALTHY RELATIONSHIPS WITH GOD, SELF AND OTHERS AND UNDERSTAND OUR CATHOLIC FAITH/TEACHINGS IN SAFE, AUTHENTIC AND ENGAGING LEARNING ENVIRONMENTS. (SEF 2.5, 3.1, 5.1, 5.4)

LET'S LEARN ~ STUDENTS WILL APPLY CRITICAL THINKING SKILLS TO PROBLEM-SOLVE, COMMUNICATE, ANALYZE AND MAKE CONNECTIONS IN NUMERACY AND LITERACY. (SEF 1.1, 1.2, 4.1, 4.2, 5.2)

LET'S INSPIRE & LET'S SHINE ~ STUDENTS WILL BE INNOVATIVE, CREATIVE AND EMPATHETIC WHEN DISCUSSING, PLANNING AND FINDING SOLUTIONS TO CONTEMPORARY ISSUES. (SEF 4.1, 4.3, 4.4, 4.6)

SPECIFIC OUTCOMES

1. INCREASE THE PERCENTAGE OF GR. 3 STUDENTS WHO INDICATE ON EQAO STUDENT QUESTIONNAIRE THAT THEY "LIKE TO READ".
2. INCREASE THE PERCENTAGE OF GR. 3 STUDENTS ON EQAO WHO PERFORM AT OR ABOVE PROVINCIAL STANDARD IN READING, SPECIFICALLY AROUND OVERALL EXPECTATIONS R.1, R.2, R.3.
3. INCREASE THE PERCENTAGE OF GR. 6 STUDENTS ON EQAO WHO PERFORM AT OR ABOVE PROVINCIAL STANDARD IN MATHEMATICS, SPECIFICALLY IN KNOWLEDGE /UNDERSTANDING AND THINKING CATEGORIES.
4. INCREASE THE PERCENTAGE OF FIRST TIME ELIGIBLE GR. 10 STUDENTS WHO PERFORM AT OR ABOVE PROVINCIAL STANDARD ON OSSLT, SPECIFICALLY AROUND OVERALL EXPECTATIONS MAKING CONNECTIONS AND TOPIC DEVELOPMENT.
5. INCREASE THE RESILIENCE, PERSEVERANCE AND HEALTHY MINDSET OF STUDENTS WHEN THEY ARE FACED WITH COMPLEX AND CHALLENGING PROBLEMS
6. AUTHENTICALLY IMPROVE THE CULTURE OF OUR CLASSROOMS AND SCHOOLS SO THAT THEY ARE INNOVATIVE, CREATIVE AND RESPOND TO THE NEEDS OF OUR STUDENTS.

1. ALL K STUDENTS WILL BE ASSESSED ON THEIR PHONOLOGICAL SKILLS PRIOR TO BEING ASSESSED ON READING SKILLS.
2. FOCUS ON ATTITUDES ABOUT READING AND ACHIEVEMENT OF OVERALL EXPECTATIONS R.1, R.2, R.3 OF K-3 STUDENTS.
3. FOCUS ON ATTITUDES ABOUT READING AND WRITING OUTSIDE OF SCHOOL AND ACHIEVEMENT OF OVERALL EXPECTATIONS MAKING CONNECTIONS AND TOPIC DEVELOPMENT IN WRITING OF GR. 7-10 STUDENTS

NUMERACY

1. FOCUS ON THINKING, KNOWLEDGE/UNDERSTANDING SKILLS OF GR. 4-6 STUDENTS IN ALL STRANDS
2. USE OF NUMBER TALKS, STRINGS AND MATH GAMES IN CLASSROOMS TO REINFORCE FUNDAMENTAL MATH SKILLS
3. BUILD CAPACITY OF TEACHERS AROUND MATHEMATICAL CONTENT KNOWLEDGE (EG. RECOGNIZING AND APPLYING NUMBER PROPERTIES), AND EFFECTIVE QUESTIONING TECHNIQUES IN ORDER TO EFFECTIVELY CONSOLIDATE STUDENT THINKING.
4. BUILD CAPACITY OF PRINCIPALS AND VICE PRINCIPALS AROUND EFFECTIVE MATHEMATICS PEDAGOGY TO PROVIDE CONDITIONS FOR SCHOOL IMPROVEMENT
5. INCREASE PARENT ENGAGEMENT IN THEIR CHILDREN'S MATHEMATICS LEARNING.

1. INSTRUCTIONAL COACHES AND RESOURCE TEACHERS HAVE BEEN TRAINED ON THE NEW PRE-READING AND READING ASSESSMENTS IN ORDER TO BUILD CAPACITY OF TEACHERS IN THEIR SCHOOL.
2. ALL GR. 2 TEACHERS TRAINED ON USING LEXIA TO SUPPORT LITERACY INSTRUCTION IN THE CLASSROOM
3. CONCEPTS 2 CLASSROOM INQUIRY SESSIONS WITH TEACHERS FOCUSED ON READING TO LEARN AND LEARNING TO READ SKILLS AND STRATEGIES.
4. CONCEPTS 2 CLASSROOM INQUIRY SESSIONS WITH TEACHERS FOCUSED ON TEACHING WRITING IN GR. 7-10
5. PD DAY TRAINING IN SECONDARY SCHOOLS AROUND OSSLT
6. GR. 10 2P PROJECT AT SMHS
7. WORKING WITH GR. 7% TEACHERS ON EFFECTIVE ADOLESCENT READING INSTRUCTION
8. SUMMER LEARNING EDUCATORS RECEIVE TRAINING ON EFFECTIVE LITERACY INSTRUCTION

NUMERACY

1. JOB-EMBEDDED LEARNING WITH INSTRUCTIONAL COACHES THAT FOCUSES ON PACING AND CONSOLIDATION OF STUDENT LEARNING IN A MATH LESSON
2. FOCUSING ON FUNDAMENTAL MATH SKILLS AT SYSTEM PD DAY FOR ALL EDUCATORS.
3. CONCEPTS 2 CLASSROOM INQUIRY SESSIONS WITH TEACHERS THAT FOCUS ON A VARIETY OF TEACHER NEEDS SUCH AS MATHEMATICAL CONTENT KNOWLEDGE, LESSON PLANNING, ASSESSMENT, REINFORCEMENT AROUND NUMBER STRINGS AND NUMBER TALKS, ETC.
4. FOCUSED WORK WITH GR. 4 TEACHERS AROUND TRACKING AND MONITORING STUDENT THINKING AND UNDERSTANDING OF MATH CONCEPTS.
5. MONTHLY MONITORING AND CAPACITY BUILDING SESSIONS WITH PRINCIPALS USING LOOK-FORS IN MARIAN SMALL'S RESOURCE.
6. INSTRUCTIONAL COACH WILL FACILITATE MONTHLY EQAO MODERATING SESSIONS WITH GR. 6 TEACHERS THAT FOCUS ON NSN & MEASUREMENT STRANDS AND KU AND THINKING SKILLS.
7. PD EMBEDDED WITHIN VIDEOS AND RESOURCES IN MATHUP PROGRAM
8. DEVELOP TAKE-HOME MATH KITS TO PILOT AT SOME SCHOOLS DURING 2018-19 SCHOOL YEAR TO HELP PARENTS GAIN A BETTER UNDERSTANDING IN THEIR CHILD'S MATHEMATICS LEARNING

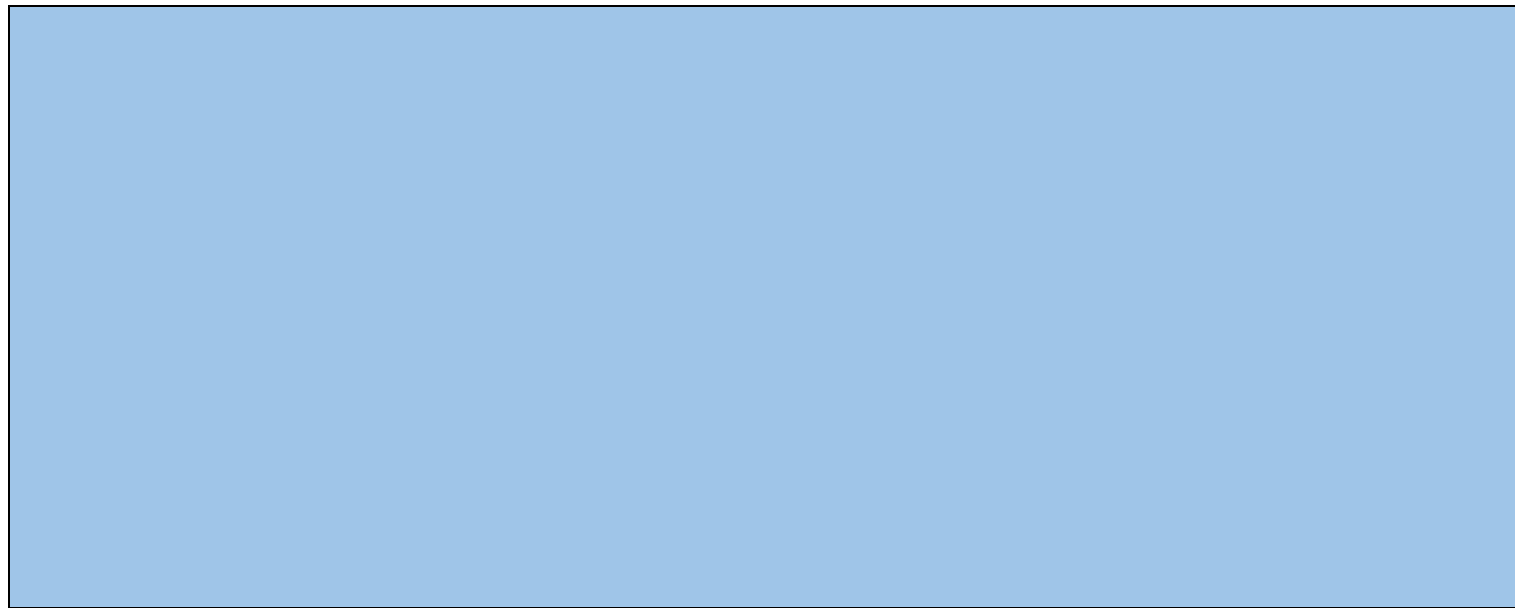
BGCDSB PRE-READING ASSESSMENTS - PHONOLOGICAL SKILLS RESOURCES
 ADOLESCENT LITERACY GUIDE
 ADOLESCENT LITERACY ALERTS
 PRE AND POST ATTITUDE SURVEYS FOR ALL GR. 3 AND GR. 9 STUDENTS IN READING AND WRITING

NUMERACY

FOCUSING ON THE FUNDAMENTALS OF MATH
 TEACHER'S GUIDE
 A PARENT'S GUIDE TO THE FUNDAMENTALS OF MATH
 MATHUP GR. 1 - 8
 THE SCHOOL LEADER'S GUIDE TO BUILDING AND SUSTAINING MATH SUCCESS BY MARIAN SMALL
 CBM ASSESSMENT
 MINI-LESSONS BY CATHY FOSNOT
 NUMBER TALKS K-5 BY SHERRY PARISH
 NUMBER TALKS FRACTIONS, DECIMALS AND PERCENTAGES BY SHERRY PARISH
 TAKE HOME MATH KITS DEVELOPED BY COACHES AND CONSULTANTS

STUDENTS WILL BE INNOVATIVE, CREATIVE AND EMPATHETIC WHEN DISCUSSING, PLANNING AND FINDING SOLUTIONS TO CONTEMPORARY ISSUES.

STRATEGY	PROFESSIONAL LEARNING	RESOURCES
<ol style="list-style-type: none"> 1. FOCUS ON ENGAGEMENT OF STUDENTS THROUGH PATHWAYS AND EXPERIENTIAL PROGRAMS 2. MENTORSHIP PROGRAMS WITH COMMUNITY PARTNERS EG. BRUCE POWER, LAUNCHPAD, FUTURE DESIGN 3. TEACHING STUDENTS TO CODE TO SUPPORT PROBLEM-SOLVING STRATEGIES AND INNOVATION 4. EXPANDING PROJECT-BASED LEARNING AND DESIGN 	<ol style="list-style-type: none"> 1. HACKING OUR CURRICULUM SESSIONS WITH TEACHERS, COACHES AND CONSULTANTS 2. TECHNOVATION TRAINING WITH TEACHERS TO ENGAGE MORE GIRLS IN STEM-RELATED FIELDS 3. DESIGN SPRINTS WITH MENTORS AND TEACHERS 4. CONCEPTS 2 CLASSROOMS - BEYOND THE HOUR OF CODE FOR TEACHERS 	PORTFOLIO APP - BRIGHTSPACE D2L G-SUITE EDUGAINS - CODING RESOURCES OSAPAC - MINISTRY FUNDED DIGITAL RESOURCES CAREER CRUISING



THINKING INTO SCHOOLS VIA MAKERSPACE/LEARNING COMMONS/INNOVATION SPACES 5. EXPOSE TEACHERS/STUDENTS TO VARIOUS DIGITAL TOOLS SUCH AS THE PORTFOLIO APP FOR PEDAGOGICAL DOCUMENTATION AND EFFECTIVE COMMUNICATION, G-SUITE APPS FOR EFFECTIVE COMMUNICATION 6. STEAM FAIRE FOR GR. 3-6 STUDENTS AND 9-12 STUDENTS	5. CONCEPTS 2 CLASSROOMS - PROJECT-BASED LEARNING AND DESIGN THINKING 6. PD DAY TRAINING ON USE OF DIGITAL TOOLS 7. CAPACITY BUILDING SESSIONS FOR GR. 3-6 TEACHERS ON STEAM ACTIVITIES IN THE CLASSROOM 8. DESIGN THINKING COACH CERTIFICATION - ONE COACH TRAINED PER SCHOOL TO SUPPORT STAFF WITH DESIGN THINKING/PBL	
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REFLECT

RESULTS AND OUTCOMES

QUESTIONS TO CONSIDER:

- WHERE DID OUR STUDENTS BEGIN? HOW DID WE DOCUMENT THEIR LEARNING? DID ALL STUDENTS SHOW GROWTH? HOW DO WE KNOW?
- WHERE DID OUR EDUCATORS BEGIN? HOW DID WE DOCUMENT THEIR LEARNING? DID ALL EDUCATORS SHOW GROWTH? HOW DO WE KNOW?
- HOW DOES OUR NEW LEARNING ABOUT STUDENTS AND EDUCATORS INFORM THE NEXT STEPS IN OUR PLAN?
- WHAT STILL REMAINS UNCLEAR OR UNANSWERED ABOUT STUDENT AND EDUCATOR LEARNING?

IN ORDER TO MEET OUR OVERALL & SPECIFIC GOALS, SENIOR ADMINISTRATORS, PRINCIPALS, TEACHERS WILL...

SENIOR ADMINISTRATORS	PRINCIPALS	TEACHERS
<ul style="list-style-type: none"> UTILIZE THE TIME SPENT DURING SCHOOL VISITS TO FOCUS ON STUDENT LEARNING AND WELL BEING AND EDUCATOR PRACTICES SUPPORT AND BUILD CAPACITY OF OUR SCHOOL PRINCIPALS AROUND INSTRUCTIONAL LEADERSHIP THROUGH CAPACITY BUILDING SESSIONS, SCHOOL VISITS, PRINCIPAL TRIADS COLLABORATE WITH AND CO-MONITOR SCHOOL LEARNING PLANS PROVIDE DIFFERENTIATED SUPPORT TO SCHOOLS BASED ON PRIORITIES AND SCHOOL NEEDS 	<ul style="list-style-type: none"> COLLECT AND ANALYZE EVIDENCE OF STUDENT AND EDUCATOR LEARNING ON A REGULAR BASIS USING A VARIETY OF SOURCES IE. COMPASS FOR SUCCESS IMPROVE THEIR OWN INSTRUCTIONAL LEADERSHIP CAPACITY BY ENGAGING IN PROFESSIONAL LEARNING OPPORTUNITIES WITHIN AND OUTSIDE THE BOARD MONITOR THE SCHOOL LEARNING PLAN ON A CONSISTENT BASIS INCLUDING ACHIEVEMENT, PERCEPTUAL DATA ENGAGE PARENTS/CAREGIVERS IN SUPPORTING SCHOOL LEARNING PLAN BE A CO-LEARNER IN SCHOOL IMPROVEMENT EFFORTS 	<ul style="list-style-type: none"> CREATE SAFE AND ENGAGING LEARNING ENVIRONMENTS FOR STUDENTS INCORPORATE THE CATHOLIC GRADUATE EXPECTATIONS INTO ALL PLANNING AND LEARNING OPPORTUNITIES INTENTIONALLY & THOUGHTFULLY LEVERAGE TECHNOLOGY INTO PLANNING, INSTRUCTION AND ASSESSMENT PRACTICES USE DATA (ASSESSMENT FOR, AS, OF) TO INFORM TEACHING AND MEET THE NEEDS OF ALL LEARNERS AT ALL TIMES BE A CO-LEARNER IN SCHOOL IMPROVEMENT EFFORTS

OBSERVE

ONGOING MONITORING

STUDENTS WILL ESTABLISH HEALTHY RELATIONSHIPS WITH GOD, SELF AND OTHERS AND UNDERSTAND OUR CATHOLIC FAITH/TEACHINGS IN SAFE, AUTHENTIC AND ENGAGING LEARNING ENVIRONMENTS

WHAT CONVERSATIONS, OBSERVATIONS AND PRODUCTS MIGHT WE MONITOR?

STUDENT VOICE AROUND EFFECTIVE LEARNING ENVIRONMENTS - FLEXIBLE SEATING, USE OF TECHNOLOGY, ETC.	PRINCIPALS OBSERVING STAFF AND STUDENTS PARTICIPATING IN CHRISTIAN MEDITATION K STUDENTS ENGAGED IN INQUIRY-BASED LEARNING AROUND FAITH AND BIG IDEAS IN GIGIC CLASSROOM TEACHERS PROVIDING FLEXIBLE SEATING, STUDENT VOICE, LEVERAGING TECHNOLOGY TO ENGAGE STUDENTS PLANNING THAT IS INTENTIONAL AND CONNECTS WITH CGES AND BIG IDEAS OF GIGIC	INCREASED NUMBER OF INNOVATIVE PD PROJECT APPLICATIONS SUBMITTED AROUND CATHOLIC FAITH/TEACHINGS. STUDENT WORK/PROJECTS CONNECT WITH CATHOLIC SOCIAL TEACHINGS AND CGES
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STUDENTS WILL APPLY CRITICAL THINKING SKILLS TO PROBLEM-SOLVE, COMMUNICATE, ANALYZE AND MAKE CONNECTIONS IN NUMERACY AND LITERACY

WHAT CONVERSATIONS, OBSERVATIONS AND PRODUCTS MIGHT WE MONITOR?

<p>NUMERACY</p> CONSULTANTS ENGAGE IN RICH CONVERSATION WITH CLASSROOM TEACHERS AND INSTRUCTIONAL COACHES AROUND IMPLEMENTATION AND EFFECTIVENESS OF PROGRAM AND STUDENT ACHIEVEMENT	<p>NUMERACY</p> PRINCIPALS OBSERVE STUDENTS AND TEACHERS FOR SIGNS OF A STRONG MATH CULTURE (SMALL RESOURCE)	<p>NUMERACY</p> PRE AND POST SURVEY FROM MATH LEADS TO MEASURE ATTITUDE AND CHANGES IN TEACHING PRACTICE AROUND FUNDAMENTAL MATH AND CONSOLIDATION
PRINCIPALS ENGAGE IN RICH CONVERSATION WITH CLASSROOM TEACHERS AND INSTRUCTIONAL COACHES AROUND MATH CULTURE	PRINCIPALS WILL OBSERVE STUDENT ENGAGEMENT IN THE MATHEMATICS PROGRAM FOR SIGNS OF A STRONG MATH CULTURE (SMALL RESOURCE)	GR. 4 MONITORING AND TRACKING OF STUDENT LEARNING USING GR. 3 EQAO DATA AS BASELINE
<p>LITERACY</p> CONSULTANTS ENGAGE IN RICH CONVERSATION WITH INSTRUCTIONAL COACHES AND CLASSROOM TEACHERS AROUND	<p>LITERACY</p> CONCEPTS 2 CLASSROOM TEACHER FEEDBACK FORMS	GR. 4 TEACHER SURVEY OF EFFICACY AROUND TEACHING MATHEMATICS CONTENT GR. 6 STUDENT WORK SAMPLES FROM EQAO MODERATING PROJECT

<p>TEACHER PRACTICE AND NEXT STEPS</p> <p>PRINCIPAL CONVERSATIONS WITH TEACHERS AROUND EFFECTIVE LITERACY INSTRUCTION AND ASSESSMENT</p>	<p>PHOTO DOCUMENTATION OF STUDENT ENGAGEMENT IN LITERACY TASKS</p> <p>LOOK-FORS DEVELOPED BY INSTRUCTIONAL LEADERSHIP CONSULTANTS FOR PRINCIPALS TO MONITOR EFFECTIVE LITERACY PRACTICE IN K CLASSROOMS</p>	<p><u>LITERACY</u></p> <p>ATTITUDE SURVEYS AROUND READING FOR GR. 3 STUDENTS</p> <p>ATTITUDE SURVEYS AROUND WRITING FOR GR. 9-10 STUDENTS</p> <p>PRE AND POST SURVEY FOR GR. 7/8 TEACHERS ON TEACHER CONFIDENCE AND SELF-EFFICACY IN TEACHING LITERACY TRACKING AND MONITORING STUDENT WRITING SAMPLES</p> <p>LEXIA DATA FOR GR. 2 STUDENTS</p>
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STUDENTS WILL BE INNOVATIVE, CREATIVE AND EMPATHETIC WHEN DISCUSSING, PLANNING AND FINDING SOLUTIONS TO CONTEMPORARY ISSUES.

WHAT CONVERSATIONS, OBSERVATIONS AND PRODUCTS MIGHT WE MONITOR?		
<p>CONSULTANT AND TEACHERS ENGAGING IN RICH DIALOGUE ABOUT INTENTIONAL USE AND PURPOSE OF STUDENT PORTFOLIOS</p> <p>TEACHERS AND STUDENTS ENGAGING IN RICH DIALOGUE AROUND DESIGN THINKING PHILOSOPHY WHICH CAN INCLUDE: PROJECT-BASED LEARNING, DESIGN SPRINTS, GROWTH MINDSET, COLLABORATION OF IDEAS, EMPATHY AND INNOVATION</p>	<p>STUDENT AND TEACHER ENGAGEMENT AND INTEREST IN DESIGN THINKING PHILOSOPHY</p> <p>TEACHERS BRINGING LEARNING FROM VARIOUS DESIGN PROJECTS INTO DAILY LIFE OF THE CLASSROOMS - STEAM FAIRE, BRUCE POWER MENTORING PROJECT, COMMUNITY PARTNERSHIP PROJECTS EG. LAUNCHPAD</p> <p>STUDENTS AND TEACHERS CONNECTING DESIGN PROJECTS TO CATHOLIC GRADUATE EXPECTATIONS</p>	<p>PARTICIPATION OF STUDENTS INVOLVED IN HOUR OF CODE SESSION</p> <p>PARTICIPATION OF TEACHERS IN CONCEPTS 2 CLASSROOM SESSIONS</p> <p>NUMBER OF TEACHERS WHO APPLIED FOR AND PARTICIPATED IN INNOVATIVE PD PROJECTS</p> <p>TEACHER FEEDBACK FROM CONCEPTS 2 CLASSROOM SESSIONS ABOUT IMPACT ON STUDENT LEARNING AND TEACHER PRACTICE</p> <p>RESULTS OF STUDENT SURVEY AROUND DESIGN THINKING/PBL GR. 1-12</p> <p>RESULTS OF IMPLEMENTATION CONTINUUM OF DESIGN THINKING/PBL IN CLASSROOMS</p>