K–12 School Effectiveness Framework
A support for school improvement and student success

Assessment *for*, *as* and *of* Learning

1.1 Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

1.2 A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.

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-constructed success criteria.

1.5 Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP)

1.6 Assessment *of* learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.

1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

School and Classroom Leadership

2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.

2.2 Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.

2.3 Organizational structures are coherent, flexible and respond to the needs of students.

2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.

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.

Student Engagement

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.

3.2 Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).

3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.

3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.
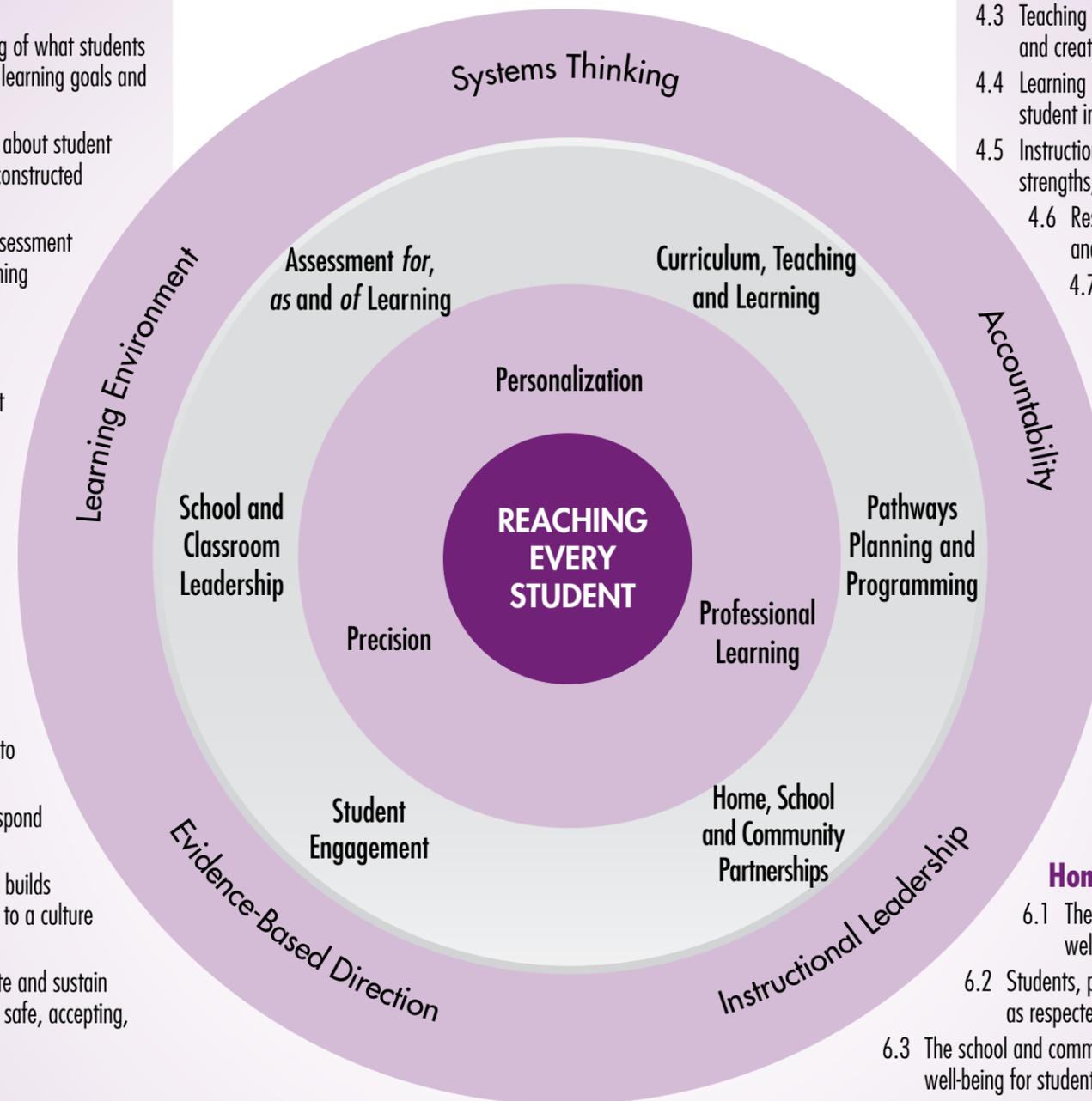
Curriculum, Teaching and Learning

4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.

4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.

4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.

4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

4.6 Resources for students are relevant, current, accessible, inclusive and monitored for bias.

4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.

Pathways Planning and Programming

5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.

5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.

5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.

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.

Home, School and Community Partnerships

6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.

6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.

6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.

Systems Thinking · Learning Environment · Accountability · Evidence-Based Direction · Instructional Leadership

Assessment *for*, *as* and *of* Learning · Curriculum, Teaching and Learning · School and Classroom Leadership · Pathways Planning and Programming · Student Engagement · Home, School and Community Partnerships

Personalization · Precision · Professional Learning

REACHING EVERY STUDENT

2013

Catholic Principals' Council Ontario

Toronto Catholic District School Board

SEF AND POVERTY SURVEY: A PRINCIPAL SELF REFLECTION TOOL

The poor have much to teach us. We are called to find Christ in them, to lend our voices to their causes, but also to be their friends, to listen to them, to speak for them and to embrace the mysterious wisdom which God wishes to share with us through them.
Pope Francis, Evangelii Gaudium (November, 2013)

Assessment for, as and of Learning

1.4 During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

We must "grasp firmly the challenge of providing a kind of education whose curriculum will be inspired more by reflection than by technique, more by a search for wisdom than by the accumulation of information." - Pope John Paul II, This Moment of Promise, 1984, p 10

On a regular basis, student assessment and evaluation practices are collaboratively reviewed in order to identify any potential systemic bias.

Some guided thinking: How do you review assessment and evaluation practices in your school? What structures do you have in place to review practices? How aware is your staff of systemic bias?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

1.7 Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

AN EFFECTIVE COMMUNICATOR who: 2(a) Listens actively and critically to understand and learn in light of gospel values, Ontario Catholic School Graduate Expectations (OCSGE)

On a regular basis, parents are engaged through ongoing communication and dialogue to support a positive learning environment at home and at school.

Some guided thinking: Communications about school programs and student progress mean two-way, three-way and many-way channels of communication that connect schools, families students and the community. What kinds of communications do you have in place in your school?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

School and Classroom Leadership

2.3 Organizational structures are coherent, flexible and respond to the needs of students.

A COLLABORATIVE CONTRIBUTOR who: 5(b) Think critically about the meaning and purpose of work. OCSGE

On a regular basis, timetabling is strategic and facilitates learning for all students and the appropriate allocation of human and other resources.

Some guided thinking: How does your school's timetabling reflect sensitivity to student needs: physical needs (food, clothing); emotional wellness (lateness, absenteeism).

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

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.

The Catholic Church proclaims that human life is sacred and that the dignity of the person is the foundation of a moral vision for society. Catholic Social Teaching #1 Human Dignity

On a regular basis, processes are in place to support new students as they become part of the school community

Some guided thinking: How do you welcome new students? How do you familiarize students and parents with your school community?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

Student Engagement

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.

Recognize that "the critical relationship between learning and believing, between knowledge and faith, is fundamental to understanding the mandate of our Catholic schools." OSCGE p.15

On a regular basis, engaging learning experiences ensure all students use higher-order thinking skills, solve complex problems, develop increased understanding, and construct new knowledge.

Some guided thinking? How do you monitor high expectations for students in poverty?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

3.2 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population

AN EFFECTIVE COMMUNICATOR who: 2(c) As effective communicators, will present information and ideas clearly and honestly and with sensitivity to others." OCSGE

On a regular basis, student voice that reflects the diversity of the student population is actively and regularly sought to inform school climate, instruction and program needs.

Some guided thinking: What structures do you have in place to ensure student voice is heard? How do you ensure that these structures are effective and diverse?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

A basic moral test is how our most vulnerable members are faring. We are to give preference to those on the margins of society. Catholic Social Teaching #4 Option for the Poor and Vulnerable

On a regular basis, a culture exists where interactions between and among staff and students are respectful and honour different ideas and values.

Some guided thinking: How do you measure respectful interactions in your school?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

Curriculum, Teaching and Learning

4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve.

A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER who: 4 (a)Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others." OCSGE

On a regular basis, the focus on student achievement is evident and clearly communicated within the school and to the school community in a variety of ways and in languages reflective of community needs.

Some guided thinking: What avenues of diverse communication are in place?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER who: 4(f) Applies effective communication, decision-making, problem-solving, time and resource management skills. OCSGE

On a regular basis, data are analyzed to identify strengths and gaps in literacy and numeracy achievement and to determine ambitious learning goals for school-wide improvement.

Some guided thinking: What kinds of gap closing strategies are in place in your school? How often does your staff gather to reflect on the information gleaned from the data and set new goals for student learning?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs, and well-being.

You are a most significant educational influence on each other. This Moment of Promise, 1989

On a regular basis, school teams (e.g., Student Success, Safe and Accepting Schools, IEP) meet on an ongoing basis to review academic, social and emotional progress of students.

Some guided thinking: How often do school teams meet to monitor, reflect and respond to student progress?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

Pathways Planning and Programming

5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.

A SELF-DIRECTED,RESPONSIBLE, LIFELONG LEARNER who: 4(e)Sets appropriate goals and priorities in school, work and personal life. OCSGE

On a regular basis, information and opportunities for dialogue about all options, programs, pathways and destinations is accessible through a variety of means to students, parents, families and staff.

Some guided thinking: What methods do you use to engage parents (class website, conferences, newsletters)?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

Home, School and Community Partnerships

6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.

"We invite you (parents) to become more involved in shaping educational policies and directions—particularly those dealing with religious and family life education programs" This Moment of Promise, 1989

On a regular basis, a positive, welcoming school climate is fostered to encourage, value and consider parent and community perspectives.

Some guided thinking: What strategies are used with parents to foster positive attitudes about school?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

A CARING FAMILY MEMBER who: 6(e) Ministers to the family, school, parish, and wider community through service. OCSGE

On a regular basis, partnerships with community organizations are established so that students and their families have access to programs and services on the school premises during and outside of regular school hours

Some guided thinking: What community partnerships have been established (e.g., breakfast programs, tutoring, Community Use of Schools funding)? What community partnerships need to be established?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**

6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations.

A CARING FAMILY MEMBER who: 6(c) Values and honours the important role of family in society." OCSGE

On a regular basis, a variety of forums and supports are available at the school and in the community (e.g., curriculum evenings, workshops, guest speakers) to deepen parents' understanding of the teaching, learning and assessment processes.

Some guided thinking: How do you ensure connections between the learning at school and the learning at home?

__ **Awareness**   __ **Early Implementation**
__ **Implementation**   __ **Routine Use**