**School Improvement Equity Plan (SIEP) 2022-23**

System of 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?

**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.

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

**SUCCESS CRITERIA**

**SIEP TEAMS WILL DEVELOP SIEPS THAT:**
- Cultivate an inclusive school environment
- Use multiple sources of relevant data to measure goal attainment and identify next steps (School Effectiveness Indicators 1.2, 4.5, 3.1)

**EDUCATORS WILL:**
- Co-create an inclusive classroom environment that honours diverse perspectives, knowledge & experiences
- Know & understand their learners through ongoing collection & analysis of qualitative & quantitative data
- Use this data to differentiate instruction & assessment: content, process, product, & environment
- Design personalized learning activities using evidence-based resources to address diverse learning needs, interests & readiness

**LEARNERS WILL:**
- 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
- Try new tasks, take risks, & grow in their understanding of the Ontario Catholic Graduate Expectations
- Willingly participate in feedback processes to refine thinking and learning
- Have opportunities to identify their learning preferences & make choices based on their strengths interests, and/or environment

**SIEP TEAMS WILL DEVELOP SIEPS THAT:**
- Aim to improve student achievement & well-being
- Support school-based efforts in the use of inquiry & the development of transferable skills (School Effectiveness Indicators 3.4, 4.3)

**EDUCATORS WILL:**
- Engage students in the inquiry process to solve problems
- Support students in acquiring skills necessary to process, interpret, synthesize, & critically analyse information in making informed decisions (i.e., critical and digital literacy)
- Model ways to formulate & express thoughtful opinions and questions
- Encourage students to make responsible decisions & take actions that support an improved quality of life for all, now and in the future
- 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 (growth mindset)

**LEARNERS WILL:**
- Integrate, synthesize and apply knowledge in new situations with growing independence
- Demonstrate resilience and persistence when faced with challenges
- Use creative, innovative, diverse perspectives to collaborate & think critically in the classroom/school
- Apply teamwork, advocacy

**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
- Technology Enabled Learning projects
- Use of effective monitoring strategies to measure impact of school improvement and professional learning initiatives
- Board Leadership Development Strategy programs including NTIP and Catholic Leadership

**MONITORING PROCESS:** Analysis of Impact/Influence

**MONITORING FOR IMPACT TRUSTEES:**
- System of guiding questions: Who are our students as learners? What do we want them to be able to know, do & be? 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?
- Board Improvement and Equity Plan for Student Achievement (BIEP) Status updates
- Impact updates by Director of Education
- Board Program updates by system staff

**SYSTEM STAFF:**
- 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
**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.
- Shared Leadership by staff and students for all faith celebrations, Masses, Liturgies, Altar decorations, etc.

**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.
- **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.

**EACHING & LEARNING PRACTICES**

- Provide students/classes with opportunities to lead Liturgies, Morning Prayers.
- Highlight the Board’s Pastoral theme, Awakening.
- Provide opportunities for almsgiving (e.g., Thanksgiving Food Drive, Christmas Angel Tree Program).
- Highlight the monthly Umbrella Project skills promoting & celebrating their use by students.
- Run Intermediate Homework Club and Board Approved Tutoring for students in Primary, Junior and Intermediate - currently 5 groups running (Spec. Ed., and divisional).
- Reacquaint students with the JOY of Learning.

**MATHEMATICS**

- **Math tools and manipulatives** are available for all students.
- **Number Strings/Talks, Thinking Classroom**.
- Students will be provided with rich learning tasks.
- Teachers will have a focus on Fundamental Math Skills (i.e. Number Talks).
- Students will have a focus on Social/Emotional Learning in Math (developing “confidence” and “stamina” in Math).
- **Use of Class Planning and ‘Marker Student’ data**

**LITERACY**

- **Use of Literacy Assessment Measures to inform teaching and learning (BILAM/RAS)**
- **Use of Literacy Measures to inform teaching and learning**
- **Use of guided reading/levelled books**
- **Intentional daily grammar/punctuation practice in the context of rich tasks**
- **Kindergarten and Gr. 1 use of the Heggerty Literacy Program and work closely with Prim. Literacy Teacher (O. DaSilva)**
- **Use of accountable talk (turn and talk) strategy**

**PATHWAYS, ENGAGEMENT & RENEWAL**

- **Student Equity Engagement Council led learning (e.g., Culture Day, Trailblazer Tuesdays, Monthly Themes, Guest Speaker Series).**
- **Student Council - theme days, promoting a positive school climate**
- **Umbrella Project - monthly themes promoting the umbrella resiliency skills**
- **Use of re-engagement teachers, as necessary**
- **Increased support from MLL Teacher**
- **Provide students with summative learning task options**

**IMPROVING EQUITY & ACCESS**

- **Continue to improve school climate and sense of belonging for all students**
- **Begin each day with relevant prayers - both over the PA system and within classrooms**
- **Continue promoting and implementing Umbrella Project skills development**
- **Continued support for students with LD, ADHD, ODD, and/or Autism**
- **Continue to improve school climate and sense of belonging for all students**

**GOALS & PRIORITIES**

- **Provide opportunities for students to develop transfers skills/global competencies**
- **Ensure students who are MLL are engaged in learning and taking into account their experiences when planning & programming**
- **Provide MLLs with the necessary support to be successful (i.e. Razkids, etc.)**
- **Differentiate instruction to meet the needs of students**
- **Provide multiple summative task options**

**EACHING & LEARNING PRACTICES**

- **Provide students/classes with opportunities to lead Liturgies, Morning Prayers.**
- **Highlight the Board’s Pastoral theme, Awakening.**
- **Provide opportunities for almsgiving (e.g., Thanksgiving Food Drive, Christmas Angel Tree Program).**
- **Highlight the monthly Umbrella Project skills promoting & celebrating their use by students.**
- **Run Intermediate Homework Club and Board Approved Tutoring for students in Primary, Junior and Intermediate - currently 5 groups running (Spec. Ed., and divisional).**
- **Reacquaint students with the JOY of Learning.**
## FAITH & WELL BEING

- Include student leaders on our school Pastoral Team to ensure student voice is present in planning liturgies.
- Meet/communicate twice per term with the Blessed Sacrament Parish team re. Liturgies, classroom visits, and ways the parish and school can work together to support faith development and programming for students.
- Highlight the monthly Umbrella Project skills - promoting & celebrating their use by students.
- Begin each term with a school-wide assembly to discuss/review school behaviour expectations and routines.
- Eco-Schools participation and certification.
- Support LMS Transition of all staff, students and parents - from Google Classroom to D2L.

## CURRICULUM & ACHIEVEMENT

**How will we know if students are progressing and achieving?**

Educators will: ensure they meet students where they are at in their learning - differentiating learning tasks, feedback, and assessment practices to ensure every student they teach will meet with success.

**MATHEMATICS**

- Achievement of Marker Students
- Pre and post concept data
- Trending & cohort data from EQAO & CAT-4
- Curriculum Classroom Walk-Throughs
- Purposeful use of technology such as enCompass
- Report Card Data (Teacher Assessment)

**LITERACY**

- Balanced Literacy Assessment Measures (BLAM or BAS)
- Achievement of Marker Students
- Pre and post concept data
- Trending & cohort data from EQAO & CAT-4
- Curriculum Classroom Walk-Throughs
- Purposeful use of technology such as enCompass
- Report Card Data (Teacher Assessment)

## PATHWAYS, ENGAGEMENT & RENEWAL

**How will we know if students are progressing and achieving? Who is impacted?**

- Purposeful use of technology (e.g., My Blueprint, enCompass)
- Completion rates for My Blueprint