



System use 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?

-  **NURTURING OUR CATHOLIC COMMUNITY**
-  **STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION**
-  **BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY**

- Knowing the LEARNER through ASSESSMENT** *Educators will:*
- Use principles of Culturally Responsive and Relevant Pedagogy (CRRP) to understand learners
  - Determine, through multifaceted assessment, what a student knows, thinks and is able to do
  - Use Observations, Conversations and Products to assess learning
  - Provide feedback for the purpose of assessment ‘as’ and ‘for’ learning
  - Teach students to become critical assessors of their own learning so they can make informed decisions about next steps in their path interests, and/or environment



- Responding through DIFFERENTIATED INSTRUCTION & LEARNING ENVIRONMENTS** *Educators will:*
- 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)

## 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.

### 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 use 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, MDI, 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	CURRICULUM & ACHIEVEMENT		PATHWAYS, ENGAGEMENT & RENEWAL	
	<p>System Statement: Contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.</p> <p>Shared Leadership by staff and students for all faith celebrations, Masses, Liturgies, Altar decorations, etc.</p>	<p>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.</p> <p>→<b>Mathematics</b> 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 <b>Literacy</b> 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.</p>		<p>System Statement: Respond to student voices and individual identities and offer reengagement supports to improve academic outcomes. Identify students impacted by systemic barriers and address engagement needs.</p>	
IMPROVING EQUITY & ACCESS	<ul style="list-style-type: none"> <li>School Community Building (Umbrella Project, Establish a “Bucket Filling” Positive school culture program with Pompom Rewards, CSAC initiatives - Sport-a-thon, etc.)</li> <li>Promoting a Positive School Climate (Student of the Week Announcements)</li> <li>Student-led Equity Focus (Race Equity Club 2020-23)</li> <li>Cultural Celebration Day - Planned for Spring 2023</li> <li>Mental Health Tips on our Google Shared Drive and LMS</li> <li>Monthly School-wide Masses/Liturgies, Anti-Bullying Assembly and Sociogram Check-in - Nov. 2022, etc.</li> <li>Guest Speaker Series - Truth &amp; Reconciliation (Orange Shirt Day), Indigenous Presentations, Bullying Awareness &amp; Prevention Week, and Black Heritage &amp; History Month, Vicki Olatundun booked for January 25, 2023</li> <li>Greater supports for students who have experienced trauma and have great difficulties self-regulating and building positive relationships at school</li> </ul>	<p><b>Educators will: make use of Universal Supports in the classroom; ensuring texts, learning materials, and learning activities are culturally diverse and appropriate, representative of the students in our school community.</b></p>		<ul style="list-style-type: none"> <li>Student Equity Engagement Council led learning (e.g., Culture Day, Trailblazer Tuesdays, Monthly Themes, Guest Speaker Series)</li> <li>Student Council - theme days, promoting a positive school climate</li> <li>Umbrella Project - monthly themes promoting the umbrella resiliency skills</li> <li>Use of re-engagement teachers, as necessary</li> <li>Increased support from MLL Teacher</li> <li>Provide students with summative learning task options</li> </ul>	
		<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>Math tools and manipulatives are available for all students</li> <li>Access to online programs and tools that are culturally diverse</li> <li>Provide students with low floor/high ceiling problem solving questions</li> <li>Ensure multiple entry points for learning activities</li> <li>Use of Knowledgehook (Game Shows, Missions, gamification, Mathalon) to promote confidence</li> <li>Use of “Mathology” Curriculum Resource and logins</li> </ul>	<p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>Use technology to enhance reading programs</li> <li>Ensure all students can access technology</li> <li>Be intentional with providing learning opportunities (Reading, Writing, Media, Oral Communication) that are culturally diverse</li> <li>Ensure the Learning Commons, Classroom Libraries, and Home Reading Programs are culturally diverse</li> <li>Ensure students have context (schema) for experiences in texts used</li> <li>Expose students to a variety of genres</li> <li>EMPOWER Intervention Program to support early literacy skill development in primary grades</li> </ul>		
GOALS & PRIORITIES	<ul style="list-style-type: none"> <li>Continue to improve school climate and sense of belonging for all students</li> <li>Begin each day with relevant prayers - both over the PA system and within classrooms</li> <li>Continue promoting and implementing Umbrella Project skills development</li> <li>Divisional Teams participate &amp; lead masses and liturgies</li> <li>Encourage the school community to participate in school initiatives such as: Terry Fox Run, Thanksgiving Food Drive, Christmas Angel Tree Program</li> <li>Offer opportunities for students to participate in Intramurals and on School Sports Teams, clubs and activities given that MDI Data shows small percentage of students participating in any art, sports or music programs outside of school</li> <li>Understanding what Mental Health supports are needed for students and families related to increased anxiety, depression and trauma in the school</li> <li>Nutrition For Learning continues to ensure each student receives breakfast daily (as supported by MDI Data)</li> </ul>	<p><b>Educators will: plan and deliver lessons based on student needs; varying &amp; differentiating instruction &amp; pace to ensure students are making connections to the curriculum expectations.</b></p>		<ul style="list-style-type: none"> <li>Provide opportunities for students to develop transferable skills/global competencies</li> <li>Ensure students who are MLL are engaged in learning and taking into account their experiences when planning &amp; programming</li> <li>Provide MLLs with the necessary support to be successful (i.e. Razkids, etc.)</li> <li>Differentiate instruction to meet the needs of students</li> <li>Provide multiple summative task options</li> </ul>	
		<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>Consistent use of Number Talks to increase students’ skills with number relationships and work closely with Itin. Math Coach (Nancy Montes)</li> <li>STEM professional dev. with Whitney McKinley</li> <li>Use of ‘productive struggle’ strategy - coach students through problem solving to allow for a more robust understanding and greater stamina</li> <li>Begin and end lessons with sharing Learning Goals and Success Criteria - consolidation of learning</li> <li>Emphasize clear communication of math understanding by students - spiraling math</li> <li>Focus on Fundamental Math Skills (see Min. doc)</li> <li>Improve student Social-Emotional Learning in Math (developing “confidence” and “stamina” in Math)</li> <li>Track and Monitor Marker Students and targets related to Mathematics - Report Card T1, Final</li> </ul>	<p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>Improve student achievement in Writing with a focus on organization of content and ideas</li> <li>Improve student achievement in reading comprehension with a focus on inferring and making connections</li> <li>Increase the number of students reading at or above grade level</li> <li>Plan lessons to allow students to think more critically about texts</li> <li>Explicitly teach students how to reference a text in order to provide proof and evidence</li> <li>Continue Jolly Phonics, corrective reading programs, Raz-Kids, Empower and Lexia</li> <li>Track and Monitor Marker Students and targets related to Reading and Writing - Report Card T1, Final</li> </ul>		
TEACHING & LEARNING PRACTICES	<ul style="list-style-type: none"> <li>Provide students/classes with opportunities to lead Liturgies and Morning Prayers</li> <li>Highlight the Board’s Pastoral theme, Awaken!</li> <li>Provide opportunities for almsgiving (e.g., Thanksgiving Food Drive, Christmas Food Drive, etc.)</li> <li>Highlight the monthly Umbrella Project skills - promoting &amp; celebrating their use by students</li> <li>Run Intermediate Homework Club and Board Approved Tutoring for students in Primary, Junior and Intermediate - currently 5 groups running (Spec. Ed., and divisional)</li> <li>Reacquaint students with the JOY of Learning</li> </ul>	<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>Number Strings/Talks, Thinking Classroom</li> <li>Students will be provided with rich learning tasks</li> <li>Students will be provided with both collaborative and individual learning opportunities</li> <li>Teachers will have a focus on Fundamental Math Skills (i.e. Ministry doc., Number strand) with the support of board’s Numeracy Consultant</li> <li>Teachers will have a focus on Social/Emotional Learning - a growth mindset for students so as to believe they can be successful mathematicians</li> <li>Use of Class Planning and ‘Marker Student’ data</li> </ul>		<p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>Use of Literacy Assessment Measures to inform teaching and learning (BLAM/BAS)</li> <li>Exposure to a variety of genres or types of literacy</li> <li>Use of guided reading/leveled books</li> <li>Intentional daily grammar/punctuation practice in the context of rich tasks</li> <li>Kindergarten and Gr. 1 use of the Heggerty Literacy Program and work closely with Prim. Literacy Teacher (O. DaSilva)</li> <li>Use of accountable talk (turn and talk) strategy</li> <li>Use of ‘The Thinking Classroom’ - Vertical Non-Permanent Writing Surfaces (Gallery Walks for subjects)</li> </ul>	<ul style="list-style-type: none"> <li>Use of ‘Pathways to Success’ program</li> <li>Differentiating Instruction to meet the needs of students</li> <li>MLL support for students whose first language is not English</li> <li>Providing students with summative assessment options</li> </ul>

	FAITH & WELL BEING	CURRICULUM & ACHIEVEMENT		PATHWAYS, ENGAGEMENT & RENEWAL
<b>MONITORING PROGRESS &amp; MEASURES OF SUCCESS</b>	<ul style="list-style-type: none"> <li>• Include student leaders on our school Pastoral Team to ensure student voice is present in planning liturgies.</li> <li>• 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</li> <li>• Highlight the monthly Umbrella Project skills - promoting &amp; celebrating their use by students</li> <li>• Begin each term with a school-wide assembly to discuss/review school behaviour expectations and routines</li> <li>• Eco-Schools participation and certification</li> <li>• School Well-Being Plan</li> <li>• Support LMS Transition of all staff, students and parents - from Google Classroom to D2L</li> </ul>	<p><b>How will we know if students are progressing and achieving?</b>  <b>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.</b></p>		<p><b>How will we know if students are progressing and achieving? Who is impacted?</b></p> <ul style="list-style-type: none"> <li>• Purposeful use of technology (e.g., My Blueprint, enCompass)</li> <li>• Completion rates for My Blueprint</li> </ul>
		<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>• Achievement of Marker Students</li> <li>• Pre and post concept data</li> <li>• Trending &amp; cohort data from EQAO &amp; CAT-4</li> <li>• Curriculum Classroom Walk-Throughs</li> <li>• Purposeful use of technology such as enCompass</li> <li>• Report Card Data (Teacher Assessment)</li> </ul>	<p><b>LITERACY</b></p> <ul style="list-style-type: none"> <li>• Balanced Literacy Assessment Measures (BLAM or BAS)</li> <li>• Achievement of Marker Students</li> <li>• Pre and post concept data</li> <li>• Trending &amp; cohort data from EQAO &amp; CAT-4</li> <li>• Curriculum Classroom Walk-Throughs</li> <li>• Purposeful use of technology such as enCompass</li> <li>• Report Card Data (Teacher Assessment)</li> </ul>	