





St. Elizabeth Catholic School
50 Adler Drive, Cambridge

School Improvement Equity Plan (SIEP) 2022-23

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)

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

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

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

- 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

	<p style="text-align: center;">FAITH & WELL BEING</p> <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 style="text-align: center;">CURRICULUM & ACHIEVEMENT</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>→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.</p>		<p style="text-align: center;">PATHWAYS, ENGAGEMENT & RENEWAL</p> <p>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.</p>
IMPROVING EQUITY & ACCESS	<ul style="list-style-type: none"> •Nutrition for Learning program •Financial Accommodations for pizza lunches, school activities/trips •Culturally responsible assessment tools •Using school data to see cultural gaps and achievements •Promoting a vision for inclusive instructional and behavioral practices •Developing meaningful, positive relationships with our community (eg. coffee talks for parents) 	<p>Educators will:</p> <ul style="list-style-type: none"> •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 		<ul style="list-style-type: none"> • Engage in goal-setting and select appropriate activities/program and pathway choices that reflect students’ interest, skills and abilities
	<p>MATHEMATICS</p> <ul style="list-style-type: none"> •Authentic and relevant tasks that are committed to equity and inclusion, which incorporate the use of multiple intelligences (visual, auditory, kinesthetic) •Differentiation to meet the diversity of students' learning needs with hands-on, minds-on based activities •Sponsoring a family math night to educate parents 	<p>LITERACY</p> <ul style="list-style-type: none"> •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) 		
GOALS & PRIORITIES	<ul style="list-style-type: none"> •Improve and increase parent engagement and involvement in school activities •Increase focus on school mental health and creating trauma sensitive classrooms •Liturgies/masses (at school) and assemblies being conducted in person •Seasonal School Spirit Theme Days •Umbrella Skills program to help students strengthen the skills of well-being to positively cope with the everyday stressors of life 	<p>Educators will:</p> <ul style="list-style-type: none"> •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. 		<ul style="list-style-type: none"> • Increase experiential learning opportunities across all pathways • Increase our involvement in implementing innovations in learning with the assistance of our Innovation Consultant
	<p>MATHEMATICS</p> <p>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.</p> <ul style="list-style-type: none"> •For students to be actively engaged in the math talk process with a focus on building fraction number sense •Increasing the precision of fractions language to promote greater understanding of fraction units, fractional relationships, and fractions operations •For students to increase fluency in regards to operational math facts •For students to begin using more efficient and complex strategies when solving math problems •For students to communicate understanding and learning with increasing detail orally 	<p>LITERACY</p> <p>To reduce the number of students requiring Tier 3 interventions by focussing on Tier 1 pedagogy</p> <ul style="list-style-type: none"> •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) •Morphology/Vocabulary •Phonemic Awareness (Early Years, Primary) •Increase overall student achievement in the area of Reading conventions, vocabulary, phonemic awareness •Increase overall student achievement in the area of Writing with respect to spelling, grammar and paragraph formation 		
TEACHING & LEARNING PRACTICES	<ul style="list-style-type: none"> •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) 	<p>Educators will:</p>		<ul style="list-style-type: none"> •Use of Universal Supports within the classroom • Promote positive mental health and well being (participation in Student Leadership opportunities) •Visits to and with St. Benedict’s

		<p>MATHEMATICS Educators will:</p> <ul style="list-style-type: none"> •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 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 •Use of long range plans from the Ministry Website •Math learning cycles directed by Petra LeDuc •Develop an interest survey 	<p>LITERACY Educators will:</p> <ul style="list-style-type: none"> •rely on strategies identified in the Right to Read report •Explicit systematic instruction of foundational reading skills •Word Study resource in junior/intermediate grades that is consistent • Use of technology (Google Read and Write) •Daily use of Heggerty Resource 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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	FAITH & WELL BEING	CURRICULUM & ACHIEVEMENT	PATHWAYS, ENGAGEMENT & RENEWAL
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MONITORING PROGRESS & MEASURES OF SUCCESS	<ul style="list-style-type: none"> •Attendance of parent/guardian attendance at school events •Use of communication platforms (Newswire, School Messenger, Twitter) •Resuming In-person School Council Meetings School Climate Surveys •ECO Schools Participation and certification •Classes sign up to dress the altar monthly •Classes lead (in-person) liturgical celebrations •Umbrella Skills monthly certificates and presentation of recipients via virtual assemblies •Student and staff engagement in initiatives such as the Terry Fox Run, Food Drives, Group-Home Sponsorship for Christmas, Mission Day 	<p>Educators will:</p> <ul style="list-style-type: none"> • Use their professional judgement in the selection of board-approved assessment tools to monitor student achievement and inform programming and/or intervention, remediation 	<ul style="list-style-type: none"> •Class Meetings •Use of My Blueprint •Use of Student Success Teacher to assist in completing tasks on My Blueprint •Twice Monthly check ins with Student Success Teacher •Transition Meetings for Students on Individual Education Plans (IEP)
		<p>MATHEMATICS</p> <ul style="list-style-type: none"> •The percentage increase will be identified by each classroom teacher by providing baseline data •Administrator will track groups in Encompass and monitor achievement • Student monitoring (marker students) Achievement of marker students <ul style="list-style-type: none"> • Cohort data from large scale assessments (i.e., EQAO, CAT-4, CCAT, etc.) and Term 1 and 2 Report Card data in the Mathematics strand of NSN. • Report Card data • Pre and Post Assessments • Observation - photographs • Self-Assessments • Knowledgehook • Moderation of student work • Mathology 	

Consider the following from Rethinking Fractions	Consider the following from the Right to Read Report
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| <p>There are 8 core fraction concepts that support fraction understanding:</p> <ol style="list-style-type: none"> 1. Estimating proportions 2. Equally partitioning area, linear, and set models 3. Naming and counting fractional amounts | <ol style="list-style-type: none"> 1. remove all references to cueing, cueing 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 |
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<ul style="list-style-type: none">4. Composing and decomposing quantities5. Partitioning unit fractions to make smaller unit fractions6. Comparing fractions7. Adding and subtracting fractions8. Multiplying and dividing fractions	<ul style="list-style-type: none">3. Require mandatory explicit, systematic and direct instruction in foundational reading skills, including phonemic awareness, phonics and decoding, and word reading proficiency4. 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 beyond5. 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.