

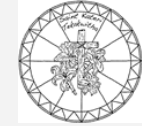


School Improvement for Equity and Student Achievement 2021-22

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?



St. Kateri Tekakwitha Catholic Elementary School



KNOW our Learners **RESPOND** to their Needs **MONITOR** our Progress

Our Catholic, global-minded Graduates will be responsible citizens & discerning believers who: collaborate, communicate, think critically, problem solve, create, innovate & demonstrate resilience.

 **NURTURING OUR CATHOLIC COMMUNITY**

 **STUDENT ENGAGEMENT, ACHIEVEMENT, & INNOVATION**

 **BUILDING CAPACITY TO LEAD, LEARN & LIVE AUTHENTICALLY**

Knowing the LEARNER through ASSESSMENT Educators will:

- Using 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

Responding through DIFFERENTIATED INSTRUCTION & LEARNING ENVIRONMENTS Educators will:

- Design, in partnership with students differentiated learning experiences based on their current strengths and needs
- Use Observations, Conversations and Products to drive the next step of learning • Plan, sequence and connect key concepts throughout the year through the gradual release of responsibility model
- Embed curricular big ideas across subjects and courses
- Honour student voice and choice in their learning; authentically engage them in their learning pathway
- Create more diversified learning opportunities highlighting the needs of English Language Learners (ELLs)
- Create more diversified learning opportunities highlighting the needs of students with Individual Education Plans (IEPs)

STRATEGIES AND ACTIONS FOR BUILDING CAPACITY THROUGH COLLABORATIVE LEARNING

Increase student achievement and well-being by focusing professional learning on evidence-based instructional strategies, mindfully using a variety of tools and technologies.

Director will:

- Foster professional collaboration (as per PPM 159) to motivate and enable teams to learn with and from each other; to implement board and provincial initiatives
- Build superintendent capacity (as per PPM 119) to use data to inform equitable decisions, engage staff, and develop leadership
- Promote the Board Improvement & Equity Plan for Student Achievement (BIEPSA) in regular practice
- Engage parents/caregivers in promoting a greater awareness of equitable practices for our student's well-being and student learning

<p>Administrators will:</p> <ul style="list-style-type: none"> ● Observe, collect, analyze and respond to evidence of student learning and educator practices ● Ensure equitable access and opportunities and well-being priorities to build a culturally inclusive environment ● Review and address inequities within the student identity based data collection ● Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning communities ● Site based goal and SIEPSA development and ongoing monitoring ● Purposefully embed the strategies identified in the Pastoral Plan ● Engage parents/caregivers in supporting educational priorities ● Engage parents/caregivers in promoting a greater awareness of equitable practices for our student's well-being and student learning ● Foster professional collaboration by facilitating School-Based Instructional Rounds and providing opportunities for teacher moderation 	<p>Educators will:</p> <ul style="list-style-type: none"> ● Foster opportunities for student re-engagement and resuming learning using an asset based approach with the goal of moving student learning forward ● Create an engaging, safe and innovative learning environment based on high expectations and differentiation ● Incorporate OCSGE and Global Competencies into all planning & learning opportunities ● Exercise mindful and equitable planning for students based on the findings shared from the student identify based data collection (Student Census) ● Identify marker students through ongoing assessment 'for' learning data (i.e., pre- and post-concept data) to guide responsive, differentiated and innovative instruction ● Participate in Professional Learning Communities using student data collaborative inquiry to monitor progress, deepen professional knowledge and inform instructional practices ● Engage parents/caregivers in promoting a greater awareness of equitable practices for our students' well-being and learning ● Prioritize the guiding principles for Universal Design for Learning supports to ensure equitable access to curriculum for all students 	<p>Learners will:</p> <ul style="list-style-type: none"> ● Be active participants in their learning ● Participate in self-assessments and set learning goals for themselves ● Collaborate and communicate with peers and educators ● Utilize technology to enrich their learning ● Persevere and keep a Growth Mindset when learning new concepts ● Begin to use 'Umbrella Project' skills (monthly challenges) ● Use assessment AS, FOR and OF Learning to refine work, plan next steps and monitor learning progress ● Make positive choices related to their role in establishing a healthy and productive classroom environment
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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.

Actions:

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| <ul style="list-style-type: none"> ● Celebrations throughout the year that reflect diversity of our school community ● Promote the St. Kateri Charter of Respect ● Integrate student interest to drive curriculum and topics of study ● Look for opportunities to integrate Gospel teachings ● Promote a continuing awareness of equity-related topics amongst students, staff and the school community | <ul style="list-style-type: none"> ● Meet students where they are in their learning ● Use Universal Supports ● Use Differentiated Teaching & Assessment strategies ● Communicate with parents so they are an active participant in their child's learning ● Ensure Math Tools/Manipulatives are available for all students to assist with the learning of new concepts ● Intentionally plan lessons and learning tasks that are inclusive and reflective of our school community | <ul style="list-style-type: none"> ● Meet students where they are in their learning ● Use Universal Supports ● Communicate with parents so they are an active participant in their child's learning ● Use Differentiated Teaching & Assessment strategies ● Consciously choose read alouds, texts and classroom library materials that reflect the diversity of our community | <ul style="list-style-type: none"> ● Provide opportunities for students to complete 'Learning Styles' and 'Career Pathway' surveys ● Aim to achieve 100% completion rate for 'My Blueprint' and IPP Activities (Gr. 7 & 8) ● Access our Student Services Team, Newcomer Reception Centre, and other Board services to help support students and families |
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	<p>CATHOLIC, COMMUNITY, CULTURE & CARING</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>MATHEMATICS</p> <p>System Statement: WCDSB recognizes that numeracy is a life skill which can create improved school success and post-secondary outcomes for students. Mathematics learning is enhanced when students are engaged in deep, rich problems with relevant, real world connections that provide entry points for all students.</p>	<p>LITERACY</p> <p>System Statement: Use language and images in texts to apply critical and creative thinking skills when analyzing and synthesizing texts, detecting bias, challenging ideas, expressing opinions, and reflecting on and connecting to learning.</p>	<p>PATHWAYS TO SUCCESS</p> <p>Success System Statement: Responsive to student voices and individual identities and offer reengagement supports to improve academic outcomes (graduation, credit accumulation, attendance and attitude towards school). Identify students impacted by systemic barriers and address engagement needs.</p>
Goals	<p>Achievement:</p> <ul style="list-style-type: none"> • Increase the number of opportunities for students to learn and grow their faith in light of our Pastoral Theme this year - <i>Sent to Build</i> • Ensure curriculum is taught through the lens of our Catholic Faith • Move from a 'Gold Level' to a 'Platinum Level Eco School 	<p>Achievement:</p> <ul style="list-style-type: none"> • Primary and Junior Increase achievement growth for all students within the strands of Number and Algebra (targeting curricular changes) and applying the foundations of math across all strands with a focus on thinking skills • Collect and compare student learning data • EQAO: Increase positive attitudes about math and student abilities as a math learner • Increase Kindergarten, Primary, Junior, and Intermediate student achievement for all students <p>EQAO Targets:</p> <ul style="list-style-type: none"> • Primary (Gr. 3) EQAO Target -79% of students achieving Level 3 or 4 • Junior (Gr. 6) EQAO Target -76% of students achieving Level 3 or 4 	<p>Achievement:</p> <ul style="list-style-type: none"> • Increase alignment between reading and writing at provincial standard • Increase reading comprehension with a focus on making inferences and connections • Increase writing skill set with a focus on developing and organizing content • EQAO: Increase positive attitudes towards reading • Increase Kindergarten, Primary, Junior, and Intermediate student achievement for all students <p>EQAO Targets:</p> <ul style="list-style-type: none"> • Primary (Gr. 3) EQAO <u>Reading</u> Target -79% of students achieving Level 3 or 4 • Primary (Gr. 3) EQAO <u>Writing</u> Target -73% of students achieving Level 3 or 4 • Junior (Gr. 6) EQAO <u>Reading</u> Target -74% of students achieving Level 3 or 4 • Junior (Gr. 6) EQAO <u>Writing</u> Target -72% of students achieving Level 3 or 4 	<p>Achievement:</p> <ul style="list-style-type: none"> • Increase the My Blueprint, IPP activity completion rates - Target is 100% • Increase experiential learning opportunities across all Pathways • Identify a needs assessment, program plan, implementation and evaluation to re-engage disengaged students • Increase support to students who have experienced disadvantages due to systemic barriers, COVID-19 and interrupted learning
High- Impact Instructional Practices	<p>Faith Experiences</p> <ul style="list-style-type: none"> • Provide opportunities, both implicit and explicit, to encounter the person of Jesus in our Catholic schools (Virtual Liturgies with Fr. Melvin at St. Aloysius Parish) • Provide students with prayer experiences, liturgies, and other community celebrations (organized by St. Kateri Pastoral Team) • Participation in and awareness of our third year of WCDSB's Pastoral Plan: <i>Sent to Build</i> • Increase participation and engagement in environmental issues and activities for students (e.g., Eco Schools) • Help students develop mental, spiritual and physical well-being so that they can become resilient and achieve their full potential (e.g., Monthly Focussed Umbrella Project Themes) • Support students to communicate, in word and 	<p>Actions</p> <ul style="list-style-type: none"> • Uninterrupted mathematics blocks • Focus on curriculum, including Social Emotional Learning Skills, Math Processes, Transferable Skills and Assessment For, As and Of Learning • Use of Long-Range Plans (ministry) to facilitate recursive (spiral) teaching and deliberate practice • Problem solving and investigation of mathematical concepts • Differentiation to meet the diversity of students' learning needs and provide on-ramps for learning • Visible learning and engaging in collaborative mathematics learning community • Tools and representations to promote problem solving & mathematical modelling • Authentic and relevant tasks that are committed to equity and inclusion for all students to allow 	<p>Actions</p> <ul style="list-style-type: none"> • Before reading, educators will build background knowledge and vocabulary related to texts to support students throughout the reading process so that they make inferences and connections to extend their understanding • Students will read and reflect on a rich variety of culturally responsive literary, informational, and media texts and develop a deeper understanding of themselves, others, and the world around them. • Educators will provide responsive, small group instruction to improve students critical and creative thinking skills and comprehension • As part of early literacy instruction, educators will build phonological awareness skills alongside of phonics through intentional and responsive instruction • Educators will leverage technology to improve 	<p>Actions</p> <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 • Increase knowledge and understanding of FNMI culture and perspectives • Develop global competencies by engaging in inquiry-based learning to collaboratively decide the focus and structure of the inquiry • Use various digital tools to collaborate and creatively communicate ideas to authentic audiences • Experiential Learning opportunities for ELLs and students with IEPs • Identify a needs assessment, program plan, implementation and evaluation to re-engage disengaged students

	<p>deed, messages of welcome and inclusion for all within a safe and inviting school community</p>	<p>ourselves to learn from and build on students' cultural competencies</p> <ul style="list-style-type: none"> • Ongoing communication with parents • Gradual Release of Responsibility Model • Guided instruction • Term 1 Diagnostic Math Assessment for each grade (supported by Numeracy Consultant) • Term 2 - School-Based Instructional Rounds • St. Kateri Specific and Targeted Lunch & Learn or Staff Meeting Sessions with our Board's Numeracy Consultant 	<p>students' ability to access, write and create texts independently through responsive differentiation using accommodations and modifications for students with learning difficulties and/or learning disabilities.</p> <ul style="list-style-type: none"> • Establish a Literacy Club (supported by Literacy Consultant) to help foster a love of reading and writing • Term 1 Diagnostic Reading and Writing Assessments • Term 2 - School-Based Instructional Rounds • St. Kateri Specific and Targeted Lunch & Learn or Staff Meeting Sessions with our Board's Literacy Consultant 	
Monitoring	<p>Monitor Through:</p> <ul style="list-style-type: none"> • Student and staff engagement in prayer and liturgies • Student and staff engagement in initiatives such as the Terry Fox Run, Food Drives and the Angel Tree Program • Umbrella Project Tickets • Eco Schools Certification 	<p>Monitor Through:</p> <ul style="list-style-type: none"> • Use of Daily Number Sense Routines • Quantitative and Qualitative Data - Observations, Conversations, and Assessment Data • CLIPSAs - Class Planning Sheets • Marker Student Achievement • Teacher Moderation of Student Work and Learning Tasks • School Based Instructional Rounds • Report Card Data • EQAO Goals/Targets and Results 	<p>Monitor Through:</p> <ul style="list-style-type: none"> • Quantitative and Qualitative Data - Observations, Conversations and Assessment Data • BLAM, CASI, OCA • CLIPSAs - Class Planning Sheets • Marker Student Achievement • Teacher Moderation of Student Work and Learning Tasks • School Based Instructional Rounds • Report Card Data • EQAO Goals/Targets and Results 	<p>Monitor Through:</p> <ul style="list-style-type: none"> • Student Success Teacher • Student of the Week Program • IPP Plan and My Blueprint Completion Rates