St. Kateri Tekakwitha Catholic Elementary School

System of Using 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?

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

LEARNERS WILL:

- Integrate, synthesize and apply knowledge in new situations with growing independence
- Demonstrate and encourage self-regulation in order to reflect on their thinking, experience, values, and critical feedback in monitoring and evaluating their learning
- Encourage students to make responsible decisions and take actions that support an improved quality of life for all, now and in the future
- Support students in acquiring skills necessary to process, interpret, synthesize, and critically analyze information in making informed decisions (i.e., critical and digital literacy)
- Demonstrate and encourage self-regulation in order to reflect on their thinking, experience, values, and 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)

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

EDUCATORS WILL:

- Support school-based efforts in the use of inquiry & the development of transferable skills (School Effectiveness Indicators 1.2, 4.5, 3.1)
- Use multiple sources of relevant data to measure goal attainment and identify next steps (School Effectiveness Indicators 1.2, 4.5, 3.1)
- Create diversified learning opportunities to meet the needs of Multilingual Learners (MLs) and the needs of students with Individual Education Plans (IEPs)
- Embed curricular big ideas across subjects and courses
- Reflecting student voice and choice; authenticly 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.

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
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**LEARNERS WILL:**

- Integrate, synthesize and apply knowledge in new situations with growing independence

**PROFESSIONAL LEARNING AND SUPPORTS**

**WHAT PROFESSIONAL LEARNING AND DEVELOPMENT WILL WE FOCUS ON?**

- Inquiry process - Content linked to BIEP (Board Improvement and Equity Plan) and SIEP (School Improvement and Equity Plan)
- 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
- PD input for continuous and ongoing learning for leveraging technology (i.e., digital resources, virtual environments)
- 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?**

- Program meetings
- Principal Learning Teams (i.e., Family of Schools, Mathematics Instructional Leadership)
- Job embedded learning & Instructional coaching
- Curriculum-centred Professional 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

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

**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 Equity Plan (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 Program Data 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., PowerBI, enCOMPASS)
- 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
- Embed 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 curricular-based professional learning
- Diagnostic, formative and summative assessment data including Report Card data, credit completion, EQAO, Language Assessment Resources, BLAM, Pre-
<table>
<thead>
<tr>
<th>FAITH &amp; WELL BEING</th>
<th>CURRICULUM &amp; ACHIEVEMENT</th>
<th>PATHWAYS, ENGAGEMENT &amp; RENEWAL</th>
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</thead>
<tbody>
<tr>
<td>System Statement: Facilitate learning through meaningful tasks, activities and experiences designed to develop Catholic character, citizenship, critical thinking, and creativity. Support spiritual well-being and positive mental health and students’ ability to learn, build resilience, and thrive by developing social-emotional learning skills, and to feel a sense of belonging at school.</td>
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| System Statement: Engage learners in the curriculum based on their individual strengths, needs, learning experiences and cultural perspectives; authentically integrating students’ development of transferable skills, 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 students.  
  → Literacy: Critical Thinking and Critical Literacy skills develop over time through purposeful, meaningful and integrated cross-curricular learning experiences; Strong reading comprehension is achieved through oral | 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. |
**Improving Equity & Access**

- School Community Building (Umbrella Project, Student Council)
- Promoting a Positive School Climate (Student of the Week Announcements)
- Student-led Equity Focus (Student Equity Engagement Council)
- SEEC Bulletin Board - Monthly Focus
- ‘Trailblazer Tuesdays’ - highlighting the impact Black Canadians had on shaping our country
- Culture Day
- Mental Health Tips on our Google Announcements
- Monthly School-wide Masses/Liturgies
- Guest Speaker Series - Truth & Reconciliation (Orange Shirt Day), Bullying Awareness & Prevention Week, and Black Heritage & History Month

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<th>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.</th>
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<tbody>
<tr>
<td><strong>MATHEMATICS</strong></td>
</tr>
<tr>
<td>Math tools and manipulatives are available for all students</td>
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<tr>
<td>Access to online programs and tools that are culturally diverse</td>
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<td>Provide students with low floor/high ceiling problem solving questions</td>
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<td>Ensure learning activities have multiple entry points</td>
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<tr>
<td><strong>LITERACY</strong></td>
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<tr>
<td>Use technology to enhance reading programs</td>
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<tr>
<td>Ensure all students can access technology</td>
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<tr>
<td>Be intentional in providing learning opportunities (Reading, Writing, Media, Oral Communication) that are culturally diverse</td>
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<td>Ensure the Learning Commons, Classroom Libraries, and Home Reading Programs are culturally diverse</td>
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<td>Ensure students have context (schema) for experiences in texts used</td>
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<td>Expose students to a variety of genres</td>
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**Goals & Priorities**

- 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
- Have Divisional Teams participate and lead masses and liturgies
- Encourage the school community to participate in school initiatives such as: Terry Fox Run, Thanksgiving Food Drive, Christmas Angel Tree Program
- Provide students with a non-gender specific washroom option
- Offer opportunities for students to participate in intramurals and on School Teams

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<th>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.</th>
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<td><strong>MATHEMATICS</strong></td>
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<tr>
<td>Consistent use of Number Talks to increase students’ skills with number relationships (number facts, mental math skills)</td>
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<td>Use of turn and talk strategy to allow for greater opportunities for students to learn from and with each other</td>
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<td>Use of ‘productive struggle’ strategy - coach students through problem solving to allow for a deeper and more robust understanding</td>
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<td>Begin and end lessons with sharing Learning Goals and Success Criteria - consolidation of learning</td>
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<td>Emphasize clear communication of math understanding by students</td>
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<tr>
<td>Focus on Fractions (Number Strand)</td>
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<td>Improve student Social-Emotional Learning in Math (believe in being able to ‘do’ math and solve problems)</td>
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<td>Improve student ability in demonstrating Thinking and Application</td>
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<tr>
<td>Promote attendance at Family Math Night in February</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
</tr>
<tr>
<td>Improve student achievement in Writing with a focus on organization of content and ideas</td>
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<tr>
<td>Improve student achievement in reading comprehension with a focus on inferring and making connections</td>
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<tr>
<td>Increase the number of students reading at or above grade level</td>
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<td>Plan lessons to allow students to think more critically about texts</td>
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<td>Explicitly teach students how to reference a text in order to provide proof and evidence</td>
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**IG & Learning Practices**

- Provide students/classes with opportunities to lead Liturgies and Morning Prayers
- Highlight the Board's Pastoral theme, Awaken!
- Provide opportunities for almsgiving (e.g., Thanksgiving Food Drive, Angel Tree Program, Mission Day)
- Highlight our school’s Charter of Respect
- With our SEEC, develop a St. Kateri Equity Oath to be

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<th>Educators will: use a variety of teaching strategies to engage students; make use of high yield strategies to ensure all student voices are heard.</th>
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<td><strong>LITERACY</strong></td>
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<tr>
<td>Provide opportunities for students to develop transferable skills/global competencies</td>
</tr>
<tr>
<td>Ensure students who are MLL are engaged in learning and taking into account their experiences when planning &amp; programming</td>
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<tr>
<td>Provide MLLs with the necessary support to be successful</td>
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<td>Differentiate instruction to meet the needs of students</td>
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<td>Provide multiple summative task options</td>
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shared with the school community and displayed in the school foyer
- Highlight the monthly Umbrella Project skills - promoting & celebrating their use by students

**MATHEMATICS**
- Math lessons will begin with Number Strings/Talks
- Students will be provided with rich learning tasks
- Students will be provided with both collaborative and individual learning opportunities
- Teachers will have a focus on Fractions (Number strand) with the support of board’s Numeracy Consultant
- Teachers will have a focus on Social/Emotional Learning - a growth mindset for students to ensure they all believe they can be successful learning Math
- Use of ‘The Thinking Classroom’ - Vertical Non-Permanent Writing Surfaces (Gallery Walks)
- Use of Peer Feedback
- Use of Class Planning and ‘Marker Student’ data

**LITERACY**
- Use of Literacy Assessment Measures to inform teaching and learning (BLAM/BAS)
- Exposure to a variety of genres or types of literacy
- Use of guided reading/leveled books
- Intentional daily grammar/punctuation practice in the context of rich tasks
- Kindergarten and Gr. 1 use of the Heggerty Literacy Program
- Use of accountable talk (turn and talk) strategy
- Use of ‘The Thinking Classroom’ - Vertical Non-Permanent Writing Surfaces (Gallery Walks)
- Use of Peer Feedback
- Use of Class Planning and ‘Marker Student’ data

**FAITH & WELL BEING**

**CURRICULUM & ACHIEVEMENT**

**PATHWAYS, ENGAGEMENT & RENEWAL**

- Include student leaders on our school Pastoral Team to ensure student voice is present in planning liturgies.
- Meet/communicate twice per term with the St. Aloysius Parish team re. Liturgies, classroom visits, and ways the parish and school can work together to support faith development and programming for students
- With our SEEC, develop a St. Kateri Equity Oath to be shared with the school community and displayed in the school foyer
- 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
- School Well-Being Plan

How will we know if students are progressing and achieving?
Educators will: ensure they meet students where they are 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 enCompass
- Report Card Data (Teacher Assessment)

Term 1 Report Card Achievement Targets
Students Achieving Levels 3 and 4

<table>
<thead>
<tr>
<th>Division</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>84%</td>
</tr>
<tr>
<td>Junior</td>
<td>87%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>90%</td>
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*Term 1 Achievement Targets will be compared with actual Term 1 Report Card achievement. Adjusted targets will be set for Term 2.

**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 enCompass
- Report Card Data (Teacher Assessment)

Term 1 Report Card Achievement Targets
Students Achieving Levels 3 and 4

<table>
<thead>
<tr>
<th>Division</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>Junior</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>92%</td>
<td>91%</td>
</tr>
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