
	<h1>St. Kateri Tekakwitha Catholic Elementary School</h1>	<h1>School Improvement and Equity Plan (SIEP) 2022-2023</h1>
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?		
<div><div>Knowing the LEARNER through ASSESSMENT <i>Educators will:</i><ul style="list-style-type: none">• 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</div><div></div><div>Responding through DIFFERENTIATED INSTRUCTION & LEARNING ENVIRONMENTS <i>Educators will:</i><ul style="list-style-type: none">• 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)</div></div>		

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.

<p><u>SUCCESS CRITERIA</u></p> <p>SIEP TEAMS WILL DEVELOP SIEPs THAT:</p> <ul style="list-style-type: none">• 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) <p>EDUCATORS WILL:</p> <ul style="list-style-type: none">• 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 <p>LEARNERS WILL:</p> <ul style="list-style-type: none">• 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 <p>SIEP TEAMS WILL DEVELOP SIEPs THAT:</p> <ul style="list-style-type: none">• 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) <p>EDUCATORS WILL:</p> <ul style="list-style-type: none">• 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) <p>LEARNERS WILL:</p> <ul style="list-style-type: none">• Integrate, synthesize and apply knowledge in new situations with growing independence	<p><u>PROFESSIONAL LEARNING AND SUPPORTS</u></p> <p>WHAT PROFESSIONAL LEARNING AND DEVELOPMENT WILL WE FOCUS ON?</p> <ul style="list-style-type: none">• 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 <p>HOW WILL WE PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT?</p> <ul style="list-style-type: none">• 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	<p><u>MONITORING PROCESS: Analysis of Impact/Influence</u></p> <p>TRUSTEES:</p> <p>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?</p> <ul style="list-style-type: none">• Board Improvement Equity Plan (BIEP) Status updates• Impact updates by Director of Education• Board Program updates by system staff <p>SYSTEM STAFF:</p> <ul style="list-style-type: none">• 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., Power BI, 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 <p>SCHOOL STAFF:</p> <ul style="list-style-type: none">• 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-
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<ul style="list-style-type: none">• Demonstrate resilience and persistence when faced with challenges• Use creative, innovative, diverse perspectives to collaborate & think critically in the classroom/school• Apply teamwork, advocacy	<ul style="list-style-type: none">• Board Leadership Development Strategy programs including NTIP and Catholic Leadership	and Post-Math Assessments
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FAITH & WELL BEING

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

CURRICULUM & ACHIEVEMENT

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

PATHWAYS, ENGAGEMENT & RENEWAL

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.

		language (listening, speaking, and understanding in first or other languages) and word reading fluency (decoding and reading words efficiently and with automaticity).	
IMPROVING EQUITY & ACCESS	<ul style="list-style-type: none">•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	<div><div>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.</div><div><div>MATHEMATICS<ul style="list-style-type: none">•Math tools and manipulatives are available for all students•Access to online programs and tools that are culturally diverse•Provide students with low floor/high ceiling problem solving questions•Ensure learning activities have multiple entry points</div><div>LITERACY<ul style="list-style-type: none">•Use technology to enhance reading programs•Ensure all students can access technology•Be intentional with providing learning opportunities (Reading, Writing, Media, Oral Communication) that are culturally diverse•Ensure the Learning Commons, Classroom Libraries, and Home Reading Programs are culturally diverse•Ensure students have context (schema) for experiences in texts used•Expose students to a variety of genres</div></div></div>	<ul style="list-style-type: none">•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
GOALS & PRIORITIES	<ul style="list-style-type: none">•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	<div><div>Educators will: plan and deliver lessons based on student needs; varying & differentiating instruction & pace to ensure students are making connections to the curriculum expectations.</div><div><div>MATHEMATICS<ul style="list-style-type: none">•Consistent use of Number Talks to increase students’ skills with number relationships (number facts, mental math skills)•Use of turn and talk strategy to allow for greater opportunities for students to learn from and with each other•Use of ‘productive struggle’ strategy - coach students through problem solving to allow for a deeper and more robust understanding•Begin and end lessons with sharing Learning Goals and Success Criteria - consolidation of learning•Emphasize clear communication of math understanding by students•Focus on Fractions (Number Strand)•Improve student Social-Emotional Learning in Math (believe in being able to ‘do’ math and solve problems)•Improve student ability in demonstrating Thinking and Application•Promote attendance at Family Math Night in February</div><div>LITERACY<ul style="list-style-type: none">•Improve student achievement in Writing with a focus on organization of content and ideas•Improve student achievement in reading comprehension with a focus on inferring and making connections•Increase the number of students reading at or above grade level•Plan lessons to allow students to think more critically about texts•Explicitly teach students how to reference a text in order to provide proof and evidence</div></div></div>	<ul style="list-style-type: none">•Provide opportunities for students to develop transferable 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•Differentiate instruction to meet the needs of students•Provide multiple summative task options
IG & LEARNING PRACTICES	<ul style="list-style-type: none">•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	Educators will: use a variety of teaching strategies to engage students; make use of high yield strategies to ensure all student voices are heard.	<ul style="list-style-type: none">•Use of ‘Pathways to Success’ program•Differentiating Instruction to meet the needs of students•MLL support for students whose first language is not English•Providing students with summative assessment options

	<div>shared with the school community and displayed in the school foyer</div> <ul style="list-style-type: none">Highlight the monthly Umbrella Project skills - promoting & celebrating their use by students	<div>MATHEMATICS</div> <ul style="list-style-type: none">Math lessons will begin with Number Strings/TalksStudents will be provided with rich learning tasksStudents will be provided with both collaborative and individual learning opportunitiesTeachers will have a focus on Fractions (Number strand) with the support of board’s Numeracy ConsultantTeachers will have a focus on Social/Emotional Learning - a growth mindset for students to ensure they all believe they can be successful learning MathUse of ‘The Thinking Classroom’ - Vertical Non-Permanent Writing Surfaces (Gallery Walks)Use of Peer FeedbackUse of Class Planning and ‘Marker Student’ data	<div>LITERACY</div> <ul style="list-style-type: none">Use of Literacy Assessment Measures to inform teaching and learning (BLAM/BAS)Exposure to a variety of genres or types of literacyUse of guided reading/leveled booksIntentional daily grammar/punctuation practice in the context of rich tasksKindergarten and Gr. 1 use of the Heggerty Literacy ProgramUse of accountable talk (turn and talk) strategyUse of ‘The Thinking Classroom’ - Vertical Non-Permanent Writing Surfaces (Gallery Walks)Use of Peer FeedbackUse of Class Planning and ‘Marker Student’ data	
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	FAITH & WELL BEING	CURRICULUM & ACHIEVEMENT		PATHWAYS, ENGAGEMENT & RENEWAL																	
MONITORING PROGRESS & MEASURES OF SUCCESS	<ul style="list-style-type: none">• 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	<p><i>How will we know if students are progressing and achieving?</i> 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.</p>		<p><i>How will we know if students are progressing and achieving?</i> <i>Who is impacted?</i></p> <ul style="list-style-type: none">• Purposeful use of technology (e.g., My Blueprint, enCompass)• Completion rates for My Blueprint																	
		<p>MATHEMATICS</p> <ul style="list-style-type: none">• 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) <p>Term 1 Report Card Achievement Targets Students Achieving Levels 3 and 4</p> <table><tr><th>Division</th><th>Math</th></tr><tr><td>Primary</td><td>84%</td></tr><tr><td>Junior</td><td>87%</td></tr><tr><td>Intermediate</td><td>90%</td></tr></table> <p>*Term 1 Achievement Targets will be compared with actual Tem 1 Report Card achievement. Adjusted targets will be set for Term 2.</p>	Division		Math	Primary	84%	Junior	87%	Intermediate	90%	<p>LITERACY</p> <ul style="list-style-type: none">• 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) <p>Term 1 Report Card Achievement Targets Students Achieving Levels 3 and 4</p> <table><tr><th>Division</th><th>Reading</th><th>Writing</th></tr><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></table> <p>*Term 1 Achievement Targets will be compared with actual Tem 1 Report Card achievement. Adjusted targets will be set for Term 2.</p>	Division	Reading	Writing	Primary	73%	74%	Junior	87%	84%
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