



St. Margaret of Scotland Catholic Elementary School

210 Cowan Boulevard,
Cambridge, ON N1T 1V4

School Improvement and 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?**

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.

SUCCESS CRITERIA

SIEP TEAMS WILL DEVELOP SIEPs THAT:

- Cultivates an inclusive, faith based 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

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

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., 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

SCHOOL STAFF:

- Regular school team meetings and class reviews to discuss student achievement and well-being
- Routine observations from classroom visits indicating inclusive classroom

<p>enhancing their own learning</p> <ul style="list-style-type: none"> • Foster the process of learning (metacognition, goal-setting, independence) so that students believe in their ability to learn and grow (growth mindset) • create opportunities for student voice <p>LEARNERS WILL:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<p>practices and culturally relevant and responsive practices</p> <ul style="list-style-type: none"> • 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- and Post-Math Assessments
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	<p>FAITH & WELL BEING</p> <p>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</p>	<p>CURRICULUM & ACHIEVEMENT</p> <p>System Statement: Engage learners in the curriculum based on their individual strengths, needs, learning and lived experiences; integrating student development of transferable skills, Catholic virtues and social teaching, 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. →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 language (listening, speaking, and understanding in first or other languages) and word reading fluency (decoding and reading words efficiently and with automaticity).</p>		<p>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>
<p>IMPROVING EQUITY & ACCESS</p>	<ul style="list-style-type: none"> • Promote our Catholic Faith and acceptance of all faiths in the school through Religion Curriculum and the relationship with St. Patrick church •Promote a greater understanding and awareness of equity-related matters among students, staff and the community <ul style="list-style-type: none"> -Equity Rep: Megan and FNMI rep: Jeanne C -Morning routine / slides -shared staff equity folder of WCDSB resources -Guest speakers: Vicki Olatundun -classroom and LC resources -School yard map / Zones / schedules areas and activities • Ensure students feel safe at school, and have a ‘trusted’ adult available to them • Engage Catholic School Council in supporting families and providing opportunities for parents • An Equity Statement will be created including the voices of 	<ul style="list-style-type: none"> -Use of data (e.g., MDI, EQAO, classroom questionnaires) to address equity related issues -Use culturally responsive teaching and which focus on identities and lived experiences resources -Ongoing monitoring and implementation of Equity / FNMI resources 	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Students will have access to authentic, relevant and meaningful mathematics learning connected to students’ communities and lives; • Educators will create learning spaces that give all students the opportunity to see themselves as mathematicians and become capable and competent math learners • Students will have opportunities to think critically and creatively; seeing connections to other disciplines beyond <p>LITERACY</p> <ul style="list-style-type: none"> • Students will engage in literacy learning that builds on their prior knowledge, culture and language experiences in their home and community • Students will read, reflect, discuss and think critically on a rich variety of culturally-responsive literary, informational and media texts, and develop a deeper understanding of themselves, others and the world • Students will become proficient and fluent readers through evidence-based, systematic and explicit instructional strategies 	<ul style="list-style-type: none"> • Staff will focus on getting to know students and build relationships with them and their families • Student social and academic needs will be monitored regularly and individual needs will guide our practice (e.g., IEP, Safety Plan, Alternative programming) • All staff will support students and families about transition planning, expanding pathways, differentiating opportunities for every students’ future

	students / staff and parents	mathematics		
GOALS & PRIORITIES	<ul style="list-style-type: none"> • Increase in activities within schools that promote positive wellbeing, safety, sense of belonging in Catholic community and Increase level of student-faith-filled experiences relevant to our three-year Pastoral Plan: <ul style="list-style-type: none"> -Umbrella Initiative -Athletics and clubs -Student Leadership Team -Social Justice Team\ -classroom/ student involvement in daily prayers, masses, liturgies etc. • Engagement in activities that promote and support the stewardship of the earth: <ul style="list-style-type: none"> -school ECO club -NFL to fuel attention in everyday learning environment 	<ul style="list-style-type: none"> • Educators will have expectations for Ontario Curriculum in all subject areas for all learners, acquiring valuable skills,concepts, and demonstrating transferable skills. • Educators will monitor and track student achievement increasing the number of students achieving level 3 and 4 		<ul style="list-style-type: none"> • Building and maintaining a safe school environment through procedures and routines in classrooms and the school yard that students have a voice in • Providing academic and social opportunities for student to express themselves and value their own identities, skills and talents • Engage students in being active members of the school community • Providing opportunities for parents to get engaged with the school community (Post covid)
		MATHEMATICS <ul style="list-style-type: none"> • EQAO: Increase students achieving level 3 and 4 -STEM/STEAM Club? 	LITERACY <ul style="list-style-type: none"> •EQAO: Increase students achieving level 3 and 4 Primary: focus on writing strategies Junior: focus on writing strategies • Increase the number of students achieving mastery on primary literacy assessments (Implementing Heggerty and Phonetic Awareness •Book Clubs to focus on reading comprehension 	
TEACHING & LEARNING PRACTICES	<ul style="list-style-type: none"> • Teachers providing opportunities, both implicit and explicit, to encounter the person of Jesus in our Catholic schools with renewed involvement in prayer experiences and liturgical celebrations: <ul style="list-style-type: none"> •Morning routines / announcement •Active participation in school faith experiences: mass, liturgy sacramental preparation •Umbrella skills • Classroom teachers will have regular classroom meetings • Special Education / CYW will support classrooms to help identify individual needs and acceptance that all students are valued and have a place in the class and school -A Glow and Grow/self-assessment/reflection tool (a.k.a. 2 stars and a wish) 	Educators will: <i>How will we program to promote student learning?</i> <ul style="list-style-type: none"> • Use assessment data to provide responsive, meaningful and purposeful small group instruction • Focus on curriculum, including Social Emotional Learning Skills, Transferable Skills, Processes (i.e., Math & Science) and Assessment For, As and Of Learning • Differentiate to meet the diversity of students’ learning needs and provide on-ramps for learning • Engage students in oral discussions and collaborative, student-centred learning in order to make their thinking visible 		<ul style="list-style-type: none"> • Students will engage in goal-setting and select appropriate activities/program and pathway choices that reflect students’ interest, skills and abilities • Educators will provide learning activities that focus on developing students’ transferable skills • Use various digital tools to collaborate and creatively communicate ideas to authentic audiences • Provide Experiential Learning opportunities for ELLs and students with IEPs with support from Jennifer Mendes
		MATHEMATICS <ul style="list-style-type: none"> • Educators will provide opportunities for students to promoting problem solving, and solving multi-step questions •Staff will support all students by creating math learning spaces that give all students the opportunity to see themselves as mathematicians and become capable and competent math learners -To have students working together in groupings as well as including the STEM implimentation over this year. 	LITERACY <ul style="list-style-type: none"> • Educators will integrate quality, culturally-responsive literary, informational and media texts across subjects to ensure students see themselves, their families and community represented, and they are exposed to materials that reflect Canadian, Indigenous and world cultures • Educators will provide opportunities for students for writing using proper punctuation and sentence structure to express their understanding and persevere with writing tasks 	

	FAITH & WELL BEING	CURRICULUM & ACHIEVEMENT	PATHWAYS, ENGAGEMENT & RENEWAL
RING PROGRESS & ES OF SUCCESS	<ul style="list-style-type: none"> • Pastoral team will support staff in awareness and participation through experiences the first year of the Pastoral Plan “Awaken” to heal the community • Ongoing student & staff engagement in school prayer and liturgical experiences (e.g., increase participation in sacraments) reintegrating St. Patrick church experiences back into the school culture -All staff in the development of specific liturgies as well as the Umbrella Project assemblies & bulletin board 	<i>How will we know if students are progressing and achieving? Who is impacted?</i> <ul style="list-style-type: none"> • Staff will have Professional Development in the use of Encompass to inform data • Educators will use marker students to guide use of strategies to improve learning • Educators will use Special Education data (i.e., A1, IEP), and use Special Education Teacher CYW to support student learning (IEP, Safety Plan etc.) and implement the strategies provided 	<ul style="list-style-type: none"> • Intermediate Educators will monitor My Blueprint / • Grade 7-12 update of Individual Pathways Plan (IPP) • Data will be used to guide instruction and future planning (i.e. EQAO, CAT4, CCAT etc.) • Balanced Literacy Assessment Measures (BLAM) • Ongoing monitoring of our SIEP (School Improvement and Equity Plan)

	- Attend Mass multiple times throughout the year in the church	MATHEMATICS <ul style="list-style-type: none">• Educators will review marker students, and related data at formal periods: Progress Reports / Term 1 Reports / Term 2 Reports•	LITERACY <ul style="list-style-type: none">• Educators will review marker students, and related data at formal periods: Progress Reports / Term 1 Reports / Term 2 Reports	
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