School Improvement and Equity Plan (SIEP) 2022-23
St. Teresa of Avila Catholic Elementary School
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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:
• 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)

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

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 the impact of school improvement and professional learning initiatives
• Board Leadership Development Strategy programs including NTIP and Catholic Leadership

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 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- and Post-Math Assessments

	FAITH & WELL BEING	**CURRICULUM & ACHIEVEMENT**		**PATHWAYS, ENGAGEMENT & RENEWAL**
	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 feel a sense of belonging at school	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. →**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).		System Statement: Respond to student voices and individual identities and offer re-engagement supports to improve academic outcomes. Identify students impacted by systemic barriers and address engagement needs.

IMPROVING EQUITY & ACCESS

FAITH & WELL BEING
- Ensure opportunities and well-being priorities to build a culturally inclusive environment
- Environmental review of murals, library and classroom libraries through the lens of equity
- Provide all students with the nutrition necessary for learning through the Nutrition for Learning program
- Ensure opportunities for students to participate in social justic initiatives (i.e., October Food Bank, StuffIn Stockings organization)
- Provide students opportunities to engage in community service and opportunities to showcase positive involvement (i.e., Stuff-a-Bus, Peace Poster contest)
- Promoting our Staff Equity Statement
- Mentor text: "Be You" to be used to focus student and staff wellbeing and identity

CURRICULUM & ACHIEVEMENT
Educators will:
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MATHEMATICS
- Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum
- Learning Commons Audit to ensure that there is a diverse range of materials for students;
- Use of tasks that have multiple entry points
- Spaced Learning
- Resources that allow students to access different levels
- Student Attitudinal survey
- Student Success Resource Teacher to help with high school pathway (My Blueprint)
- Scratch Coding Club for primary students

LITERACY
- Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum
- Learning Commons Audit to ensure that there is a diverse range of materials for students;
- Use a variety of resources so that students can "see" themselves in the literature (e.g. My Place In This World)
- Student Attitudinal survey
- Strong Start Reading Support
- Tutoring of Grade 3 target students
- Tutoring for students in Grades 6-8 with IEPs (LD in Reading)
- Reading and Puzzle Club

PATHWAYS, ENGAGEMENT & RENEWAL
- Provide appropriate programming for students with Special Education needs so that all students can appropriately access the curriculum
- Use of Universal design for Learning Supports to ensure equitable access to curriculum for all students
- Provide experiential learning opportunities for all
- Student Success Resource Teacher to help with high school pathway (My Blueprint)
- Provide opportunities for students to share their own social justice ideas for the school and community
- Provide opportunities for students to share their own club ideas and leadership in school, i.e., Scratch Coding Club for primary students led by intermediate students, PALs program

GOALS & PRIORITIES

FAITH & WELL BEING
- Increase the level of student-faith-filled experiences as related to our new 3-year Pastoral Plan;
- Provide all students with an opportunity to lead the school in prayer, liturgical celebration, or recognition assembly;
- Through the use of the Umbrella Project, we will see an increase in the level of student awareness of their "Umbrella Skills" and the strength of these skills;
- Increase participation in weekly classroom circles
- Create opportunities and maintain relationships with our local parish
- Increase school and classroom activities to foster community building

CURRICULUM & ACHIEVEMENT
Educators will: (what is the action)
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MATHEMATICS
- Increase student growth and fluency within the Number strand with a focus on thinking skills
- Engage learners in math problems with relevant, real world connections that provide entry points for all students
- To increase the number of student achieving at the Provincial Standard in Mathematics

LITERACY
- Students will increase their fluency in writing with a focus on conventions and using a variety of sentences
- To increase the number of students achieving at the Provincial Standard in Literacy with a focus on making inferences, text features and developing and organizing their writing

PATHWAYS, ENGAGEMENT & RENEWAL
- To increase the My Blueprint, IPP activity completion rates;
- To increase experiential learning opportunities across all grade levels

TEACHING & LEARNING PRACTICES

FAITH & WELL BEING
- Educators will provide students with opportunities to engage in the faith life of the school through daily prayers, liturgies, and recognition assemblies;
- Educators and the administrator will use the classroom lesson plans and other resources, provided by the Umbrella Project to help students develop a deeper understanding of serf, and a stronger sense of resilience through the development of personal Umbrella Skills;
- Educators and the administrator will provide students with opportunities to reflect on positive and negative behaviors through assemblies and social justice initiatives
- Educators will conduct weekly class meetings to discuss various social issues in a timely manner;
- Educators will provide students with activities that promote and support the stewardship of the earth;
- Plan and organize a cultural day to celebrate our different cultures whole-school (end of March-April) i.e., Museum Walk
- Activities during Black History Month (Canadian)
- Daily announcements - acknowledging special cultural days
- FNMI bulletin board with cultural words

CURRICULUM & ACHIEVEMENT
Educators will:
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MATHEMATICS
- Learners will use properties and relationships of numbers to solve problems and tackle word problems. They will select appropriate strategies and communicate these strategies using mathematical language.
- Provide differentiated instruction to all students
- Use of the Thinking Classroom in math instruction
- Make learning visible through the use of concrete materials, and collaborative mathematics
- Use tools and representations to promote problem-solving and mathematical modeling (i.e., the CRA progression from Concrete to Representational to Abstract);
- Provide authentic and relevant tasks that are committed to equity and inclusion;
- Focus on Numbers with problem solving and thinking skills
- Educators will include Number Talks and Number strings in their teaching
- Teachers will use Mathology, Knowledgehook and My Math Path as updated resources for the new Math curriculum
- Educators will use spaced learning to revisit units of struggle
- Educators will use Guided Math groups to deliver direct instruction in areas of need

LITERACY
- 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;
- As part of early literacy instruction, educators will build phonological awareness skills alongside Phonics using the new Heggerty resource
- Students will read and reflect on a rich variety of culturally responsive literary texts and develop a deeper understanding of themselves, others, and the world around them;
- Guided reading groups and writing lessons, educators and students will analyze sentence structures, word choice, punctuation and grammar to enhance comprehension, critical thinking and written communication
- Educators will leverage technology to improve 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.

PATHWAYS, ENGAGEMENT & RENEWAL
- Educators will collaborate with High School staff to ensure that students are familiar and competent with the My Blueprint platform and that all necessary tasks are completed.
- Educators will help students add two items to their portfolios
- Educators will increase the number of experiential learning opportunities

	FAITH & WELL BEING	CURRICULUM & ACHIEVEMENT		PATHWAYS, ENGAGEMENT & RENEWAL

MONITORING PROGRESS & MEASURES OF SUCCESS	*Who is impacted?*
	● Schedules will be created to allow for all students to participate in leading prayer, liturgical celebration, or recognition assembly;
	● Teacher Weekly schedules will show classroom meeting times
	● Environmental scans of the hallways and classrooms
	● Morning announcements will include Land Acknowledgement and weekly mental health tips
	● Track visits and celebrations with Father and the parish liaison
	● Track Charity Drives and donations
	   - Teacher to do check-ins with students as a survey
	   - MDI Well-Being index
		How will we know if students are progressing and achieving? Who is impacted?
		●
		
		MATHEMATICS
		● Use of assessments from Mathology and Knowledgehook
		● Mock EQAO
		● Educators will observe through daily Number talks and Number strings
		● Through the use of Spaced learning and revisiting concepts or units that students struggled with
		● Administrator walk-throughs
		● Observations from Guided math groups
		● Monthly example of the progression of focus student work
		● Examine the change in Student attitudinal survey in February and June
		● Teachers will moderate work samples in staff meetings divisionally to look at strengths, what to do next, different strategies
		● EQAO test
			LITERACY
			● Educators and the administrator will use BLAM data (Rosner - early diagnostic) as baseline data, along with the use of second term BLAM data in conjunction with Term 2 Report Card data in the area of Reading and Writing.
			● Heggerty Program for Phonemic Awareness and Assessments
			● Fountas and Pinnell for BASC
			● Administrator walk-throughs
			● Observations from Guided Reading groups
			● Monthly example of the progression of focus student work
			● Examine the change in Student attitudinal survey in February and June
			● Teachers will moderate work samples in staff meetings divisionally to look at strengths, what to do next, different strategies
			● Tracking of Empower Assessment Measures (Pre/Post)
			● EQAO test
				How will we know if students are progressing and achieving? Who is impacted?
				● Educators will use High School personnel as a resource to assist all students in completing the necessary tasks.
				● The administrator will collect My Blueprint completion data in June 2023.
				● Checklist experiential learning opportunities
				● CAT-4