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. Mary’s High 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

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 199) 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

Administrators will:
- Ensure equitable access and opportunities and well-being priorities to build a culturally inclusive environment
- Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning communities
- Site based goal and BIEPSA development and ongoing monitoring and purposefully embed the strategies identified in the Pastoral Plan
- Engage parents/caregivers in supporting educational priorities and promoting a greater awareness of equitable practices for our student’s well-being and student learning
- Promote and support the use of successful, high interest learning platforms used on classroom LMS, which result in educators engaging students with differentiated teaching and learning experiences

Educators will:
- Foster and create opportunities for student re-engagement and resuming learning with the goal of moving them forward from where they are
- Create an engaging, safe and innovative learning environment based on high expectations and differentiation and Universal Design for Learning
- Incorporate Ontario Catholic School Graduate Expectations and Global Competencies into all planning & learning opportunities
- Use Universal Design for Learning by knowing their learners to create meaningful and accessible lessons for all students
- Create lessons based on CRRP to support all students being able to see themselves in and to create equitable access to the curriculum
- Support learners where they are at in their learning and create instruction and assessment accordingly
- Exercise mindful and equitable planning for students based on the findings shared from the student identify based data collection

Learners will:
- Use assessment data to refine their work, plan next steps and monitor their own progress
- Use assessment of learning results to set new learning goals.
- Assume ownership in learning experiences that are collaborative, innovative and creative
- Access, critically evaluate and use texts, including digital content
- Use technologies to construct knowledge and document their learning
### 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:**

- Continue to live our mission "Rooted in Faith, Learning in Love, Dedicated to Excellence" in a place "Where Kindness Matters, Community Grows"
- We will ensure students feel valued by creating an environment in which all students see themselves reflected, feel safe and know there is a caring adult they can count on in our building
- Continue to develop equitable and diverse practices to meet the academic, social-emotional and spiritual needs of all students
- Approach students and situations with compassion and patience
- Cross-curricular opportunities to integrate Gospel teachings
- Grade 9 de-streamed math course student achievement data collection
- Provide financial assistance to support those in our community in need
- Use Student census data and student re-engagement survey data to determine inclusion and belonging to drive next steps
- Create opportunities to seek input from community groups, families and students.
- With patience, kindness and compassion, we will search for the root cause and understand the "why" when a student struggles and prior to determining next steps, ways to support and find success
- Use culturally responsive teaching and resources which focus on various identities and lived experiences
- Embed First Nation, Metis, and Inuit histories into the grade 10 Communications curriculum to support greater knowledge for all students and to support the achievement and well-being of Indigenous students
- Continue to provide and promote FNMI courses for students
- At Program Council, every meeting will include highlighting teachings from the book *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* (by Diane Staehr Fenner and Sydney Snyder) - all departments will share and take back to program areas for continued learning and discussion
- Leverage existing supports to compensate for accelerated timelines

### CATHOLIC, COMMUNITY, CULTURE & CARING

**System Statement:** Contribute as partners to a safe, healthy, and faith-filled, inclusive classroom, school and community that maximizes engagement, achievement and well-being.

### MATHEMATICS

**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.

### LITERACY

**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.

### PATHWAYS TO SUCCESS

**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.
### Goals

**Achievement:**
- Provide safe and inclusive community - re-engagement into the school day and adjustment of many learning modes
- Through a bias-aware lens, foster culturally responsive and equitable practices and pedagogy
- Continued efforts to work towards certification as an Eco-school
- Staff and student focus on mental health and well-being through School Mental Health Ontario
- Prioritize safety, mental health and well-being, building relationships and making connections and putting students at the center in all that we do

**Achievement:**
- Gr. 9 MTH1W: staff support in development of curriculum and supporting students in all pathways in the development of skills needed for growth and success
- Increase achievement growth for all students with a focus on thinking skills

**Achievement:**
- EQAO: understanding and preparation for the OSSLT for students in all grades and pathways
- Work collaboratively to develop a cross-curricular approach to supporting the continued development of literacy skills
- Increase achievement for students with learning disabilities and/or learning difficulties

**Achievement:**
- Increased experiential learning opportunities across all pathways, with a focus on our ML learners, ACTIVE and Community living students
- Identify students who would be supported through re-engagement within the school or utilizing board and community supports
- Increased support to students who have experienced disadvantages due to systemic barriers, COVID-19 and interrupted learning
- Monitor and maintain Red Seal Graduation rates for SHSM, completion of community service hours, increase in four and five year Graduation Rates
- Review graduation data and trends to put further alternative learning supports in place
- Increase in IPP activity completion rates
- Continued promotion of FNMI courses to support diversity in curriculum

### Faith Experiences/Actions

- Professional Development opportunities for well-being and mental health - staff meeting focus
- Involvement in prayer experiences, liturgical and other community celebrations
- Extracurricular ECO team leads further engagement of all students in activities that promote and support the stewardship of the earth
- Continue to promote available supports to students - Chaplain, YCW, social worker, guidance, link crew leaders
- Provide students the opportunity to connect with staff and supports within our building – skill building through Equity, Diversity & Inclusion committee including the Umbrella Project, Kindness Matters, Random Act of Kindness Group, Black Matters Club
- Connect regularly with WCDSB Equity Officer
- Re-connect with community partners to support positive conflict resolution, restorative justice and positive relationships (i.e. Community Justice initiatives, seek out other opportunities within the community)
- Continue to determine ways to improve how our students see themselves in our building, in our curriculum - CRRP
- Engage parent community, especially parents of Black, African, Caribbean students to foster an inclusive, culturally responsive and welcoming school environment
- Continued support of student and staff well-being through School Mental Ontario Activities - school wide and incorporation in curriculum (HPE, RFL, Communications)

### High-Impact Instructional Practices

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**Actions:**
- Focus on curriculum development for the MTH1WI
- Provide educators time to work alongside colleagues to develop curriculum to support the success of students in all pathways
- Use differentiation and UDL to meet students' learning needs
- CRRP: Authentic and relevant tasks that are committed to equity and inclusion for all students to allow ourselves to learn from and build on students' cultural competencies
- Create a culture of growth mindset, normalize struggle as part of the learning process
- Meet with program leads to review and develop A & E for students in all pathways
- Provide ample opportunity to collaborate and multiple opportunities to demonstrate success
- Prioritize accomplishing transferable skills

**Actions:**
- Support with new online format of the OSSLT for students and teachers through classroom visits from OSSLT team
- Provide mock literacy test for all Gr. 9 students in semester 2 to support enhanced knowledge and expectations of the OSSLT year
- Cross-curricular approach to support literacy skills
- Literacy prep for teachers to utilize within class
- Teachers will use accommodations and modifications for students with learning difficulties and/or learning disabilities

**Actions:**
- Knowledge and understanding of FNMI culture and perspectives and course offerings
- Experiential Learning opportunities for MLs, students with IEPs
- Engage in goal setting with students (alongside parents) to support pathways choices for future success
- Community Service opportunities provided and sharing to support early completion

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| ● Program Council - CRRP book review, shared classroom lessons, experiences, continued conversation through program area meetings  
● Student and staff engagement in liturgical experiences - school prayer, in classes and through grade level religion retreats  
● Feedback through student census, student voice, parent voice  
● Engagement in FNMI courses, increase in students choosing these courses  
● Engagement in grade 10 English courses that have provided FNMI options within curriculum and short story/novel studies done as a class  
● Partnerships with CJI  
● Parent Council meetings - parent voice | ● EQAO results, midterm and final reporting  
● Identify marker students  
● Pre and post concept data (i.e. within a professional learning community)  
● Trending and cohort data from large scale assessments (i.e. EQAO) and data comparison between quadmesters of assessments and overall success rates in MTW1WI  
● Evidence of student work and  
● Professional Learning - School-Based and in connection with other schools in WCDSB - Program Association  
● Triangulation of data: formal and informal methods, review long term achievement  
● Collaboration | ● A pre and post concept data (i.e. within a professional learning community)  
● Trending and cohort data from large scale assessments (i.e. EQAO, etc.)  
● Evidence of student work and teacher moderation during  
● School-Based Professional Learning and during cycles of Early  
● Achievement of students on an Individual Education Plan and supports put in place for success | ● Ongoing review and dialogue of grad cohort requirements (Credit, OSSIT/OLC, Comm. Ser. Hours)  
● Red Seal Rates, Graduation Rates  
● Completion of community service hours by grade  
● Student voice gathered through exit survey in My Blueprint  
● Task completion by grade in My Blueprint  
● Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.)  
● Monitor reengagement supports in relation to graduation rates, credit accumulation, attendance |