



St. Mary's High School
1500 Block Line Road
Kitchener, ON N2C2S2

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:

- 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 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

	<p style="text-align: center;">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 style="text-align: center;">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. →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 style="text-align: center;">PATHWAYS, ENGAGEMENT & RENEWAL</p> <p>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.</p>
<p style="text-align: center;">IMPROVING EQUITY & ACCESS</p>	<ul style="list-style-type: none"> In light of Catholic social teachings, promote a greater understanding and awareness of equity-related matters among students, staff and the community: Who are our students as learners? What do we want them to be able to know and do? Ensure St. Mary's provides safe and supportive spaces for every student through an evidence-based approach. Foster opportunities to engage and seek input from community groups, families and students through SAC, CSAC, school run events and opportunities to share voice Provide multiple opportunities to share culture, race and religion to know the learner and one another (Multi-cultural events, recognition of key dates/months through Multicultural and Multi Faith Calendar, celebration through daily announcements) Through a bias-aware lens, foster culturally responsive & equitable practices and pedagogy 	<p>Who are our students as learners?</p> <ul style="list-style-type: none"> Use Student census data to review and examine data to address human rights and equity issues in the following areas: cultural/racial identity; anti-Black racism; religion; accessibility/accommodation; 2SLGBTQQ+; Indigenous education; special education; and culturally responsive and relevant pedagogy Use culturally-responsive teaching and resources that focus on various identities and lived experiences. Embed First Nation, Metis, and Inuit ways of knowing into curriculum to improve achievement and well-being of Indigenous students Use of Thinking Classrooms Pedagogy to know the learner, engage the learner with others to connect and learn from one another using random groupings, to observe learners successes, to create conversations for learning 		<ul style="list-style-type: none"> Use student re-engagement survey data to determine inclusion and belonging to drive next steps: Who are our students as learners? What will we do for those who continue to struggle? Who is forgotten? Data collection of the re-engagement strategy focused on literacy to right imbalances, particularly for those impacted by interrupted learning Assisting students and families with transition planning, expanding pathways, differentiating opportunities for every students' future through transition meetings, entry and exit planning, pathways evenings, Grade 8 Parent night, Individual Pathway Planning through My Blueprint and through curricular work in all subject areas Review and examine data to address human rights and equity issues in the following areas: gender; cultural/racial identity; anti-Black racism; religion; accessibility/accommodation; 2SLGBTQQ+; Indigenous education; special education; and culturally responsive and relevant pedagogy
<p style="text-align: center;">GOALS & PRIORITIES</p>	<ul style="list-style-type: none"> Increase in activities within schools that promote positive wellbeing, safety, sense of belonging in Catholic community (i.e. Safe Schools Ambassadors, Guest speakers to support understanding of Equity, Diversity & Inclusion) Increase level of student-faith-filled experiences through daily prayer, school Masses, within curriculum in all subject areas Promote trauma informed classroom approaches by providing opportunities for professional development and awareness through staff meetings Support maintenance of School Mental Health Ontario (SMHO) resources with continuation of Mental Health minutes, shared resources to utilize within curriculum in all subject areas Through school Eco club, engage in activities that promote and support the stewardship of the earth as expressed in 'Laudato Si' written by Pope Francis Through school run clubs such as RAK and Anti-bullying week promote kindness, social justice teachings and provide opportunities to engage in support of the community Continue to support school equity clubs such as PRISM, FNMI, Black Matters Club and provide opportunity for these clubs to engage in activities beyond the school Guest speakers to share lived experiences and connect with students to have a continued understanding of Equity, Diversity and Inclusion Continue to provide opportunities to support EDI in our school, and classrooms through staff professional development and resources and through student, parent and community voice Review school walk through audit to ensure students see themselves reflected in their school Students feel connected to the school and adults in the building 	<p>What do we want them to be able to know and do? What will we do for those who continue to struggle?</p> <ul style="list-style-type: none"> High expectations for Ontario Curriculum in all subject areas for all learners, acquiring valuable skills, concepts, and demonstrating transferable skills. Educators will be supported in learning to continuously support students' achievement and well-being Continued support through caseload meetings, alternative programming, collaborative and multidisciplinary team meetings Connect to in house supports through Youth Care and Social work Connect to community programs such as Pathways 		<ul style="list-style-type: none"> Monitor and maintain SHSM red seal Diploma rates Sustainability of OYAP participation and registered training agreement targets for apprentices through presentations, education of programming for all students, communication and connection with Guidance Increase both four and five-year graduation rates Increase the myBlueprint, IPP activity completion rates Increase experiential learning opportunities across all Pathways and grades Utilize re-engagement sections to identify students in need of re-engagement Program planning through alternative programs to re-engage disengaged students Increase success of students who have experienced disadvantages due to systemic barriers, and interrupted learning
<p>MATHEMATICS</p> <ul style="list-style-type: none"> Grade 9 de-streamed math course planning continued Student 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 Educators will gain support from Instructional Coaches to support teaching and learning that provides equitable access to the curriculum Students will have opportunities to think critically and creatively and make connections to other disciplines 		<p>LITERACY</p> <ul style="list-style-type: none"> Grade 9 de-streamed cross-curricular planning, implementation and assessment Educators will gain support from Instructional Coaches to support teaching and learning that provides equitable access to the curriculum Provide educators time to work alongside colleagues to develop curriculum to support the success of students in all pathways 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 		

	<p>and feel safe to access those supports</p> <ul style="list-style-type: none"> • Chaplain's Office "open door" policy enabling students (and Staff) the opportunity to stop in for Pastoral Counseling to address a myriad of issues and concerns 			
TEACHING & LEARNING PRACTICES	<ul style="list-style-type: none"> • Opportunities, both implicit and explicit, to encounter the person of Jesus in our Catholic schools • Renewed involvement in prayer experiences and liturgical celebrations through daily prayer, weekly Masses, school wide Masses • Increased participation and engagement in environmental issues and activities for students through the Eco Club • Help students develop mental, spiritual and physical well-being so that they can become resilient and achieve their full potential. • Create a trauma-informed learning environment by connecting, offering flexibility and predictability, delighting in our students and co-regulating • Use School Mental Health Ontario (SMHO) to continue development of mental health minutes to use within daily classroom practices to build social and emotional skills • Use a proactive approach to Mental Health education, implement supports for mental health and well-being through curriculum • Provide lunch groups to support health and well-being of those in need of additional supports • Re-implementation of retreats into the Religion curriculum • Increased number of classroom (not only Religion classes) by the Chaplain to share the Faith perspective in all subject areas 	<p>Educators will:</p> <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 focussing on triangulation of data • Utilize observations and conversations as key pieces of data to support student success • Differentiate to meet the diversity of students' learning needs and provide on-ramps for learning utilizing Thinking Classrooms pedagogy with support of Instructional Coaches • Engage students in oral discussions and collaborative, student-centred learning in order to make their thinking visible 		<ul style="list-style-type: none"> • Engage in goal-setting and select appropriate activities/program and pathway choices that reflect students' interest, skills and abilities • Knowledge and understanding of FNMI culture and perspectives • Design 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 • Continue to work with caseload teams and re-engagement sections to identify learners who are disengaged • Monitor success of alternative programs implemented to support disengaged learner
		<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Promoting problem solving, investigations of mathematical concepts & mathematical modelling • Visible learning and engaging in collaborative mathematics learning community • Strategic use of tools and representations to facilitate making connections from conceptual understanding to procedural fluency • 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 • • 	<p>LITERACY</p> <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 support the development of critical thinking and critical literacy skills and provide opportunities to think, express, and reflect • Continued 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 	

	FAITH & WELL BEING	CURRICULUM & ACHIEVEMENT	PATHWAYS, ENGAGEMENT & RENEWAL
MONITORING PROGRESS & MEASURES OF SUCCESS	<p>Who is impacted?</p> <ul style="list-style-type: none"> • Renewal of student & staff engagement in school prayer and liturgical experiences (e.g., weekly Masses, school wide Masses, events throughout the liturgical seasons to celebrate faith together as a community) • Recognition and celebration of all faiths - MultiCultural and MultiFaith Calendar and events • Increased participation in Eco-Schools and certification • School Wellbeing Plans include equitable practices which include culturally responsive pedagogy • Use of MDI to determine success of the proactive approach to Mental Health education through SMHO and supports provided for mental health and well-being • Use of MDI to determine success of student connections and supports in the building 	<p>How will we know if students are progressing and achieving? Who is impacted?</p> <ul style="list-style-type: none"> • How will we know if students are progressing and achieving? Who is impacted? • Review, discuss and monitor classroom implementation of the SIEP, Thinking Classrooms, CRRP through Program Council and program area meetings • Observation of instructional strategies and student engagement through program areas • Evidence of student work and success • Purposeful use of data platform sources (i.e. enCompass, gradebook, ASPEN, Power BI, MDI etc.) • Increase in graduation rates • Monitoring of Special Education data (i.e., SS1, SS2, SS3, IEP) 	<p>How will we know if students are progressing and achieving? Who is impacted?</p> <ul style="list-style-type: none"> • Monitoring usage statistics for My Blueprint, regular update of Individual Pathways Plan (IPP) • Data from success of alternative programs to re-engage disengaged learners • Curriculum review through Program Areas - consistency of practice , final evaluations • Review data from large scale assessments (i.e. EQAO, CAT4, etc.) to proactively identify required areas of support • Purposeful use of technology (i.e. D2L, My Blueprint, enCompass, Gradebook, etc.) • SIEP (School Improvement and Equity Plan) • Course Enrolment Data • Monitor reengagement supports (graduation rates, credit accumulation, attendance and attitude towards school - MDI • Monitor success of alternative programs - COPE, GLS, Credit Recovery, NEST - to support re-engagement

		<p>MATHEMATICS</p> <ul style="list-style-type: none">• Evidence of student work and teacher moderation during cycles of math coaching including• Grade 9 de-streamed math course student achievement data collection• Observational data of instructional practices (school / classroom visits), that are connected to social or cultural identity inclusive of all students	<p>LITERACY</p> <ul style="list-style-type: none">• OSSLT data review for areas of need• OSSLT mock test data review to support development of strategies to support first time writers• Grade 9 de-streamed student achievement data collection• Trending and cohort data from large scale assessments (i.e. EQAO, etc.)• Supports put in place for success of students on an Individual Education Plan to support Early Achievement	
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