



St. Mary's School Improvement and Equity Plan 2023-2024

Equity Principles

Hope | School Commitment

- Our:
- Why
 - Vision & Mission
 - Culture
 - Moral Imperative



Opportunity | Leadership Practices

- Our:
- Focus
 - Programs
 - Practices
 - Actions

Outcomes | Teaching & Learning

- Our:
- Optimism/Confidence
 - Potential
 - Momentum
 - Impact

Who are our students as learners? (Needs Assessment)

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? (Monitoring Progress)

What will we do for those who continue to struggle? **Who** is impacted? **Who** is forgotten? (Monitoring Progress)

Faith & Well Being→

→A diverse student population of many faiths where there is an environment of prayer and students are provided a Catholic Education rooted in the Ontario Catholic Graduate Expectations →Students will be provided a safe, inclusive and welcoming space that provides a positive learning environment for all to develop strategies to support social & emotional needs.

→Students will see themselves in the learning and be able to share lived experiences
→They will have a greater understanding and awareness of equity-related matters
→Students will self-advocate for their own needs to promote learning

→Meet provincial standards in curriculum and Catholic Graduate expectations
→ Students will engage and see themselves in lessons and assessments, focussed on literacy and numeracy skills that incorporate the Ontario Curriculum, Learning & Transferable Skills and Global Competencies.
→Connect course work to deeper learning and real life application

→Be holistic, engaged learners who set goals for success
→Make educated decisions about courses/pathway for grade 10
→Set goals and select appropriate activities, courses, programs and pathways that reflect their interests, skills and aspirations.

Curriculum & Achievement→

→Students are diverse, from various backgrounds, cultures, faiths and intersectionality
→Students are 21st century learners, highly adept with quick pace
→Students are working to develop transferable skills and be adept in Global Competencies

Engagement, Pathways & Renewal→

→Students will build understanding and awareness of connection between learning and real world application as it connects to their goals

→Ensure safe, supportive spaces for every student
→Recognition and celebration of all faiths
→Engage and seek input from all stakeholders; Utilize data (MDI)
→Foster culturally responsive & equitable access and practices for positive wellbeing,

→Students will share lived experiences through curricular activities with multiple entry points
→Utilize data: Team Teachers to support identified students through CAT4, reporting periods
→Provide immediate and frequent feedback
→Intentional teaching of thinking skills; triangulate data to improve lessons and create equitable learning opportunities

→Current Grade 9 & grade 10 students will receive support with pathways and career opportunities
→Design deep learning experiences that develop transferable skills and create education and career/life planning experiences.
→Create student friendly course calendar

→Use of MDI to determine success of Mental Health education
→Opportunities to encounter the person of Jesus in our Catholic schools
→Create a trauma-informed learning environment by connecting, offering flexibility and predictability
→Implement supports for mental health and well-being through curriculum and School Mental Health Ontario

→EQAO and OSSLT scores, reporting periods, learning skills and credit accumulation
→ Assessment for, as, of learning via triangulation of data, where all have equal value
→Provide regular, descriptive feedback
→Student ability to make connections to lived experience
→ Use technology to track progress and inform teaching practice

→Through myBlueprint user statistics and reports. Results of student surveys re: experiential learning opportunities
→Exit Survey responses
→Graduation requirements data

→Promotion of affinity groups to support belonging and representation
→Chaplain's Office enables the opportunity for Pastoral Counselling
→Providing financial supports to those in need
→Trauma Informed Lens utilized in lesson development, discussions and conversations

→Operate from a place of compassion
→Build relationships with parent/guardian and coordinate with all stakeholders and be in compliance with protocols
→Provide multiple entry points to learning with opportunity to revisit ideas
→Provide clear expectations, differentiated lessons and instruction inclusive of CRRP and timely feedback
→Support student voice

→Contact home, provide tiered supports, meet with student
→Regular update of Individual Pathways Plan (IPP)
→Review data from large scale assessments (i.e. EQAO, CAT4, etc.) to proactively identify required areas of support
→Monitor data for re engagement supports and success of alternative programs

Improvement Actions



St. Mary's School Improvement and Equity Plan 2023-24

LITERACY | Who are our students as learners?

- Diverse group of students with varied learning needs and literacy skills - utilize CAT4 data to determine focussed supports
- OSSLT requirement for graduation and need to support students in areas of need with regards to literacy data
- Closing the achievement gap for all students with a focus on students identified through data and those with special education needs

LITERACY GOAL | What do we want them to be able to know and do?

Student Actions (Know & Do)

- Students are active participants in their own learning. They use learning goals, feedback, reflection and self-monitoring to build skills
- Students actively build upon their background knowledge, cultural experiences and vocabulary to comprehend a variety of texts.
- Students are provided cross-curricular opportunities to develop skills and knowledge with a focus on informational texts to strengthen ability
- Identified students will be the focus of support for our team teachers and students will have the opportunity to work alongside them to continue to develop necessary skills for success

Teacher Actions:

- Educators use assessment data to provide responsive, and regular feedback to support literacy skill development and use a variety of quality, culturally-responsive texts to build background knowledge and understanding
- Educators co-create an inclusive classroom environment that honours diverse perspective, knowledge & experiences to provide rich, differentiated and culturally responsive learning tasks Educators provide instruction utilizing thinking classroom strategies and support of team teachers with one-on-one support within the classroom. Tier 2 and 3 interventions are implemented when needed.
- Team teachers will work with individuals to provide direct literacy support with the initial focus on students identified by CAT-4 data, but will extend to students who have been identified by their teacher(s).
- Meet with IEP students to support with additional strategies such as Google Read & Write

MATHEMATICS | Who are our students as learners?

- Diverse learners with varying needs participating in Grade 9 de-streamed supported through team teachers and GLS for students identified as needing further supports
- Closing the achievement gap for students with special Education needs
- EQAO data indicates our students struggle in the areas of algebra and geometry and measurement
- Students indicated that they believe only certain students can be good at math

MATHEMATICS GOAL | What do we want them to be able to know and do?

Student Action (Know & Do)

- Students effectively engage in rich math tasks utilizing thinking classroom strategies, small group discussions where students collaborate and learn from one another
- Students will think critically and communicate their mathematical understanding at provincial standard
- Identified students will be the focus of support for our team teachers and students will have the opportunity to work alongside them to continue to develop necessary skills for success

Teacher Actions:

- We will increase the number of students reaching provincial standard in mathematics with a focus on algebra and geometry and measurement
- Utilize thinking classroom strategies to foster flexible and inclusive learning environments and provide multiple entry points for student learning
- Use high-impact instructional practices and work to instill confidence in students that all can be successful and good at math



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FAITH & WELL-BEING ! Who are our students as learners?

- Attending every day and engaging in learning
- Developing strategies in addressing social/ emotional needs
- Developing, understanding and accessing available supports for students when they struggle with their mental health
- Creating inclusive environments that respect and express diversity
- Eat better, move more, sleep well and think clearly
- Students grow spiritually in a Catholic Education environment where prayer and development of the Ontario Catholic Graduate Expectations are prevalent. Learners need to develop strategies in addressing social/ emotional needs.

ENGAGEMENT, PATHWAYS & RENEWAL | Who are our students as learners?

- Understand Indigenous traditions, culture and perspective
- Discover strengths, identify needs, explore opportunities, and self-advocate
- Understand the relationship between what they are learning, why they are learning it and how it connects to their lives
- Set goals and participate in a variety of activities, courses, and programs to explore their interests, skills and aspirations in a variety of pathways

FAITH and WELL-BEING GOALS What do we want them to be able to know and do? Student Actions (Know & Do)

- student will attend and participate
- students to learn skills to more effectively manage their emotions, listen and problem-solve, demonstrate flexibility and create realistic action plans
- students will have greater resiliency to maximize learning and well-being
- students will be able to more successfully advocate for themselves in learning and well-being needs.
- Students can use a variety of traditional and contemporary Catholic spiritual practices to strengthen their relationship with God.
- Learners develop a sense of belonging, resiliency and advocacy skills to optimize their potential.

Teacher Actions:

- We will create an environment that supports students to develop a sense of belonging, resiliency and advocacy skills to optimize their potential.
- Create healthy active schools, Eco Schools
- Create welcoming, safe and inclusive and accepting learning environments
- Develop student voice and leadership
- Monitor attendance and problem-solve barriers – every day counts!
- Build the capacity of students to more effectively manage their emotions, listen and problem-solve, demonstrate flexibility and create realistic action plans through modeling and skill building
- Support students to be more aware of self, resources and communication
- School-home-parish connections are promoted through the use of resources such as Growing in Faith and Growing in Christ.
- Integration of mental health SEL resources for developing sense of self, agency and leadership skills.

ENGAGEMENT, PATHWAYS & RENEWAL GOALS: What do we want them to be able to know and do? Student Actions (Know & Do):

- Student Actions (Know & Do):
- all learners will be empowered to know what they are learning, why they are learning it and how it connects to their lives
- develop and enhance their knowledge and understanding of historic and current Indigenous
- experiences as we move toward reconciliation
- Set goals and participate in a variety of activities, courses, and programs to explore their interests, skills and aspirations in a variety of pathways

Teacher Actions:

- We will design deep learning experiences that develop transferable skills
- Create education and career/life planning experiences, that allow for exploration of all pathways
- Empower students to make a difference as citizens
- Implement Truth and Reconciliation Calls to Action
- Embed Indigenous perspective across the curriculum
- Incorporate backward design and inquiry-based learning
- Infuse Indigenous perspectives in education
- Leverage digital, community partnerships and learning environments