



# 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?



## BLESSED SACRAMENT CATHOLIC ELEMENTARY 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.

 <b>NURTURING OUR CATHOLIC COMMUNITY</b>	<p><b>Knowing the LEARNER through ASSESSMENT Educators will:</b></p> <ul style="list-style-type: none"> <li>Using principles of Culturally Responsive and Relevant Pedagogy (CRRP) to understand learners</li> <li>Determine, through multifaceted assessment, what a student knows, thinks and is able to do</li> <li>Use Observations, Conversations and Products to assess learning</li> <li>Provide feedback for the purpose of assessment 'as' and 'for' learning</li> <li>Teach students to become critical assessors of their own learning so they can make informed decisions about next steps in their path</li> </ul>	<p><b>Responding through DIFFERENTIATED INSTRUCTION &amp; LEARNING ENVIRONMENTS Educators will:</b></p> <ul style="list-style-type: none"> <li>Design, in partnership with students differentiated learning experiences based on their current strengths and needs</li> <li>Use Observations, Conversations and Products to drive the next step of learning • Plan, sequence and connect key concepts throughout the year through the gradual release of responsibility model</li> <li>Embed curricular big ideas across subjects and courses</li> <li>Honour student voice and choice in their learning; authentically engage them in their learning pathway</li> <li>Create more diversified learning opportunities highlighting the needs of English Language Learners (ELLs)</li> <li>Create more diversified learning opportunities highlighting the needs of students with Individual Education Plans (IEPs)</li> </ul>
 <b>STUDENT ENGAGEMENT, ACHIEVEMENT, &amp; INNOVATION</b>		
 <b>BUILDING CAPACITY TO LEAD, LEARN &amp; LIVE AUTHENTICALLY</b>		

### 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 119) 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

<p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>Observe, collect, analyze and respond to evidence of student learning and educator practices</li> <li>Ensure equitable access and opportunities and well-being priorities to build a culturally inclusive environment</li> <li>Review and address inequities within the student identity based data collection</li> <li>Support the development of instructional leadership by modeling, coaching, and taking an active role in school-based professional learning communities</li> <li>Site based goal and SIEPSA development and ongoing monitoring Purposefully embed the strategies identified in the Pastoral Plan</li> <li>Engage parents/caregivers in supporting educational priorities</li> <li>Promote and support the use of successful, high interest learning</li> </ul>	<p><b>Educators will:</b></p> <ul style="list-style-type: none"> <li>Foster opportunities for student re-engagement and resuming learning using an asset based approach with the goal of moving them forward from where they are</li> <li>Create an engaging, safe and innovative learning environment based on high expectations and differentiation</li> <li>Incorporate Ontario Catholic School Graduate Expectations and Global Competencies into all planning &amp; learning opportunities</li> <li>Exercise mindful and equitable planning for students based on the findings shared from the student identify based data collection</li> <li>Identify marker students through ongoing assessment 'for' learning data (i.e. pre- and post-concept data) to guide responsive, differentiated and innovative instruction</li> </ul>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>Use assessment data to refine their work, plan next steps and monitor their own progress.</li> <li>Use assessment of learning results to set new learning goals.</li> <li>Assume ownership in learning experiences that are collaborative, innovative and creative.</li> <li>Access, critically evaluate and use texts, including digital content.</li> <li>Use technologies to construct knowledge and document their learning.</li> <li>In Numeracy ask questions like "Will that work for any numbers?" and strive to observe similarities from one area of mathematics to another</li> <li>Focus on Collaboration and Leadership by group work, taking initiative by voicing ideas and embracing new learning</li> </ul>
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<p>platforms used on classroom LMS, which result in educators engaging students with differentiated teaching and learning experiences</p> <ul style="list-style-type: none"> <li>Engage parents/caregivers in promoting a greater awareness of equitable practices for our student's well-being and student learning</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Professional Learning Communities using student data collaborative inquiry to monitor progress, deepen professional knowledge and inform instructional practices</li> <li>Focus on the consolidation of key concepts to support students in becoming independent &amp; flexible thinkers</li> <li>Engage parents/caregivers in promoting a greater awareness of equitable practices for our student's well-being and student learning</li> <li>Prioritize the guiding principles for Universal Design for Learning supports to ensure equitable access to curriculum for all students</li> </ul>	
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## 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:**

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| <ul style="list-style-type: none"> <li>Review board protocols, policies and practices through an antiracism and anti-oppression lens</li> <li>Use Student census data to determine Who is impacted? Who is forgotten? What will we do for those that continue to struggle?</li> <li>Use student re-engagement survey data to determine inclusion and belonging to drive next steps</li> </ul> | <ul style="list-style-type: none"> <li>Data collection of the re-engagement strategy focused on early literacy to right imbalances, particularly for those impacted by interrupted learning</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Focus on creating a safe and welcoming space for all students in our schools</li> <li>Foster opportunities to engage and seek input from community groups, families and students.</li> </ul> | <ul style="list-style-type: none"> <li>Use culturally responsive teaching and resources which focus on various identities and lived experiences</li> <li>Embed First Nation, Metis, and Inuit histories and current realities in K-12 curriculum to improve achievement and well-being of Indigenous students</li> <li>Promote a greater understanding and awareness of equity-related matters among students, staff and the community.</li> </ul> |
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### **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.

<b>Goals</b>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• School/Class social-emotional learning and conflict resolution (tracking of incidents)</li> <li>• the Umbrella Project</li> <li>• healthy living activities like running clubs (observations in gym or school wide activities)</li> <li>• School environmental focus (observations made by eco team in terms of environmental awareness)</li> <li>• Linking global competencies to the Catholic Graduate Expectations</li> <li>• Use of Cubs for Christ to accomplish Social Justice Goals</li> <li>• Catholic Graduate Expectations Grade 8 Awards</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• To apply basic Number knowledge to solve multi-step problems in familiar and unfamiliar contexts and within other strands</li> <li>• Kindergarten: Counting strategies mean that students are counting all of the things in each set.</li> <li>• Primary/Junior: Additive thinking means that students are skip counting, one group at a time. Multiplicative thinking means that students are choosing fewer, larger chunks demonstrating an understanding of place value and repeated addition as foundation of multiplication?</li> <li>• Junior/Intermediate: distributive property in mental math &amp; multiplication and division are inverse operations.</li> <li>• Intermediate: students who can reason about ratios as the relationship between quantities that vary and are linked, and apply those understandings as dilations to infinite sets of points that follow a functional rule?</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• Primary: identify various decoding strategies and apply them in their daily reading and writing</li> <li>• Junior/Intermediate: expanding upon responses, with evidence from the text.</li> </ul>	<p><b>Achievement:</b></p> <ul style="list-style-type: none"> <li>• A better understanding of global competencies by engaging in inquiry based learning to collaboratively decide the focus of the inquiry</li> <li>• Implement innovations in learning and teaching (“innovation projects”) that will help to foster deeper learning and global competencies in students</li> </ul>
<b>High- Impact Instructional Practices</b>	<p>Faith Experiences</p> <ul style="list-style-type: none"> <li>• Opportunities, both implicit and explicit, to encounter the person of Jesus in our Catholic schools (e.g. Christian Meditation)</li> <li>• Involvement in prayer experiences, liturgical and other community celebrations</li> <li>• Participation in and awareness of our three year Pastoral Plan: Called to Belong, Gathered to Become, Sent to Build</li> <li>• Increased participation and engagement in environmental issues and activities for students</li> <li>• Engagement in activities that promote and support the stewardship of the earth</li> <li>• Involvement in The Umbrella Project</li> <li>• Eco Ministers, Faith Minister, are members of our Student Council</li> <li>• Retreats</li> </ul>	<p>Actions</p> <ul style="list-style-type: none"> <li>• Through use of number sense routines, students will develop effective visualization and flexible number relationships, efficient strategy use and proficiency with number and operation</li> <li>• Educators will provide responsive, small group instruction to improve students’ depth of conceptual understanding, i.e. guided math</li> <li>• Educators will intentionally promote student discourse and use non-routine questions to support critical thinking, reasoning, creativity and flexibility when solving problems</li> <li>• Use of distributed or spaced instruction by educators, based on student learning need, to build connections between concepts and aid retention</li> <li>• explicit teaching of strategies for solving word problems vs. multiple choice</li> <li>• Educators will promote student engagement through the use of Math Up, Manipulatives and Math Games</li> </ul>	<p>Actions</p> <ul style="list-style-type: none"> <li>• support subject specific vocabulary use across all subject matters ie. include numeracy vocabulary on word wall</li> <li>• 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</li> <li>• Educators and students will examine together how text features help readers understand texts</li> <li>• Through guided reading and writing lessons, educators and students will analyze sentence structures, word choice, punctuation and grammar to enhance comprehension, critical thinking and written communication</li> <li>• use of technology (like Google Read and Write)</li> <li>• Activation of prior knowledge</li> </ul>	<p>Actions</p> <ul style="list-style-type: none"> <li>• Increase the My Blueprint, IPP activity completion rates.</li> <li>• Increase number of innovation projects</li> <li>• Use of monthly assemblies to explain the monthly focus of the Umbrella Project and their relation to catholic graduate expectations to promote positive mental health and well-being</li> <li>• Develop global competencies by engaging in inquiry-based learning to collaboratively decide the focus and structure of the inquiry</li> <li>• Experiential Learning opportunities for ELLs and students with IEPs</li> <li>• Use of Universal Supports to provide support to curb behaviours</li> <li>• Support through Student Success Consultant</li> </ul>

<b>Monitoring</b>	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>● Transition, School Climate, and Exit Survey results</li> <li>● Student &amp; staff engagement in school prayer and liturgical experiences</li> <li>● Eco-Schools participation and certification</li> <li>● School Wellbeing Plans include equitable practices which include culturally responsive pedagogy</li> </ul>	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>● Achievement of marker students</li> <li>● Pre and post concept data</li> <li>● Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.)</li> <li>● Report Card Data</li> <li>● Use of daily number sense routines</li> <li>● Curriculum walk-throughs</li> <li>● Purposeful use of technology (i.e. enCompass)</li> <li>● Work through Math Coach</li> </ul>	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>● Achievement of marker students</li> <li>● Trending and cohort data from large scale assessments (i.e. EQAO, CAT4, etc.)</li> <li>● Report Card Data</li> <li>● Balanced Literacy Assessment Measures (BLAM)</li> <li>● Curriculum walk-throughs</li> <li>● Purposeful use of technology (i.e. enCompass)</li> </ul>	<p><b>Monitor Through:</b></p> <ul style="list-style-type: none"> <li>● Purposeful use of technology (i.e. My Blueprint, enCompass, etc.)</li> <li>● Monitor reengagement supports can improve academic outcomes (graduation rates, credit accumulation, attendance and attitude towards school)</li> <li>● Grade 7-12 update of Individual Pathways Plan (IPP)</li> </ul>
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