



Monsignor Doyle Catholic Secondary School
185 Myers Road, Cambridge ON
N1R 7H2

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>
IMPROVING EQUITY & ACCESS	<ul style="list-style-type: none"> • “Safe Spaces Sticker” from OK2BME organization which identifies positive spaces for LGBTQ+ students • Provide students who come from diverse backgrounds the opportunity to participate in community initiatives 	<ul style="list-style-type: none"> • <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Meet students where they are at, not where we think they need to be. 	<p>LITERACY</p> <ul style="list-style-type: none"> • Improve students' ability to understand implicit information • Improve students' ability to read for meaning • We will ensure that the texts and resources used to teach literacy are varied with respect to authorship and content so that all students are able to see themselves in the text. 	<ul style="list-style-type: none"> • Free after-school tutoring is available to all students • Re-engagement teacher is reaching out to students who, due to COVID pandemic, are struggling to engage in school • Referrals to SALs, alternative education, and John Howard Society are being made to help students who need a different environment and/or support
GOALS & PRIORITIES	<ul style="list-style-type: none"> • We are being intentional about using the Land Acknowledgement in the morning exercises and at the beginning of all meetings. • We will solicit Equity Statements from students and parents/guardians in partnership with our staff Equity Statements created last year. 	<ul style="list-style-type: none"> • Instructional Coaches are used to support teachers in both areas of instruction and assessment. • Prepare students to be successful in their grade 10 pathway • In grades 9 and 10, we will use portfolios and culminating assessments in place of traditional examinations. • Provide students with differentiated assessment and instruction <ul style="list-style-type: none"> • EQAO/OSSLT - due to current information being shared with the schools, these assessments are not reliable sources of data for specific student achievement. 		<ul style="list-style-type: none"> • To ensure that our multilingual, LGBTQ+, and BIPOC learners are supported and encouraged to participate in the schools experiential programs. • To build capacity within our students to peer mediate to build a safer school. This will be done through the School Ambassador Program. • We are going to include Restorative Justice practices in our progressive discipline practices. • Increase the faith filled experiences in reference to our Pastoral Theme: Awaken
TEACHING & LEARNING PRACTICES	<ul style="list-style-type: none"> • Embed Ontario Catholic Graduate Expectations in a meaningful and authentic way. • Using a bias-aware lens, teachers can foster culturally responsive and equitable practices and pedagogy in class so that students feel safe and supported. 	<p>Educators will:</p> <ul style="list-style-type: none"> • Model thinking strategies <p>MATHEMATICS</p> <ul style="list-style-type: none"> • If teachers provide students with strategies to select the appropriate tools and computational strategies then students will be better at solving problems in both familiar and unfamiliar contexts <p>LITERACY</p> <ul style="list-style-type: none"> • If teachers directly teach the difference between implicit and explicit information, then students will be able to better recognize and then answer/respond to related questions 		<ul style="list-style-type: none"> • We will make literacy prep available to students through the school website. • Homework club will be running to offer additional support to students who need it. • We will implement a “Thinking Classroom” approach to teaching in the Gr. 9 De Streamed and One-streamed classes • Peer tutoring through SST to help support math students. • Embed experiential learning opportunities, where possible, within courses so that students will develop a greater awareness of post-secondary pathways. • Intentionally promote SHSM to all college and workplace pathway students

	FAITH & WELL BEING	CURRICULUM & ACHIEVEMENT		PATHWAYS, ENGAGEMENT & RENEWAL
MONITORING PROGRESS & MEASURES OF SUCCESS	<p><i>Who is impacted?</i></p> <ul style="list-style-type: none"> . 	<p><i>How will we know if students are progressing and achieving? Who is impacted?</i></p> <ul style="list-style-type: none"> . 		<p><i>How will we know if students are progressing and achieving? Who is impacted?</i></p> <ul style="list-style-type: none"> • SHSM data collection of participation and red seal rates. • Exit surveys with specific questions about the experiential experiences and learning opportunities related to pathways. • Credit success at end of reporting periods. • Greater pathway reality awareness resulting in continuation of pathway level or change. • Increase in graduation rates among applied level students.
		<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Use of report card data, achievement data on EQAO practise questions and Encompass data; use of marker students • Report card data, unit summative work, specifically looking at the achievement levels of application type questions; use of marker students. 	<p>LITERACY</p> <ul style="list-style-type: none"> • OSSLT, surveys, mock literacy tests, tests, assignments, conversations, metacognition activities (self-reflections) 	