



Monsignor Doyle Catholic Secondary School Improvement and Equity Plan 2023-24

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→

→Our students will be provided a safe and welcoming space that fosters a positive learning environment for all.
 →Our students will be provided a Catholic Education that is rooted in the OCGE.

→Students will be able to see themselves reflected in the learning that they do.
 →Students will learn to be global citizens with a foundation of Catholic gospel teachings.

Curriculum & Achievement→

→ Our students need to be able to leave secondary school equipped with the knowledge of the curriculum as well as Transferable Skills.

→ Students will be exposed to authentic lessons and assessments, with a focus on literacy and numeracy skills that incorporate both the Ontario Curriculum and Transferable Skills.

Engagement, Pathways & Renewal→

→Our students need more experiences to build an awareness of the relationship between what they are learning, why they are learning it and how it connects to their lives, setting goals and potential.

→We want our students to be holistic learners who are engaged in their learning.
 →We want our students to be lifelong learners.
 →We want our students view themselves as agents in their learning who understand their accountability and their impact within the community.

→We will provide a variety of materials that reflect the student population.
 → We will approach evaluation and assessment with an equity lens. We will incorporate the OCGE authentically in to lessons and assessments
 → We will build capacity to peer mediate through the Safe Schools Ambassador Program

→ We will model thinking strategies and provide multiple opportunities for students to demonstrate their learning.
 → We will design low-floor, high-ceiling tasks to engage all learners in our classrooms
 → We will utilize Team Teachers to help support identified students.

→Promote SHSM program
 →Provide opportunities to unique learning opportunities i.e. Global Leadership.
 →Provide experiential learning experiences infused in curriculum (i.e., off campus experiences and extensions to learning).

→MDI data regarding Well-Being will allow us to see if students express positive feelings about being at school and about their learning.
 →We can track attendance as students who are not engaged, often miss classes.

→EQAO and OSSLT scores, specifically focusing on the following areas:
Literacy: be explicit in learning conventions, and media and informational text analysis.
Numeracy: be explicit in focusing on data management and whole number operations.

→ We can also track credit accumulation. Post secondary acceptances as well as the number of candidates for grad awards.

→Monitor and track the number of students who achieve their red seal
 →Monitor number of students who enroll and complete in cooperative education

→ Promote clubs that aim to foster belonging i.e. Heart Club, Black Brilliance, and Social Justice
 → Look to understand the root of the issue of why students don't feel they have feelings of connectedness.
 → Our whole community is impacted when students don't feel like they belong.

Cross-Curricular approach for:
 →**Primary Literacy Focus:** Support use of proper conventions. Explicit teaching of media and informational texts
 →**Primary Numeracy Focus:** Explicit teaching of whole number operations (where appropriate). Explicit instruction of data management concepts.

Additional Supports:

- Extra-help offered by many departments.
- Share available resources and community connections.

→ Provide supports (team teachers, YWCs, EAs, chaplain) for students to find success and a sense of belonging within their classrooms.
 →Provide opportunities to explore pathway options (presentations, meetings, curriculum connections with pathways).
 Intentional check ins with students to ensure they have the supports they need to be successful.

Improvement Actions



LITERACY | Who are our students as learners?

- Based on the CAT-4 data, we know that our students come to us with a varying degree of literacy skills.
- Our students need to be successful on the OSSLT and based on the OSSLT data, our students struggle in the areas of Conventions and Media and Informational Text Analysis.

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

Student Actions (Know & Do)

- Students will be given cross-curricular opportunities to practice conventions as well be exposed to media and informational texts to strengthen their ability to analyze them.
- Students need to use opportunities for metacognition as it is important for them to reflect on their learning and thinking and be supported to seek specific supports.
- Students who were identified through CAT-4 data as being In-risk of not being successful on the OSSLT will have the opportunity to work with Team Teachers for additional support.

Teacher Actions:

- Team teachers will work with individuals and small groups to provide direct literacy support. The initial focus will be students identified by CAT-4 data, but will extend to students who have been identified by their teacher(s).
- Cross-curricular approach to explicitly teach conventions, media, and informational text analysis.
- Teachers can use different forms of media (i.e. text features such as charts, maps, graphs, diagrams, etc.) appropriate to each specific curriculum area, and have students analyze and infer information and meaning.
- IEP monitors will meet with IEP students to encourage the use of Google Read & Write for OSSLT

MATHEMATICS | Who are our students as learners?

- Our students are participating in de-streamed math and choosing pathways in grade 10
- Based on grade 8 teacher recommendations, GLS course has been offered to those students who require additional math support prior to taking de-streamed math.
- Based on the EQAO data, our students struggle in the areas of data management and whole number operations

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

Student Action (Know & Do)

- Students will be given cross-curricular opportunities to improve their data management skills as well as whole number operations
- Students need to use opportunities for metacognition as it is important for them to reflect on their learning and thinking and be supported to seek specific supports.
- Students who were identified through CAT-4 data as being In-risk of not being successful on the OSSLT will have the opportunity to work with Team Teachers for additional support.

Teacher Actions:

- Understanding that numeracy is about understanding patterns and making sense of information
- In math classes, teachers will design and offer low-floor, high-ceiling tasks to allow for multiple entry points throughout the instruction/investigation/assessment/feedback cycle
- GLS teacher is working with identified students to bridge the gap between grade 8 and de-streamed grade 9 math.
- Team teachers, SST Head, and classroom teachers will identifying students who need extra support to close gaps
- All teachers will be more explicit in their teaching of data management (i.e. statistics in geography, creating surveys, representing the data, and extrapolating information from data in a variety of courses)
- All teachers will be explicit in their teaching of whole number operations, where appropriate.



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
- Developing spiritually by asking big questions
- 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.

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 see themselves as part of God’s creation
- Students will have a deep understanding and appreciation of God’s love
- 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.

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
- 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; integration of SEL resources
- Support students to be able to articulate their spirituality
- Provide guidance and introduce the teachings of the Catholic Church
- School-home-parish connections are promoted through the use of resources such as Growing in Faith and Growing in Christ.

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

ENGAGEMENT, PATHWAYS & RENEWAL GOALS: What do we want them to be able to know and 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, i.e. school liturgy, whole school activity and staff PD activity
- Provide opportunity for Indigenous perspectives to be see across different curriculums
- Incorporate backward design and inquiry-based learning
- Leverage digital, community partnerships and learning environments