

2023-24 Brebeuf College School Improvement and Equity Plan

Board Improvement and Equity Plan Priority: Achievement

School Growth Goal	Evidence/Monitoring strategies to support School Growth Goal	Resources and Supports for Staff/School Community
<p>By June 2024, teachers will use a Brebeuf developed 'Context Sheet' to intentionally focus on student achievement and well-being in the classroom for Grade 9 and 10 students at mid-term and prior to final assessment and evaluation.</p> <p>Literacy</p> <ul style="list-style-type: none"> To increase our school's EQAO literacy test results by 3% (increase OSSLT success rate from the previous year of 83%) <p>Numeracy</p> <ul style="list-style-type: none"> For 25% of students to move up by one level from their initial EQAO practice test assessment to their final assessment <p>De-Streaming</p> <ul style="list-style-type: none"> To continue developing the de-streamed Grade 9 to ensure the needs of all students are being met. Meeting the students where they are in their skill development. To identify achievement gaps. 	<p>Learning Strategy/Strategies The Brebeuf Context Sheet will provide teachers with a minimum of two opportunities to conference with students and understand the holistic student through an exercise of descriptive feedback and effective questioning that focuses on the holistic student. Through this process students will be given the opportunity to reflect on their own learning.</p> <p>Data from De-streamed classes will be assessed and reviewed after each reporting period. This data will inform future teaching/learning practices.</p> <p>Evidence and Monitoring Tools: Brebeuf Context Sheet, Student Success Meeting, Safe and Caring Catholic Schools Survey, Selective Marks List, Department Head conversations, attendance tracking, Late policy and after school conversations.</p> <p>Assessment Strategies: Assessing expectations using different questions or different types of assessments</p> <ul style="list-style-type: none"> Giving choice in terms of which assessment student can respond to most effectively Giving as many tools to students as possible Single-point rubric Choice of length of submission with clear guidelines for evaluation Choice of topic for more interest Variety of evaluative measures Single new skill evaluation 	<p>PLC Time dedicated to our Jesuit Mission of being formators which requires Staff to look at the holistic learner and to understand why they may not be successful or are encountering challenges. Further emphasis on Mental Health and Well-being through the lens of Brebeuf's Four Pillars. Organizing a strong collaboration between various partners in the school.</p> <p>Time to work with other colleagues and partners in the community to further emphasize the importance of context. Partnership opportunities developed by the Board to further support focus on context in light of Equity.</p>

	<ul style="list-style-type: none">• Providing students with a text, online PDF, visual version (graphic narrative), read aloud, actor-recorded texts (delivering content in a variety of ways)• Presentations, open class discussion, small group discussion, one-on-one discussion (providing diverse assessment opportunities)	
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Board Improvement and Equity Plan Priority: **Human Rights and Equity**

School Growth Goal	Evidence/Monitoring strategies to support School Growth Goal/Action Plan	Resources and Supports for Staff/School Community
<p>By June 2024, review and continue developing the de-streamed Grade 9 to ensure the needs of all students are being met. Meeting the students where they are in their skill development.</p> <p>To continue to increase visual representation of our diverse population throughout our school. We want all students to see themselves in the building.</p> <p>To continue working towards fostering a school community in which all students have a genuine sense of belonging.</p> <p>Continuing to intentionally promote student voice and student agency.</p> <p>Continue building on positive conversations in the classroom including awareness of micro-aggressions in the classroom.</p>	<p>PLC Time to break out in small groups and discuss articles that help Staff learn through different lenses of equity - most specifically in relation to De-streamed classes.</p> <p>Looking at contextual data in Departments and aligning Dept goals with our school growth goal and equity action plan</p> <p>School Equity Team Brebeuf United Nations (B.U.N) Black Student Alliance (BSA) 2SLGBTQ+ Team (GSA)</p> <p>Guest Speakers/ Bringing in Voices from the Community</p>	<p>The Ark: Equity, Diversity, and Indigenous Education</p> <p>Board Equity Team/ Google Classroom Board PD Materials Board Book Talks</p> <p>Surveys: My School My Voice Safe School Brebeuf Context Sheets</p>

Board Improvement and Equity Plan Priority: **Mental Health, Well-Being and Engagement**

School Growth Goal	Evidence/Monitoring strategies to support School Growth Goal/Action Plan	Resources and Supports for Staff/School Community
<p>By June 2024, increase visual representation of our diverse population throughout our school so that students can see themselves in the building.</p> <p>To continue working towards fostering a school community in which all students have a genuine sense of belonging.</p> <p>To build a stronger emphasis and awareness around boys' education which will focus on our Jesuit pedagogy as Staff as formators and developing meaningful, strong and engaging relationships with boys in and outside of the classroom.</p> <p>Continuing to intentionally promote student voice and student agency.</p>	<p>Learning Strategy/Strategies Collaboration with Staff and Students; Student-led mentorship with Grade 9 students; Check and Connects daily by caring adults especially as students enter the building and after school; student reflection through the Examen.</p> <p>Evidence and Monitoring Tools Context Student Success Form; Student Success Meetings; Weekly Examen which is a reflective tool; Praise Cards; House System and Mentorship; Selective Mark List; My School My Voice</p> <p>Youth Room Chats (tracking who is joining and what concerns our students have)</p> <p>Ongoing Accessibility to Library Learning Commons and tracking its use</p> <p>Open Gym and Weight Room (Tuesday's and Wednesday's)</p> <p>Growth mindsets: students feel secure in their learning environment and they understand that there is flexibility that can be adjusted for everyone's strengths and needs.</p> <p>Allowing students to overcome challenges whether it be learning or physical, by intentionally including their learning needs in our teaching practices.</p>	<p>Further use and discussion around Jesuit Pedagogy which speaks to the holistic boy and 'Grad at Grad' focus as a continuum during their 4 years at Brebeuf. Further support from our Jesuit Provincial in Toronto to continue guiding conversations at PLCs and context Student Success meetings.</p> <p>PLC provide an opportunity for Staff to reflect on our school mission and vision; money to provide Staff with Resources needed to learn and understand what a staff formator is and how that impacts student learning, achievement and well-being</p> <p>Using Individual Education Plans (IEPs) as a guide to help students achieve success in the classroom.</p> <p>UDL - Proximity to teacher, classroom layout, enlarged texts, one on one lessons when possible, extra time on assessments, reduced questioning/tasks, variety of question formats, frequent breaks, prompting, repetition, rewording and rephrasing of information, and organization coaching.</p>

Board Improvement and Equity Plan Priority: **Pathways and Transitions**

School Growth Goal	Evidence/Monitoring strategies to support School Growth Goal/Action Plan	Resources and Supports for Staff/School Community
<p>By June 2024 students will be provided with scholarship opportunities and workshops.</p> <p>Provide students with resources to fit their circumstances (using context sheets/student voice surveys), as well as explore opportunities available for scholarships, grants, specific post-secondary opportunities that are available for indigenous, black and racialized groups.</p>	<p>SHSM: Health and Wellness Arts and Culture Information and Communication Technology Business (subject to Ministry and Board approval)</p> <p>-Prioritize inclusive delivery of curriculum in the career studies, learning strategies and leadership classes, so that all students can see themselves reflected in the curriculum as well as their physical surroundings within the classroom and in future post-secondary plans or career pathways.</p> <p>-Focus on included resources to highlight the contributions of women and racial and cultural minorities in the world of work as well as in leadership roles both past and present. This can be supported through a virtual Career Day where professionals from a wide range of sectors and who reflect a full representation of diversity, backgrounds and cultures are invited.</p> <p>-Connect with Brebeuf alumni of various racial and cultural minorities and background to be part of a virtual Career Day or mentorship program. Lunch and Learn program.</p> <p>- November 1 - students in Grade 9 will participate in a virtual career day.</p> <p>- Provide students with resources to fit their circumstances, as well as explore opportunities available for scholarships, grants, specific post secondary opportunities that are available for indigenous, black and racialized groups.</p>	<p>Creating Pathways to Success</p> <p>Ontario Catholic School Graduate Expectations</p> <p>Safe Schools Survey/Student Voice Surveys</p> <p>Feeder school visits</p> <p>Special guest speakers (i.e. Indigenous artists/knowledge keepers/ Elders)</p>

	<p>-By May 2024 students will be provided with scholarship opportunities and workshops.</p> <p>In Career studies, include information on accessibility for students with special needs as well as In post secondary presentations and on the guidance google classroom. This includes resources for special programs such as the Vocational Program at Humber College. By June 2023 students will be provided with the Virtual Vocational Program Sessions.</p> <p>-Provide specific information and application links on scholarship and bursary opportunities for low-income families, racialized, indigenous, and LGTBQ, to remove systemic barriers towards post-secondary education.</p> <p>Identify students who may benefit from University / College Voucher to assist with the barrier of paying for the OUAC and OCAS fees. More funds are available that may not be fully utilized, from Angel Foundation and Board funding. -Highlight for all students – the programs that offer scholarships and credits for SHSM – encourage SHSM leads to promote their program amongst students across all backgrounds and cultures.</p> <p>-Presentations and SHSM recruiting take place during the Guidance Presentation as well as throughout the course of the year. By Feb 2022, all students will receive the SHSM information presentation and potential SHSM candidates will be screened by the SHSM lead teachers</p> <p>What percentage of our students are graduating with an OSSD within 5 years of starting grade 9? 100 %</p>	
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