

Mother Cabrini CES Improvement and Equity Plan: 2023 – 2024

Superintendent and Administrator Discussion and Planning Guide

Board Improvement and Equity Plan Priority: Achievement (Instructional Equity)

All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life. Instructional strategies, in all subject areas and/or curricula, consider all learning styles and needs, and allow students to reach their full potential in recognizing their God-given gifts.

Reflection and Discussion Questions	School Growth Goal	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
<p><i>For elementary schools:</i> Has our school implemented the new Mathematics Curriculum (Grades 1 – 8)?</p> <p><i>For secondary schools:</i> Is the de-streamed Mathematics classroom meeting the learning needs of all students?</p> <p>How has our school implemented evidence-based high-yield strategies?</p> <p>How have we identified specific sub-groups within learning groups and planned appropriate and timely interventions (e.g., Racialized, ELL, Special Education, Students ‘at risk’)?</p> <p>How many students are meeting or exceeding the provincial standard on grade 3, 6 and 9 EQAO math? Report card assessments?</p> <p>How is our school providing targeted reading and math supports?</p>	<p><i>By June 2024, 20% of level 1 and level 2 students in Mathematics, will move one achievement level (e.g., level 2 to level 3), as evidenced by monitoring learning cycles and report card grades.</i></p>	<p><i>Which one strategy/tool will teachers use?</i></p> <p><i>Each teacher will use a High-Impact Instructional Practice in Mathematics with the focus on small group instruction and flexible groupings.</i></p> <p><i>Teachers, students and Numeracy Resource teachers will focus on MathUp for our grades 6,7, and 8 classes. KnowledgeHook will be used with our grade 1-5 classes (along with Zorbits Math for grades 1-3). Mathology will also be used to help support the new math curriculum.</i></p>	<p><i>-Teachers and students will use MathUp for grades 4-8.</i></p> <p><i>-KnowledgeHook will be used with grades 3-7 students.</i></p> <p><i>- Mathology will also be used to help support FDK-2 students.</i></p> <p><i>-Continue to co-plan and co-teach with staff.</i></p>
		<p><i>Evidence and Monitoring Tools</i></p> <p><i>-Monitor through continuous class assessments both in the regular</i></p>	

How has our math program incorporated opportunities to learn more about social justice and Catholic social teaching through real-life applications of mathematics?		<i>classrooms and Special Education classes (December and February)</i> <i>-Continue to use Cases Conference, SBST's, SBSLT's, and IPRC meetings to help support "at-risk" students.</i>	
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Board Improvement and Equity Plan Priority: **Human Rights and Equity**

Created in the image and likeness of God, every person possesses an intrinsic dignity which must always be respected. (Institute of Catholic Education (ICE), 2019)

All students will have an equal opportunity to succeed, thrive, and reach their God-given full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.

Reflection and Discussion Questions	School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
<p>What strategies have been implemented to ensure instructional equity in de-streamed courses and all courses of study?</p> <p>How are we preparing for a de-streamed grade 9 program in 2022-2023 school year?</p> <p>How has school staff engaged in professional and faith development to support: the faith life of our students; fair and just student discipline practices; culturally responsive pedagogy; anti-racist and anti-oppressive education; etc?</p>	<p><i>To increase awareness of culturally relevant and responsive pedagogy by June 2024.</i></p>	<p><i>Examining what Culturally Responsive Pedagogy looks like in our school by:</i> <i>-Learning more about each student and their backgrounds.</i> <i>-Guest Speakers for presentations on equity and race.</i> <i>-Imbed curriculum discussion to include: race, equity, inclusion, and identity.</i> <i>-Recognition of monthly Heritage celebrations in the board</i> <i>-Promote awareness and celebrate Autism and Down Syndrome.</i> <i>-Create a student Equity team.</i></p>	<p>-TCDSB Equity Action Plan -School Based Support Learning Teams -Invite an Indigenous Elder to facilitate discussion with students.</p>
		<i>Evidence and Monitoring Tools</i>	

<p>How has our school engaged in a cyclical learning process of inquiry: plan, act, observe and reflect, with a focus on culturally relevant and responsive pedagogy?</p> <p>What trends are evident in student suspension and expulsion data? Are mitigating and other factors being considered?</p> <p>Do staff include goals related to equity, diversity and inclusion in professional learning plans that reflect the Pastoral Plan and the mission and vision of the TCDSB?</p> <p>Are our school's faith initiatives, programs, clubs, teams or other co-curricular opportunities offered to students culturally responsive and inclusive?</p>		<p><i>-To help assist staff in working on Equity Goals and next steps on their annual ALP's</i></p> <p><i>-Review grade 6 and 8 climate surveys.</i></p> <p><i>-Ongoing discussions with students.</i></p>	
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Board Improvement and Equity Plan Priority: **Mental Health, Well-Being and Engagement (Faith and Wellness)**

Catholic education encourages an understanding of human life as an integration of body, mind and spirit and fosters the search for meaning as a lifelong spiritual and academic quest. Health, wholeness and well-being contribute to students' ability to learn to be life-long learners and live healthy, Faith-filled active lives. (Institute of Catholic Education (ICE), 2020)

All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment that provides students with appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.

Reflection and Discussion Questions	School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
<p>How has our school promoted the Pastoral plan and implemented strategies to promote Mental Health and Well-Being?</p> <p>How has our school provided opportunities for dialogue with colleagues about assessment and responsive (and diverse/inclusive) teaching/learning strategies?</p> <p>How are we integrating the new Pastoral Plan to promote home/parish/school connections?</p> <p>Do students have access to school-based and board-level pastoral care and mental health services?</p> <p>How are staff provided with professional learning in student mental health literacy and board protocols regarding student mental health and spiritual well-being?</p> <p>What intentional strategies exist in our school to keep students engaged?</p>	<p>Example: Stronger emphasis on The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement: <i>To create a safe and welcoming place for students to learn and demonstrate the Ontario Catholic Graduate Expectations.</i></p> <p><i>To promote the pastoral plan, With Minds of Justice and Peace.</i></p>	<p><i>-Show respect and genuine concerns for each other.</i> <i>-Continue with the award-winning Mother Cabrini “Lookout” leadership initiative.</i> <i>-Child and Youth Worker to implement Social Skills program with at risk student to promote the use of self-regulation skills.</i> <i>-To continue praying the rosary with the Rosary Apostolate the last Friday of each month</i> <i>-To promote faith through the school choir</i> <i>-Monthly liturgies/masses</i> <i>-To offer support to students dealing with personal mental health challenges.</i> <i>-Celebration of the liturgical seasons.</i></p> <p><i>Evidence and Monitoring Tools</i></p> <p><i>-Students to reflect on what it means to be a good Catholic and a good citizen in our world.</i> <i>-Students to focus on the Ontario Catholic Graduate Expectations and to learn more about these daily.</i></p>	<p><i>-NCC Team Resource and Resources</i> <i>-Pastoral Plan Resources</i> <i>-March Mindfulness Calendar – creating daily peaceful and mindful things to do to calm the mind and to relax.</i> <i>-Monthly Masses celebrated by Fr. Michael in the school gymnasium.</i> <i>-Guidance teacher.</i></p>

Board Improvement and Equity Plan Priority: Pathways and Transitions (Ontario Catholic School Graduate Expectations in Action)

In the discovery of our gifts we discern who we have been called to be. (Institute of Catholic Education (ICE), 2020)

All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.

Reflection and Discussion Questions	School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
<p>Has our school provided opportunities for students to be aware of and fulfill the Ontario Catholic School Graduate Expectations (OCSGE)?</p> <p>How has our school used the OCSGEs to guide our work and make decisions related to instructional planning, strategies, assessment, and evaluation?</p> <p>How are the OCSGEs used as a framework for the development of youth leadership, and to support the work of school and community initiatives?</p> <p>How has our school highlighted the contributions of role models and champions from racialized and other marginalized communities as a way to promote the university pathway, as well as other career pathways where they are under-represented?</p> <p>How has our school highlighted the contributions of various role models of our Catholic faith that help students discern their vocation in becoming who they are called to be?</p> <p><i>For Elementary:</i> How have we worked with central board staff to promote <i>All About Me</i> in primary/junior grades? Ensure that all Grade 8 students have access and opportunity to complete the <i>myBlueprint</i> Exit survey?</p>	<p>Example: <i>By June 2023, all students in Gr. 6 -8 will engage in the exploration of different career pathways via technology and virtual experiences and complete a reflective journal entry in their online portfolio (All About Me, myBlueprint).</i></p>	<p><i>-Working with our Guidance teacher with the following programs for our students: “All About Me and myBlueprint.”</i> <i>-Promoting student voice and engaging students to explore the OCSGE in further details.</i> <i>-Career Day</i> <i>-Welcome to Kindergarten.</i></p> <p><i>Evidence and Monitoring Tools</i></p> <p><i>-Students will complete myBlueprint and All About Me portfolios by June 2024.</i></p>	<p><i>-All About Me and myBlueprint</i> <i>-Guidance Teacher</i> <i>-After 8 Transition Guide</i> <i>-Mental Health and Well-Being Strategy</i> <i>-Leadership Roles for students, the Lookouts and the Equity leader.</i> <i>-Creating Pathways to Success</i></p>

<p><i>For Secondary:</i> How have we promoted student participation in the following Pathways Programs: co-op, OYAP, dual credit, SHSM?</p> <p>What percentage of our students are graduating with an OSSD within 5 years of starting grade 9?</p>			
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Mother Cabrini CES Improvement and Equity Plan: 2023 – 2024

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
<i>By June 2024, 20% of level 1 and level 2 students in Mathematics, will move one achievement level (e.g., level 2 to level 3), as</i>	<i>Which one strategy/tool will teachers use?</i>	<i>-Teachers and students will use MathUp for grades 4-8.</i>

<i>evidenced by monitoring learning cycles and report card grades.</i>	<p><i>Each teacher will use a High-Impact Instructional Practice in Mathematics with the focus on small group instruction and flexible groupings.</i></p> <p><i>Teachers, students and Numeracy Resource teachers will focus on MathUp for our grades 6,7, and 8 classes. KnowledgeHook will be used with our grade 1-5 classes (along with Zorbits Math for grades 1-3). Mathology will also be used to help support the new math curriculum.</i></p>	<p><i>-KnowledgeHook will be used with grades 3-7 students.</i></p> <p><i>- Mathology will also be used to help support FDK-2 students.</i></p> <p><i>-Continue to co-plan and co-teach with staff.</i></p>
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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
<i>To increase awareness of culturally relevant and responsive pedagogy by June 2024.</i>	<p><i>Examining what Culturally Responsive Pedagogy looks like in our school by:</i></p> <ul style="list-style-type: none"> <i>-Learning more about each student and their backgrounds.</i> <i>-Guest Speakers for presentations on equity and race.</i> <i>-Imbed curriculum discussion to include: race, equity, inclusion, and identity.</i> <i>-Recognition of monthly Heritage celebrations in the board</i> <i>-Promote awareness and celebrate Autism and Down Syndrome.</i> <i>-Create a student Equity team.</i> 	<ul style="list-style-type: none"> <i>-TCDSB Equity Action Plan</i> <i>-School Based Support Learning Teams</i> <i>-Invite an Indigenous Elder to facilitate discussion with students.</i>

	<p><i>Evidence and Monitoring Tools</i></p> <p><i>-To help assist staff in working on Equity Goals and next steps on their annual ALP's</i></p> <p><i>-Review grade 6 and 8 climate surveys.</i></p> <p><i>-Ongoing discussions with students.</i></p>	
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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><i>To create a safe and welcoming place for students to learn and demonstrate the Ontario Catholic Graduate Expectations.</i></p> <p><i>To promote the pastoral plan, With Minds of Justice and Peace.</i></p>	<p><i>-Show respect and genuine concerns for each other.</i></p> <p><i>-Continue with the award-winning Mother Cabrini "Lookout" leadership initiative.</i></p> <p><i>-Child and Youth Worker to implement Social Skills program with at risk student to promote the use of self-regulation skills.</i></p> <p><i>-To continue praying the rosary with the Rosary Apostolate the last Friday of each month</i></p> <p><i>-To promote faith through the school choir</i></p> <p><i>-Monthly liturgies/masses</i></p> <p><i>-To offer support to students dealing with personal mental health challenges.</i></p> <p><i>-Celebration of the liturgical seasons.</i></p>	<p><i>-NCC Team Resource and Resources</i></p> <p><i>-Pastoral Plan Resources</i></p> <p><i>-March Mindfulness Calendar – creating daily peaceful and mindful things to do to calm the mind and to relax.</i></p> <p><i>-Monthly Masses celebrated by Fr. Michael in the school gymnasium.</i></p> <p><i>-Guidance teacher.</i></p>
	<p><i>Evidence and Monitoring Tools</i></p> <p><i>-Students to reflect on what it means to be a good Catholic and a good citizen in our world.</i></p> <p><i>-Students to focus on the Ontario Catholic Graduate Expectations and to learn more about these daily.</i></p> <p><i>-Students will be monitored through safe and caring student surveys.</i></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><i>By June 2023, all students in Gr. 6 -8 will engage in the exploration of different career pathways via technology and virtual experiences and complete a reflective journal entry in their online portfolio (All About Me, myBlueprint).</i></p>	<p><i>-Working with our Guidance teacher with the following programs for our students: “All About Me and myBlueprint.”</i> <i>-Promoting student voice and engaging students to explore the OCSGE in further details.</i> <i>-Career Day</i> <i>-Welcome to Kindergarten.</i></p>	<p><i>-All About Me and myBlueprint</i> <i>-Guidance Teacher</i> <i>-Leadership Roles for students, the Lookouts and the Equity leader.</i> <i>-Presentations by Skills Canada</i></p>
	<p><i>Evidence and Monitoring Tools</i></p> <p><i>-Students will complete myBlueprint and All About Me portfolios by June 2024.</i></p>	