

Area 8 - Our Lady of Fatima

School Improvement and Equity Plan: 2021 – 2022

Principal Name: Kevin Kerr

Date of SIEP consultation with CSPC:

Our Board and School Improvement and Equity Plans are rooted in the themes of our Pastoral Plan. "Walking with Christ: with eyes of faith and hope, with hearts of kindness and love and with minds of justice and peace" reminds us that we are called to continue to strengthen our sense of belonging to God and one another, and to work to achieve our goals as people on a common mission. We are called to service as caring, responsible, compassionate members of our community, exemplifying love of God, neighbour and self, through our efforts to increase equity, inclusion and care for each other. "Walking with Christ" inspires all of us, as we focus together on the sanctity of life in connection with student success, mental health and well-being, and with our interconnectedness with God and each other.

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.

School Growth Goal	Learning Strategy and Monitoring Tool	Resources and Supports for Staff/School Community
Teachers will make use of digital math resources to improve student achievement in Numeracy through the use of models to display student thinking.	Learning Strategy/Strategies JK to Grade 5 - MathUp Classroom and MathUp School (licenses purchases for primary and junior) Grade 6 to 8 - KnowledgeHook and MathUp Classroom	 Continued teacher professional learning in regards to Numeracy modelling strategies, the use of MathUp Classroom, the use of data from Knowledgehook and release time to support the development of common assessments. support from TCDSB central staff especially with MathUp Classroom.

		- release time to support development of common assessments.
	<p>Evidence and Monitoring Tools</p> <p>JK - Grade 8: Common Assessments created by grade level teams, common assessments available through MathUp School and Classroom.</p> <p>Grade 6 to 8: Student achievement data provided by Knowledgehook.</p>	

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.

Commented [CE1]: Consider adding.

School Growth Goal	Learning Strategy and Monitoring Tool	Resources and Supports for Staff/School Community
	<p>Learning Strategy/Strategies</p> <p>regular team led presentations regarding Mental Health & well-Being strategies.</p>	<p>review of the TCDSB Mental Health and well-Being Strategy.</p>

<p>As we emerge from the COVID-19 pandemic, we recognize that the well-being of our community has been impacted to varying degrees with some experiencing a severe impact. Our goal is to provide targeted and nimble support those most in need.</p> <p>Through a focus on the TCDSB Mental Health Strategy pillar of "Around Us", we will formalize our School Well-Being Team to promote mental health strategies for students, staff, and the community. Our School Well-Being team will also support the community in identifying signs of those in need and connecting them with appropriate supports.</p>	<ul style="list-style-type: none"> - use of digital well-being applications (e.g - Go Noodle) to engage our students in learning to manage well-being. 	<ul style="list-style-type: none"> - opportunity for staff to test various digital well-Being Apps for viability in particular classes. - release time for our well-Being team to work with our Social Worker and the TCDSB Mental health team to hone strategies and to make use of higher yield strategies. <p>continued Access to our School Social Worker and the TCDSB Mental Health team.</p>
	<p><i>Evidence and Monitoring Tools</i></p> <ul style="list-style-type: none"> use of School created well-Being surveys via Google Forms to monitor student perceptions of well-being. - regularly debriefing with well-Being team to discuss successes and challenges. - Monitoring student attendance. 	