2026–2027 BMTM School Improvement and Equity Plan

TCDSB Student Achievement Plan Priority: Achievement (Literacy and Mathematics)

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
For secondary schools: Is the de-streamed Mathematics classroom meeting the learning needs of all students? How has our school implemented evidence-based high-yield strategies? 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')?	**Semester 1: Mathematics** By February 2027, 50% of our Grade 9 de-streamed focus group* (*students performing at level 2 at mid-semester) will achieve at or above a level 3 by the end of the semester in Math (MTH1W1) as evidenced through data gathered during learning cycle monitoring. **Semester 2: Mathematics** By June 2027, 50% of our Grade 9 de-streamed focus group*	***1. Which strategy/tool will teachers use?*** **High-Impact Instructional Practices in Mathematics :** ● Learning Goals, Success Criteria, & Descriptive Feedback ● Problem-Solving Tasks and Experiences ● Tools and Representations ● Math Conversations ● Deliberate Practice	**Mathematics** **TCDSB - Action for 2026-2027** ● Fidelity to Curriculum ● Math Knowledge ● Knowing and Responding to the learner **TCDSB Math Resource Teacher Kowledgehook**

How many students are meeting or exceeding the provincial standard on grade 9 EQAO math? Report card assessments? How is our school providing targeted reading and math support? How has our math program incorporated opportunities to learn more about social justice and Catholic social teaching through real-life applications of mathematics?	(*students performing at level 2 at mid-semester) will achieve at or above a level 3 by the end of the semester in de-streamed Math (MTH1W1) as evidenced through data gathered during learning cycle monitoring. **Semester 1: Literacy** By February 2027, <u>50%</u> of our Grade 9 de-streamed focus group* (*students performing at level 2 at mid-semester) will achieve at or above a level 3 by the end of the semester in English (ENL1W1) as evidenced through data gathered during learning cycle monitoring. **Semester 2: Literacy** By June 2027, <u>50%</u> of our Grade 9 de-streamed focus group* (*students performing at level 2 at mid-semester) will achieve at or above a level 3 by the end of the semester in de-streamed English (ENL1W1) as evidenced through data gathered during learning cycle monitoring.	● Flexible Groupings ● Multi-Language Learners (self-advocacy/risk-taking) ● Scaffolded lessons ● Explicit teaching and preparation for EQAO assessments ● Ongoing feedback to students/parents ● Supporting ELL and Students with IEPs ● Using numeracy data to set goals at midterm. ● Targeted support with Student Success Math Teacher in MTH1W1 classes. **High Impact Literacy Strategies - Literacy** ● Direct Instruction (Reading & Writing) ● Deliberate Practice (reading & writing) ● Flexible Groupings ● Digital Literacy & AI ● Critical Thinking/Problem Solving ● CRRP ● Multi-Language Learners (self-advocacy/risk-taking) ● Explicit teaching and preparation for EQAO assessments ● Ongoing feedback to students/parents ● Targeted support with Student Success English Teacher in ENL1W1 classes.	**Literacy** **TCDSB Literacy Action Plan (2026-2027)** ● Screening ● Supporting ELL and Students with REading Needs ● De-streamed Gr. 9 -Daily Trait Writing -Focus on Grammar: High-Intermediate -English Grade 9 & 10 Workbook -The Adolescent Literacy Guide (Literacy Gains) -Inquiring Minds-Jeffrey Wilhelm -Mapping high Yield Strategies to student Learning Needs -Me Read No Way-A practical guide to Improving Boys Literacy -Many Roots Many Voices -Culturally Relevant and Responsive Pedagogy (English/ESL): students can see themselves reflected in school culture and the curriculum. **<u>Growing Success/Learning for All</u>**

		● After School Numeracy Class ***2. Evidence and Monitoring Tools:*** **Mathematics:** ● Tracking - Knowledgehook ● **Course Achievement:** Using data Identify target group (students level between 2.0-2.9) on summative assessment tasks related to the learning cycle. **Literacy** **Course achievement:** ● Using data Identify target groups (students level between 2.0-2.9) on summative assessment tasks related to the learning cycle.	*Accommodated teaching, assessment, and evaluation practices for students who are MLL, have an IEP or 'in risk.'

Student Achievement Plan Priority: Student Engagement and Well-Being

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
How has our school promoted the Pastoral plan and implemented strategies to promote Mental Health and Well-Being? How has our school provided opportunities for dialogue with colleagues about assessment and responsive (and diverse/inclusive) teaching/learning strategies? How are we integrating the new Pastoral Plan to promote home/parish/school connections? Do students have access to school-based and board-level pastoral care and mental health services? How are staff provided with professional learning in student mental health literacy and board protocols regarding student mental health and spiritual well-being?	By June 2027, staff will engage students and families of students that have patterns of absenteeism impacting student success and/or well-being. By June 2027, administration will develop restorative practices for students to develop professional relationships with peers and staff and create a safe learning environment and positive on-line presence. By June 2027, 60% of students will be able to identify a caring adult at BMTM that they are comfortable speaking with regarding the following	***Which strategy/tool will teachers use?*** **School-Based Supports - Caring Adults** ● Teachers (Chaplain, Classroom, Guidance, Special Education, Student Success ● Administration ● Social Work ● Support Staff (EA, CYW, JC, Secretaries) **Student Leadership/Mentorship** Mental Health & Well-Being - building positive self-esteem, resiliency and Mentally Healthy classrooms ● Grade 9 - Summer School Transition Program: HIF ● Student Council - A team ● Mental Health Action Team (Wellness Wednesdays) Pilate classes	TCDSB-Student Engagement and Well Being Actions for 2026-2027 ● Increased student engagement ● Increase awareness of restorative practices ● Increase awareness of mental health support for students. *TCDSB Mental Health Action Plan *Monograph #5: Well-Being from a Catholic Perspective *School Mental Health Ontario *Supporting Minds- An Educator's Guide to Promoting Students Mental Health and Well Being.

What intentional strategies exist in our school to keep students engaged?	concerns: academic, mental health, family, etc. By June 2027, 75% of students will have an awareness of mental health and well-being through social media, small-group prayer and mediation, and individual meetings with mental health workers.	**Chaplaincy Team/Equity Champions** Retreats, School masses, morning exercises using mindfulness and meditation. **Student Engagement (Attendance)** ● Support for students with irregular attendance. (Guidance, Special Education, Student Success, Social Workers) ● Attendance Contract ● Incentives for improved attendance patterns **Promote positive mental health practices:** ● including meditation &reflective prayers. ● Religion Leadership classes (HRF3M7, HRE4M7) & Health & Physical Education Leadership class (PLF4M1) will coordinate guest speakers and activities to support mental and physical health and well being. **Guest Speakers / Role Models** ● Mental health for school assemblies (resiliency) ● Anti-Bullying ● School Health Liaison Public Health Nurse (Brenda Yee) ● TPS - Vaping ● Abrigo Centre	Culturlink - settlement workers PLC - Staff Collaboration & PD

		TCDSB - Anonymous Alert & Cyber Security ● Report and prevent online harms and exploitation, including cyber safety practices, privacy protection, and healthy screen use approaches and anti cyber-bullying. **Supporting New Canadians** ● **Culturelink** for mental health issues. Access to support in their language and culturally sensitive. ● Filipino/Asian Club **Co-Curricular Activities:** ● Clubs (lunch, after school) ● Athletics ● Excursions ● Religion Retreats ***Evidence and Monitoring Tools*** ● Safe School Survey (incidents of bullying) ● Town Halls (BSA, GSA) ● Improvements in student engagement (attendance and participation) and achievement when students are involved in athletics and co-curricular activities. ● Early Communication Letters, Mid-term & Final Marks	

Student Achievement Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

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
Has our school provided opportunities for students to be aware of and fulfill the Ontario Catholic School Graduate Expectations (OCSGE)? How has our school used the OCSGEs to guide our work and make decisions related to instructional planning, strategies, assessment, and evaluation? How are the OCSGEs used as a framework for the development of youth leadership, and to support the work of school and community initiatives? 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?	By June 2027, 90% of Grade 10 students will achieve 16 credits. By June 2027, 12% students will be enrolled in the SHSM Sectors (Arts & Culture, Business, and Technology). By June 2027, 75% of Grade 10 students will complete at least 20 Hour Community Service (graduation requirement) and OCSGE.	***Which strategy/tool will teachers use?*** **Guest Speakers** ● Provide opportunities for students from BIPOC and marginalized communities to explore a range of postsecondary, apprenticeship, workplace, and skilled trades pathways (UofT BSA Education Team, UofT Asian Round Table, Jean Augustine Center for Young Women's Empowerment) ● Promotion of SHSM (Arts, Business, Technology) - teacher, experts/entrepreneurs ● OYAP, Scholarships, OSAP **Advertisement:** ● BMTM Daily - advertising SHSM activities and community service opportunities. ● Poster/Signage from TCDSB ● BMTM electric sign	**TCDSB- Preparation of Students for Suture Success Actions** ● Increased Student Awareness ● Increased Pathway Program to meet student needs and interests ● Pathways to Graduation

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? *For Secondary:* How have we promoted student participation in the following Pathways Programs: CO-OP, OYAP, Dual Credit, SWAC, SHSM? What percentage of our students are graduating with an OSSD within 5 years of starting grade 9?		● Morning Announcements (community service/SHSM) ● Post opportunities on Guidance Google Classroom **Guidance Team (student assemblies and small group sessions)** ● Use MyBlueprint to support students in developing Individual Pathways Plans that reflect their strengths, interests, experiences, and culturally relevant career aspirations as they prepare for future pathways. ● Promoting senior math & science courses to expand career pathways. ● Guidance counsellors will conduct individually tailored one-on-one advising sessions with every Grade 12 student to support their personal graduation and career pathways. ● Post-secondary excursions to offer hands on opportunities linked to course curriculum (e.g. robotics at Centennial College) UofT, TMU, Humber, George Brown, Seneca) ● Community Service promotion Guidance Website, announcements. ● SHSM Promotion - SHSM Lead Teachers to grade 10 students and offering current SHSM students valuable certifications	

		and experiential learning (guest speakers, excursions). ***Evidence and Monitoring Tools:*** ● Mid-Term and Final Mark ● Graduation rates ● Community Service Hours ● Individual pathway planning meetings ● Email reminders ● Reminder at Post-secondary presentation (share statistics) ● SHSM enrollment & Graduation Rates	