

Brebeuf

2026-2027 School Improvement and Equity Plan

Board Improvement and Equity Plan Priority: Achievement (Literacy and Mathematics)

School Growth Goal	Action(s) from the Student Achievement Plan	Strategies to Support the Goal	Evidence and Monitoring	Resources and Supports for Staff/School Community
By June 2027, Brebeuf College School will improve Grade 9 Mathematics achievement from the current baseline of 59% of students achieving Level 3 or 4, while supporting at least 25% of identified students to improve by one achievement level from their initial diagnostic/practice assessment to their final assessment. Particular attention will be given to students with IEPs, English Language Learners, and students identified as requiring additional mathematics support.	Continue to use math tools to track student achievement and provide intervention that is responsive to students when learning math concepts with a focus on ELL and students with an IEP. Continue to use High Impact Instructional Practices in the Math class as appropriate.	<p>Teachers will use High Impact Instructional Practices and Universal Design for Learning to provide multiple entry points to mathematical learning. Diagnostic and formative assessment will be used to identify student strengths, misconceptions and gaps, followed by responsive small-group, differentiated and/or individual intervention.</p> <p>Teachers will use student conferencing, descriptive feedback and opportunities for students to demonstrate learning in different ways. Students requiring additional support will be connected with Special Education, Student Success and other caring adults as appropriate.</p>	<p>Initial diagnostic/practice assessment data will be compared with subsequent common/formative assessments, report card achievement and final assessment results. Department teams will review student progress after reporting periods, with particular attention to movement in achievement levels among students with IEPs and ELLs.</p> <p>Selective marks lists, Student Success meeting records, teacher conferencing information, intervention records, attendance data and report card achievement will be reviewed to determine whether students receiving targeted support demonstrate improved engagement and achievement.</p>	EQAO and Board mathematics resources; diagnostic and common assessment tools; student achievement and attendance data; IEP and ELL information; UDL and High Impact Instructional Practice resources; collaborative planning time; Special Education and Student Success support; and access to central mathematics team, Knowledge Hook team and other resources as suggested.

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<p>By June 2027, Brebeuf College School will increase OSSLT success from 84% to at least 87%, representing a 3 percentage-point increase. Particular attention will be given to students with IEPs, English Language Learners, and students identified as requiring additional literacy support. Teachers will use student achievement data, writing samples, Universal Design for Learning strategies and targeted intervention to strengthen reading and writing skills across subject areas.</p>	<p>NABuild capacity for the implementation and Universal Design for Learning strategies and resources to support and enhance students who are English Language Learners (ELL) and/or have Individual Education Plans (IEP).Document student assessment data in the areas of literacy and numeracy when supporting students in school based team meetings to focus planning for next steps.</p>	<p>Teachers will use explicit literacy instruction, descriptive feedback, modeled writing, conferencing and opportunities for students to revise and improve written responses. UDL strategies will be used to provide multiple ways for students to access texts, organize ideas and demonstrate literacy skills across subject areas.</p> <p>Students identified as requiring additional literacy support will receive targeted small-group and/or individual intervention. Teachers, Special Education, Student Success and other caring adults will collaborate to provide responsive support, including accommodations identified in IEPs and supports for English Language Learners.</p> <p>Teachers across departments will intentionally embed literacy expectations into subject-specific tasks so that reading comprehension, written communication, organization of ideas and evidence-based responses are reinforced beyond English classes.</p>	<p>OSSLT practice tasks, common writing samples, student work, report card achievement and teacher observation will be reviewed to monitor growth in reading and writing. Results will be compared over time to identify students requiring additional intervention and to determine whether targeted strategies are improving student performance.</p> <p>Selective marks lists, intervention records, Student Success meeting notes, OSSLT practice results, attendance data and teacher feedback will be used to track student progress and determine whether additional support is required.</p> <p>Departments will review student work, common literacy tasks and assessment evidence to identify improvement in written communication and determine which cross-curricular literacy strategies are having the greatest impact.</p>	<p>EQAO OSSLT preparation materials and exemplars; Board literacy resources; student achievement and attendance data; writing samples; IEP and ELL information; UDL resources; common literacy tasks; collaborative planning time; and support from English, Special Education, Student Success and Board literacy personnel where available.</p>

Board Improvement and Equity Plan Priority: Student Engagement and Well-Being

School Growth Goal	Action(s) from the Student Achievement Plan	Strategies to Support the Goal	Evidence and Monitoring	Resources and Supports for Staff/School Community
By June 2027, Brebeuf College School will strengthen students' sense of belonging, engagement and well-being by fostering safe, inclusive and supportive learning environments, increasing access to caring adults and school-based supports, and responding to patterns of absenteeism that impact student success. Particular attention will be given to students who may experience barriers to belonging, including students with IEPs, English Language Learners, 2SLGBTQ+ students, and students experiencing attendance or engagement concerns.	<p>ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being.</p> <p>SAFE SCHOOLS - Continue to increase awareness of restorative practices by providing professional development to staff on implicit bias, restorative practices and creating physically and emotionally safe learning environments.</p> <p>WELL-BEING - Enhance students' sense of belonging and well-being supported through professional learning on Universal Design for Learning (UDL) and Differentiated Instruction (DI) practices and through participation in Mental Health Action Teams.</p>	<p>Staff will use relationship-based and restorative practices to strengthen classroom and school climate. Teachers and support staff will intentionally create physically and emotionally safe learning environments through inclusive language, student voice, predictable routines, restorative conversations, and opportunities for students to connect with caring adults.</p> <p>Staff will use UDL and Differentiated Instruction practices to reduce barriers to participation and engagement. Students will be provided with multiple ways to access learning, participate, demonstrate understanding and build on their strengths, interests and experiences.</p> <p>Students with patterns of absenteeism or disengagement will receive targeted check-ins and coordinated support from teachers, Guidance, Student Success, Special Education, Chaplaincy, and other caring</p>	<p>School Climate Survey data, student voice surveys, educator observations, Student Success meeting information, attendance data, behaviour/safe school data, and student feedback will be reviewed to monitor changes in students' sense of belonging, safety and connection to school.</p> <p>Report card data, selective marks lists, attendance patterns, teacher observations, student conferencing and Student Success data will be reviewed to determine whether students demonstrate improved participation, engagement and academic persistence.</p> <p>Attendance Dashboard data, late/absence trends, family contact records, Check and Connect records, Student Success referrals and achievement data will be reviewed to determine whether targeted students show improved attendance, engagement and connection to school.</p>	Faith and Wellness resources; School Mental Health Ontario resources; restorative practice resources; UDL and DI resources; School Climate Survey and attendance data; support from Guidance, Student Success, Special Education, Chaplaincy and Board mental health/equity staff; student voice data; and community or Board-approved guest speakers where appropriate.

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		adults. Families/caregivers will be engaged when attendance patterns are affecting student success or well-being.		

Board Improvement and Equity Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

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By June 2027, Brebeuf College School will strengthen pathway planning by ensuring students have increased awareness of secondary and post-secondary opportunities and understand how course selection connects to future pathways. Students will be supported through myBlueprint, Guidance, Student Success, Special Education, SHSM, STEAM and experiential learning opportunities, with particular attention to informed selection of senior mathematics and science courses, transition planning for students with IEPs, and removing barriers to post-secondary pathways.	<p>Ensure that students in Grades 7-12 are creating Individual Pathways Plans through myBlueprint as they explore careers and plan for their future pathways (secondary and post-secondary).</p> <p>Develop awareness in grade 7-10 students of how senior math and science courses increase opportunities for post-secondary pathways.</p>	<p>Guidance, classroom teachers and other caring adults will intentionally support students in using myBlueprint to explore interests, strengths, careers, post-secondary destinations and the secondary school courses required to reach their pathway goals. Course selection conversations will emphasize the relationship between current choices, senior prerequisites and future opportunities.</p> <p>Students in Grades 7–10 will be provided with opportunities to explore STEAM through Robotics, experiential learning, demonstrations and outreach activities. These experiences will be used to increase awareness of how mathematics, science, technology and computer studies courses connect to senior secondary programming and post-secondary pathways.</p> <p>Guidance, Special Education, Student Success and classroom</p>	<p>myBlueprint/IPPs, course selection data, Guidance records and student conferencing will be reviewed to monitor student engagement in pathway planning. Course selections will also be examined to identify students whose choices may unintentionally limit future pathways so that timely counselling and intervention can occur.</p> <p>Participation in STEAM/Robotics outreach activities, student feedback, Grade 8 transition information, Grade 9 and 10 course-selection patterns, and enrolment in senior mathematics, science, technology and computer studies courses will be reviewed to determine whether students demonstrate increased awareness and participation in STEM pathways.</p> <p>IEP transition plans, credit accumulation and graduation data, Student Success records,</p>	myBlueprint; Creating Pathways to Success resources; Guidance and Student Success resources; IEP transition-planning tools; current college, university, apprenticeship and workplace pathway information; SHSM resources; STEM/Robotics equipment and programming; Grade 8 transition information; course-selection and credit accumulation data; alumni/community partners; and collaborative planning time for Guidance, Special Education, Student Success and classroom teachers.

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		staff will collaborate with students and families to develop individualized pathway and transition plans. Particular attention will be given to students with IEPs, students experiencing credit or attendance concerns, and students who may face financial, accessibility or other barriers to post-secondary education.	attendance data, post-secondary application information and Guidance conferencing will be reviewed to identify students requiring additional support and to monitor successful progress toward graduation and post-secondary destinations.	