Chaminade College

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
Increase the percentage of students achieving Level 3 or 4 on EQAO from 58% to 60% by strengthening targeted instruction, providing differentiated learning opportunities, and using ongoing assessment data to identify and address student learning gaps.	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.	We will be lusing explicit instruction, targeted small-group support, and frequent progress monitoring.	We will be using a tracking sheet which was provided to teachers.	We require laptops
As a single-gendered school, we are most interested in literacy stats around male achievement. Our scores are above the provincial literacy average for males, but still lower than the overall average for both genders combined. Our goal is to raise our average to over 75%.	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.	We have brought back the mock test for the grade 9s to complete while the grade 10s complete the official OSSLT. We are assembling a team to mark the mock tests and provide feedback for student growth. We are in the process of creating new visual support material in support of Universal Design for Learning. For example, a detailed student package with key vocabulary words that can be	The most important tool will be the grade each mock test receives. This will guide our decisions with this group as they move into grade 10. Classroom posters is a longer term goal that we are looking to implement. Right now, we are also continuing with our usual initiatives where we provide after school workshops to suppport literacy learning. In addition, for students who failed their first	We need code 83 days so that we may work on all these packages and posters, and so that we can collaborate with other teachers on the literacy team. We also need funding for colour copies of literacy packages and posters. Lamination would also benefit in preserving this new material for many years to come.

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		used to apply to in-class written tasks. Longer term than posters is to enhance vocabulary attainment across all courses in the school. This will be done by customizing key words for courses like science and business and having students engage with key vocabulary in meaningful and relevant ways.	attempt at the OSSLT, we have them enrolled in the summer OLC course (+ the after school workshops). Finally, all grade 10 English courses at our school have an entire unit dedicated to literacy learning, assessment and evaluation - so the OSSLT practice is incorporated directly into the course framework. Finally, in the months leading up to the spring OSSLT, we have all grade 10 classes participate in a literacy review blitz. All grade 10 teachers are on board with this particular initiative as it is school-wide for grade 10.	

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

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
Our focus will continue to promote equity, inclusion, and a strong sense of belonging for all students through initiatives such as BSA, GSA, and Indigenous Education. We will provide culturally responsive learning experiences through guest speakers, storytellers, Indigenous drumming, steel pan drumming, and other opportunities that celebrate diverse identities, cultures, and perspectives.	Continue to engage in pedagogies that centre student-voice and choice and that leverage student's strengths, abilities and experiences and that are culturally relevant. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	School climate survey, Student voice and community partnerships	school climate survey	Code 83 days

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
Our priority this year is to enhance the mental health and wellness aspect of this area. Other areas will continue as usual, such as the promotion of safe schools initiatives such as anti-bullying and safe spaces for all. In addition, we are assembling a new mental health action team that will consist of teachers, the CYW and students.	SAFE SCHOOLS - Continue to increase awarenesss of restorative practices by providing professional development to staff on implicit bias, restorative practices and creating physically and emotionally safe learning environments. WELL-BEING - Promote student awareness of available strategies and access to mentally healthy resources to support student well-being (e.g., classroom visits and webinars).	We are looking at creating a wellness inquiry survey and to implement a poster activity, school-wide, that has students focusing on their future aspirations and taking the opportunity for self reflection.	We will rely on feedback from the students involved in this initiative.	We are also going to sign up with the MHAT learning initiative.

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

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1. Pathways - 'More than one way to get there.' - University - College - Apprenticeship - Workplace 2. What does "Pathways" actually mean" - Academic - STEAM/AP - Experiential - Co-op - Specialized - SHSM - Skilled Trades - OYAP - Athletics - Soccer 3. Destinations - University - College - Apprenticeship - Workplace The Connection - put student in the centre Our Job: Ask Expose Connect Experience	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). Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	Learning strategies will focus on culturally responsive and inclusive teaching practices that promote student voice, engagement, and a sense of belonging. Students will be supported through experiential and collaborative learning opportunities, student leadership, culturally relevant resources, guest speakers, storytelling, and opportunities to explore diverse perspectives and identities. Targeted small-group support, differentiated instruction, and ongoing feedback will be used to address individual learning needs and promote student success.	Monitoring tools will include student voice and engagement surveys, participation and attendance data, student reflections, focus groups, and staff observations. Progress will be reviewed regularly to assess students' sense of belonging, engagement, and participation in equity-focused initiatives and to inform next steps.	Funding and release time will be required to support professional learning, community engagement, and culturally responsive school-wide activities.

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Support Graduation is the ultimate goal. CHAMINADE-EXPLORE-EXPERIENCE-CHOOSE-GRADUATE-NEXT STEPS				