Francis Libermann

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, increase the proportion of Grade 9 de-streamed math students meeting or exceeding the Provincial Standard (Levels 3 & 4) to 63.0% (a 1.7% increase over the 2025/26 baseline of 61.3%). To support this goal, at least 10% of students performing at Level 2 (34.5% baseline) will move up by at least half an achievement level (e.g., Level 2.0 to 2.5, or 2.5 to 3.0) as measured through learning cycle monitoring.	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.	1. Thinking Classroom & High-Yield Strategies: Full execution of Building Thinking Classrooms (BTC) framework utilizing Vertical Non-Permanent Surfaces (VNPS) for daily visible problem-solving, structured student conversations, and exit cards for immediate formative assessment. 2. Universal Design for Learning (UDL) & Differentiated Instruction: Implement co-created success criteria, descriptive feedback, flexible groupings, and individual conferencing tailored to move Level 2 students to Level 3. Include extension/enrichment tasks during group work to stretch Level 3 students to Level 4. 3. Targeted EdTech Integration: Regular use of digital learning platforms (e.g., Knowledgehook, Gizmos, D2L) for real-time diagnostic checks, gamified skill reinforcement, and adaptive	1. Student Success Monitoring: Collaboration with Student Success and Resource/Monitoring teachers to track at-risk students using digital tracking forms (Google Forms) and in-class co-teaching support. 2. PLC Data Cycles: moderation of student work samples, review of exit card data, and tracking of half-level movement among Level 2 students during Professional Learning Community meetings. 3. Report Card Analysis: Systemic analysis of Term 1 and Term 2 report card marks against EQAO achievement bands. 4. EQAO Final Review: Annual EQAO outcome analysis comparing cohort performance against 2025/26 baseline	Professional Learning & Materials: Board Math Consultant workshops on Differentiated Instruction and UDL strategies, alongside classroom sets of whiteboards, markers, and software licenses (Knowledgehook/Gizmos).

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		learning pathways. 4. Early Intervention: Small-group math coaching and co-teaching in partnership with Student Success and Special Education for students achieving Below Level 1 and Level		

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, increase the percentage of Grade 10 students who agree (Strongly/Somewhat) that they know how to access mental health supports from 57.8% to 70.0% , as measured by student responses on the Grade 10 OSSLT Student Questionnaire.	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).	1. Mental Health Literacy & Awareness Campaigns: • Conduct school-wide awareness initiatives highlighting internal supports (Guidance, Social Worker, Child & Youth Worker, Chaplaincy) and external community resources (Kids Help Phone, crisis lines). • Deliver explicit lessons on mental health resource navigation during Grade 10 Civics/Careers and Physical & Health Education classes. 2. Targeted Support for Academically At-Risk Students: • Student Success and Guidance teams will proactively connect with Grade 10 students identified as "Not Yet Successful" on literacy and academic benchmarks to provide direct orientation to well-being resources. 3. Everyday Faith & Wellness Integration: • Implement School Mental Health Ontario (SMHO) everyday mental health practices and Catholic Faith & Wellness activities across Grade 10 classrooms to normalize	1. OSSLT Questionnaire Analysis: • Track progress on the annual Grade 10 OSSLT Student Questionnaire well-being item to evaluate year-over-year growth. 2. Perception Data & Student Surveys: • Conduct mid-year climate pulse surveys in Grade 10 classes to track interim improvements in resource awareness prior to EQAO/OSSLT administration. 3. Referral & Usage Analytics: • Monitor trends in self-referrals and staff-referred student contacts with Guidance, Social Work, and Chaplaincy services. 4. Academic Cross-Referencing: • Regularly review credit accumulation and report card achievement data for students receiving Tier 2/3 well-being supports to measure the impact on student success	School-Wide Resource Mapping: • Visual posters, digital signage, QR codes in high-traffic areas/online platforms (D2L, Google Classroom), and student agenda inserts detailing contact steps. Multi-Disciplinary Team Supports: • Dedicated collaboration time between Student Success Teachers, Guidance Counselors, Social Workers, Child & Youth Workers, and Chaplaincy. Family & Community Engagement: • Parent/guardian information updates via school newsletters and website highlighting available school-based and community mental health resources

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
		help-seeking behaviors.		