Holy Rosary

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, students will demonstrate improved achievement and confidence in mathematics through the consistent implementation of evidence-informed instructional practices, explicit teaching of mathematical concepts and strategies, and purposeful opportunities for problem-solving, reasoning, and mathematical discourse. Educators will use ongoing assessment and analysis of student learning data to identify gaps in understanding, differentiate instruction, and provide timely, responsive support to ensure growth for all learners.	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.	• Build educator capacity: Engage in collaborative professional learning focused on high-impact mathematics instructional practices, effective assessment, and responsive instruction. • Strengthen mathematical thinking: Provide regular opportunities for students to communicate their thinking, justify their reasoning, explore multiple strategies, and solve meaningful problems. • Use assessment to inform instruction: Analyze classroom assessment data and student work collaboratively to identify learning needs, monitor progress, and adjust instructional approaches. • Provide targeted support: Implement differentiated instruction, small-group interventions, and enrichment	• Improved student achievement in mathematics, as evidenced by classroom assessments, common assessment tasks, and provincial assessment data where applicable. • Increased student ability to explain mathematical reasoning, apply strategies, and solve problems independently. • Evidence of responsive instructional planning informed by student learning data. • Increased student confidence, engagement, and positive attitudes toward mathematics. • Consistent implementation of high-impact mathematics instructional practices across classrooms.	The school requires access to evidence-informed numeracy resources, manipulatives, digital learning tools, assessment data, and professional learning materials to support effective instruction, differentiated learning, and the monitoring of student achievement and growth.

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
		opportunities based on student strengths and needs. • Foster positive mathematical identities: Build student confidence, perseverance, and engagement by cultivating a classroom culture where mathematical thinking, productive struggle, and learning from mistakes are valued.		

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
The school will foster an inclusive, equitable, and culturally responsive learning environment by strengthening staff capacity to embed Indigenous perspectives, histories, and contemporary contributions across the curriculum. Through ongoing professional learning, meaningful engagement with Indigenous resources and voices, and the identification and reduction of barriers to student achievement and well-being, the school will promote a sense of belonging, respect, and success for all learners, with particular attention to the experiences and needs of underserved students.	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.	Learning strategies will include culturally responsive and inclusive teaching practices, integration of Indigenous perspectives and voices across the curriculum, use of diverse and authentic learning resources, differentiated instruction, student voice and choice, collaborative learning, and the intentional identification and removal of barriers to student engagement, achievement, and well-being.	School climate and student belonging surveys, classroom observations, student voice and feedback, curriculum reviews, and achievement data will be used to monitor the implementation and impact of culturally responsive and inclusive learning strategies.	Resources will include Indigenous-authored texts and learning materials, culturally responsive teaching resources, professional learning opportunities, community and Indigenous knowledge-holder partnerships, student voice and school climate surveys, and inclusive instructional materials that reflect the identities, experiences, and strengths of all learners.

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
The school will strengthen student engagement, belonging, and overall well-being by fostering a Christ-centred learning environment rooted in Catholic values, faith, compassion, inclusion, and service. Through meaningful faith formation, opportunities for prayer and reflection, positive relationships, and intentional instruction in social-emotional learning and mental health, students will develop a stronger sense of belonging, resilience, and connection to their school community. The school will prioritize student voice, leadership, and active participation to support the spiritual, social, emotional, and physical well-being of all learners.	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). WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	Learning strategies will include daily prayer and reflection, integration of Catholic faith and Gospel values across the curriculum, explicit instruction in social-emotional learning and mental health literacy, restorative practices, and opportunities for student voice, leadership, service, and physical wellness. Inclusive, relationship-centred practices will foster belonging, resilience, positive relationships, and active student engagement.	Student well-being and school climate surveys, student voice and feedback, attendance and participation data, classroom observations, behaviour tracking, and student reflection activities will be used to monitor engagement, belonging, and well-being, as well as the impact of Catholic faith formation, social-emotional learning, and wellness initiatives.	Resources will include Catholic faith formation materials, Gospel-based learning resources, social-emotional learning and mental health resources, student well-being and school climate surveys, inclusive wellness and physical activity materials, and professional learning opportunities. Partnerships with families, parish communities, and school board mental health professionals will further support student engagement, belonging, and holistic well-being.

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

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
The school will support students in developing the skills, confidence, and competencies necessary for future success by providing meaningful learning experiences that foster independence, critical thinking, collaboration, leadership, and a growth mindset. Through intentional transition planning, student leadership opportunities, and the celebration of school traditions and milestones, students will strengthen their sense of belonging, recognize their individual strengths, and develop readiness for future learning and successful transitions to subsequent grades and school communities.	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 include explicit instruction in transferable skills, inquiry-based and collaborative learning, student leadership opportunities, goal setting and reflection, and differentiated instruction. Transition activities, mentorship opportunities, and the celebration of school traditions and milestones will support student confidence, belonging, independence, and readiness for future learning.	Student surveys and feedback, learning portfolios, student goal-setting and reflection tools, teacher observations, achievement and transition data, and participation records will be used to monitor the development of transferable skills, student confidence, engagement, and readiness for future learning and transitions.	Resources will include age-appropriate career and pathway exploration materials, transition planning tools, student leadership and mentorship opportunities, goal-setting and reflection templates, learning portfolios, and resources to support the development of transferable skills. Collaboration time, family and community partnerships, and materials to celebrate school traditions and milestones will further support student readiness for future success.