Immaculate Heart of Mary

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, Primary students at Immaculate Heart of Mary will improve achievement in Math and Literacy, with the goal of meeting/exceeding Board and provincial averages on EQAO assessments. Progress will be monitored through school-based assessment, targeted intervention, common learning-cycle tasks, and triangulated evidence of student learning. #1) Mathematics: By June 2027, 50 % of Gr 1-8 marker focus students will move up in their achievement level, with a particular focus on Primary students in areas of : -Problem solving	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.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.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.	-Use of Success Criteria & descriptive feedback, -Universal Design strategies -accommodate /modify to student's needs growth mindset approach. Focus on Mental Math strategies, word problem comprehension (pulling apart the prompt, identify relevant numbers/information/facts) -	Evidence and Monitoring Tools: Monitoring through progress tracking Learning Cycle documentation (diagnostic, mid-point, summative) EQAO results (school, Board, province) Spec Ed withdrawal student results	-Board math licenses -Math code days

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- multi-steps problems; -select & apply appropriate strategies; -and clearly communicate and justify their mathematical thinking.				
#2) Literacy: By June 2027, 25 % of Primary students will move up in their achievement level in their report cards and Early Reading Screening scores to reduce the achievement gap with EQAO Board/Province results, with a particular focus on: - decoding; -comprehension, - and written communication.	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build 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).Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).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.	-Use of Success Criteria & descriptive feedback, -Universal Design strategies - Use of technology to accommodate students. - Classroom observation - Report card progress - SBST/SBSLT referrals	Monitoring through progress tracking -Learning Cycle documentation -diagnostic, mid-point, summative - EQAO results (school, Board, province) - Spec Ed withdrawal student results Align PIC funds & School Indigo funds with SIEP literacy goals. Use Culturally relative pedagogy and resources that foster student engagement.	- class sets of culturally responsive materials with focus on race and gender. - devices for students struggling in reading/writing.

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
By June 2027, all students will engage in culturally relevant learning that integrates the Truth and Reconciliation Commission Calls to Action. School wide participation in Indigenous education initiative. Each class will participate in or produce 1-2 projects demonstrating Calls to Action related to education. Junior/Intermediate grades to include reading assignments on issues related to gender & race.	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.	Engaging students in Indigenous Awareness Activities such as: -Orange Shirt Day -Indigenous literature and resources -Understanding Truth & Reconciliation and Land Acknowledgment -Learning about Residential School System Bringing Indigenous presenter to the school or in classooms.	Student artifacts and student participation is assemblies, themed days, and school initiatives.	-Board resources that are available form the Equity Department. - Literature and classroom resources on Indigenous education, race and gender.

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

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By June 2027, all students will develop and apply strategies to support their mental health and manage stress, through explicit instruction and access to school-wide resources and wellness initiatives. Success to be measured through: -classroom observation; - student participation; -and student survey.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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).	Providing Inclusive Education Opportunities e.g. Participation in Monthly Virtue Assemblies. DPA (may be led by older students where available) – within classes or paired between or within levels. Social-emotional self-assessment tailored to each division made available to all teachers Guest speakers and resident Arts teachers working with our students throughout the year. Implementation of leadership programs led by students and staff (such as Student Leadership, and Learning Buddies) Students will engage in an inclusion event (such as Pink Shirt Day) and participate in inclusion events (such as anti-bullying events).	Report cards progress S.W/ SBST/SBSLT Progressive Discipline Classroom Observations	Available OT to continue promoting PD days for staff.

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

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By May 2027, 100% of all grade 6, 7 & 8 students will engage in guidance using My Blueprint and will be exposed to a learning opportunity in the skilled trades (i.e. guest speaker, career fair, visits, spark path cards). Success to be measured through: - student participation in My BLueprint digital platform; -Student participation in career day and skilled events.	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. Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	Teachers to integrate MyBlueprint for students to explore their individual strengths, interests, and learning styles. Students will participate in career and skilled trades events (e.g., career fairs, OYAP presentations, Take Our Kids to Work Day).	- Student completion of MyBlueprint - Student survey - Student reflection - Teacher observation checklists and anecdotal notes - My Blue Print - Community Guest speakers and mentors to be invited to share career journeys, emphasizing faith, service, and perseverance.	- school devices