Notre Dame

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
Math: By June 2027, 75% of our Grade 9 students will have achieved Level 3 or 4 on EQAO Math assessment.	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.	- KnowledgeHook/Edwin - Increase KnowledgeHook interventions with Grade 9 students - Math BootCamp/Blitzes - After School Numeracy classes - HIIP, UDL and DI strategies - Co-planning with de-streaming teachers (enhanced alignment) - Introduction of Short Learning Cycles	- KnowledgeHook/Edwin data - Student Report Cards - EQAO results	- KnowledgeHook/Edwin resources Incorporation of TCDSB Resources: - Short Learning Cycles - HIIP - TCDSB - TCDSB Special Education Action Plan
By June 2027, 90% of our Grade 10 students will have achieved their OSSLT requirement for graduation (above Provincial standards).	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).	- Literacy Blitzes (6 weeks -all grade 10 students) - After School Literacy classes - Notre Dame OSSLT GC - HIIP, UDL and DI strategies	- EQAO results	TCDSB Resources: - Literacy 7-12 and Guiding Questions - TCDSB Special Education Action Plan

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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
- Increase Indigenous representation in the curriculum to foster a more inclusive educational environment. - Increase breadth of diverse reading material to support the CHRL framework. - Continued development of equity-focused student groups to support the various needs of school ie., MSA, GSA, BSA.	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.	- Incorporation of experiential learning opportunity for NBE students. - Continued participation in TCDSB Student Reading Club - addition of 108 texts to support integration of CHRL. - Guest speakers/workshops: (International Woman's Day, ACHM, Unity Day etc.)	- Tracking of student participation - Data - MySchool/My Voice Survey - Guidance/Resource/Admin/Student Success - tracking	TCDSB Resources: - TCDSB Equity Action Plan - Equity Roadmap: Aligning SIEP Goals, Actions, and Outcomes

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
- Continued development of student clubs that promote engagement and well-being including: A-Team,Girl Up, STEM Club, Student Council Athletic Council, Sports Teams, Safe Schools Team, Grade Level Retreats, Wellness Club,etc. - Continued development of MHAT (Mental Wellness and Health) team. - Foster continued engagement with the Youth Minister - St. John's Parish.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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. WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	- Development and promotion of student clubs that are representative of our community and reflect the interests of our students.	- Tracking of student participation - Data - Student Voice Survey	TCDSB Resources: - TCDSB Mental Health Action Plan - Mental Health and Well-Being Strategy - School Mental Health Ontario - School Mental Health Ontario Educator Resource Guide - TCDSB Student Voice