Our Lady of Perpetual Help

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
Students will use at least one online tool to demonstrate their progress in the area of problem-solving. Students will also employ the Reading comprehension strategies within problem solving. by the end of May 2027.	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.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.	Teachers will be focusing on: -Grades 6, 7, 8:, Knowledge Hook , Math Up and Prodigy - -Grades 1-5: Mathology , Math Up and My Math Path - -more opportunities in the classroom for math collaborative tasks and problem solving	-common planning time for teachers - -continue to use ELL tracking sheets to determine stages and plan accordingly -continue to provide Lexia for students at-risk -SEA/Bridges training for students with a SEA computer assigned -continue to increase the purchasing of technology for student use (currently it is a 1:5 ratio of devices for student use) -Special Education resource support as needed - -discussion of high yield instructional strategies (e.g. math conversations, teaching about problem solving)	curriculum, math up, knowledgehook, mathology
Students, by June 2027, will be able to successfully	Continue to use reading screener to identify students who require	Literacy: what in the world (current events resource that helps with	-continue to monitor students through class assessments, Case	Special Education resource support as

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write a complete sentence using punctuation and grammar and this extends with each grade. Trajectory is to write a complete paper on a particular topic that includes an introductory paragraph with a thesis with supporting paragraphs for evidence and a conclusion.	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).	understanding extension and understanding) -ufli -position paper -focus on grammar in the junior grades -using EDWIN for resources for the different expectations/levels Strategies: 1. Sentence-Level Strategies (Early Grades)	Conferences, SBSLT - -use resource periods to support at-risk students	needed - -literacy resource support -access to HIIS

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
Provide staff and students with various learning opportunities on the subjects of diversity, inclusion, and equity by May 2027. Increase the availability and use of culturally relevant and responsive pedagogy by June 2027. February curriculum focus in Social Studies/History for Junior/Intermediate February African Canadian Heritage/Black History	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.	School Based Support Team (yes) -TCDSB Equity Action Plan -Safe Schools resources: Mitigating and Other Factors: Widening the Lens K-3 Suspension and Alternative Measures Internet Safety and Cyberbullying	-increased number of staff including equity goals on their ALP -monitoring of Progressive Discipline reports submitted by teachers	School Based Support Team (yes) -TCDSB Equity Action Plan -Safe Schools resources: Mitigating and Other Factors: Widening the Lens K-3 Suspension and Alternative Measures Internet Safety and Cyberbullying

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

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Our Teachers will use at least one condition for learning to engage students and create a safe learning environment by May 2027. This will be measured through safe and caring school surveys.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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).	ue of the Virtues of the Month resources, lessons, and award - in progress -student participation in zones of regulation training -allow more opportunities for students to communicate and share their knowledge and what they have learned (Peace by Peace program through University of Toronto student initiative). This will give students the opportunity to learn and implement conflict resolution strategies, specifically related to bullying. -Introduce Kids Have Stress Too program to grades 4-6 students. This will help students deal with adversity and challenges and promote resiliency	-Safe and Caring School Survey -Safe and Caring School Survey	Resources and newsletters from Mental Health Department -OLPH Virtual Wellness Library (online Google Site- to go live)

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 career exploration opportunities in My Blueprint and will be exposed to a learning opportunity in the skilled trades (i.e. guest speaker, career fair, visits, spark path cards) By June 2027, all students in Gr. 1 -8 will engage in the exploration of pathways using either All About Me or myBlueprint.	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. 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).	-myBlueprint, All About Me -presentations from guidance counselor - -various presentations (e.g. Junior Achievement - with leadership opportunities throughout the school (e.g. student council, fundraising initiatives) -exchange of information with secondary schools for grade 8 students -student voice is promoted through monthly newsletters, where students tell us what the OCSGE means to them -Welcome to Kindergarten presentations for parents	completion of my blueprint, guidance presentations	-myBlueprint, All About Me -guidance counselor -Transition Guide for Parents -After 8 Transition Guide