St Aidan

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 the end of June 2027, 70% of the target group of students (Gr. 1-8) will move up at least one achievement level (e.g. C+ to B-), with a focus on multi-step word problems (application & thinking) as measured by professional learning cycles.	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.	-Learning Goals, Success Criteria & Descriptive Feedback -High Impact Math Strategies -Direct Instruction; small group instruction -Teaching about problem solving -Area 7 Math Hub -Math Conversations	Short Learning Cycles - utilizing Knowledgehook -Utilizing tools in Knowledgehook - Misconceptions, Growth -Report Card Data -EQAO Data	-Knowledgehook -Mathology -MathUP -Edwin -High Impact Mathematics Strategies

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
1. The school community will focus on learning about water through Indigenous perspectives, fostering empathy, environmental stewardship, and a shared commitment to caring for God's creation. Grounded in Catholic Social Teaching—particularly Stewardship of Creation, the Common Good, Solidarity, and the Dignity of the Human Person—the project recognizes water as a sacred gift and shared responsibility.	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.	Experiential, cross-curricular learning - water based inquiry school wide project to develop critical thinking, empathy, and citizenship; -Grade 5/6 will read novel, "Thirst" -school wide assemblies - -Participation in "Agindaasodaa-Let's Read Indigenous Book of the Month Program" as a means to creating opportunities for students to experience Indigenous stories, perspectives and Ways of Knowing. This will provide opportunities for students to deepen their thinking, and make connections to themselves, one another, and the world around them.	Qualitative evidence: surveys, observations, reflections, participation in presentations, guest speakers, and community events; Quantitative evidence: attendance, participation rates, funds raised, and Assessment for Learning evidence from the school-wide inquiry; Mindset shifts: increased understanding of Indigenous perspectives, Catholic stewardship, and environmental responsibility demonstrated through students', staff's, and families' words and actions;Qualitative evidence: surveys, observations, reflections, participation in presentations, guest speakers, and community events; Student learning: evidence of growth in collaboration, communication, critical thinking, empathy, and responsible citizenship through inquiry projects and the collaborative art installation; Classroom teachers participating in the Book of the Month program	-Tree of Life Indigneous Education Framework and monitoring tool -TCDSB Indigenous Resource Staff -Sharepoint site -Truth & Reconciliation Commission of Canada - 94 Calls to Action -Guest Speaker Request Form

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
			will explore the book themes through literacy activities, conversations, cross curricular activities and creative art projects.	

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
-Focus on Restorative Justice and Empathy building through use of the book "Hacking School Discipline," by Nathan Maynard & Brad Weinstein. -We will focus on four hacks throughout the year as a means to building capacity and mental and social-emotional 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). WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	-Implementation of four hacks throughout the school year for teachers to utilize and teach students in their classrooms; -Student Leadership Team - MHAT will identify goals and plan initiatives to promote student mental health and well-being activities school wide;	-Conversations with students and staff -Cross curricular planning and learning; -creation of artefacts -Monitor student attendance rates -MHAT Leadership team to monitor and assist with development of school wide plans -Student conversations, participation	-Safe Schools Resource Team - to assist with lunch and learn on Hacking School Discipline -SMHO materials -TCDSB Mental Health Sharepoint -Recruit and support student leaders -St. Aidan team to guide students in setting goals and implementing mental health initiatives; -Connect with our school's assigned Liaison Public Health Nurse -invite TMU Nursing students to serve as team members