# ***St Albert***

# ***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 |
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| By June 2027, 50% of Grades 1-8 students achieving level 2 Math will move up to Level 3 as evidenced through student portfolios, report card data gathered from Term 1 to Term 2 and EQAO scores in grade 3 and 6. | 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. | High impact instructional practices (Descriptive Feedback, Learning Goals and Success Criteria, student lead conferences and school wide projects and initatives.<br><br>Universal Design for Learning and Differentiated Instruction strategies.<br><br>Buliding a school Math community where math is evident in many different areas of learning and school wide events. | Formative and Summative Assessments<br><br>Self evaluation and peer evaluation school surveys completed at the end of October, Feburary and June.<br><br>Student engagement in math and Robotics/coding opportunities throughout the school such as; Lego Robotics, Math Hub, school wide math events. | Math guided lessons for staff, Math PD to explore available resources, Outdoor education PD in connection math, coding/robotics/engineering PD days for teachers provided by Experiential Learning department, special services, and/or experts.<br>Funding available through the Experiential Learning department. |
| By June 2027, 50% of Grades 1-3 will improve their reading levels from Level 2 to Level 3 as evidenced through student work, EQAO results and report card data gathered from Term 1 to Term 2. | Continue to use reading screener to identify students who require additional responsive tiered interventions.Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading). | Early Reading Screeners, Lexia and a variety of reading strategies used in the classroom and throughout the school in the library and within school wide events (morning announcements, mass, class liturgies, ect.) | Student work, Report cards, Reading Diagnostic tools, Early Reading Screener, CBM. | Reading diagnostics, leveled reading books and common reading resources for ELP and Grade 1, grade 2 and grade 3 classes. Reading resources specific to students with Autism. |

| 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 |
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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 |
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| Build capacity among all staff and classes to support students with Special Needs academically, emotionally, socially,<br>and with behaviour needs. | 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.<br><br>Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals. | Differentiated Instruction | Student, peer surveys and teacher assessments. | Code days for staff<br>School of Mental Health Ontario resources and possible PD<br>Special Services Behaviour Support Team<br>SNAP, Zones of Regulation, Kindness Resources. |

## 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 |
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| Each classroom teacher will implement several classroom activities and opportunities that build a positive and mentally healthy classroom. This includes direct instruction on how students interact with each other in positive, healthy ways, connect with a caring adult for help, learn strategies to manage emotions and, resolve conflict in positive ways. | 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.<br><br>WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities. | Learning Skills development through interactive activities in class with a learning skills focus of collaboration, social skills and self-regulation. For example, students will play math games or board games with strategic pairing of peers to learn now to play together and resolve conflict in positive ways. | Student self and peer surveys and teacher anecdotal notes and assessments. | CPI Verbal De-escalation strategies resource<br>Zones of Regulation resource<br>SNAP resource<br>School visits from Strides Ontario<br>Classroom Presentations; The Forgiveness Project.<br>Funding to support the above as needed |