St Barnabas

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, 70% of the focus group students in Grades 1 to 8 will demonstrate improvement in Mathematics, advancing at least one achievement level, from C+ to B-, as shown by data collected through the monitoring of two learning cycles.	Continue to use High Impact Instructional Practices in the Math class as appropriate.	Explicit instruction + targeted practice Using small-group instruction and Math Conversations Relying on continuous progress monitoring	Product Data: Common assessment tasks Problem-solving rubrics Exit tickets aligned to success criteria Learning-Cycle Evidence Tools (Triangulated Data) These tools align directly with Ontario's assessment framework and our SIP structure: Observation Data - Guided Math small-group notes, Strategy use observations (e.g., counting strategies, reasoning approaches). Knowledgehook: Short Learning Cycles	We need aligned resources that support instruction, assessment, intervention, and monitoring - Mathology, Math Up, Edwin and Knowledgehook
By June 2027, 70% of the focus group students in Grades 1 to 8 will improve in Reading Comprehension by at least	Continue to use reading screener to identify students who require additional responsive tiered interventions.	Students below proficiency often struggle with automaticity. Improving correct words per minute and expression frees up cognitive load for comprehension.	Weekly timed fluency probes using grade-appropriate passages Teachers collect short reading responses every 2 weeks	Fluency Passages (leveled and grade-appropriate) For repeated reading, timed fluency checks, and modelling

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one achievement level - from C+ to B-, as demonstrated by data collected through the monitoring of two learning cycles.		Explicit Comprehension Strategy Instruction (main idea, predicting, questioning, summarizing, inferring, visualizing). Students moving from C+ to B- need explicit modelling of how to think while reading, especially for differently worded and multi-step questions.		phrasing/expression. Decodable and Controlled-Vocabulary Texts Supports students who need foundational decoding practice. High-quality comprehension texts Short fiction and non-fiction passages aligned to taught strategies (inferring, summarizing, questioning). Anchor charts and success criteria posters Visual supports for comprehension strategies and fluency expectations. Sentence stems and oral language supports Tools that help students articulate thinking and use text evidence.

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, the school will reduce incidents of racialized language, including the use of the N-word, by at least 75%, as measured through behaviour tracking data, while increasing student understanding of the dignity of every person and the harm caused by racist language, as demonstrated through student voice surveys and classroom learning artifacts. All staff will implement consistent, restorative responses rooted in Catholic values, ensuring that every student feels safe, respected, and included.	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.	Explicit instruction: Explicit teaching of race, racism, and harmful language Immediate teacher response to hate speech Ignoring racist language increases its frequency. Teachers must respond firmly and consistently every time the N-word is used. Restorative conversations instead of punitive-only responses Students who use the word need guided reflection: Who was harmed? Why is the word unacceptable? What repair is needed?	Monthly Frequency Reports Summaries showing whether incidents are decreasing over time. Behaviour Incident Logs Track each incident involving the N-word: date, location, context, response, follow-up. Restorative Conversation Notes Document student reflection, understanding of harm, and commitments to change.	Professional supports, instructional supports, family supports

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

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By June 2027, 80% of students in Grades 7 and 8 will participate in career exploration on the MyBlueprint platform and engage in at least one experiential learning opportunity focused on the skilled trades, such as guest presentations and site visits.	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).	Utilize MyBlueprint to support student career development through:	Student Voice Feedback: Use surveys or focus groups to gather insights on what students found meaningful or inspiring.	A clear implementation structure, trained staff, access to myBlueprint's planning tools, curriculum-aligned resources, and strong family engagement supports.