St Basil-The-Great

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 February 2027, 13% of Grade 9 de-streamed students currently performing in the 2.5 to 2.9 range will move up at least one achievement level in mathematics, as evidenced by learning cycle monitoring and final term report cards.	Continue to use High Impact Instructional Practices in the Math class as appropriate.	We will continue to use high-impact instructional practices in math, including differentiated instruction, purposeful questioning, formative assessment, descriptive feedback and targeted support based on identified learning needs.	Learning cycle monitoring Student achievement data Formative assessments Educator observations Final term report card data will be used to measure achievement growth	Student assessment and achievement data Level 3 exemplars and student work samples Professional learning opportunities Collaborative teacher planning/data analysis time
By May 2027, 70% of Grade 9 de-streamed student who are at Level 2 (between 64%-69%) in the reading comprehension strand (i.e.. Strand C) will move up at least one achievement level in this strand as evidenced through the Literacy Success Assessment (LSA).	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).Document student assessment data in the areas of literacy and numeracy when supporting students in school	We will use high impact, research-based instructional strategies (e.g. metacognition, summarizing, graphic organizers, etc.) to support students in improving text comprehension. Teachers will select the most responsive strategies based on the data collected from the first LSA assessment.	We will use Pearson's LSA as our monitoring tool. It will allow us to collect valuable achievement data.	LSA tool Time (Code 83 days) for job-embedded collaboration, PD and PLC amongst Grade 9 de-streamed English teachers

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
	based team meetings to focus planning for next steps.			

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
By the end of the school year, St. Basil-The-Great College School will increase positive student perceptions in Faith and Wellness by 10% among Grade 10 and Grade 11 students.	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).	The Chaplaincy Team will take a leadership role in all areas of achieving the goal. There will be lunchtime and after school activities designed to promote a positive learning environment and sense of community belonging. Community building events will include, but not limited to, outreach programs, religious retreats, school masses, bible study sessions, church choir, fundraising drives, and coordinating volunteer hours towards student graduate requirements.	A pre- and post-survey takes place both in SEM 1 and SEM 2 during Grades 10 and 11 retreats.	A properly worded survey that effectively gauges the level of a student's faith and wellness. An active and engaging Chaplaincy team that collaborates within the school community and with other school partners such as the A-Team and the Mental Health Action Team. The continuation of the breakfast program to support a student's wellness and sense of belonging.