St Bede

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 40% of the gr 1-8 students in the targeted focus group will move up at least one achievement level (c+ to B-)	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.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.	High Impact Math Strategies • Descriptive feedback • Problem-solving strategies • Flexible groupings • Direct instruction • Learning goals and success criteria • Small-group instruction • Differentiated instruction/UDL • Deliberate practice • Math conversations • Three-part lessons: Minds On, Action, Consolidation • Tools, representations and manipulatives • Knowledgehook to support instruction and feedback • Winter Family Math Night: Host a school-wide family Math Night during the winter with interactive, hands-on mathematics activities and games to strengthen positive attitudes toward mathematics and provide families with strategies to	Evidence from Case conference meetings Special Education reports EQAO Student Work Report Cards Observations	Mathup Classroom Knowledgehook Mathology Any and all Board approved resources

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		support math learning at home.		
By June 2027 30% of Gr 1-8 students in the targetted focus group will move up atleast 1 achievement level (eg C+ to B) in reading as evidence through data gathered during learning cycle monitoring.	Continue to use reading screener to identify students who require 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).	Assessment and Instruction • Administer easyCBM Early Reading Screener to identify students at risk • Use diagnostic assessments to identify specific areas of need • Provide systematic and explicit foundational reading instruction • Teach phonological and phonemic awareness • Teach phonics, orthographic and morphological knowledge • Use flexible grouping based on student need Tiered Support • Tier 1: UFLI, TCDSB Foundations of Language Program and Phonics Companion • Tier 2: Targeted small-group instruction and intervention • Tier 3: More precise and individualized support with other educators/Special Education, when required Tiered support :Tier 1 using UFLI, TCDSB foundations of language program and Phonics companion, Tier 2 targeted small group intervention, Tier 3 more precise and individualise support with	Monitoring • easyCBM screening and progress-monitoring data • Diagnostic assessment data • UFLI progress monitoring • Classroom assessment and teacher observations • Student work and reading behaviours • Review progress regularly and adjust groups/instruction • Compare Fall, mid-year and Spring data where available Regular review of progress-monitoring data and adjustment of groups/instruction : compare fall mid year and spring data where available.	Human Resources • Laura Chiavalon, K-3 Early Reading Facilitator • Literacy Lead(s) • Special Education Team Resources • easyCBM • UFLI • TCDSB Foundations of Language Program • Phonics Companion • Effective Early Reading Instruction resources • Board-approved decodable texts

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
		special education/ other educators when required.		

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, all K-8 teachers will provide culturally responsive and identity-affirming learning opportunities that allow students to see themselves and others reflected in their learning and strengthen student voice, belonging and inclusion.	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-Wide Opportunities • National Day for Truth and Reconciliation / Orange Shirt Day • Treaty Recognition Week • Black History Month • Pink Shirt Day • Autism Awareness and Acceptance • Catholic virtues and social justice Classroom Practice • Know students through conversations, surveys and student voice • Use culturally responsive texts, examples and learning tasks • Provide inquiry and choice-based learning • Connect learning to student identity and lived experience • Errol Lee – Honouring Black History: Provide a school-wide K–8 learning experience using music, movement and storytelling to celebrate Black history and culture, highlight Black role models and contributions, and strengthen identity, belonging, inclusion, empathy and respect.	Evidence • Student voice, reflections and discussions • Teacher observations • Student work and inquiry projects • Evidence of identity-affirming learning in classrooms • Participation in school-wide activities • School climate/belonging data where available • Student and family participation in the Christmas Toy & Food Drives and evidence of community service and social responsibility. • Student, staff and family participation in the ShareLife campaign and other school-wide service initiatives.	Supports • TCDSB Equity Department • Equity Resource Teachers • Community partners, where appropriate Resources • TCDSB Equity, Diversity and Inclusion resources • Ministry CRRP resources • Learning for All • Catholic Graduate Expectations • Catholic social teaching resources

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
		• Truth & Reconciliation Week and Tree: • Christmas Toy & Food Drives: • ShareLife Campaign:		

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
Teachers will use at least one condition for learning to engage students and create a safe learning environment through the 2026-2027 school year . 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. 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.	Strategies • Check-ins and relationship building • Restorative practices and classroom circles • Student voice and leadership • Growth Mindset and the Power of Yet • Emotional safety and regulation • Belonging, positivity and engagement • Catholic virtues and Pastoral Plan • School-wide wellness and belonging initiatives -Rosary Club (Every Thursday) -Rosary Apostolate Visits -Terry Fox Walk and Running Shoe Activity -Student Leadership • Homework Club (Every Lunch) • Curriculum Night & Family BBQ	Evidence • Student participation and engagement • Student voice and reflections • Teacher observations • Check and Connect opportunities • School climate/safe and caring survey data where available • Participation in leadership, faith and extracurricular activities • Family participation and engagement at Curriculum Night & Family BBQ, including Grade 7/8 student leadership at activity stations. • Student participation and engagement in the Halloween Dance-a-Thon. • Staff participation and engagement in wellness and community-building activities, including opportunities to strengthen relationships with community partners. • Student participation in monthly	Resources and Supports • TCDSB Mental Health and Well-Being resources • Ontario School Mental Health resources • Restorative Practices resources • Catholic virtues and Pastoral Plan resources • Board and community supports as appropriate

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
			Masses, liturgies and faith-based activities. • Monthly Virtue Award recognition and examples of students demonstrating Catholic virtues and Gospel values. • Halloween Dance-a-Thon: • Staff Wellness & Community Building: • Monthly Masses & Liturgies: • Monthly Virtue Awards:	

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

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, 100% of students in Grades 6, 7 and 8 will participate in at least one career or pathway exploration opportunity and make connections between their interests, skills and future pathways.	Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning. Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	Strategies • MyBlueprint / Educational Planner Portfolio • Career and pathway activities • Grade 8 transition planning • After 8 information • Career speakers, workshops and/or Career Day opportunities • Exploration of skilled trades, apprenticeship, college, university and workplace pathways • Connections to Ontario Catholic School Graduate Expectations	Evidence • Participation/completion data • Student reflections and/or surveys • MyBlueprint activities • Participation in career and transition opportunities • Teacher/guidance observations of student understanding of future pathways	Resources • MyBlueprint • Guidance support • Creating Pathways to Success • After 8 resources • Skills Ontario • Ontario Catholic School Graduate Expectations • Board-approved career and transition resources