# ***St Bernard***

# ***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, we will complete short learning cycles using Edwin and Knowledgehook to monitor student growth for numeracy. 80% of students being monitored will move up at least one achievement level. | 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.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.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. | · Learning Goals, Success Criteria, & Descriptive Feedback | Short learninig cycle data | Edwin, Knowledgehook. |

## 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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| By May 2027, St. Bernard will complete and display (in the school) a culminating mural that is student lead and focused on Truth and Reconciliation principles. | 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. | All junior and intermediate classes will Learn the TRC Calls to Action using Edwin resources and aligning relevance to them at the school level through choice board. | · Equity Walk<br>· School climate survey<br>· Staff survey | Liaison with Indigenous Department<br>Indigenous Education Grants |

## 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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| By June 2027, the level of unexcused student absences will reduce and a cohesive intervention system will be initiative to support students with attendance issues. | ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being.<br><br>ATTENDANCE - Engage parents/caregivers in ways to support their child's well-being through resources (e.g., School Mental Health Ontario's "By Your Side" toolkit).<br><br>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).<br><br>WELL-BEING - Enhance students' sense of belonging and well-being supported through professional learning on Universal Design for Learning (UDL) and Differentiated Instruction (DI) practices and through participation in Mental Health Action Teams. | - Mental Health Resources shared with staff;- Guidance teacher support;<br>- Social Worker Support;<br>- External Community Agencies. | - Attendance Data<br>- Power BI | - Demographic Data<br>- Equity and Indigenous Department PD<br>- Stakeholder Services ( TPH, TPS, Pep Talk, Joy Program)<br>- Pic and Pro Grant |

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| | WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities. | | | |

## 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 |
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| By June 2027, intermediate students on individual education plans will engage in understanding their identifications and accommodations to better advocate for these supports into high school. | 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>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).<br><br>Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning.<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.<br><br>Continue to engage resources in school communities to help | Learning Skills acquisition<br>Completing my Blueprint<br>Effective Communication Skills<br>Working with Guidance Teacher, Spec. Ed. Teachers, and Intermediate Teachers to support students<br>Ongoin communication with families | My Blueprint,<br>Attendance<br>Self-Assessment of Learning Skills<br>Monitoring effective communication skills | PD on different career paths<br>High School Open Houses |

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| | students feel an increased sense of belonging at school.<br><br>Develop awareness in grade 7-10 students of how senior math and science courses increase opportunities for post-secondary pathways. | | | |