St Brigid

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, students in SK to Gr 3 will improve their ability in additive reasoning , select appropriate strategies and representations, and explain how quantities join, separate and compare. From the the fall baseline to the May/June checkpoint, the percentage demonstrating independent accuracy and a clear representation or explanation on all three common anchor tasks will increase by a proposed 15 percentage points. Track individual growth for every student receiving targeted support. By June 2027, students in Grades 4–6 will improve their multiplicative	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.	Grade 3 and Grade 6 students will strengthen mathematical reasoning through explicit modelling, number talks, meaningful problem solving, and concrete and visual representations. Instruction will emphasize flexible addition and subtraction strategies in Grade 3 and multiplicative and proportional reasoning in Grade 6. Students will compare strategies, connect models to equations, and explain and justify their thinking. Ongoing assessment will guide targeted small-group instruction, timely feedback, and opportunities to apply learning in new contexts.	Administer the five common checkpoints in Fall, November/December, February, March/April and May/June. Record accuracy A/P/N, explanation E0/E1/E2, observed strategy M/C/R/F, and support provided. Report the three anchor tasks separately from the increasingly challenging Item 4. At each checkpoint, moderate three anonymous responses and double-score at least five responses or 10% per section, whichever is larger, as specified in the Teacher Guide. Track the percentage with A and E2 on all anchors, anchor accuracy and explanation profiles, and individual strategy changes. Report JK and SK separately; do not compare raw totals across grades. Monthly PLC evidence includes student work, brief quotes or interviews,	Support with evaluating common assessments. Math resource eyes to help us identify areas of need and plot interventions based on those needs.

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reasoning to independently solve unfamiliar multiplication, division and related multiplicative problems, select suitable representations and strategies, and explain the relationships between quantities. From the fall baseline to the final spring checkpoint, the % meeting locally agreed common-task success indicator will increase by a proposed 15 %. Track individual growth for every student receiving targeted support.			the next teaching move and a follow-up response. Principal learning conversations examine the use of visual routines, models, mathematical talk and responsive instruction. Use Grade 3 EQAO as supplementary outcome evidence when available.	

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
A more cohesive and consistent St. Brigid student experience will be created through schoolwide implementation of the St. Brigid Culture Charter.	WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	Monthly assemblies, morning announcements, and in class discussions related to the Culture Charter.	Survey results and anecdotal observations.	Support from student leadership, mental-health central teams.