St Clement

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
To improve student achievement in Mathematics for Grades 1–8 by identifying and targeting students who are currently performing below the provincial standard (Levels 1 and 2). The goal is that at least 75% of these targeted students will demonstrate measurable growth by moving up at least one achievement level in Mathematics by June 2027.	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.	The use of Knowledge Hook will assist in Identifying Student held math misconceptions and identify knowledge gaps. Math talk, and having students explain their thinking. Reteaching concepts that are identified as needing more work, or a different approach. Exploration of "outside the box" approaches to learning. Making connections to real-life experience and observations. Exploring the Indigenous ways of knowing. Accomodations as needed. Modelling by students, using different approaches, to demonstrate their understanding of a concept.	Assessment of, for, and as learning. Observational and Annecdotal assessments. Asking students to demonstrate their learning. Math "attitude" survey. Teacher observation and annecdotal notes. Student interviews. Student response to direct and timely feedback. Assessment results, anecdotal and observational documentation. Attendance will be monitored in relation to achievement results. Social / emotional well being of the student will always be be considered in the approach to addressing deficits or knowledge gaps. Consultation with the student's previous teacher, when possible.	We will ask that the SIEP code days are available tor grade 3 and grade 6 teaching partners to meet and collaborate. Nicole Peckham has agreed to work with our staff and if/when available we will participate in math hubs.

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
Track, respond, and share best practice to increase the number of students meeting the early literacy screening benchmarks.	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).	Track anecdotally the corelation between the rates of success in Students' meeting benchmarks with factors such as support (reading) at home, language spoken in the home, chronological age in relation to co-hort (December babies compared to January babies) etc.	The easyCBM screening tools.	Additional Code days.

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
To increase awareness, understanding, and literacy around anti-Black racism among students, staff, and families. By June 2027, St. Clement will demonstrate measurable growth in equity awareness and inclusive practice, supported by a locally developed metric capturing improvements in staff learning, and student engagement. To increase awareness, understanding, and literacy around the Indigenous in Southern Ontario, focused on the GTA, among students, staff, and families. By June 2027, St. Clement will demonstrate measurable growth in equity awareness and inclusive practice, supported by a locally developed metric capturing improvements in staff learning, and student engagement.	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. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	Introducing students to members of the Indigenous community. Introducing students to "Other ways of knowing". Having literature available to introduce perspectives of Back and Indigenous Canadians.	Anecdotal and observational notes. Attitude survey and a Likert survey to determine change in attitude and knowledge.	Availability of time, perhapse on a P.A. day for co-planning and co-teaching opportunities in line with Teacher professional judgement.

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 closer relationship will be fostered between St, Clement Church and the school. Student leadership will be a focus with the intermediate students, including but not limited to the monthly virtue assemblies. Catholic Graduate Expectations will be reviewed on a regular basis and student success will be celebrated.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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).	Attendance rates and patterns of absences and late arrivals.	Communication with home will be tracked.	Time during staff meetings will be used to review changes in the impact attendance will have on measurements of student achievement.

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
Assist grade 8 students in navigating the high school application process. The goal is that every grade 8 student has a place in a TCDSB high school during the application process.	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). Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	The Guidance Teacher will present options to students, including the navigation of the application process. The Guidance Teacher will wirk with Parents to facilitate high school registration. Engaging with high school admissions, Guidance and Special Education departments.	Anecdotal notes and Parental communications.	Continued support from high schools.