# St Edmund Campion

# 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, 90% of all Level 1 and 2 students will demonstrate measurable improvement of at least ¼ to ½ of a full level in numeracy, specifically in problem-solving. Progress will be tracked through collaboratively designed pre-, mid-, and post-assessments developed by school-based teacher teams. | 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. | connect to prior knowledge<br>model situations concretely or pictorially<br>make math explicit ("How have you shown your thinking?")<br>Small-Group Instruction<br><br>Promote metacognition ("What was the most challenging thing about this task?" "What would you do differently if you solved a similar task again?") | collaboratively develop common "pre-, mid-, and post-assessments".<br><br>Anecdotal Journal<br>common "pre-, mid-, and post-assessments". | Resources will include Knowledgehook for assessment, monitoring, and tracking of student progress; Ministry and TCDSB numeracy resources and curriculum documents; high-quality problem-solving tasks and manipulatives appropriate to each grade level; collaboratively developed pre-, mid-, and post-assessments; exemplars and student work samples for moderation; and professional learning resources focused on mathematical reasoning, problem-solving, differentiation, and assessment for learning. Time for teacher collaboration, data analysis, and learning |

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| | | | | cycles will also be required to ensure that assessment evidence informs instructional planning and targeted support for Level 1 and 2 students. |

## 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, students in Grades 1-8 will engage in exploration and discussion of different career pathways via technology. St. Edmund Campion will also highlight the contributions of role models and champions from racialized and other marginalized communities to promote career pathways where they are underrepresented. | 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>Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning. | Students will participate in technology-enhanced career exploration and inquiry-based learning through virtual career presentations, videos, interactive career platforms, and research activities. Students will explore a range of career pathways connected to their interests, strengths, and learning, while examining the education, skills, and experiences required for different careers. Teachers will intentionally highlight diverse role models and champions from racialized and other marginalized communities, providing students with opportunities to learn about individuals who have succeeded in fields where these communities have been historically underrepresented. Learning will be supported through classroom discussions, reflection, research, and student sharing to broaden students' understanding of possible future pathways. | MyBlueprint | Resources will include age-appropriate digital career exploration platforms and websites, TCDSB and Ministry career education resources, multimedia resources featuring diverse professionals and role models, and classroom materials that support inquiry into different career pathways. Access to technology such as Chromebooks/tablets and reliable internet, virtual guest speakers, career videos, and interactive career tools will support student engagement. Resources will intentionally include racialized and other marginalized role models who are underrepresented in various career fields. Time for teachers to collaborate, curate resources, and integrate career |

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| | | | | exploration into classroom learning will also be required. |