St Elizabeth Seton

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, 65% of grade 1-8 students being tracked will move up at least one achievement level in Mathematics as evidenced through data gathered during learning cycle monitoring.	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.	High-Impact Instructional Practices in Mathematics: -Learning Goals/Success Criteria/ Descriptive Feedback -Direct Instruction -Problem-Solving Tasks and Experiences -Math Conversations -Small-Group Instruction -Building, Thinking Classroom (Vertical Classroom w/ flexible groupings)	-Knowledgehook Learning Cycle and growth report data -Focus on assessment for and as learning -Assessment results -Anecdotal Observations	• Chromebooks • Knowledgehook • Edwin License • MathUp • Liljedah's "Building Thinking Classrooms in Mathematics" • Wipeboards or chart paper for use with Vertical Classroom strategy

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
By June 2027, 90% of junior and intermediate students will participate in at least one leadership or peer mentoring opportunity that fosters belonging and well-being, while primary students will engage in class-based and inter-class collaboration projects. Growth will be measured through participation data, and the safe and caring schools survey.	SAFE SCHOOLS - Continue to increase awarenesss of restorative practices by providing professional development to staff on implicit bias, restorative practices and creating physically and emotionally safe learning environments. 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.	Monthly Virtue Celebrations led by student leaders and tied to school masses -Creation of School Leadership Team -Opportunities for student/community engagement -Student involvement with morning announcements -Learning buddies and other collaborations between classes -Exploration of special interest clubs	• Principal-teacher check-ins • participation data • Monthly staff Meetings • Safe and caring schools survey	-Materials for clubs as yet determined (chess boards, for example) -monthly slideshow highlighting events and opportunities -Leadership-focused literature/resources