Stella Maris

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, at least 65% of Grades 3-8 students, in the target focus group of students at 2.5 to 2.9 within the Number Strand will move up at least 1 achievement level. For example if they are at a C+, we will move them to B-. This will be evidenced by comparting pre and post assessments within the learning cycle.	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 Practises (HIIP) in Mathematics - Success Criteria -Descriptive Feedback -Small Group Instruction -Deliberate Practice -Flexible Groups/Group Work -Math Talks	-Knowledge Hook Dashboard -Mathup -Report Card Data EQAO Data- Grades 3 and 6 -Short Instructional Cycles to monitor specific skills -Learning Cycles -Student Work	-Work with Central Staff Annelyse Demarco -Co-planning and co-teaching with school's assigned Math Facilitator Coach (Nadia Pastore -Edwin live lunch and learns offered twice a week.
By June 2027, at least 65% of the focus group (ELP- Grade 2) will be successful in the Provincial Screening Benchmark as measured by the easy CBM assessment tool.	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).	Use of the TCDSB Foundations of Language Scope and Sequence to deliver systemic and explicit instruciton on Strand B of Language Curriculum (TCDSB Sound Cards, and lesson of instruction: Alphabet Knowledge: Developing phonological and phonetic awareness, Developing spelling and decoding skills; tap/clap words; chopping	TCDSB: Foundations of Language (Effective early reading instruciton guide for teachers. Heggerty Phonemic Awareness. UFLI the phonics Companion www.onlit.org: The Syntad Project Assessing Reading: Multiple Measures The MAZE Assessment: (Literacy Department)	We will continue to work closely with our literacy Seung-Mi Jang our Literacy Integration Resource Teacher Ministry Reading Assessments -Teresa Iglio Literacy Resource Teacher

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		multisyllabic words; teaching rhyming words.		

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
We will increase indigenous representation in the curriculum, including staff PD, classroom workshops to foster a more inclusive education environment as we presently have an indigenous family at Stella Maris.	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.	Reading Buddy Book Club- Grade 4 teacher and Grade 1 teacher will read a picture book on Indigenous Culture Librarian/Teacher Book Club- each month new book comes out that they will explore together and deliver the message to students Land Acknowledgement put into actions and connected to daily life.	Tree of Life Document School Climate Survery Increased Attendance Improved Student Grades Mental Health and Cultural Humility Tool	Truth and Reconciliation Resources Pastoral Plan: Hope for 2026/2027 school year. Diverisity Presentations Hacking School Displine Street Data Equity Newsletter Visit From Roy Fernandes as he has never visited Stella Maris Stone Painting and story Telling workshop with 2 indigenous elders

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, teachers will focus on two conditions of learning (Positivity and Belonging) to engage students and create a safe learning environment for them.	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 - Promote student awareness of available strategies and access to mentally healthy resources to support student well-being (e.g., classroom visits and webinars).	Focused attention on exploring deliberate practices around positivity and perseverance and belonging in healthy relationships. Faith and Wellness: A daily mental health resource Explicit teaching of relaxation strategies to promote wellness. Well Being posters Stress Management and coping Virtual Field Trips School Mental Health Ontario-ongoing check-ins/communications with students, parents, colleagues RCMC Informal circles (Restorative practices to restore relationships) -Intramural sports at lunch Monthly virtue presentations	Progressive Discipline Data Attendance Data Daily Observations Results of Safe and Caring School Survey Student Attendance Power BI Evidence	Mental Health and Well Being Department Nurturing our Cahtolic Faith Special Services: Health and Wellness Healthy Schools Toolkit from the City of Toronto (School Mental Health resources) Well Being Strategies- Posters on bulletin board Guidance Councilor Social Worker Public Health Nurse Parish Priest CYW Education Assistant MHAT Teacher Representative Peace By Peace-York University Program Anti-Bullying Presentations- Barinde Williams Presentation X-Movement

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
By June 2027 100% of all grades 7,8 students will engage in career exploration opportunities in my blueprint, research various high schools.	Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning. Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	Exchange of Information Meetings with Secondary school for Grade 8 students. Parents urged to attend and noted as a case conference for IEP students. Presentations from Guidance Counsellor Students encouraged to attend open houses even in Grade 7. Attend functions at local high schools. (Girls night in, STEAM, etc.) Interpreters for parents who require guidance especially for our students going into Locally Development from the ME program.	SBSLT Completion of All About Me My Blueprint Guidance Discussions	Guidance Counselor APT Psychologist for Transition of ME students Grade 9 Open Houses Highschool visit creating pathways to success. Attend various events that the high schools put on to expose students to high schools they may wish to attend.