

St Henry

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, 75% of students achieving below provincials standard in grades 1-8 will demonstrate progress within a subject area, as measured by report card data and teacher generated assessments. We will achieve this to create purposeful and thoughtful planning and implementation of UDL and DI.	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. Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.	Differentiated instruction through: Tiered reading materials (AI generated) Multimodal delivery Leveled vocabulary Choice boards Flexible grouping Scaffolding tools Alternative assessments Leveled rubrics Flexible workspaces Movement accommodations Universal design for learning: Multiple means of representation: Mixed media Digital support Hands-on objects Multiple means of Action and Expression: Flexible assignment formats Assistive technology Spoken summaries (AI generated) Multiple means of Engagement: Flexible workspaces Visible goals	Knowledgehook and diagnostic data as used with the discretion of the teachers. Knowledgehook and diagnostic data as used with the discretion of the teachers.	Board HR to deliver PD for our staff, additional technology, and time to give PD.

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
		Real-world choice Use of DI and UDL, backwards unit design (Garfield Gini-Newman), and usage of Knowledgehook and Edwin.		
By June 2027, 75% of students achieving below provincials standard in grades 1-8 will demonstrate progress within a subject area, as measured by report card data and teacher generated assessments. We will achieve this to create purposeful and thoughtful planning and implementation of UDL and DI.	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). Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading). 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.	Differentiated instruction through: - Tiered reading materials (AI generated) - Multimodal delivery - Leveled vocabulary - Choice boards - Flexible grouping - Scaffolding tools - Alternative assessments - Leveled rubrics - Flexible workspaces - Movement accommodations - Universal design for learning: - Multiple means of representation: - Mixed media - Digital support - Hands-on objects - Multiple means of Action and Expression: - Flexible assignment formats - Assistive technology - Spoken summaries (AI generated) - Multiple means of Engagement: - Flexible workspaces - Visible goals - Real-world choice	Easy CBM and other diagnostic tools.	

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

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
By June 2026, 100% of junior and intermediate students will engage in daily social-emotional learning activities, aimed at reducing student conflicts and increasing their sense of belonging. Progress will be measured by a reduction in reported conflicts to school staff and an increase in positive responses on the Safe and Caring Catholic School Climate Survey.	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.	Use daily use of mental health strategies, restorative practices, and availability of caring adults in the building.	Student and staff surveys.	School Mental health resources and support from safe schools department.

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 2026, 100% of junior and intermediate students will engage in daily social-emotional learning activities, aimed at reducing student conflicts and increasing their sense of belonging. Progress will be measured by a reduction in reported conflicts to school staff and an increase in positive responses on the Safe and Caring Catholic School Climate Survey	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). SAFE SCHOOLS - Continue to increase awareness 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). WELL-BEING - Enhance students'	Use daily use of mental health strategies, restorative practices, and availability of caring adults in the building.	Student and staff surveys.	School Mental health resources and support from safe schools department.

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
	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. WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.			