St Jerome

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, 50% of students in the in the target group ("students on the move") currently achieving a level 2 in Mathematics will increase by at least one achievement level, specifically in Thinking and Application questions, 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.	Learning Goals, Success Criteria, and Descriptive Feedback Small Group Instruction Targeted small-group instruction and differentiated learning strategies will be used to address identified gaps in foundational numeracy, number sense, problem-solving, and mathematical reasoning. Students will receive explicit instruction, guided practice, ongoing feedback, and opportunities for targeted intervention and consolidation.	Percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom (continue to monitor students through Report Card date, class assessments, Case Conferences, and SBSLT. Student achievement data, including MathUp assessments, classroom assessments, diagnostic tasks, Knowledgehook data, and ongoing teacher observations/work samples, will be used to monitor student progress and adjust instruction and interventions as needed.	Literacy/Numeracy Coach Math Resource Teacher Literacy Resource Teacher Recommended Resources: KnowledgeHook Edwin MathUp Manipulatives SEA Training (Ex. Google Read & Write) Assessing Reading (Multiple Measures) Easy CBM Diagnostic Took
Literacy: By June 2027, 50% of	Continue to use reading screener to identify students who require additional responsive tiered	Learning Goals, Success Criteria, and Descriptive Feedback Small Group Instruction	Literacy/Numeracy Coach Math Resource Teacher Literacy Resource Teacher	Literacy/Numeracy Coach Math Resource Teacher Literacy Resource Teacher

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
Grade 1 - 8 students in the target group ("students on the move") will move up at least one achievement level (Eg., C+ -> B-) in Reading, as evidenced through data gathered during learning cycle monitoring.	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).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.		Recommended Resources: KnowledgeHook Edwin MathUp Manipulatives SEA Training (Ex. Google Read & Write) Assessing Reading (Multiple Measures) Easy CBM Diagnostic Took	Recommended Resources: KnowledgeHook Edwin MathUp Manipulatives SEA Training (Ex. Google Read & Write) Assessing Reading (Multiple Measures) Easy CBM Diagnostic Took

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
Increasing Indigenous representation in the curriculum to foster a more inclusive educational environment. To make Land Acknowledgements more meaningful for students, grounded in reciprocity. Increase representation of Black Canadian histories, contributions, and experiences in the curriculum.	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.	Culturally responsive and inclusive teaching strategies will be used to ensure that all students have equitable opportunities to participate, learn, and succeed. Instruction will incorporate student voice and choice, differentiated learning opportunities, collaborative learning, and diverse perspectives and resources that reflect and respect the identities and experiences of all students.	Improved school climate survey Increased number of staff including equity goals on their ALP	Indigenous Education Resource Team Equity focused professional development sessions

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
Our teachers will focus on safety, regulation, and belonging to engage students and create a safe learning environment by June 2027, reflecting the Catholic values of the pastoral plans - In God's Image: Growing in Knowledge with Justice and Hope	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 - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	All students will be supported through a focus on student wellness, mental health, positive relationships, and a strong sense of belonging. Particular attention will be given to students who may require additional social-emotional support, including students experiencing challenges with peer relationships, self-regulation, anxiety, attendance, or engagement in school.	Safe and Caring School Surveys	Guidance Corner Monthly Newsletters myBlueprint/All About Me Student surveys SOAR (Secondary Online Application Registration)