St John Bosco

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 2026, 50% of grade 1-8 students in the targeted focus group] will move within or up an achievement level (e.g. C- to C or C+ to B-) in Mathematics as evidenced through data gathered during learning cycle monitoring.	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.	Learning Goals, Success Criteria, & Descriptive Feedback Tools and Representations Math Conversations	Percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom. Percentage of students reporting increased confidence in math when surveyed -tracking of student achievement and growth through student artifacts (i.e, pre & post samples) -use of MathUP, Edwin, and Knowledgehook resources and tools (i.e., diagnostic tools, lesson plans and tasks, key assessments) -tracking of student achievement and growth through student artifacts (i.e, pre & post samples)	Math Leads Math Resource teachers Math Facilitators (priority schools) Contact Information found here: https://tcdsbcec.sharepoint.com/sites/MathematicsCurriculumInnovation MAAP Public access: https://5il.co/2942j MAAP Placemat (Educator Facing): https://www.tcdsb.org/internal-math-achievement-action-plan-print Recommended Resources: 24/25 Recommended

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				Elementary Mathematics Resources Link to manipulatives that we have in math resource room: 2024 St John Bosco Manipulatives in Room 214 - Google Docs

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 continue to promote the Pastoral Plan and implement strategies to promote Self-Regulation skills. Our focus will be on learning to engage students and create a safe learning environment by June 2027. This will be measured through safe and caring school surveys. The focus would likely be on all students, but special attention could be given to those who struggle with self-regulation skills, such as: 1. Students with special needs, including those with autism, ADHD, or other behavioral challenges. 2. Students facing emotional or social difficulties, who may require additional support to develop coping mechanisms and	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.	11.Stuart Shanker: Zones of Self-Regulation Mental Health Teacher's Toolkit Mental Health Action Team Catholic Student Leadership & Equity Team	Teacher conferences and check-ins to flag high-risk students Principal Walk and Talks – evidence in the classroom and hallways Final assessment: Student Voice - Catholic School Survey	Board level mental health supports and support - Guidance Counsellor & Social Worker

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
emotional control. 3. Young students, particularly in early grades, as self-regulation skills are foundational for future academic and social success. This focus aims to ensure that all students, especially those with challenges, can learn in a supportive and safe environment.				