St John Paul II

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
5% of Gr. 9s will improve their EQAO math scores.	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.	Staff continue to use DI and UDL to • support achievement. Strengthening literacy, numeracy, and • writing skills through classroom practice All math teachers assigned to a Gr. 9 • course, collaboration	This years EQAO scores Comparing diagnostic assessment to practice tests and EQAO data.	Use code days for math resource teachers to meet with grade 9 math teachers EQAO website HIIP Use of Knowledgehook for diagnostic testing, remediation and EQAO practice Communication to parents of TVO Mathify as a free tutoring and support service: https://mathify.tvolearn.com/?utm_source=Google&utm_medium=cpc&gad_source=1&gad_campaignid=23078240141&gbraid=0AAAADw2mq88nFbZfk9iNB5E2f_gTTXrk&gclid=EAIaIQobChMIjf6ZiPejkAMVtIgiBR1I-y4bEAAYASAAEgKi-

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
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By June 2026, 60% of students will regularly engage in learning experiences that develop and demonstrate critical thinking skills across subject areas.	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.	Students respond critically to AI generated prompts PLC time Code days	Teacher Self report/survey tool	

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, 80% of homeroom classrooms will include student-led or co-created Land Acknowledgements that reflect understanding of local Indigenous history and connection to the land, as evidenced through classroom observations or school-wide events.	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. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	SJPII produced land acknowledgments shown to students and in staff meetings Having student leaders pull a piece of the land acknowledgment and think critically of what it means and share that with the whole school.	Tree of Life Monitoring Tool Improved school climate survey Increased attendance Improved student grades Mental Health Cultural Humility Tool	Invite Andre O'Bonsawin to come for PLC Roy Fernandes - SO of Equity

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 May 2026, students will report increased feelings of belonging and connection at school, with a 10% improvement in Safe and Caring School survey results.	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 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	Surveys to get to know students Daily exit tickets Minds on activities Check and connect - how are we tracking that, and identifying students that need to feel a sense of belonging. Focusing on grade 10 and 11 - who knows which students and who are the forgotten ones?	-safe and caring school survey -self reporting tool for teachers	-UDL - getting to know students -SMHO Student Mental Health Ontario - one or two 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
	through participation in Mental Health Action Teams.			