St Jude

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, with an intentional and collaborative focus on High Impact Instructional Practices in math, 50% of students in grades 2 to 8 will be assessed, identified, supported and monitored.	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.	Instructional Focus: (HIIP) • Learning goals, success criteria, and descriptive feedback • Direct Instruction • Problem-Solving Tasks & Experiences, Teaching about Problem-Solving	EVIDENCE AND MONITORING TOOLS - Students' progress to be monitored via: -Report card data -Variety of classroom assessments (triangulation) - Conferencing, Observation -Case Conferences, SBST -Small group tutorial/remedial sessions for our "target group", this will provide data to drive assessment for/as/of learning. -Math Attitude Survey	Teachers are using a variety of resources – there is a need to collaborate on sourcing and choosing appropriate resources for teaching knowledge, concepts, and skills through problem-solving processes. DIGITAL Resources –My Math Path (FDK) Mathology Grade 1 & 2, Math up, Edwin and Knowledge hook. Non-Digital Resources- High Impact Instructional Practices in Mathematics 2020, Focusing on the Fundamentals of Math Teacher Guide 2018, Key Changes Ontario Mathematics Curriculum Grades 1-8 2020. -Math Attitude Survey - Collaboration and

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				working with Math Facilitators/ Literacy Numeracy coach to help build capacity/adoption of Math up, team teaching-planning instruction and assessment, small group instruction -Consistent use of Tools & Representations to link Learning math to real world application.

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 2027, staff will be encouraged to learn about and practice culturally responsive pedagogy. Establish a school Equity and Diversity committee to help address school's needs and begin school wide initiatives to ensure we are reaching our school goals in ensuring students at St Jude feel a sense of belonging along with being seen and heard at school. Integrating The Truth and Reconciliation Commission into the school Learning. (TRC) How are we preparing for our Grade 7 & 8 students for secondary school and their future – are they exposed to a variety of pathways (i.e, trades	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.	- Teachers across all grades complete theme/lesson plan(s) for the various social justice and equity initiatives - Invite speakers to share their knowledge, experiences and wisdom – (Anti-Black Racism, the N-word), Turtle Protectors (Indigenous knowledge (TRC) and hands-on stewardship) - Establish an (equity) book club for students to engage in literacy, visual art, crafting and cooking activities with the goal of developing greater awareness on Black and Indigenous knowledge, experience. -Increase awareness of the role of our board Human Rights and Equity Advisor as well as our equity team and how they can support our school and initiatives.	Monitor submitted Progressive Discipline reports. - Classroom visits to support implementation of the social justice/Equity initiatives. -reduced number of suspensions. -Encourage and support staff to list and meet equity goals on their ALP. -Visible and tangible examples present throughout the school of equity, diversity and inclusion.	Indigenous Education and Equity Community Relations Dept. Share point site, TRC resources. -Incorporate Math Up and the Edwin Website, math activities/questions can be found with an Indigenous and social justice context. -TCDSB Equity Action Plan/Road Map Indigenous Education – The Tree of Life -Catholic Equity and Inclusive Education Policy document H.N.24. -Office of the TCDSB Human Rights and Equity Advisor and Equity Department. - Invite Equity Resource Teachers and Indigenous Education Resource

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				Teachers to provide support and resources

Board Improvement and Equity Plan Priority: **Student Engagement and Well-Being**

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By June 2027, teachers will focus on creating a safe and welcoming classroom and school environment to foster a sense of belonging and spirituality in each student. Promoting student mental health and well-being by nurturing an inclusive, resilient and supportive school environment. Conduct a school wide survey to determine whether students feel safe and supported at school. This will be measured through safe and caring school surveys. How are we integrating the new Pastoral Plan to promote home/parish/school connections and foster parent engagement/collaboration with the school.	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 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.	- Celebrate student success/achievements throughout the school year through sunshine calls to parents, work displays, diversity celebrations -teach students benefits, experience of Mindfulness to use on their own (guided breathing) -Incorporate literature/story books that promote social emotional learning, mental health and mindfulness in the classroom (e.g. The Sour Grape) -Incorporate Prayerful Reflection in class (i.e. gratitude circles, Christian Meditation) -School wide activities and display for Catholic Education week -Monthly Virtue Assembly - Anti-Bullying Awareness Week activities. -Music Mondays, Wellness Wednesdays	-Monitoring students through SBST process, Social Work and Guidance referrals for on-going support. -Professional Learning for all staff in restorative practice (e.g. Hacking School Discipline Together) -Home-school communication via agendas, parent-teacher interviews, and emails (sunshine calls)	Nurturing our Catholic Community Website: -TCDSB Pastoral Plan Resources. -Annual Climate student surveys -Mental Health packages are given every month to teachers and students. Display of activities in the Front office. -Grab and Go resources from School Mental Health Ontario. -TCDSB Mental Health Team/Resources -Bell Let's Talk, Stop the Stigma -Ontario Catholic School Trustees' Association (Catholic Education Week Resources)

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				-Create library of SEL Mental Health and Mindfulness texts for students to use as needed/wanted