# St Leo

# 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 |
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| By June 2027, 50% of grade 1-8 students in the targeted focus group will move up at least one achievement level in one Achievement Chart category (focusing specifically on thinking questions) as evidenced through Knowledgehook 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.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. | Implementation of High Impact Instructional Practices<br>-Consistent use of Knowledgehook as a tool for monitoring growth and intervention<br>-Use of Growing Success achievement chart to guide preparation and assessment of thinking tasks and thinking-style questions in mathematics<br>-Integration of Universal Design for Learning in teaching and assessment strategies to respond to student needs and learning | -Variety of assessments<br>-Knowledgehook progress reports and measure growth tools<br>-Learning cycle data per term<br>-EQAO and PowerBI data<br>-Divisional meetings and collaboration to plan assessments that reflect focus on thinking tasks and mathematical processing<br>-Assessment for, as and of learning | -Growing Success<br>-HIIP Document<br>-MathUP<br>-Math Resource Teacher: Nicole Peckham<br>-TCDSB Math Achievement Action Plan |

## 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 |
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| By June 2027, educators will meaningfully incorporate Indigenous ways of knowing, perspectives, histories and contemporary contributions into all areas of the curriculum, with 80% of teachers implementing at least two curriculum-connected learning experiences per year. | 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. | -Build staff capacity and understanding<br>-Creating a shared resource bank<br>-Embed Indigenous perspectives across subject areas<br>-Prioritize authentic voices through use of resources created by Indigenous authors, artists, educators, Elders, Knowledge Keepers and organizations wherever possible | -Teachers identify at least two curriculum-connected Indigenous learning experiences per term<br>-Lesson plans demonstrate explicit connections to curriculum expectations and Indigenous ways of knowing<br>-Collect student work samples demonstrating learning and application of Indigenous perspectives<br>-Gather student and teacher reflection data regarding knowledge, confidence, implementation and areas where additional support is needed | -TCDSB Indigenous Education resources and professional learning opportunities<br>-Ontario Ministry of Education on Indigenous resources on Indigenous education and Truth and Reconciliation<br>-First Nations, Métis and Inuit Education policy framework<br>-Truth and Reconciliation Commission of Canada: Calls to Action<br>-Ontario curriculum connections<br>-Elder and Knowledge Keeper in residence |

## 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 |
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| By June 2027, the school will increase student engagement and sense of belonging by increasing student participation and voice in existing clubs and extracurricular opportunities. | 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.<br><br>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).<br><br>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.<br><br>WELL-BEING - Continue to | -Provide students with regular opportunities to provide input into club activities and experiences<br>-Student interest survey<br>-Identify barriers such as scheduling transportation, cost, confidence etc.<br>-Identify students who are not currently involved in extracurriculars and encourage them to explore an activity that connects to their interests<br>-Use announcements, morning messages, social media/newsletters, assemblies to highlight existing opportunities and student accomplishments | -Staff/club leaders track participation/attendance in existing clubs<br>-Student survey<br>-Examine whether participation in concentrated among the same students or whether a broader range of students are becoming involved | -Club participation tracking<br>-Professional learning around student voice, belonging and engagement<br>-School-wide calendar, accessible to parent community<br>-Peer ambassadors to join clubs |

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| | promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities. | | | |

## Board Improvement and Equity Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

| 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 2027, 100% of Grade 7 & 8 students will participate in career and pathway exploration in at least one learning opportunity focused on secondary school pathways to support informed decision-making and a successful transition to secondary school. | 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.<br><br>Ensure that students in Grades 7-12 are creating Individual Pathways Plans through myBlueprint as they explore careers and plan for their future pathways (secondary and post-secondary).<br><br>Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning.<br><br>Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.<br><br>Continue to engage resources in school communities to help | -MyBlueprint<br>-Collaboration with guidance and counselling team<br>-Transition meetings<br>-Transition plans in IEPs<br>-Promoting secondary school open houses<br>-Collaboration with local secondary schools | -MyBlueprint completion data<br>-Student voice survey<br>-Secondary school transition activity participation<br>-Course-selection data | -Guidance counselor: Francesco Amato<br>-Ontario secondary school course calendars and pathway information<br>-Grade 8 teachers<br>-Special Education staff for students requiring additional transition support<br>-Secondary transition contacts |

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| | students feel an increased sense of belonging at school. | | | |