St Louis

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, 70% of Grade 1-8 students in the targeted focus group will move up at least one achievement level (e.g. C+ to B-, Level 2 to Level 3) in Mathematics as evidenced through data gathered during Professional 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.	Assessment For, As and Of Learning in Mathematics, including diagnostic, key assessment questions and summative assessments. Collaborative Problem Solving and Math Talk (Bansho and Gallery Learning Walks). Success Criteria/Learning Goals/Consistent Feedback and Math Word Walls (with Frayer Model) evident in every class 1-8.	Professional Learning Community Cycles realized every 6-8 weeks to gauge progress and achievement of focus cohorts per grade, according to Pre/Mid/Post Assessments, aligned with Assessment For/As/Of Learning. Percentage of students demonstrating progress (Level 2 to Level 3) as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom. Consolidation of learning class conferences to review solutions plus Gallery Walk every third week of each month. Success Criteria, Learning Goals and Math Word Walls (with Frayer Model) visible in every classroom. Descriptive Feedback evident during Professional Learning	Ontario Mathematics Curriculum 2020 Mathologie in French (K-2) Mathology in English (1 & 2) My Math Path in English (ELP) MathUp (Grades Kindergarten-8) Math Scope and Sequence Elementary Mathematics Portal Page Welcome Back Mathematics Musings Gizmos Edwin English/French (Grades 1-8) Knowledgehook Online Jump Math (supplement understandings) Edwin Math Supplement Dynamic Math Grades 3-8

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
			Cycle conferences.	

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
Increase Indigenous and multicultural representation in the curriculum, including staff PD and classroom workshops, to foster a more inclusive, culturally responsive, educational environment.	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.	Continue to purchase new indigenous and culturally relevant resources for our library and for classrooms by June 2027. All classrooms to receive new and appropriate culturally responsive novel sets for literature circle study. Equity Team of Staff and Students, inclusive of our St. Louis Equity Champion (by December, 2025), to engage regularly in support of programming and engagement beneficial to marginalized St. Louis children, host cultural awareness days/announcements and create an equity board. To make Land Acknowledgements more meaningful for students, grounded in reciprocity.	Culturally Responsive Pedagogical and Student resources for library and classroom in place and used by June, 2027. Increased awareness and celebration of Canadian-indigenous history & story, as well as cultures represented within our community. Creation of a St. Louis Equity Team of staff and students raise awareness of equity, acceptance and inclusion. Creation of St. Louis Equity Board reflective of Indigenous and Cultural Demographics of St. Louis. Land Acknowledgement indicating the historical lands St. Louis was built upon. Students will participate in a full day of Indigenous-led land-based learning, including a smudging ceremony, a teepee-building activity, and traditional seeding teachings, in partnership with local Knowledge Keepers and community organizations. (L4)	Equity Newsletter Equity and Community Relations Representative. Indigenous Resource Teacher, Elder/Knowledge Keeper, Guest Speaker.

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 use at least one condition for learning to engage students, (feeling safe and welcomed/nurtured in lessons) and create a safe learning environment by May 2027. This will be measured through safe and caring school surveys.	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 - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	Students and staff will continue to fully engage in Faith-Based activities and events which strengthen our Faith, and support Mental Health and Well-Being, by embracing best practices which foster mindfulness and Mental Well-Being. Sharing of valuable mental Well-Being information and links provided by TCDSB Mental Health and Well-Being. Students and staff will endeavor to participate in Faith-Based School, NCC and Church engagements, such as online liturgical opportunities, a school Christian Meditation and Rosary Program, Virtues of the Month and Random Acts of Kindness Program. The intent is to present students with a balanced school day, focusing on academic learning and achievement, positive engagement and support for well-being. Participation in the Safe Schools and Equity Departments	Successful school-wide participation in Faith-based activities and opportunities which nurture faith, well-being and positive mental health. Greater evidence of student self-regulation and positive spirit. Sense of calm and control in-school environment is evident. Safe and Caring School Survey. Successful implementation of Mindful Mondays, Music Mondays, Virtue of the Month and Random Acts of Kindness Assemblies and bulletin boards. Successful return of Christian Meditation and Rosary programs. Safe, nurturing and welcoming classrooms, conducive to learning. Review Safe and Caring School Survey 2026 2027.	Safe Schools and Equity Departments to facilitate Promoting Positive School Climate: Creating Caring and Inclusive Classroom Program. Mental Health and Well-Being/ School Mental Health Ontario Professional Development Opportunities. Nurturing Catholic Community Mental Health and Well-Being TCDSB School Mental Health Ontario Fostering Mindfulness - Shelly Murphy Christian Meditation - Guided Meditation for Young Catholics - Glynnis Hope B. Dawson How to be a Mindful Christian - Sally Welch Guidance, Social Work and Psychology personnel.

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
		Promoting Positive School Climate: Creating Caring & Inclusive Classrooms Program 2026 2027.		www.mentalup.co/blog/mindfulness-activities-in-the-classroom

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
By May 2027, 100% of all grade 6, 7 & 8 students will engage in career exploration opportunities in My Blueprint and will be exposed to a learning opportunity in the skilled trades, through guest speaker, career fair, visits)	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. 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).	Teachers and support staff Grades 6-8 to engage all students in All About Me, My BluePrint where students may explore their goals, plans, timelines, aptitudes and aspirations for a career path. Teachers to engage students in digital and virtual experiences reflecting the various career pathways available and requirements of each pathway. Increased Awareness of various career paths via virtual experiences and journaling, and, in alignment with Heritage of the Month, increased awareness of successful role models and champions from various Heritage /Backgrounds, including marginalized communities.	All About Me and My Blueprint completion rates by June, 2027. Evidence of student career learning engagement reflected within My BluePrint and All About Me. Each month is dedicated towards a Heritage/Cultural Background. Leadership students to highlight role model and champions for each Heritage, including racialized/marginalized communities (African-Canadian Heritage Month).	Guidance/Social Work/Psychology/SBSLT Team Digital Resources for various Heritage/Cultural Backgrounds. Support for teachers from Guidance to engage children, Grades 6-8 in All About Me and My BluePrint. Guidance and Intermediate Teachers to work collaboratively towards building awareness of career paths.