St Michael Choir (Sr)

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 the end of a chosen unit of study (JR)/course (SR), all students achieving at L2/lower L3 [as measured through achievement in unit pre-assessment (JR)/midterm achievement (SR)] will progress from L2 to L3/within the L3 achievement level [as measured through unit postassessment (JR)/final achievement(SR)].	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.	Universal design for learning strategies to be used to provide multiple means of engagement, representation, and action/expression for learners while removing barriers to learning. High impact instructional practices in Mathematics	Unit pre-, mid-, and post-assessments will be used to track learner progress Midterm/final achievement data Student achievement data EQAO data Knowledgehook Edwin Unit pre-, mid-, and post-assessments will be used to track learner progress Midterm/final achievement data Student achievement data EQAO data Knowledgehook Edwin	Code 83 planning time for SIEP development/implementation Access to Knowledgehook/Edwin Updated student achievement data on Power BI platform
By the end of a chosen unit of study (JR)/course (SR), all students achieving at L2/lower L3 [as measured through achievement in unit	NABuild 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	Universal design for learning strategies to be used to provide multiple means of engagement, representation, and action/expression for learners while removing barriers to	Unit pre-, mid-, and post-assessments will be used to track learner progress. Student achievement data EQAO data	Code 83 planning time for SIEP development/implementation Updated student

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pre-assessment (JR)/midterm achievement (SR)] will progress from L2 to L3/within the L3 achievement level [as measured through unit postassessment (JR)/final achievement(SR)].	have Individual Education Plans (IEP).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.	learning. Recognize student needs and apply appropriate interventions; engage in evidence-based instruction across all tiers while providing small group/individual instruction	Unit pre-, mid-, and post-assessments will be used to track learner progress. Student achievement data EQAO data	achievement data on Power BI platform

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, 50% of students in Grades 3-12 will participate in "Words Matter" initiative/campaign to encourage students to embrace diversity and create positive change in their communities while addressing harmful and discriminatory language in schools.	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.	CYW-led class presentations Making instruction more student-centered rather than teacher-centered Understanding harmful language and its impact Practicing intervention/case studies	Students to complete exit survey Progressive Discipline/Safe Schools data	Professional learning/collaboration with TCDSB Equity Resource Teacher

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 June 2027, 75% of teachers to integrate classroom-based social-emotional learning (SEL) activities across grade levels to support student mental health and wellness with a focus on developing students' resilience, empathy, and social regulation. Teachers will be encouraged to use a variety of School Mental Health Ontario resources in classroom activities following demonstrations and sharing of best practices at staff meetings/PLCs.	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.	Grade 10 Careers Mental Health literacy module SEL strategies taken from the School Mental Health Ontario teaching resources to support student mental health and wellness. Tiered intervention to support student mental health and wellness	Students to complete an assessment to demonstrate new learning in relation to Grade 10 Careers Mental Health literacy module. Teachers to complete a google form and engage in sharing of best practices to assess use of School Mental Health Ontario teaching resources.	Special Services Department school staff to support goal implementation. Provision of board-sponsored professional development related to the Mental Health Literacy module Access to School Mental Health teaching resources

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 June 2027, 100% of Grades 7-10 students will develop an awareness of how senior Math and Science courses increase opportunities for post-secondary pathways through career exploration (i.e., school-community engagement events - 'Ask an Alumni Mentorship and Networking Event' and 'Spring Career Fair.')	Continue to engage resources in school communities to help students feel an increased sense of belonging at school. Develop awareness in grade 7-10 students of how senior math and science courses increase opportunities for post-secondary pathways.	School partnership with alumni/community representatives	Students will complete a Google Form to capture their immediate impressions and assess their overall learning. Event passports will be used to document booth visits. Students in Careers Classes will expand on new learning through additional reflections/assessments. Percentage of student enrolled in at least one Grade 11 Math/Science or Grade 12 Math course	Establishing/maintaining connections to alumni network/community representatives SIEP Code 83 planning time