St Monica

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, we will help students become more confident in choosing, using, and explaining calculation strategies when solving meaningful mathematics problems. We will build on number talks, weekly problem-solving activities, and small-group teaching. At least 80% of students will improve by one level from their fall starting point on a shared, grade-appropriate assessment guide that considers their choice of strategy, accuracy, and explanation. Students already achieving at the highest level will apply their learning to more challenging problems. Students working toward modified expectations in	Continue to use High Impact Instructional Practices in the Math class as appropriate.	Teachers will continue number talks and meaningful weekly problems, helping students understand how the numbers in a problem relate to one another, choose a helpful model and operation, and check whether their answer makes sense. Teachers will explain their own thinking and invite students to compare different approaches. Familiar situations, language supports, and the existing mathematics discussion prompts will help more students take part. Students with specific misunderstandings about calculation will receive focused small-group teaching. Teachers will connect hands-on materials, diagrams, number lines, and written symbols so students can see how a strategy works. They will model examples, guide	Teachers will use a shared assessment guide and comparable activities in fall, winter, and spring to follow student growth. Monthly work samples and short end-of-lesson checks will show how students choose strategies, calculate accurately, and explain their thinking. Each term, teachers within divisions will review samples together to develop a consistent understanding of progress. Students may explain their thinking orally or visually when appropriate, while working toward the same mathematics expectation. Teachers will keep a simple record of the skills being taught, use brief weekly checks, and note students' attendance and progress during extra support sessions. Every four to six weeks, they will review	We will continue using MathUP, Knowledge Hook, Mathology, Waterloo Weekly Problem solving. Check-ins where available and appropriate. Hands-on materials, number lines, shared curriculum-based problems, and common assessment guides will support classroom teaching. Teachers will also need secure ways to record student progress, coaching from mathematics leads or resource teachers, and scheduled time to work together within divisions.

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an Individual Education Plan (IEP) will show progress toward their own documented mathematics goals.		practice, offer prompt feedback, and check whether students can then use the skill independently. Groups will be based on the skill students need and reviewed after four to six weeks. Short practice activities will help students revisit skills they have already learned. Students will also look at errors, explain how to correct them, and use feedback to improve a solution. Our shared collection of problems will offer starting points that students can access, along with questions that provide further challenge. Students will be encouraged to choose a specific learning goal and reflect on their progress.	whether the support is helping and adjust the materials, amount of teaching, or grouping as needed. Ongoing concerns will be brought to the school-based team, with relevant IEP information included. Teachers will use brief checks of previously taught skills, compare original and revised solutions, and gather monthly student reflections. This will help us see whether misunderstandings have been resolved and whether students can use their learning in new situations. We will also review participation across classes to ensure students have access to both additional support and greater challenge.	
By June 2027, we will strengthen early reading, writing, and oral language skills from Kindergarten to Grade 2. Teachers will build on clear instruction in hearing and working with sounds in words, connecting sounds to letters, developing vocabulary, and understanding what is read. Small-group teaching will respond to assessment results. At least 80% of students will meet their grade-appropriate spring	Continue to use reading screener to identify students who require additional responsive tiered interventions.Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).	Teachers will continue teaching early reading skills directly and in a clear sequence. Students will learn to hear individual sounds in words, connect them with letters, blend sounds, read words, and spell. They will practise reading texts that use the letter-sound patterns they have learned. Small groups will focus on the particular skills students need to develop, alongside helping them read words accurately, rather than relying on reading level alone.	Teachers will follow the board's reading screening schedule and use brief checks of recently taught skills every two weeks. Individual records will show each student's development in letter sounds, blending, word reading, and spelling. Fall, winter, and spring results will be reviewed against grade-appropriate benchmarks and documented individual learning targets.	Teachers will need a board-approved screening tools.

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reading screening benchmark or their documented individual growth target. Every student identified as needing extra reading support will have their needs reviewed, with regular progress checks and adjustments to teaching.				

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, we will build on the previous year's vision of a welcoming, Christ-centred community by strengthening caring relationships, daily well-being practices, and early support for students who are becoming less engaged. Compared with the fall starting point, we aim to increase by 10 percentage points the proportion of students who say they belong and can name a trusted adult at school. Students will practise an age-appropriate strategy for coping with challenges or asking for help. Every student identified through attendance review as needing support will receive a plan developed together with those involved, with follow-up within four weeks.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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 - Promote student awareness of available strategies and access to mentally healthy resources to support student well-being (e.g., classroom visits and webinars).	Teachers will use brief daily activities from Faith and Wellness or School Mental Health Ontario to help students recognize emotions, cope with challenges, build relationships, and ask for help. Warm greetings, check-ins, predictable routines, and age-appropriate prayer and reflection will help create caring classrooms. Students will learn where to find support and how to approach a trusted adult.	In fall, winter, and spring, students will answer the same short questions about belonging and trusted adults, using formats they can access. Staff will review overall responses and participation, alongside a simple checklist of classroom routines. Student reflections or demonstrations will help show whether they can use a strategy they have learned. Student representatives and staff will take part in reviewing the results.	Teachers will need Faith and Wellness and School Mental Health Ontario classroom resources, accessible surveys and check-in tools, and materials that support calm, inclusive classrooms. Secure attendance records and clear contacts for board mental health, social work, and community services will help staff coordinate support.