St Mother Teresa Catholic Academy

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, 50% of Grade 9 students performing below grade level in Mathematics will advance by at least one achievement level, as measured by comparing baseline diagnostics with end-of-cycle progress monitoring data	Continue to use High Impact Instructional Practices in the Math class as appropriate.	By identifying misconceptions early and offering specific, constructive guidance, teachers can help students, particularly those at high-end Level 2, develop a clearer understanding of mathematical concepts and move toward achieving Level 3 by the end of each semester through small groups instruction, problem solving and the use of manipulatives by setting out learning goals and identifying success criteria.	Teachers will use ongoing formative assessment with descriptive feedback as a key strategy to monitor the progress and promote growth. This involves regular, low-stakes assessments during learning cycles (eg. Exit tickets, quizzes, observation, and peer/self-assessment, EQAO results) to provide immediate, actionable feedback.	Access to online math resources, such as interactive math platforms (eg. Desmos, Knowledgehook and Edwin) will support differentiated learning. Teachers can integrate these tools to provide additional practice and individualized support for students at different skill levels.

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 the end of grade 10 students will be able to identify potential pathway options based on strengths, interests, courses, and career goals as measured by myblueprint utilization rates.	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). Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	Engagement of qualified and relevant guest speakers from diverse career fields. Use of myBlueprint with teacher guidance to support intentional pathway planning. -Post-Secondary Fair: students gather information from various representatives, and ask questions related to career outlooks and admission requirements -YMCA - Youth Education Supports Program: understanding post-secondary pathways	Career Studies Course: students reflect on careers explored, strengths identified, and areas they want to further investigate -Graduation Coach for Black Students: engage students in the exploration of meaningful and diverse pathway planning -Grade assemblies: focused presentations that outline meeting graduation goals and post-secondary admission options and requirements -Guidance Google Classrooms - provide targeted grade specific communications that help students to navigate graduation goals, connect with community resources, explore career planning and post-secondary opportunities.	Alumni guest speakers Guidance teachers Resource teacher support to assist students with an IEP to complete myBlueprint exploration and course selection