St Nicholas of Bari

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
1. By June 2027, staff that teach mathematics, from grade 1 to grade 8 will implement daily, high-impact instructional practices and responsive small-group instruction, using My Math Path, resulting in a minimum 10% increase in students achieving or exceeding the provincial standard (Level 3 or 4) on school-based diagnostic indicators and EQAO math assessments.	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.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.	▪ Direct and targeted instruction ▪ Teaching problem solving strategies ▪ Tools and representations ▪ Math conversations ▪ Small-Group targeted instruction	● Consistent use of Knowledgehook at home, from K-8, and Special Education, to supplement and consolidate learning and monitor student progress.	● Mathology (K-2) ● My Math Pad (K) ● MathUp (3-8) ● Assistive Technology ● Edwin ● Knowledgehook (K-8) ● My Math Path Student Book (1-8)
1. By June 2027, 70% of primary students will achieve or exceed their age-appropriate foundational literacy benchmarks—specifically in phonemic awareness and accurate decoding—as measured by the final	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build 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	1. Explicit and systematic instruction (structured literacy) using board approved resources i.e., UFLI, Core Phonics, TCDSB Foundations etc. 2. MTSS support - Tier 1, 2, 3 3. Instructional decisions and intervention are supported by data (data based decision making, i.e. screening, diagnostics, progress	● EasyCBM universal screener fall/winter/spring ● Progress monitoring to track students learning ● ELFA-early language formative assessments to identify needs in specific subskills	● Early reading facilitator /teacher planning and co-teaching ● Professional development via Lunch & Learns

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year-end screening assessment.	have Individual Education Plans (IEP).	monitoring)		

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, 100% of K-8 classrooms will transition from passively reading the land acknowledgement to actively living it out, resulting in every student participating in at least one student-led environmental stewardship action and one land-based reflection per term that explicitly connects to the commitments of Treaty 13 and The Dish with One Spoon covenant.	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.	Staff PD	● Student work and presentations	Board resources

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
1. Increase the regular class attendance rate to 10% and raise daily active participation metrics by 20% by the end of the upcoming academic term.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. ATTENDANCE - Engage parents/caregivers in ways to support their child's well-being through resources (e.g., School Mental Health Ontario's "By Your Side" toolkit).	• Connect directly with parents or guardians via automated notifications or personal phone calls on the day of an absence. • Identify root causes of chronic absence (e.g., transit issues, anxiety, disengagement) through brief check-ins.	Power BI - School Attendance	Guidance and Social Work

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
1. Improve students' preparedness for future success.	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). Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning.	● Staff will make use of myBlueprint to access grade appropriate resources and tools	● Completion rate of the Individual Pathways Plan(7-8) in myBlueprint	● myBlueprint ● Creating Pathways to Success ● Transition Guide for Grade 8 Students ● Supporting Transition to Grade 9 Transition Guide for Parents/Guardians