St Paul VI

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, 65% of students in the identification mathematics focus group in Grades 3-8, with particular attention to the Grades 4-6 cohorts, will improve by at least one achievement level in mathematics.	Continue to use High Impact Instructional Practices in the Math class as appropriate.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.	Teachers will implement three high-impact practices to strengthen students' application and mathematical thinking.Problem-Solving Tasks and Experiences, Teaching about Problem Solving and Teaching about Problem Solving. Learning Cycles- 6-8 week cycles EQAO Data	Identify the focus group using classroom assessment evidence, previous EQAO information (where available), report card data Growth reports (Knowledge Hook) Review evidence with the math resource teacher and classroom teachers after each cycle to adjust instruction and grouping	Math Resource Support Ontario Mathematics Curriculum and High-Impact Instructional Practices in Mathematics resource. Professional learning focused on the three selected high-impact instructional practices Categories of assessment Knowledge Hook Ministry and Board recommended tools

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 May 2027, our school will improve regular student attendance and reduce persistent absenteeism through early identification, consistent monitoring, relationship-based interventions and collaborative support with students and families. Progress will be measured using monthly attendance data, improvements among identified students and student feedback related to engagement and belonging.	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).	Documentation of family communication and student check-ins Identification and monitoring of students with persistent absenteeism Evidence of improvement for students receiving targeted interventions	Monthly review of attendance and lateness data Case conference notes and Student Support Team referrals	Power BI and school attendance reports Administration and school secretary Social worker, psychology staff and other professional support services Clear communication for families explaining attendance expectations, available supports and the importance of regular attendance