St Roch

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, 5% of students within each classroom from grades 1-8 will move up at least one achievement level (e.g. Level 2.5 to 2.9) in Mathematics as evidenced through data gathered in all math strands during learning cycle monitoring.	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.	Use explicit math instruction and small-group guided practice to help students develop their mathematical understanding and problem-solving skills. Model strategies using visual representations, manipulatives, and worked samples.	EQAO results, Report Cards, Monthly math problem posted on an interactive cork board in the hallways per division to be used as a pre-assessment tool, Developing and utilizing learning goals, success criteria and descriptive feedback	Math Resource Team (Coach, Facilitator, Resource) Using a combination of Edwin, Knowledgehook and Math Up.

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
Increasing Indigenous Increasing Indigenous Representation in the curriculum, including staff PD and classroom workshops, to foster a more inclusive educational environment. To make Land Acknowledgements more meaningful for students, grounded in reciprocity.	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.	Utilize Sharepoint resources from the Indigenous Resource Team, co-planning with Resource Teachers, PD on Indigenous history	Improved school climate survey Increased attendance Improved student grades Mental Health Cultural Humility Tool	Curriculum resources: Indigenous-focused lesson plans and teaching materials that integrate Indigenous perspectives across subject areas, including math, language, social studies, and the arts. Land Acknowledgement resources: Guidance and classroom activities that help students connect Land Acknowledgements to reciprocity, environmental stewardship, and meaningful actions. School and board resources: Board equity and Indigenous education initiatives, professional learning communities, and existing policies and resources supporting Indigenous education. Student reflection and

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				assessment tools: Reflection journals, discussion prompts, surveys, and project-based learning activities to assess student understanding and engagement.

Board Improvement and Equity Plan Priority: **Student Engagement and Well-Being**

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Staff will have a Relationship-Based Approach to Student Well-Being and Achievement. All staff will engage in key principles of restorative practices.	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).	Restorative Circles: Provide regular opportunities for students to share their thoughts, feelings, and experiences in a safe, respectful environment to build trust, empathy, and a sense of belonging. Explicit Teaching of Social-Emotional Skills: Teach and model active listening, emotional regulation, empathy, respectful communication, and conflict-resolution skills.	Principal Observation, Toolkit of Staff Responses, Designed De-escalation Plans	Restorative Practice Resources: Restorative circles, affective statements, restorative questions, and collaborative problem-solving strategies to strengthen relationships and address conflict. Staff Collaboration: Regular staff meetings and professional learning communities to share strategies, discuss student needs, and reflect on the effectiveness of restorative approaches. Student Voice and Feedback Tools: Student surveys, check-ins, reflection sheets, and classroom discussions to assess students' sense of belonging, safety, and connection. Community-Building Activities: Morning

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				meetings, classroom circles, team-building exercises, and relationship-building activities that promote trust, inclusion, and mutual respect. School Support Personnel: Collaboration with school counsellors, social workers, administrators, and other student support staff to address social-emotional needs and develop proactive interventions.

Board Improvement and Equity Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

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100% of all grade 7 and 8 students will engage in career exploration opportunities in my blueprint and will be exposed to a learning opportunity in a skilled trade (i.e. guest speakers) 100% of grade 3, 4 and 5 students will work on their digital portfolio "All About Me" collecting and reflecting on information about themselves.	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.	My Blueprint	Community Partnerships	Technology, Guidance, Presentations