St Rose Of Lima

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, 70% of marker students participating in mathematics learning cycles will demonstrate growth from their initial assessment to their end-of-cycle assessment, with at least 60% demonstrating level 3 or above achievement of the identified learning goal.	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.	Establishing learning goals and success criteria: Co-construct clear math learning goals and success criteria; make the learning visible to students. Explicit instruction: Model mathematical thinking and strategies using think-alouds, worked examples, and gradual release. Feedback: Provide timely, descriptive feedback connected to the learning goal and success criteria.	Student observations: Observe students during math activities and discussions to see whether they understand the learning goal and can apply the success criteria. Questioning and discussion: Ask students questions such as, "What are we learning today?", "How do you know you are successful?", and "Can you explain your strategy?" Exit tickets: Have students complete a short math problem or reflection at the end of the lesson to demonstrate their understanding of the learning goal.	TCDSB Math Resource Teacher; Math Facilitator for Grade 3 students (priority school) Knowledgehook; specifically Quick Learning Cycles Collaborative Inquiry/Professional Learning Team Digital Mathematics Tools Facilitate Student Voice and Math confidence surveys

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, 80% of students will show increased participation in and positive attitudes toward daily physical activity, with 70% reporting that it supports their well-being and sense of belonging at school.	WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	Provide 10–20 minutes of DPA/movement opportunities throughout the school day. Incorporate movement breaks and active learning into classroom instruction.	Track participation using a simple weekly class activity tracker Track participation using a simple weekly class activity tracker	TCDSB Health and Physical Education curriculum resources and instructional supports HPE Resource Teacher MHAT Team SMHO Athletic Equipment

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 the Grade 8 year, all Grade 8 students and their families will have increased knowledge and understanding of secondary school pathways, course types, program options, and course selection requirements so that students can make informed, strengths-based decisions about their transition to secondary school and begin developing an Individual Pathways Plan (IPP).	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). Develop awareness in grade 7-10 students of how senior math and science courses increase opportunities for post-secondary pathways.	Pathways Education: Provide lessons on secondary school pathways, course types, program options, and graduation requirements. Collaborative Learning: Facilitate classroom discussions and activities that help students identify their interests, strengths, skills, and future goals. Family Engagement: Host parent/guardian information sessions and share resources about secondary school pathways and course selection requirements.	Exit Tickets: Use short questions after presentations or lessons to check students' understanding of secondary school options and requirements. Student Reflection Checklists: Have students identify their strengths, interests, skills, and future goals before and after pathways lessons. Family Feedback, both formal and informal	Guidance Department MyBluePrint Central Resource Teams