# St Sebastian

# 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 |
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| By June 2027, 15% of students in Grades 1-3 currently achieving a C+ or below in Mathematics will improve by at least one achievement level (e.g., C to C+) between Term 1 and Term 2, as measured through report card data and supported by ongoing assessment and achievement 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. | High-Impact Instructional Practices in Mathematics : Learning Goals, Success Criteria, & Descriptive Feedback<br>Direct Instruction<br>Problem-Solving Tasks and Experiences<br>Teaching about Problem Solving Tools and Representations<br>Math Conversations | Math Leads<br>Math Resource teacher<br>Numeracy/Literacy Coaches | Investment in high-quality instructional resources, including Key Math, Edwin, and MathUp licenses for the primary and junior divisions, with a commitment to expanding access to these evidence-based programs annually.<br>• Reliable and equitable access to technology to support instructional delivery, enhance student engagement, and provide diverse representations, examples, and opportunities for practice and consolidation of mathematical concepts. |

## 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 |
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| By June 2027, teachers will provide students with the tools to build empathetic relationships and problem solve based on Gospel values. | WELL-BEING - Enhance students' sense of belonging and well-being supported through professional learning on Universal Design for Learning (UDL) and Differentiated Instruction (DI) practices and through participation in Mental Health Action Teams.<br><br>WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities. | Daily Mindfulness<br>Collaboration with school social worker and community liaison | Student survey  Safe and Caring Catholic School Climate Survey for grades 6 to 8  Tracking the number of progressive discipline reports  Teacher observation<br>Parent feedback/involvement<br>Tracking the number of guidance and social work referrals<br>Checking in regularly with students | TCDSB Mental Health Tool Kit |