St Theresa Shrine

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, 75% of identified students in the focus group will advance by at least one achievement level in Math (e.g., Level 1 to Level 2, or Level 2 to Level 3), as evidenced through data gathered during short learning cycle monitoring and EQAO assessments.	Continue to use High Impact Instructional Practices in the Math class as appropriate.	We are looking at High Impact Instructional practices, particularly-- Tools and representation	Teacher assessment Knowledgehook SIEP Tracking Form	Ministry Document High Impact Instructional Practices Knowledgehook Edwin MathUP
By June 2027, 80% of identified K–3 marker students performing below grade level will advance by at least one achievement level in early reading (e.g., Level 1 to Level 2, or Level 2 to Level 3), as evidenced by triangulated data gathered through board early reading screening diagnostics, short learning	Continue to use reading screener to identify students who require additional responsive tiered interventions.	High Impact Instructional Practices -literacy Data Driven Instruction	Teacher Assessment Early Reading Screener for tracking SIEP Tracking Form	

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
cycle monitoring, and classroom observations.				

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 classes (Kindergarten to Grade 8) will complete at least two curriculum-integrated inquiry assignments on the Truth and Reconciliation Commission Calls to Action (#62–65), resulting in at least 80% of students demonstrating Indigenous ways of knowing.	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.	Tree of Life Teachings	school climate survey	Indigenous and Equity Department resource Teacher and website Tree of Life Teachings School Librarian Website