

**St Timothy**  
**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 May 2027, Grade 6–8 teachers will run at least 3 Knowledgehook learning cycles annually (one per term) and integrate the tool 3 times per week, leading to at least 70% of students demonstrating growth on Knowledgehook tasks and end-of-unit tests.                      | 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.<br><br>Continue to use High Impact Instructional Practices in the Math class as appropriate. | Direct Instruction<br><br>Flexible small group instruction<br><br>Timely and actionable feedback | Knowledgehook Short Learning Cycles                           | Knowledgehook training sessions during divisional meetings<br><br>Math Manipulatives<br><br>Numeracy Resource Teacher |
| By May 2027, K-2 teachers will consistently implement UFLI instructional routines a minimum of 4 times per week, resulting in at least 70% of students demonstrating growth in targeted decoding and reading skills on easyCBM/UFLI assessments.<br><br>By May 2027, Grade 3-5 | Continue to use reading screener to identify students who require additional responsive tiered interventions.<br><br>Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia)                                                | Flexible small group instruction<br><br>Direct instruction<br><br>Timely and actionable feedback | easyCBM screening tool<br><br>UFLI monitoring tools as needed | Early Reading Facilitator<br><br>Early Years Resource Teacher                                                         |

| 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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| teachers will conduct baseline testing using CORE literacy assessments and implement targeted explicit instruction in multisyllabic decoding and morphology, resulting in at least 75% of Grade 3–5 students demonstrating benchmark mastery or measurable growth on CORE follow-up assessments. | <p>Continue to use CORE Literacy Assessments to identify students who require additional responsive tiered interventions.</p> <p>Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).</p> | <p>Flexible small group instruction</p> <p>Direct instruction</p> <p>Timely and actionable feedback</p> | CORE Literacy Assessments | Literacy Resource Teacher                         |

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                                                           |
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| By May 2027, two primary educators will implement the Sankofa pilot framework to embed diverse, anti-oppressive literature and equity-focused reading strategies into daily literacy blocks, resulting in at least 75% of their students reporting that they see their identities, cultures, and experiences reflected positively in classroom learning, as measured by age-appropriate reflection tools and classroom perception data. | Sustain culturally relevant teaching practices that actively center student voice and choice while building upon individual student strengths, abilities, and lived experiences. | Direct Instruction with Sankofa materials | Teacher created pre and post assessment | Sankofa series and other materials to ensure all students feel they are reflected in the learning materials |

**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 May 2027, K-6 Health educators will explicitly teach and reinforce the use of our school created PAUSE self-regulation strategy resulting in at least 70% of students independently using at least 1 coping strategy and/or tool to manage emotions, as measured by pre and post assessment data. | 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). | Classroom Discussions<br><br>Direct instruction<br><br>Collaborative small groupings | Teacher created pre and post assessment | Zones of Regulation materials<br><br>Mental Health Kits |