All Saints

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 grades 3-8 students in the targeted focus group will move up at least one achievement level (e.g. C+ to B-) in Mathematics, in the Number -Operations (Term 1 - Integers Grades 7 and 8, Addition/Subtraction Grades 3-6 and Term 2 - Fractions Grades 7 and 8, Multiplication/ Division Grades 3-6) as evidenced through data gathered 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.	- Learning Goals, Success Criteria, and Descriptive Feedback - Direct Instruction - Problem-Solving tasks and Experiences - Small group Instruction - Deliberate Practice	Pre-, mid, and post-assessment.	- HIIP Strategies - Math UP - Mathology - Knowledgehook - Edwin - EQAO Diagnostics - Growing Success Document - Use of Minds on/Action/ Consolidation - Math Resource Teacher - TCDSB Math Scope and Sequence
By June 2027, students in Year 2 Kindergarten to Grade 2 will show progression in achievement in sub skills as identified in Foundational Language, outlined in Strand B	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build capacity for the implementation and Universal Design for Learning strategies and resources to support and enhance students who are English	Explicit and systematic instruction (structured literacy) using board approved resources i.e., UFLI, Core Phonics, TCDSB Foundations etc.	EasyCBM Screener and Progress Monitoring.	Early Reading Resources: - UFLI/TCDSB Foundation Cards -Phonics Companion - Early Reading Resources for application and consolidation of foundational skills

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Appendix A, (i.e., phonemic awareness, alphabetic knowledge, phonics, word level reading, vocabulary and fluency). Progress monitoring will be used to track student progress using the easyCBM detailed norms/benchmarks with the goal of moving students from high risk to some risk, and some risk to low risk.	Language Learners (ELL) and/or have Individual Education Plans (IEP).Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).			Human Resources for Early Reading: - Early Reading Leads - Early Reading Facilitator - Classroom Educator - Administration/Leadership

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
Commitment to Indigenous and African Canadian Education To foster a more inclusive educational environment by increasing awareness and school-wide opportunities to share teaching and learning about Indigenous and African Canadian communities through school wide bulletin boards and Equity walks.	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.	- Learning Goals, Success Criteria, and Descriptive Feedback - Direct Instruction	School wide Equity Walks.	- Equity Department - Nurturing Catholic community and Equity resources - Equity Newsletter - School Equity Rep - Culturally relevant resources and learning material for library and classrooms

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
Our school, staff and student leaders will provide students with tools and opportunities to build positive relationships, resilience, respect, and a growth mind set reflective of our gospel values.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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. WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	Differentiated Instruction	School Climate Survey.	- Opening School Assembly - Positive Growth Mindset (Admin.) - Saidat Presentation (K-8) - Leo Barbe Mental Health Assembly- "It Starts Within" (Gr. 4-8) - Mental Health Matters Workshops - TCDSB Pastoral Plan - Anti-Bully Prevention Week - TCDSB Multi-Year Strategic Plan Ontario Catholic School Graduate Expectations