Blessed Trinity

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, 60% of grade 1-8 students in the targeted focus group will move up at least one achievement level (e.g. C+ to B-) in Mathematics as evidenced through data gathered during learning cycle monitoring, report cards and EQAO .	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.	The high impact instructional strategy of small group instruction. Use of problem-solving in math class Tools and representations	Knowledgehook, teacher documentation of small groups Knowledgehook, teacher observation of tasks Classroom visits, Knowledgehook and discussions with teachers	VLE Ministry of Education Mathology / Math UP Edwin Knowledgehook High Impact Instructional Practices in Mathematics MAAP Public access: https://5il.co/2942j
By June 2027, students in Kindergarten (Y2) to Grade 8, will show progression in achievement with Foundational Language skills as outlined in Strand B, Appendix A and B. In Kindergarten (Y2) to Grade 2 educators will use the easyCBM ERS detailed norms/benchmarks, and educators in Grade 3 to Grade 8, will use the Core Learning Assessments.	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 Language Learners (ELL) and/or have Individual Education Plans (IEP).	Explicit systematic instruction (structured literacy) using board-approved resources, i.e., UFLI, Core Literacy, TCDSB Foundations, etc. MTSS support—Tier 1 and Tier 2 Instructional decisions and intervention are supported by data (data-based decision-making, i.e., screening, diagnostics, and progress monitoring) Universal Design for Learning teaching practices	easyCBM universal screener fall/winter/spring Progress monitoring to track students' learning ELFA or Core Learning Assessments - Language formative assessments Observational dialogue from small group intervention	UFLI TCDSB Foundation Cards and ELFA (K-2) K-3 Early Years Portal and Google Drive Resources Folder K-12 Literacy Integration Portal K-8 Core Learning Assessment Resources; Assessing Reading Multiple Measures, Second

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These forms of assessment will enable teachers to target specific student needs, utilize tiered instruction, and progress monitor students to move them out of high and some risk categories, and track student progress for students who are below the 40% on any specific measure to close reading gaps.		Asking for code days per division for unified school alignment and data analysis		Edition.

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 May 2027, teachers will intentionally implement strategies that promote a sense of belonging as a condition for learning to enhance student engagement and foster a safe, inclusive, and caring learning environment.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. ATTENDANCE - Engage parents/caregivers in ways to support their child's well-being through resources (e.g., School Mental Health Ontario's "By Your Side" toolkit).	Promote student voice, inclusion, and participation	Use of classroom visits to monitor whether teachers are implementing practices such as positive relationship-building, cooperative learning, student voice, inclusive instruction, and respectful interactions	Time for staff collaboration, professional dialogue, and sharing effective practices Ministry, board, and school-based resources related to Safe and Caring Schools