Epiphany of Our Lord Catholic Academy

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
Epiphany of Our Lord Catholic Academy is a diverse school community. Through direct instruction, culturally relevant approaches, and high impact instructional practices, we seek to improve achievement in problem solving, thinking and application of math concepts. By May 2027, 80% of level 2 students will demonstrate improved achievement by increasing one achievement level in Mathematics 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.	High Impact Instructional Practices (HIIP) Tools and Representations Math Conversations Small-Group Instruction	Percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom. Triangulated data KnowledgeHook Dashboard MathUP Report Card Data EQAO data – Grades 3, 6 and cohort data Student work	Human Resources: Math Resource teacher Math Facilitator Math Achievement Action Plan https://www.tcdsb.org/internal-math-achievement-action-plan-print Power BI Reports: Elementary Report Card Elementary EQAO High Impact Instructional Practices HIIP - TCDSB

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, 80% of Primary students will improve their Reading, specifically decoding (phonological and phonemic awareness, use of orthographic and morphological knowledge) and fluency.	Continue to use reading screener to identify students who require additional responsive tiered interventions. Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).	High Yield strategies including use of UFLI guides, strategies outlined in the Effective Early Reading Instructional Guide, incorporating learning goals and co-created success criteria into daily practice.	Early Reading Screener data will be used to identify students at risk. Teachers will also use ELFA assessments for diagnostic and formative data collection.	Human Resources: Early Reading Facilitator K-2 Early Years Resource Teacher UFLI resources Sharepoint site Literacy K-8

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 May 2027, Epiphany of Our Lord Catholic Academy will increase Indigenous representation and Black Canadian histories and contributions in the curriculum, including staff PD and classroom workshops, to foster a more inclusive educational environment. Increase staff Anti-Black Racism Awareness/ Literacy.	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.	Grade 6/7 classes will participate in the Beading/Math Initiative, connecting Indigenous beading patterns to symmetry, sequencing, and coding through cross-curricular collaboration with the Math Department. All teachers will be encouraged to create hallway displays featuring students' learning of Black Canadians Achievements during Black History Month. Two teachers will participate in the board's SANKOFA initiative, where they will partner with Equity Resource Teachers to design classroom learning experiences using the SANKOFA series.	Tree of Life Monitoring Tool Improved school climate survey Increased attendance Improved student grades Mental Health Cultural Humility Tool	Indigenous Resource Teachers Equity Resource Teachers Equity Champs Sharepoint site Truth & Reconciliation Commission of Canada: 94 Calls to Action Tree of Life Indigenous Education Framework

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 educators will use at least one condition for learning from the "Hacking School Discipline" resource to engage students and create a safe learning environment by May 2027. This will be measured through safe and caring school surveys.	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.	Continue to enhance student voice and leadership in mental health promotion through supporting the implementation of Mental Health Action Teams (MHAT)in schools (e.g., professional development for MHATmentors in collaboration with Toronto Public Health) and through use of the strategies in the "Hacking School Discipline" resource. Sample hacks include teaching SEL skills, creating alternative spaces for reflection, and celebrating positive behavior, etc.	Safe and Caring School Climate Survey Student incident reporting Progressive Discipline Reports	Mental Health and Well-Being Strategy TCDSB Mental Health Action Plan School Mental Health Ontario School Mental Health Ontario Educator Resource Guide

Board Improvement and Equity Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

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, 100% of all grade 6, 7 & 8 students will engage in career exploration opportunities in My Blueprint and will be exposed to Virtual Learning Experiences (VLE) and in-person experiences in the skilled trades.	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. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	Educators will participation in workshops, excursions, and inviting presenters from various trades including Junior Achievement.	Locally collected "street data" SOAR Course Application Process Exchange of Information Meetings	Creating Pathways to Success Ontario Catholic School Graduate Expectations MyBlueprint