# ***Father Serra***

# ***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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| Mathematics Achievement: By June 2027, 75% of students in Grades 1–8 will demonstrate growth of at least one achievement level in Mathematics (e.g., from C+ to B−), as measured by assessment data collected throughout the school year.<br><br>Mathematical Identity and Self-Awareness: By June 2027, 75% of students in Grades 1–8 will demonstrate increased mathematical self-awareness, confidence, and a positive identity as mathematics learners, as evidenced by comparisons of student survey results.<br><br>Student Engagement and Digital Learning: By June | 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.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.Document student assessment data in the areas of literacy and numeracy when supporting students in school based team meetings to focus planning for next steps. | High Impact Instructional Strategies in Math - teachers will choose one to focus on during each learning cycle<br><br>Utilizing learning goals and success criteria.<br><br>Provide opportunities for teachers to collaborate and share effective digital tools and instructional practices during staff meetings and professional learning sessions. | Online assessment and reporting data demonstrating student progress within a mathematics strand.<br><br>Learning cycles<br><br>Student work samples and learning artifacts collected through digital platforms. | KnowledgeHook<br><br>Report Card Data<br><br>EQAO data – Grades 3, 6 to reflect on past work<br><br>Student work https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/d7fbcc68-2f2b-4ef8-988d-3fb9b42c33cd/high-impact-instruction-math.pdf<br><br>TCDSB Math Resource Rep (Nicole Peckham)<br><br>Edwin Math program |

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| 2027, 75% of students in Grades 1–8 will use at least one digital tool to engage in mathematics learning and demonstrate progress within at least one mathematics strand, as evidenced by data collected through online reporting tools. | | | | |

## 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 June 2027, all students in Kindergarten to Grade 8 will engage in meaningful discussions and learning experiences that promote equity, inclusivity, diversity, and cultural identity celebration. Students will develop an understanding and appreciation of diverse cultures, perspectives, and lived experiences, including Indigenous education, minority groups while exploring ways to challenge discrimination, promote belonging, and implement positive change within their school and community. | 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. | Heritage Celebrations: Engage students in monthly heritage and cultural identity celebrations, supported by weekly announcements that highlight diverse cultures, histories, traditions, and contributions.<br>Indigenous Education and Awareness: Provide all students with meaningful learning opportunities focused on Indigenous histories, cultures, perspectives, and reconciliation, including school-wide participation in Orange Shirt Day.<br>Guest Speakers and Community Partnerships: Invite Indigenous knowledge keepers, Elders, cultural representatives, and other community speakers to share their knowledge, lived experiences, and perspectives, fostering greater cultural awareness, empathy, inclusion, and respect among students.<br>Joe Fornasier - Canadian Blind Hockey Player: Sharing valuable perspectives on diversity, inclusion, and the lived experiences of athletes who are | Student surveys, school climate survey | PD for staff<br>Opportunity to engage in activities and presentations |

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| | | blind or partially sighted. | | |

## Board Improvement and Equity Plan Priority: Student Engagement and Well-Being

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| By June 2027, all students in Kindergarten to Grade 8 will engage in deeper understanding of the Multi-Year Strategic Plan and Year 1 of the new Pastoral Plan- Growing in Knowledge.<br><br>By June 2027, all students in Kindergarten to Grade 8 will engage in ongoing learning about mental health and well-being strategies to help promote student engagement. | ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being.<br><br>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).<br><br>SAFE SCHOOLS - Continue to increase awarenesss of restorative practices by providing professional development to staff on implicit bias, restorative practices and creating physically and emotionally safe learning environments.<br><br>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).<br><br>WELL-BEING - Enhance students' | Mental Health Action Week: school wide activities catered to each division to address student mental health and growth mindset strategies.<br>Pink Shirt Day: All students will engage in an inclusion event about AntiBullying.<br>Staff and students will participate in monthly masses/ liturgies.<br>Students will participate and facilitate virtue of the month assemblies<br>Multicultural Day Initiative: Students will have the opportunity to explore and celebrate the diverse cultures and traditions represented in their school community with a main focus on fostering respect and inclusion.<br>Parent engagement events and community events throughout the year. | Student Climate Surveys - other student surveys | MHAT Symposium<br>Mental Health Resources<br>Multi Year Strategic plan events for staff/PD TCDSB<br>Pastoral Plan: Year 3 Growing In Knowledge with Justice and Hope<br>Guidance Counsellor |

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| | 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.<br><br>WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities. | | | |

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

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| By June 2027, all students in Grade 7 and 8 students will engage in the exploration of my blueprint entry in their online portfolio (all about me, myblueprint)<br><br>By June 2027, teachers in grades 3-6, will be exposed to the 'All About Me' online program via MyBluePrint<br><br>By June 2027, all students in grades 7 and 8 will demonstrate increased fluency in the area of Pathways. Planning and Programming, with a focus on career/life planning programs. Growth in this area will be measured by using feedback in MyBluePrint. | 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.<br><br>Ensure that students in Grades 7-12 are creating Individual Pathways Plans through myBlueprint as they explore careers and plan for their future pathways (secondary and post-secondary).<br><br>Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning.<br><br>Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.<br><br>Continue to engage resources in school communities to help | Student work on MyBlueprint<br>Interest and reflection after Career Day<br>Skills Canada presentation engagement | All About Me<br>Pathways | Guidance support around Pathways and All About Me online portfolio |

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| | students feel an increased sense of belonging at school. | | | |