James Culnan

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, 75% of grade 1-8 students in the target group, who are achieving below provincial standards, will move up at least one achievement level (e.g. C+ to B-) in Mathematics (focused on application and thinking questions) as evidenced through data gathered during learning cycle monitoring, as well as report card data.	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.	Direct Instruction Descriptive Feedback Small Group Instruction Deliberate Practice Math Conversation/Vocabulary/Walls Knowledgehook, MathUp, Edwin	Data collection from learning cycles Data collection from Knowledgehook Growth Reports Report Card and EQAO data Observation checklists and anecdotal notes	Board and Ministry recommended math tools. Knowledgehook MathUp Edwin Mathology Use of math games and journals Resource support (facilitator, math resource teacher, board math lead)
By June 2027, Grade K-2 students in the target group who are achieveing below provincial standards will move up at least one achievement level as evidence through learning cycle data as well as report card data.	Continue to use reading screener to identify students who require additional responsive tiered interventions.	Structured lessons with learning goals and success criteria/descriptive feedback Explicit instruction (phonics, syntax, vocabulary, morphology, spelling, writing) Data-driven instruction Small/flexible group instruction Universal Design for Learning (UDL)/Differentiated Instruction (DI)	Easy CBM (Curriculum Based Measure) universal screening ELFA diagnostics (Early Literacy Formative Assessments) Progress monitoring using appropriate measures per grade level Proficient Reading (Grade 2) Vocabulary (Grade 2) Passge Reading Fluency (Grade 1-2)	Easy CBM UFLI Program TCDSB Foundations Program Literacy Facilitators Literacy 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
		Read alouds and oral language practice	Word Reading Fluency (Grade 1-2) Letter sounds and Phoneme Segmenting (K-1) Teacher anecdotals	

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 June 2027, school will continue to build classroom and school libraries that are culturally relevant to the student population.	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.	Use identity-affirming texts and inclusive materials Facilitate regular classroom circles, read alouds and discussions on equity topics	Sudent reflections and feedback Observation and anecdotal notes Participation tracking	Culturally relevant teaching materials Time for equity-focused professional development Support from Equity Department