Our Lady of Lourdes

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, 100% of Grade 1-8 students in the classroom's 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.	Continue to use High Impact Instructional Practices in the Math class as appropriate.	Consistent incorporation of High Impact Instructional Practices and Board approved resources: Edwin, Knowledgehook, MathUp	Ongoing classroom assessments, which could include data from Knowledgehook	Support form Math Resource Teacher - Nadia Pastore
By June 2026, 50% of K–2 students performing below the 40th percentile on the easyCBM Fall benchmark will achieve at or above the 40th percentile in Grade K-1 phoneme segmenting and Grade 2 passage reading fluency, as measured by monthly easyCBM progress monitoring.	Continue to use reading screener to identify students who require additional responsive tiered interventions.	K-3 - Follow Scope and Sequence in Board Approved Early Reading Resources to teach Strand B - Foundations for Language	Continue to use reading screener to identify students who require additional responsive tiered interventions	Support from Early Reading Facilitator - Sarah Grace

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
All K-8 classes to participate in 2027 TCDSB Mic Drop - Board Wide Public Speaking Contest. The goal is to promote student voice and critical thinking around equity. Students are invited to deliver a speech, slam poetry, or spoken word to express their opinions, thoughts, ideas, and concerns about topics centered on the TCDSB Equity Action Plan, which names Indigenous, Black, and/or 2SLGBTQ+ Communities. Students can also explore equity focused topics of their choice.	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.	Culturally relevant and responsive pedagogy	Student participation	Equity Resource Teachers