Precious Blood

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, 70% of students in Grades 1-8 will move up at least one achievement level (e.g., C+ to B-) in Mathematics- Number Strand as evidenced by comparing a Pre, Mid and Post Diagnostic assessment.	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.	2020 Ontario Math curriculum EQAO math resources TCDSB math department resources - MATHUP, Knowledgehook, Edugains, Edwin	Mathology KnowledgeHook MathUP Report Card Data EQAO data – Grades 3, 6 Student work	- Assistance from Math resource support staff - EQAO data - Knowldegehook assistance - MathUP resources
By June 2027, 70% of students in Grades 3-8 will increase one achievement level in language (e.g., C+ to B-) with a focus on strand B (Foundations of Language).	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).	- Pre, mid, post student screenings to monitor student progress - Tier 1 and Tier 2 interventions	- UFLI - DIBELS - E.L.F.A assessments - CORE Phonics surveys - Corrective reading	

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
Increasing Indigenous representation in the curriculum, including staff PD and classroom workshops, to foster a more inclusive educational environment.	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.	Recognize National Day for Truth and Reconciliation at school assembly. Guest speaker - Jaelyn Jarrett - September 30 Fundraiser to support True North Aid on Orange Shirt Day	In class participation of the Land Acknowledgement and its meaning	Resources and literature that is culturally responsive Indigenous Education Department-Resource Teachers Equity Department Resource Teachers

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 June 2027, 90% of students in Grades 1-8 will be familiar with the T.H.I.N.K acronym and explain how it is used as measured by pre and post assessments.	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. 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.	Explicit instruction: Model think-alouds ("Let's test this message against T.H.I.N.K."), co-create anchor charts and practice with low-stakes scenarios. Routines & prompts: Put the checklist at "decision points" (peer-feedback tasks). Use sentence stems: "This is true because…," "What's necessary here is…	Formative assessment: Quick self/peer checks, exit tickets ("Which letter guided your revision today?"), and behavior reflections after conflicts.	Used consistently, T.H.I.N.K. becomes a shared language for feedback, conflict resolution and online conduct; reducing harm, elevating discourse, and freeing cognitive bandwidth for learning.