Sacred Heart

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, 25% of SHCS students in each Grade 1-8 classroom (achievement < 65%) will move up at least one achievement level (e.g., C+ to B-). For students in JK/SK, they will continue to move towards expectations of 'doing and representing' numeracy concepts in the new curriculum. Both groups will determine success through ongoing monitoring, targeted learning strategies, and a comparison between first and second term report cards.	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.	• Student work – written anecdotal, audio or visual documentation from observations and conversations • Performance tasks and conversations with student to explain their thinking through student metacognition via explicit self-reflection and opportunities	• Report Card Marks Term 2 compared to Term 1 • Results in Math 'key assessments' • Use of Knowledgehook Missions and tasks to monitor	• TCDSB Math Action Plan Scope and Sequence • MOE, High Impact Instructional Practices (HIIP) • Building Thinking Classroom - P. Liljedahl
Literacy- Reading By June 2027, 20% of SHCS students in each JK-8 classroom (achievement < 65%) will	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build capacity for the implementation and Universal	• K to 3 easyCBM Early Reading Screeners and next steps to address the gaps • K-3 Teir 1 intervention strategies and monitoring by	• Results in Literacy assessments easyCBM • Tier 3 instruction beyond classroom ie Empower and Corrective Reading results during	• 2023 MOE, Language Curriculum • Literacy K-8 and Literacy Goals • TCDSB Language

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move up at least one achievement level (e.g., C+ to B-). For students in JK/SK, they will continue to move towards expectations of 'doing and representing' in Reading using the Language Curriculum 2023. Both groups will determine success through ongoing monitoring, targeted learning strategies, and a comparison between the 6 week learning cycles as well as the results between the administration of the Early Reading Screener.	Design for Learning strategies and resources to support and enhance students who are English Language Learners (ELL) and/or have Individual Education Plans (IEP).Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).	teachers in the 6 week learning cycles • Grade 4-8 Use of High Impact UDL strategies and resources to support and enhance students with ELL and IEPs	the learning cycles and Term 1 vs Term 2 • Review student engagement/work – differentiated tasks and assessments evaluated and teachers' written anecdotal, audio or visual documentation from observations and conversations • Performance tasks and conversations with students, for, comprehension, decoding and reading fluency. • Developing student metacognition in reading and writing through explicit self-reflection and opportunities for students to explain the strategies they are using and why. • Report Card Marks Term 2 compared to Term 1	Action Plan • MOE, High Impact Instructional Practices (HIIP) • MOE- A Guide to Effective Literacy Instruction, Grades 4 to 6 • Right to Read OHRC

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, SHCS will work towards all students in JK to 8 seeing themselves reflected in the learning, with a focus on anti-racism and awareness of anti- oppressive teaching practices. Increase Indigenous history and representation in the curriculum. Increase various heritage representation in the curriculum as well as gender and careers ie. Southeast Asian, Spanish, Asian, and African Canadian cultures, reflective of the students in the school. Measured by the Safe and Caring School Survey.	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.	· Consultation with Equity and Indigenous Department Staff · Sankofa Book Series Training for Staff · "Listening to Indigenous Voices 2022 Jesuit Forum for Social Faith and Justice" · TCDSB Monograph of January 2022 BECOMING ANTI-RACIST & ANTI-OPPRESSIVE EDUCATORS	· Consultation with Equity and Indigenous Department Staff · Sankofa Book Series Training for Staff · "Listening to Indigenous Voices 2022 Jesuit Forum for Social Faith and Justice" · TCDSB Monograph of January 2022 BECOMING ANTI-RACIST & ANTI-OPPRESSIVE EDUCATORS	- MOE Revised Social Studies Curriculum · - "Listening to Indigenous Voices 2022 Jesuit Forum for Social Faith and Justice" for staff

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, all SHCS students in JK to 8 will work towards feeling welcomed, included, and safe in their school learning environment. This will be measured through safe and caring school surveys and measured by their level of engagement in classroom activities and school events that build on faith and wellness.	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). 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.	· Staff collaborating with students SMHEAT and lead their participation in the Safe School, Mental Health, Equity Action Team and monthly activities to include all students K-8 initiatives · Number of referrals increasing for students and families seeking support, the number of conferences with support staff, teacher, and administration with School Based Support Team to support students and families · The number of progressive discipline incidents reduced over the year measured term two compared to term one.	· Measured through students' participation and increasing level of engagement in the school activities and events ie. organizing monthly virtue presentations, cultural presentations and pride for their history and family origins	· Educator's Toolkit: Supporting Student Mental Health and the Nurturing our Catholic Community Resources.

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

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By June 2027, SHCS will work towards all students in JK -8 to engage in the exploration of different career pathways via technology, virtual and in person experiences, and presentations. This will be measured by completing a reflective journal entry in their online portfolio (All About Me, 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. Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning. Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	-Collaboration with Guidance Teacher working through, completing with the classes and discussions with staff on All About Me templates for the younger grades Gr. 1-4 and MyBluePrint Gr. 5-8 template.	· The number of transition meetings for neuro divergent population and Grade 8 students and their families in high school meetings to ensure their 'voices' are included. · Journal and myblueprint templates completed by students	· TCDSB Creating Pathways to Success and MOE Pathways Document · TCDSB NCC and Student Achievement Resources, Ontario Catholic School Graduate Expectations