Santa Maria

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
Math: By June 2027, 60 % of the target students to monitor will show improvement and move up at least 1 level (e.g. Level 2 to Level 3) as evidenced by learning cycle and monitoring period data, report card data, and artifacts of learning (observations, conversations, products)	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.	Learning Goals, Success Criteria and Descriptive Feedback -Teachers will work with the Math -Facilitator to enure fidelity to the Mathematics Curriculum is addressed -High-Impact Instructional Practices. -Explicit instruction -Small group instruction -Conferencing when students are working on Knowledgehook -Assistive Technology -Tools and Representations (e.g., manipulatives)	-Learning Cycle data -Short Learning Cycles -Monitoring Period Tracking - Report Card Data -Student artifacts/evidence of learning -Knowledghook data - Edwin Progress Checks, tools within -MathUP - Mathology Learning Cycle data, including Short Learning Cycles, and Monitoring Period Tracking; Report Card Data Student artifacts/evidence of learning Knowledghook data; Edwin Progress Checks, tools within MathUP and Mathology	Ontario Math Curriculum Documents Literacy/Math Coach Math Facilitator Assistive Technology SIEP Code Days Review & Engage in TCDSB Long Range Plan (Scope and Sequence) Board approved resources inlcuding: Edwin, Knowledgehook, Math Up Mathology TVO (Mathify),

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, 60 % of the target students from SK - grade 2 will move up from 'High and Some risk areas' to Low risk. -By June 2027, 60 % of the target students from 3 and 6 will move up a level (e.g. Level 2 to Level 3) on the EQAO and report card	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build capacity for the implementation and Universal 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).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.	UFLI Empower Lexia Small group UDI Differentiated instruction Explicit Instruction	Data from Early Reading Screening Literacy Measures - CORE Literacy Assessments (ie - MAZE, ORF, Vocab, SD Quick), Report Card Data EQAO data	Continue the support of the Literacy Coach and Literacy Resource team SIEP Code Days

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 May 2027, every classroom will implement at least two curriculum-connected learning experiences that centre First Nations, Métis and Inuit voices, histories, contributions and contemporary experiences.	Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	-Use texts and learning materials that are culturally relevant, clearly identifying distinct peoples and perspectives.	-Improved school climate survey -Increased attendance -Improved student grades	-Presentation from a indigenous storyteller -More indigenous media sources accessible to students.

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
-To foster a Christ-centred school community where every student feels safe, valued, connected to Catholic faith, mental health and well-being.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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 - Promote student awareness of available strategies and access to mentally healthy resources to support student well-being (e.g., classroom visits and webinars). WELL-BEING - Enhance students'	-Literacy and Numeracy programs connect learning to real-life issues such as poverty, inequality, sustainability, and resource distribution. -Through data analysis and problem-solving, students explore social justice and Catholic Social Teaching while developing mathematical skills and understanding their responsibility to the common good	-Ontario Catholic Graduate Expectations -Attendance -Restorative practices -School Board Support Learning Team	School Based Support Learning Team -Social and Emotional Instructional strategies

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
	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. 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)

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 May 2027, 100% of students in Grades 6–8 will participate in at least two pathway exploration experiences, including one focused on the skilled trades, and document their strengths, interests and a possible next step in myBlueprint. - Students will reflect on how their gifts connect to the OCSGEs and service to others.	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). Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning.	-Explicitly connect the OCSGEs to learning goals to classroom task. -Use strengths-based conversations and student conferences to determine accessible pathway activities. -visits to high school open houses -Skill trade fairs -Junior Acheivement presentations	-My Blueprint -Report Card data - Anecdotal notes based on Obsevations -Exchange of information to review students' IEP's and learning profiles. -Through transition meetings, provide informtion on best possible opportunities for speciaized school programs and support smooth transition to high school. -Guidance Counsellor presentations and assisting parents with high school applactions and tracking completion rate. -	-Guidance Counsellor -High School Team Visits to Elementary School -Grade 8 visits to high school -Field trips to the trades fair and Junior Achievement