St Alphonsus

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, 9% of targeted students in gr. 4-8, (as indicated in EQAO dot scores 2.7-2.9) will move up at least one achievement level (e.g. Level 2+ to Level 3-) in Math as evidenced through data gathered during learning cycle monitoring, report cards and EQAO. Targeted students will be identified by the classroom teachers at the beginning of the school year.	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.	-Triangulation of Data (conversations, observations, and products) -Collect and compile mid-term data to inform instruction, differentiation, and intervention planning. -Collaborate as a staff to discuss observations and plan targeted strategies to improve numeracy outcomes. -'Student-lead' learning	-MathUP and Edwin assessments -Online tool monitoring (e.g., Knowledgehook, etc.) -Teacher - student conferences	PD in using Edwin & Knowledgehook
By June 2027, 13% of targeted students in gr. K-3, (as indicated in EQAO dot scores 2.7-2.9) will move up at least one achievement level (e.g. Level 2+ to Level 3-) in Language (Decoding) as	Continue to use reading screener to identify students who require additional responsive tiered interventions.Document student assessment data in the areas of literacy and numeracy when supporting students in school	-EasyCBM Progress Monitoring Assessments and Tracking -E.L.F.A. Diagnostic and other diagnostic and formative assessments -Core Literacy: Assessing Reading Multiple Measures & Teaching Reading Sourcebook	-EasyCBM Progress Monitoring Assessments and Tracking -E.L.F.A. Diagnostic and other diagnostic and formative assessments -UFLI / Son-au-graphe, Lexia Intensive Support -SyllaSense Resource (Tier 2)	PD with Literacy department and with Early Reading Facilitators

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
evidenced through data gathered during learning cycle monitoring and report cards. Targeted students will be identified by the classroom teachers at the beginning of the school year.	based team meetings to focus planning for next steps.	Explicit Instruction Small Group Instruction Manipulatives (hands on & technology) Progress Monitoring Son-au-graphe (French UFLI) Apprenti-sons (French)		

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
Increase representation of Indigenous Canadian histories, contributions, and experiences in the curriculum. Integrating the Indigenous Framework into school's Truth and Reconciliation planning. To make Land Acknowledgements more meaningful for students, grounded in reciprocity.	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. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	Review units, texts, resources, and assessments to identify where Indigenous perspectives are present, absent, or treated only through historical or colonial lenses. -Look for opportunities to integrate Indigenous perspectives throughout the year, rather than limiting them to National Day for Truth & Reconciliation or Indigenous History Month. Classrooms will create and display at least 1 hallway display featuring students' learning of Indigenous Canadians histories, contributions and/or experiences. -Provide opportunities for students to demonstrate learning through inquiry, reflection, oral presentation, art, community-based projects	-Documentation of book purchases and circulation in classrooms. -Photographs and reflections of student hallway displays. -Lesson/unit plans incorporating Indigenous Canadian resources. Student work samples (writing, projects, creative pieces).	Indigenous Canadian Curriculum Resources (ETFO). Collaboration with community organizations (e.g., local cultural centres).

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

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
Our Teachers will use at least one Instructional Leadership Strategy to engage students and create a safe learning environment by May 2027. This will be measured through safe and caring school surveys.	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.	Girls At Bat - Jays Care program that aims to remove barriers by creating spaces that empower girls and provide opportunities for leadership (Grades 4-6) -PALS program - playground leaders supporting inclusive play. -St. Alphonsus Calm Collective (student leaders visiting classrooms to promote mindfulness). -Virtue of the month -Bell Let's Talk Week -Falcon Flex (Yoga)	-Surveys -Student engagement -Observations -Progressive Discipline -Resource support from Toronto Public Health for PALS program -Jay's Care Outreach team for support	-Jay's Care Foundation -TCDSB Mental Health Action Plan -School Mental Health Ontario -TCDSB Pastoral Plan -Guidance counsellor and social work -Falcon Flex- Staff led.

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 all grade 6, 7 & 8 students will engage in career exploration opportunities in My Blueprint.	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).	Staff will access grade appropriate resources and teaching tools through the use of myBlueprint.	-Safe and Caring School Climate Surveys. -Presentations offered by guidance counselors -Completion of MyBlueprint	-Guidance Counsellor -Skills Canada guest speaker -Safe & Caring climate survey -MyBlueprint (creating pathways to success) -Transition guides for grade 8 students -Transition guides for parent/guardians