St Andrew

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, students will demonstrate improved achievement in mathematics through increased fluency and automaticity with foundational number sense skills. Educators will implement intentional, evidence-based instruction that builds students' conceptual understanding and procedural fluency in areas such as counting, operations, and fractions, ensuring a strong foundation for future mathematical learning.	Continue to use High Impact Instructional Practices in the Math class as appropriate.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.	HIIS, such as direct instruction, automaticity exercises Exemplars - Ministry of Education, Ontario	Student Voice Survey, and Student Climate Survey Math Attitude Survey EQAO	Money (financial); Time; Resources and manipulatives;
By June 2027, all K–2 students will demonstrate improved achievement in early literacy skills, as measured by growth on Early Reading Screeners (e.g., phonemic	Continue to use reading screener to identify students who require additional responsive tiered interventions.	TCDSB Early Reading Foundational; Resources; Literacy Blocks (support) with SET and ELL teachers;	Right to Read document and screening tools; Teacher observations and anecdotal notes; Report Card marks and	Additional EAs and support staff to manage needs in JK-Gr 2 classes, to ensure consistent and uninterrupted learning blocks; Money;

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awareness, phonics, and decoding). Targeted, evidence-based instruction and regular progress monitoring will support at least 75% of students reaching grade-level benchmarks in foundational reading skills.			achievement data;	Resources, such as decodables, teacher resources; Time

Board Improvement and Equity Plan Priority: **Equity**

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We are learning to recognize and intentionally include diverse student identities, cultures, and lived experiences in classroom resources, visuals, art displays, food experiences (SNP) and library collections so that all students see themselves reflected and valued in our school community.	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.	Religious Education; Teacher directed talks with students; In-school programs for students (Peace-by-Peace, IKH, SNP)	Teacher observations/anecodatal Learning Skills on Growing Success Report Card; Anecdotal observations by teachers and staff improved scores on School Climate Survey; Progressive Discipline platform; Active participation in school PD/programs	EQUITY Newsletter; TCDSB Equity Plan; MYSP; Pastoral Plan

Board Improvement and Equity Plan Priority: **Student Engagement and Well-Being**

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Improvement in student self-regulation, social skills, and conflict resolution, which will show in improved results as measured on the Safe and Caring School Climate Survey.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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).	Implement Social-Emotional Learning (SEL) and Faith-Based Practices Integrate social-emotional learning and Catholic faith-based practices into daily classroom routines to support students' mental health, emotional regulation, resilience, and sense of belonging. Provide opportunities for prayer, reflection, mindfulness, and classroom community circles to strengthen relationships, encourage empathy, and promote a positive, inclusive learning environment where all students feel safe, valued, and supported. Use a Tiered Approach to Student Support and Engagement Use ongoing student voice, observation, and well-being check-ins to identify students' strengths, needs, and barriers to learning. Implement universal strategies for all students, targeted small-group interventions for students requiring additional	Learning Skills on Report Cards; Monitor student engagement, attendance, and well-being indicators to guide responsive interventions and ensure students have equitable access to the supports they need to thrive academically, socially, emotionally, and spiritually.	Support from: Guidance teacher, Social Worker, Psychology Dept.; Support from Student Leadership Teacher Lead at the school; Mental Health Tool Kit TPH Nurse

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		support, and individualized supports in collaboration with families and school-based mental health professionals when needed.		

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

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Students in Grades 7-8 will familiarize themselves with the myBlueprint platform and explore different career paths.	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). Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	Support by the Guidance Teacher; Support from the classroom Teacher;	myBlueprint, online portfolio; All About Me profile; Student and teacher anecdotal comments	A guidance teacher to be assigned to the school