St Augustine

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, 65% of grade 1-8 students in the targeted focus group will move up at least one achievement level (e.g. C+ to B-) in Mathematics as evidenced through data gathered during learning cycle monitoring.	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, & Descriptive Feedback Direct Instruction & Small-Group Instruction Tools and Representations & Math Conversations	Percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom. Percentage of students achieving a level 3 or 4 on classroom summative assessment tasks related to the learning cycle. Percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom. Percentage of all students accessing grade level curriculum, excluding students with modifications in math.	Math Resource teacher: Annelyse De Marco & Numeracy Coach: Mirella De Vellis Digital Resources: Elementary Math Portal Page: TCDSB Grade 1-8 Long Range Plans MathUP Edwin Knowledgehook Elementary Math Resources Poster

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			Percentage of students achieving a level 3 or 4 on classroom summative assessment tasks related to the learning cycle.	
By June 2027, 70% of below benchmark/some risk (3 out of 4 students on the move) in Kindergarten will improve in letter sounds and phoneme segmenting as per data on Early Reading Screeners.	Continue to use reading screener to identify students who require additional responsive tiered interventions.	Co-Teaching & Co-Planning: Collaborate with colleagues and Early Reading Facilitator to plan and deliver instruction (Foundation of Language and UFLI) including targeted small group support.	Data-Informed Instruction: Use data from Early Reading Screeners (e.g., easyCBM), formative assessments (e.g., ELFA), and progress monitoring tools to guide interventions and instructional decisions.	Early Reading Facilitator to support knowledge and use of recommended literacy resources such as UFLI, Phonics Companion, TCDSB Foundations of Language (K–2), and decodable texts

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
1. Increasing Indigenous Increasing Indigenous representation in the curriculum, including staff PD and classroom workshops, to foster a more inclusive educational environment. 2.Integrating the Indigenous Framework into school's Truth and Reconciliation planning. 3.To make Land Acknowledgements more meaningful for students, grounded in reciprocity. 4.Improve Mental Health and Well being for Black Students	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.	Collaborate with Indigenous Resource Teachers and Lead to ensure Indigenous content is integrated across various subjects. Grade 5/6/7 classes will participate in the Beading/Math Initiative, connecting Indigenous beading patterns to symmetry, sequencing, and coding through cross-curricular collaboration with the Math Department. Co-planning with Indigenous Resource teachers to co-create and co-teach content. Grade 7/8 students will engage in the Truth and Reconciliation board game, paired with sharing circles led by an Indigenous Consultant, connecting directly to Grade 8 History curriculum on the Indian Act and its legacy. School wide commitment to reducing the use of derogatory slurs such as the N word (use of n-word protocol, End to the N, and stigmatising doc as a starting	Tree of Life Monitoring Tool Tree of Life Monitoring Tool Increase achievement and sense of belonging and joy for Black-identifying students Decrease number of suspensions, threat assessments, and incidents of worrisome behaviours	TCDSB Equity Action Plan Indigenous Resource Teachers Tree of Life Monitoring Tool: Cultural Liaison Request Form Guest Speaker Request Form ReconciliAction Learning Fund NAC and NBE Funding Request Form

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
		point) Using classroom circles as standard practice for building community, fostering empathy, and respectful listening		

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
1.Our Teachers will use at least one condition for learning to engage students and create a safe learning environment by May 2027. This will be measured through safe and caring school surveys. 2.By May 2027, students of concern will show an improvement in their learning skills and attendance as evidenced by their report card data (Progress, Term 1, and Term 2). 3.By May 2027, there will be an increase in student and parent engagement by offering a variety of learning opportunities, parent events, extracurricular opportunities and social justice initiatives. 4.By May 2027, staff and students will participate in	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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).	Educator Tool Kit - Strategies, videos, links, posters, activities, announcements etc. to support staff and students' mental health and well-being. Into Kids Health Action Plan to include Cooking Club, Sports Clubs, Family Fitness Nights, & Staff Well-Being Daily spiritual, reflection and meditation to prepare students for afternoon academics	Increased student voice and leadership experiences Ongoing monitoring of students through SBSLT, social work and/or guidance referrals, and case conferences Increased number of students involved in extracurricular activities such as clubs, sports teams, food bank etc Safe and Caring Catholic School Climate Survey (Grade 6 and 8) Report Card Data (Learning Skills, specifically Initiative, Self-Regulation, and Collaboration) Increased parent engagement through CSPC presentations and school events.	TCDSB Special Education Action Plan TCDSB Mental Health Action Plan School Mental Health Ontario School Mental Health Ontario Educator Resource Guide Mental Health and Well-Being Strategy Ontario Catholic School Graduate Expectations

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Daily Catholic Meditation Time in order to support mental health and deepen our relationship with God				

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
1. By May 2027, 100% of all grade 6, 7 & 8 students will engage in career exploration opportunities in My Blueprint and will be exposed to a learning opportunity in the skilled trades (i.e. guest speaker, career fair, visits, spark path cards) 2. By May 2027, students will engage in the exploration of different career pathways using All About Me (Grades 3- 6) and myBlueprint (Grades 7 and 8) 3. By May 2027, students will be provided with various opportunities to learn more about the Ontario Catholic School Graduate Expectations and leadership opportunities.	Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	MyBlueprint and All About Me portfolios and providing various presentations to help students explore career experiences (e.g. Junior Achievement) Provide students with leadership opportunities throughout the school (e.g. student council, student jobs) Promoting OCSGEs through school newsletters, social media, and presentations	All About Me and My Blueprint Safe and Caring School Climate Survey (Grades 6 & 8)	MyBlueprint and All About Me access Guidance teacher Transition Guide for Parents After 8 Transition Guide After 8 Student Transition Guide for ELL OCSGE Safe and Caring School Climate survey (Grade 6 and 8) Guidance newsletter - monthly Creating Pathways to Success Ontario Catholic School Graduate Expectations