St Barbara

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, at least 70% of students in Grades 1–8 identified as requiring support in mathematics will demonstrate measurable growth in mathematical problem solving from their beginning-of-year baseline, as evidenced by common pre-, mid-, and post-assessments, classroom-based assessments, student work, and teacher observations. Assessment data will be reviewed regularly to identify student needs, adjust instruction and interventions, and monitor progress toward grade-level mathematics expectations .	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.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.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.	Direct instruction and Teaching about problem soloving	Documented teacher's observation (anecdotal notes, diagnostics, photos, etc.) in addition to pre- and post-assessment results .	Board approved resources including: Mathology Kits- Grades 1 and 2 Mathology Little Books Grades K-3 Math Up- Grades 3-8 Zorbits: Grades 1-2 Knowledgehook Grades 1-8 Edwin-Grades 1-8 Gizmo (Explorelearning)
By June 2027, at least 70% of students from ELP to Grade 2 identified as requiring support in	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build capacity for the	Establish beginning-of-year reading baselines using board/school-approved screening for ELP–Grade 2 to identify	K – Grade 2: Beginning-, middle-, and end-of-year early reading screening data, diagnostic and classroom-based assessments,	Lunch-and-Learn and PDs with Early Reading Facilitator and well as continued access to

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foundational reading will demonstrate growth in decoding skills from their beginning-of-year baseline, as measured through board/school-approved early reading screening and classroom-based assessments administered at the beginning, middle, and end of the school year. Also, By June 2027, at least 70% of students in Grades 3–8 identified as requiring support in reading will demonstrate measurable growth in reading comprehension and fluency from their beginning-of-year baseline, as measured through board/school-approved reading assessments, classroom-based assessments, and ongoing student learning evidence. Assessment data will be reviewed at regular intervals to identify student needs, adjust instruction and intervention, and monitor progress toward grade-level reading expectations.	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).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.	students needing foundational reading and decoding support. Implement consistent, systematic, explicit instruction using board-approved resources, including UFLI, TCDSB Foundations of Language Program, and Phonics Companion. In Grades 3–8, assess reading baselines to identify needs in comprehension and fluency, strengthen Tier 1 instruction in comprehension strategies, vocabulary, fluency, and application across increasingly complex texts, and provide targeted Tier 2 small-group support. Monitor progress through formative, mid-year, and end-of-year assessments and regular grade-team/PLT data reviews. Use evidence to adjust instruction, groupings, and interventions, while supporting students in setting and monitoring their reading goals. Implement Tier 1 Systematic and Explicit instruction using board approved resources (UFLI, TCDSB Foundations of Language Program, Phonics Companion); and Tier 2 Small group instruction	UFLI/progress-monitoring data, and student work samples will be collected to establish baselines and monitor growth in decoding. Grades 3 – 8: Beginning-, middle-, and end-of-year reading assessment data, classroom-based assessments, student work samples, and progress-monitoring data will be used to establish baselines and monitor growth in reading comprehension and fluency. Student progress will be reviewed regularly through grade-team/PLT data conversations. Assessment evidence will inform instructional planning, student groupings, Tier 1 instruction, and targeted Tier 2 intervention. Collect student work samples at least 2 times in each term to demonstrate application of phonic context and Monitor progress using UFLI, easyCBM progress monitoring tools	TCDSB Share Drive Early. Collaborative data conversations with the Early Reading Facilitator and/or TCDSB literacy staff focused on Grades 3–8 reading comprehension, fluency, vocabulary, assessment, and responsive instruction Reading Resources

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, 100% of students will engage in learning opportunities that develop their understanding of racism, anti-racism, bias, microaggressions, and inclusion, with opportunities to apply their learning through classroom or school-based actions. At least two intentional learning experiences will be implemented throughout the year, and student learning, reflection, and perceptions of belonging and inclusion will be monitored through student reflections, classroom evidence, and school climate data.	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.	Use an Act–Plan–Observe–Reflect cycle to deepen anti-racist and inclusive practices across the school community. Implement at least two intentional classroom and/or whole-school learning experiences focused on anti-racism, bias, microaggressions, inclusion, and belonging. Provide staff professional learning and collaboratively select age-appropriate, culturally responsive, and TCDSB-approved resources. Collect evidence of student engagement, learning, voice, and classroom/school climate, and provide structured opportunities for students and staff to reflect on learning, identify changes in understanding or practice, and determine next steps.	Documentation of learning experiences, student work and reflection samples, classroom observations, staff professional learning/reflections, and student voice/school climate data related to belonging, inclusion, and safety. Review evidence throughout the year to identify changes in student understanding and staff practice and use findings to determine next steps for strengthening anti-racist and inclusive practices.	Support from the TCDSB Indigenous Education, Equity and Community Relations Department, Equity Resource Teacher/Equity Superintendent, and approved community partners. Continued access to TCDSB equity and anti-racism resources, including resources addressing anti-Black racism, implicit bias, inclusive language, culturally responsive and relevant pedagogy, and restorative practices. Use of The Racial Healing Handbook and other board-approved resources to support staff reflection, professional learning, and classroom implementation.