St Cecilia

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 2027,70% of Grade 3-8 students in the targeted monitoring 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.	High-Impact Instructional Practices in Mathematics : Direct Instruction Teaching about Problem Solving Tools and Representations Math Conversations Small-Group Instruction Using school math data to set upcoming goals for local School Improvement and Equity Plans Track usage of responsive mathematics tools (e.g.; Knowledgehook) to support effective mathematics curriculum implementation Provide special education teachers training on evidence-based math tools.	Percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom. Percentage of students reporting increased confidence in math when surveyed Percentage of students achieving a level 3 or 4 on classroom summative assessment tasks related to the learning cycle.	Math Leads Math Resource teachers Numeracy/Literacy Coaches Human Resources: https://tcdsbcec.sharepoint.com/sites/MathematicsCurriculumInnovation

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
LITERACY: By June 2027, 80% of Grade K-2 students in the targeted monitoring group, will meet benchmark in Literacy as evidenced through data gathered during learning cycle monitoring, with only 20% requiring Tier 1 and 2 supports	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).	Which strategy/tool will teachers use? Direct Instruction Small Group Instruction Scaffolding/Sequencing of sounds/words Repeated instruction Continue to use reading screeners to identify students who require additional responsive tiered interventions(e.g. Corrective Reading, Empower) Continue Facilitator led interventions with Tier 1 and 2 reading strategies at the classroom level Document student assessment data in the areas of literacy through school-based team meetings to focus planning for next steps.	Evidence and Monitoring Tools: Percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of strategies/ practices in the classroom Percentage of students achieving a level 3 or 4 on classroom reading screeners and assessment tasks related to the learning cycle.	Human Resources: Literacy Leads Literacy Resource teachers Numeracy/Literacy Coaches Board Recommended Resources: https://docs.google.com/presentation/d/1M1zN4q7UUgdiaLQ-oASXoTwynT3IJEFLcu8FqNseazQ/pres Acadience (French Screeners) UFLI Son-au-graphe (French equivalent to UFLI)

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
Increasing Indigenous representation in the curriculum, including staff PD and classroom workshops, to foster a more inclusive educational environment. To make Land Acknowledgements more meaningful for students, grounded in reciprocity. 3. Increase Staff Anti-Black Racism Awareness/ Literacy. 4. Increase representation of Black Canadian histories, contributions, and experiences in the curriculum.	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.	Culturally Responsive and Relevant Pedagogy (CRRP) Teachers will intentionally integrate authentic Indigenous and Black Canadian histories, voices, perspectives, contributions and contemporary experiences across the curriculum throughout the school year, using TCDSB/Board-approved resources. Staff will review classroom texts, resources, displays and learning tasks to ensure students see diverse identities and perspectives meaningfully represented beyond commemorative months or isolated activities. Staff will be supported with resources, professional learning, and strategies to ensure these strands are woven intentionally into curriculum, school culture, and classroom practice, strengthening our collective understanding and commitment to equity.	Evidence and Monitoring Tools: Tree of Life Monitoring Tool Improved school climate survey Increased attendance Improved student grades Mental Health Cultural Humility Tool	Elder/Knowledge Keeper Request Form Access here Cultural Liaison Request Form Access here Guest Speaker Request Form Access here ReconciliAction Learning Fund Access here Indigenous Resource Teachers Sharepoint site Truth & Reconciliation Commission of Canada: 94 Calls to Action Student Resource: Spirit Bear's Guide to the TRC of Canada Calls to Action Education for Reconciliation (Calls to Action 62 to 65) TCDSB's Land Acknowledgement Reciprocity and the Land Tree of Life Indigenous Education Framework ANTI BLACK RACISM RESOURCES:

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
				Human Resources: Equity resource teachers Equity Champs Community relations officer Sharepoint site TCDSB Equity Roadmap: Aligning SIEP Goals, Action and Outcomes