St Cyril

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, 75% of students on the move in Grades 1-8 (4 per class) will move up at least one achievement level (e.g. C+ to B-) in Mathematics as evidenced through analyzing data from Professional Learning Cycles.	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.	• Learning Goals, Success Criteria and Descriptive Feedback • Small Group Instruction	Percentage of students demonstrating progress as measured by ongoing professional learning cycles following teacher implementation of high-impact practices in the classroom.	• Math resource teacher • MathUP • Mathologie • Knowledgehook • Edwin

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
Creating more meaningful dialogue with staff around implementing timely and authentic resources into their programming that celebrates equity and inclusion, specifically for African Culture, Ingenious Culture, the LGBTQ2S+ Community, etc. A focus will also be on Korean culture, as we have many students with a Korean cultural background at St. Cyril.	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.	Teachers promote cooperative learning strategies in class that emphasize peer collaboration. Teachers make their classroom flexible, where everyone is empowered. Teachers make students aware that mistakes are part of learning so that they feel comfortable making mistakes and learning from them. Have an equity and inclusion committee in the school (led by the Principal + staff members + students + parents/guardians) that sets the priorities and directions about equity and inclusion in the school.	- Reduced number of suspensions. - Increased number of staff including equity goals on their ALP. - Monitoring of Progressive Discipline reports submitted by teachers. - Safe and caring school survey. - Teacher observation of relationships amongst students.	Invite community leaders from the minority (African descent, Indigenous, LGBTQ2S+) to present at the school. Invite an African artist/group to perform at the school. Utilizing resources from monthly equity email updates. Utilizing and incorporating the TCDSB Pastoral Plan. Creating a diverse Student Council that represents the entire school. Inviting parents/guardians of the community to lead cultural discussions with various classes. Organizing African Authors/Musicians to entertain and sophisticate our students.