St Denis

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
Our school goal, based on a variety of assessments and data (i.e. EQAO-IRR, CAT4, In-class assessments and evaluations) is to move focus students in Math to provincial standard or higher by June 2025. The high yield strategies used to move focus students will also help all students in their academic achievement. Using online diagnostic and support tools, student work, in class and standardized assessments and evaluations, we will track student understanding and use of effective strategies. This will allow us to assess the achievement of students in	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.	- Monitoring students using sources of evidence including online assessment tools, performance tasks, assignments, test scores, videos, journals, and projects. - Knowledge and understanding of evidence based high yield instructional strategies such as cross strand instruction, descriptive feedback, reciprocal teaching, and spaced and mass practice. - Employment of best practice frameworks such as strategy walls and use of tools and models such as math manipulatives. - Focus on small group instruction - Provide students with timely and relevant feedback - Classroom teachers co-constructing success criteria with students - Three Part Math Lesson: Minds On, Action, Consolidate - Mathology K: mathology.ca -	Student work - Report Cards - Edwin K-3 - Knowledgehook Grade 3-8 - MathUP assessment tools - Mathology assessment tools	2020 Elementary Math Curriculum (K-12) Expectations High Impact Instructional Practices – Mathematics Math Resource Teacher Numeracy K-8 (TCDSB) PD opportunities

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
relation to our urgent critical need.		Mathology 1-2 - MathUP Grade 3-8k, 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
By June 2026, our elementary school commits to creating a more supportive and inclusive environment for students with autism by implementing targeted initiatives, including mandatory staff professional development on evidence-based support strategies, adaptation of curriculum using visual aids, establishment of a peer-mentor program for supported social interaction, and the creation of a designated sensory 'calm-down' space. These actions aim to increase staff capacity, enhance student engagement and independence, and foster a school culture that champions neurodiversity and equitable learning access. Progress will be measured by tracking	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.	The support for students with autism relies on a comprehensive application of evidence-based learning strategies focusing on structured, individualized instruction. Key among these are Applied Behavior Analysis (ABA) principles, which encompass methods like Discrete Trial Training (DTT) and the use of Social Narratives to build skills and teach social expectations. Curriculum is made accessible through Visual Supports, which leverage students' visual strengths to clarify schedules, tasks, and communication. Social growth is intentionally facilitated via Structured Social Instruction, specifically the Peer-Mediated Intervention of a peer-mentor program. Finally, Self-Regulation Strategies are promoted through a dedicated sensory 'calm-down' space, offering students a consistent environment to manage overstimulation and maintain readiness for learning.	The monitoring tools to support the evidence-based learning strategies will rely on the goal's specified metrics: Student Engagement Tracking, Staff Feedback Surveys, and Family Feedback. Specifically, staff will use logs and checklists to quantitatively measure the success of the Structured Social Instruction and Self-Regulation strategies by tracking student participation rates in the peer-mentor program and the frequency of use of the sensory 'calm-down' space. This data will be complemented by staff surveys to assess confidence and fidelity in applying specialized strategies like Visual Supports and ABA principles, and family questionnaires to provide qualitative insight into the child's overall wellbeing and sense of belonging, ensuring the strategies are effectively translating into equitable outcomes.	Achieving this goal requires dedicated resources in three main categories: Personnel, Materials, and Time/Budget. Key personnel resources include designated Special Education or Autism Support staff to lead training and coach colleagues, as well as dedicated time allocated for teachers and Educational Assistants to collaborate on curriculum adaptation and program management. Material resources are essential for creating the supportive environment, specifically a budget for purchasing and outfitting the sensory 'calm-down' space (e.g., specialized seating, lighting, sensory tools) and funds for printing and laminating high-quality visual supports. Finally, the most

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student participation in the peer program and sensory space usage, alongside collecting both staff and family feedback on competence, belonging, and well-being.				critical resource is protected time for mandatory, ongoing staff professional development sessions and scheduled time slots for the peermentor program to operate effectively.