2026-2027 St. Dorothy CES School Improvement and Equity Plan

Board Improvement and Equity Plan Priority: Achievement of Learning Outcomes in Core Academic Areas

All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life. Instructional strategies, in all subject areas and/or curricula, consider all learning styles and needs, and allow students to reach their full potential in recognizing their God-given gifts.

School Growth Goal	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
Numeracy: By May 2027 , 80% of our target group of students in Grade 3-8 will move up at least one achievement level in Mathematics as evidenced through learning cycle monitoring and final term report cards. 80% of students in the target group receiving withdrawal support will move within a level to show growth in Mathematics. Knowledgehook will be used by all 3-8 for pre and post	***Evidence and Monitoring Tools*** *Learning Cycles* **HIIP Strategies implemented:** Responsive Assessment Thinking Classrooms High Yield Strategies Problem Solving Tasks & Experiences Learning Goals and Success Criteria *Common language/practice:* *Assessment for, as, of learning*	2020 Ontario Elementary Mathematics Curriculum (K-12) 2023 Ontario Elementary Language Curriculum (K-12) Building Thinking Classrooms in Mathematics (Peter Liljedahl) Math UP Edwin Knowledgehook

assessments to measure growth. K-2 will continue to focus on implementing HIIP and common language. Data will be qualitative and not officially tracked. **Literacy:** By May 2027, 60% of K(Year 2)- Grade 2 students in the target group (5 students) will decode 95% of the total number of words in a given grade level passage (from Lexia Core 5). The target group in K (Year 2) will decode 95% of the Early Emergent words in the Word Level Reading Assessment and the Pseudo Words Reading Assessment in E.L.F.A. Gr. 3-8 students will focus on improving comprehension/decoding of texts with the use of the CORE literacy resource, activating prior knowledge,	Early Literacy Screener (EasyCBM)-assessments administered in fall/winter/spring ELFA assessments Tier 1 explicit teaching (phonemic, phonological and decoding) to all students allowing all students access to literacy (whole and small group instruction) Co-planning and teaching with Early Learning Facilitator Classroom environment to support Literacy through strategic use of TCDSB Literacy posters to reinforce lessons. ELFA EasyCBM Observations/anecdotal evidence during explicit Small group instruction with target group Heggerty language lessons and UFLI (teaching tools)	• TCDSB Early Literacy materials • Decodable passages/texts • Supplement resources, such as Phonics Companion, Heggerty, UFLI

confirming predictions and asking questions. Data will be shared throughout professional development sessions throughout the year to initiate dialogue around best practices, closing gaps, and determining next steps throughout the grades/divisions. Educators will use the CORE data sheet/MAZE to offer feedback.		

Board Improvement and Equity Plan Priority: Human Rights and Equity

School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
Engage students in Equity discussions through a monthly Equity Bulletin Board designed by the Equity Health Team (Gr. 7-8: extra-curricular	Continue to engage Staff in Equity PD through monthly staff meetings (highlight relevant issues found in Equity newsletter) Equity PD through TCDSB Equity Department	Picture Books, Equity Speakers/Presenters/Programs (funds to book) PD opportunities Boys of Excellence (Trust 15) Leading Out Loud Squad

opportunity) and 1 Classroom. This will amplify student voice by allowing students to discuss issues of equity and share it with the school community. The Equity Health Team will visit each classroom once throughout the year where they will read a picture book or short story connected to cultural diversity/equity and create a bulletin board based on monthly themes or holidays. Opportunity for student voice and student-lead school initiatives. Librarian Technician facilitating an Equity/ Indigenous Reading Circle with the Grade K-6 Classes. Librarian Technician will present Equity related pictures books to staff at the beginning of every staff meeting, starting in November.		

Board Improvement and Equity Plan Priority: Mental Health, Well-Being, and Engagement (Faith and Wellness)

School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
St. Dorothy's CES will be partnering with TPH our TMU Nursing Students via the Into Kids Health program to empower our school community to support the healthy growth and development of our students by promoting nutrition, physical activity, infectious disease prevention, substance use prevention and mental health and well-being and social-emotional learning. Additionally, all students will engage in daily mindfulness (whole school 5 minutes daily) to build acumen in the area of	• Ongoing opportunities for SEL Curriculum enrichment via mindfulness workshops/SEL learning/TCDSB Mental Health Dept. Resources/ • Focus on environmental stewardship as it relates to our Pastoral Plan and OCSGE • Gr. 8 student leaders will offer educational weekly workshops to students grades K-2 • Mindfulness embedded practices within the classroom (daily) • Student assemblies regarding student comportment • Wellness workshops • MOOD Lesson once a week • Journaling following mindfulness once a week	• School Mental Health Ontario • Student Mental Health Action Kit • TCDSB Pastoral Plan: Walking with Christ • Monograph #5: Well-Being from a Catholic Perspective Institute for Catholic Education: Ontario Catholic School Graduate Expectations • Material resources from the TCDSB Mental Health Department • *Faith & Wellness: A Daily Mental Health Practices Guide* • Computer and projector to project MOOD lessons • Mental Health journals for the whole school

SEL. As a link to our literacy goal, our school librarian will be utilizing mindful/wellness based books and literature to build students up in their SEL capacities. **Concerted effort to practice school-wide SEL and Mindfulness practices: All community members will partake in daily mindfulness moments that promote social emotional well-being.** ***St. Doroty's Stakeholders will be privy to various workshops/presentations/learning opportunities that promote our Catholic Graduate Expectations and SEL.***	**Which Monitoring Tool will be used to support this Learning Strategy?*** ● Establish baseline data on student engagement and well-being by completing a school-wide pre- and post-survey using a 5 point Likert scale ● Implement daily mindfulness-based routines in classrooms including using MOOD Lessons weekly at https://www.mood.org/ ● Support consistent implementation across classrooms ● Monitor impact on student behaviour and engagement by collecting ongoing teacher observation data, tracking transitions, behavioural incidents, and on-task behaviour ● Gather post-intervention student feedback with the same 5-point Likert scale ● Evaluate effectiveness and summarize finding by comparing pre- and post-intervention data, analyze trends in engagement and self-regulation ● Summarize findings and recommendations for school use ***Evidence and Monitoring Tools***	

	School participation in daily SEL practices *Anecdotal feedback from stakeholders* *Data from Kids Coaching Wellness Research project*	

Board Improvement and Equity Plan Priority: Pathways and Transitions (Ontario Catholic School Graduate Expectations in Action)

School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
By June 2027, all students in Gr. 7 -8 will engage in the exploration of different career pathways via technology and virtual experiences and complete a reflective journal entry in their online portfolio (All About Me, myBlueprint). All classes will engage students in the monthly Catholic Graduate Expectation in different ways (ex. student led	***Evidence and Monitoring Tools*** Grade 8 participation in *My Blueprint* and *Transition Survey* Intentional workshops and instructional practices oriented towards SEL/acquisition of OCSGE Student use of *All About Me* Co-facilitation with TCDSB Guidance Counsellors Consultation with neighbouring secondary schools L&D with St. Dorothy's SIEP team on cross-curricular use of the CGE and student engagement	All About Me myBlueprint Junior Achievement Skills Trade Ontario Humber College Guest Speakers Community Partners (library, local community centre, college) Trust 15 leaders

presentations, conversations, drama, OCSGE Elementary Google Slides). **<u>Schoolwide Goal</u>** OCSGE monthly certificates awarded to students in K-8 demonstrating specific qualities. Graduation Awards connected to OCSGE. Visible signs of OSCGE (student created) within the school for students to gain better understanding of the guiding principles.		