# St Elizabeth

# 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 |
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| 60% of students currently achieving below provincial standard in Numeracy will demonstrate growth by at least one achievement level as measured by learning cycles by June 2027. | 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. | In Mathematics: Using the High Impact Instructional Practices (HIIP)<br><br>Problem Solving and Experiences: provides opportunities for students to reason, communicate, represent, and connect, as well as to justify their thinking<br><br>Learning Goal, Success Criteria and Descriptive Feedback: Posting Learning Goals and the co-created Success Criteria for the students increased student engagement in math and help to bring target students into Level 3 range.<br>Descriptive Feedback will continue to be used as ongoing dialogue for students and staff to assist in filling in the learning gaps, etc. | Explicit use of "Knowledgehook" to track student learning and determine follow-up assistance for students that did not meet provincial standard in those short learning cycles.<br><br>Student tracking form (both Term 1 and 2 learning cycles) | - Assistance from Area 1/2 Math Resource Teacher<br>- Participation in Area 2 Math Hubs hosted by Math resource/department focusing on grade 3 and 6<br>- Links to resources, ideas, articles |

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| 60% of students currently achieving below provincial standard in Literacy will demonstrate growth by at least one achievement level as measured by learning cycles by June 2027. | 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). | Explicit use of UFLI/Corrective Reading (work as a predictable, step-by-step routine that combine seeing, hearing, saying, and writing letter-sounds so reading becomes automatic muscle memory)<br><br>Consistent use of reviewing strategies such as increasing fluency (i.e.: use of repetition, listening centres read along, chunking, etc.); building on comprehension (i.e.: variety of reading options, direct instruction of new vocabulary, previewing the text, etc.); before, during and after reading comprehension reviews. | 1. Student tracking form (both Term 1 and 2 learning cycles)<br>2. Descriptive Feedback: both students and teachers saw the benefit of talks before, during and after lessons/units. Use of benchmark assessments for diagnostics and check-in assessments to gauge where students are learning and determine next steps.<br><br>3. Learning Goal and Success Criteria: Posting Learning Goals and the co-created Success Criteria for the students increased student engagement in literacy and help to bring target students into Level 3+<br><br>4. Direct Instruction: always beneficial for all students as a Tier 1 approach. Gives the teacher an opportunity to review past learning and inform students exactly what this lesson is focusing on to build knowledge. | - Local teacher Literacy Leads<br>- Literacy Resource teachers (Kathleen Keenan - Area 1/2) - Literacy Coach (Vanessa Stergiou)<br>- Links to resources, ideas, articles |

## Board Improvement and Equity Plan Priority: **Equity**

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| Foster an inclusive educational environment by increasing Indigenous representation across the curriculum. We will achieve this by delivering targeted professional development for all instructional staff, increase classroom workshops, resulting in culturally responsive unit designs and increased student engagement with Indigenous perspectives across all grade levels. | 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. | Integrating the Indigenous Framework into school's Truth and Reconciliation planning and make Land Acknowledgements more meaningful for students, grounded in reciprocity. | Tree of Life Monitoring Tool | - Indigenous Resource Teachers<br>- Truth & Reconciliation Commission of Canada: 94 Calls to Action<br>- Student Resource: Spirit Bear's Guide to the TRC of Canada Calls to Action<br>- Education for Reconciliation (Calls to Action 62 to 65)<br>- TCDSB's Land Acknowledgement Reciprocity and the Land<br>- Tree of Life Indigenous Education Framework<br>- Elder/Knowledge Keeper<br>- Cultural Liaison<br>- Guest Speaker |

## Board Improvement and Equity Plan Priority: **Student Engagement and Well-Being**

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| Continuing our work with The Third Path, our school will focus on the final two conditions (IDENTITY and POSITIVITY) for learning to engage students and create a safe learning environment by May 2027. This will be measured through safe and caring school surveys and regular student check ins. | WELL-BEING - Promote student awareness of available strategies and access to mentally healthy resources to support student well-being (e.g., classroom visits and webinars).<br><br>WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities. | Teachers will continue to use their collaborative work for the conditions from "The Third Path" that we began in 2023/2024 school year. We are in year 4 (of 4) of focusing on the "Conditions." Students will continue to refer to the conditions posted in the classroom, use the strategies that are taught, write about them and will | Use descriptive evidence, staff and student observations, and self-reflections.<br>Students will continue to refer to the conditions posted in the classrooms, hallways, use the strategies that are taught, write about them and will be surveyed at the beginning and the end of each condition cycle to determine how it may have benefitted them. | - The Third Path book and educator guides (consult the work already done)<br>- Mental Health Department at the TCDSB<br>- MHAT (Mental Health Action Team)<br>- Religion resource for Area 1/2<br>- Literacy resource for Area 1/2 for books/activities that can support<br>- Access to both social worker and guidance counsellor with regards to more intense, targeted counselling (i.e., presentations on bullying for junior/intermediate classes)<br>- Continue to share and invite staff to use and facilitate the mental health resources collected by the TCDSB and School Mental Health Ontario (SMHO) with students School Mental Health Ontario, TCDSB Pastoral Plan, etc.<br>- Continue to share and |

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| | | | | encourage staff to contribute to collaborative Google Drive folder to add ideas, lessons and activities they found helpful, etc. |