St Eugene

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, 12% of Grade 1 to Grade 8 students will demonstrate growth in their math understanding as evidenced through data gathered throughout short learning cycles and multiple monitoring periods in number.	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.	1. Small group instruction 2. Deliberate practice → math routines (weekly cumulative review, number talks, etc.) 3. Tools and representations	1. Data collected through monitoring periods (2) throughout the year 2. Provincial report card data 3. Student artifacts throughout learning cycles	Knowledgehook (3 to 8), Math Up (3-8) Mathology (Primary) Edwin (6-8)
By June 2027, 10% of targeted students in Grades SK-3 will demonstrate improvement in decoding and reading fluency by progressing at least one level, as measured through ongoing assessment for learning.	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,	1. Tier 2 (small group) instruction using UFLI and TCDSB Foundations Cards 2. Explicit and Systematic Tier 1 (whole group) Instruction using UFLI (English) 3. Explicit and Systematic Tier 1 (whole group) Instruction using Son-au-graphe (French)	1.Data collected through monitoring periods (Fall/Winter) throughout the year 2.Progress Monitoring 3.Provincial report card data	Core Phonics UFLI (K - 3), Son-au-graphe (K-2) Syllasense decodable books, Adorable et décodable Deckcodables (K)

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
	Corrective Reading).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.			

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

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, we will provide students with opportunities to engage in the greater community. This involvement will support mental health by fostering connection, inclusion, and a strong sense of belonging. Progress will be measured through the Safe and Caring Schools surveys.	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). WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	-integrating mental health literacy into daily experiences -Research various organizations to foster and increase student engagement and promote	-School Climate Surveys -Safe and Caring Schools surveys -Teacher Observations -Fewer minor behavioral incidents -Parent feedback	Graduate Expectations: Frame Social Emotional Learning within the values of faith, empathy, and compassion