St Francis Xavier

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, 80% of grade 3-8 students in high level 2 will move up at least one achievement level (e.g. C+ to B- or 65%-75%) in Mathematics as evidenced through data gathered during learning cycle monitoring.	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.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.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, Universal Design for Learning and Differentiated Instruction Numeracy and Literacy Coach intervention and support.	Learning Cycle Tracking (Short Learning Cycles via Knowledgehook) Learning Cycle Tracking (Short Learning Cycles via Knowledgehook)on schoolwide spreadsheet Learning Cycle Tracking (Short Learning Cycles via Knowledgehook) Schoolwide spreadsheet to support and share success	SIEP code days Recommended Elementary Mathematics Resources: Knowledgehook, MathUp, Edwin Mathematics Portal:https://tcdsbcec.sharepoint.com/sites/MathematicsCurriculumInnovation Learning Goals, Success Criteria and Descriptive Feedback (FROM THE DOCUMENT High Impact Instructional Practices(HIIP) in Mathematics, Ministry of Ed. Ontario access: https://assets-us-01.kc-usercontent.com/fbd574c4-da36-0066-a0c5-849ffb2de96e/d7fbcc68-2f2b-4ef8-988d-3fb9b42c33cd/high-impact-instruction-math.pdf (pp.

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				11, 12) Leads Math Resource Teachers Numeracy/Literacy Coaches
By June 2027, 65% of focus students in Year 2 Kindergarten to Grade 2 (students who did not meet the benchmarks) will show progression in achievement in Foundational Literacy skills as outlined in Appendix A (i.e., phonemic awareness, alphabetic knowledge, phonics, word-level reading, vocabulary, and fluency). Progress monitoring will be used to track student progress with the aim of shifting students to lower risk categories.	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 systematic instruction (structured literacy) using board approved resources i.e., TCDSB Foundations, UFLI, The Phonics Companion. Tier 1, 2, 3 Instructional decisions and intervention are supported by data (data based decision making, i.e. screening, diagnostics, progress monitoring) Universal Design for Learning and Differentiated Instruction	EasyCBM SCREENING	Early Reading Resources: TCDSB Foundation Cards, UFLI, The Phonics Companion Early Reading Resources for application and consolidation of foundational skills - TCDSB Google Drive Human Resources for Early Reading: Classroom Educator/s Administration/Leadership Early Reading Leads - Brenda Sevillano Pena and Christina Roti Early Reading Facilitator - Susi DaRocha-Paladino Early Years Resource Teacher

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
Increase awareness of mental health supports for students Engage parents/caregivers in ways to support their child's well-being through resources (e.g. Toronto Public Health School Readiness resources, School Mental Health Ontario's "By Your Side" toolkit). Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	ATTENDANCE - Engage parents/caregivers in ways to support their child's well-being through resources (e.g., School Mental Health Ontario's "By Your Side" toolkit). 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).	Staff Professional Learning: Sessions on mental health literacy for leadership group. Parent Engagement: Host parent events and newsletters with family-based wellness and school readiness activities. Partnerships: Toronto Public Health, Increase access to TCDSB's Mental Health Team resources, Guidance Counsellor, Social Worker, and parish partners for aligned support. Student led, Leadership Team promotion of healthy habits. Toronto Public Health at Parent Engagement events promoting school success resources and practices. School sharing: Toronto Public Health resources Partnership with Toronto Public Health to develop increased awareness of mental health supports for students and to engage parents/caregivers in ways to support their child's well-	Student Voice and School Climate Surveys: Currently, based on MDI Survey, where 25-30% of students express that they don't feel interested or confident at school and in their ability to learn. Attendance Data (currently 67% of students attendance rate is at 90% or higher; above the Board and Provincial Rate Staff feedback showing enhanced confidence in supporting student well-being. Attendance Data for activities and for school Progressive Discipline Platform Data Classroom achievement data and observations Attendance Data for activities and for school Progressive Discipline Platform Data Classroom achievement data and observations	TCDSB Mental Health Action Plan School Mental Health Ontario School Mental Health Ontario Educator Resource Guide School Mental Health Ontario Educator Resource Guide NCC Resources-TCDSB Pastoral Plan: In God's Image: Growing in Knowledge, Justice and Hope On Sharepoint: TCDSB: Curriculum Leadership and Innovation, Guidance and Transitions (Elementary) TCDSB Pastoral Plan: In God's Image: Growing in Knowledge, Justice and Hope Monograph #5: Well-Being from a Catholic Perspective Institute for Catholic Education: Ontario Catholic School Graduate Expectations

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
		being through resources.		Toronto Public Health Nurse (A.P.) and resources for parents such as Healthy Start to School Booklet and website.