St Gerald

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
1. By June 2027, 50% of Grade 1-8 students on the move, currently achieving a level 2, will move up at least one achievement level (e.g. C+ to B-) 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.	Learning Strategy: Problem Solving Tasks and Experiences Learning Strategy: Small-Group Instruction	1- Mathology 1-2 & assessment tool / 2- Math Up 3 to 8 Assessment Tool / 3- Edwin - Grade 4 to 8 Evidence and monitoring tools / 4 - SIEP Mathematics Tracking Charts: Mid-Term Check-Ins & End of Term Check Ins / 5 - Knowledehook Tracking Data 1- Mathematics Learning Cycle / 2- Consultation of Math Curriculum / 3- Student Work / 4- Report Card Data / 5-Grade 3 &6 EQAO results	1- Three Part Math Lesson Model: Minds On, Action, Consolidation / 2- Mathology K / 3- Mathology 1-2 & assessment tool / 4- Math Up 3 to 8 Assessment Tool / 5 - Edwin - Grade 4 to 8 / 6- Knowledgehook
Literacy: By June 2027, 50% of Primary students will show improvement in their literacy scores as displayed through the use of the Early Reading Screening process. This investment in the reading	Continue to use reading screener to identify students who require additional responsive tiered interventions. Provide special education teachers training on evidence-based reading intervention	Early screeners assess phonological and phonemic awareness, alphabet knowledge, phonics, vocabulary, and word reading fluency.	Data Mobilization: Results are tracked to identify subsets of students requiring focused, tiered classroom interventions before reading gaps widen.	Utilizing the UFLI resources and programs / Using online resources like the Lexia Reading Program to improve reading fluency

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and comprehension skills of Primary Students will lay groundwork for their transition to the Junior Division.	programs (e.g., Empower, Lexia, Corrective Reading).			

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
Facilitate a school awareness and understanding regarding racism	Continue to engage in pedagogies that center student-voice and choice and that leverage student's strengths, abilities and experiences and that are culturally relevant. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	Reference anti-discriminations issued and published by the TCDSB	Examine data through the Safe Schools Climate Survey	1- TCDSB Equity Action Plan / 2- 3 Year Pastoral Plan / 3- Multi-Year Strategic Plan

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
Through work with the School liaison, Public Health Nurse and School Guidance Counselor; lessons will be introduced to students that explore the definition of bullying, different types of discrimination, and the impact and effect that these have.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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). SAFE SCHOOLS - Continue to increase awareness of restorative practices by providing professional development to staff on implicit bias, restorative practices and creating physically and emotionally safe learning environments. 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).	Participation in events that promote inclusion: Orange Shirt Day, Bullying Awareness Day, etc. and implementation of school-based activities that build a school culture focusing on kindness and "Faith in Action."	1- Review of Safe and Caring Catholic School Survey / 2- Promote school wide understanding of the value of celebrating the lessons of the Catholic Virtues of the Month through Virtue of the Month assemblies / 3- Offer opportunities to partner classes within the school (Eg: Same grade, French Immersion and English homeroom classes, younger and older grades).	1- Collaboration with Parent Council / 2- Consultation with the School Social Worker / 3- Review the Ontario Catholic School Graduate Expectations

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	WELL-BEING - Enhance students' sense of belonging and well-being supported through professional learning on Universal Design for Learning (UDL) and Differentiated Instruction (DI) practices and through participation in Mental Health Action Teams. WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.			

Board Improvement and Equity Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

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By May 2027, 100% of all grade 6, 7 & 8 students will engage in career exploration opportunities in My Blueprint and will be exposed to a learning opportunity in the skilled trades (i.e. guest speaker, career fair, visits, spark path cards)	Ensure that students in Grades 7-12 are creating Individual Pathways Plans through myBlueprint as they explore careers and plan for their future pathways (secondary and post-secondary).	Collaboration with the school guidance counselor to get students on the My Blueprint program, checking in with the classroom teachers throughout the year to enforce and track student progress.	Collaboration and oversight led by the School Guidance Counsellor	The utilization of My Blueprint