St Ignatius of Loyola

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, 70% of students within our focus group will increase at least one achievement level as measured by assessment data and monitored through short learning cycles with a focus on number sense, math vocabulary and the application of math concepts through problem solving. Teachers will continue monitor and support students' social emotional learning in this subject.	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.	Ongoing strategic implementation of High Impact Instructional Practices (HIIP) for teaching math concepts: - deliberate and intentional practice of skills with real-life application - explicit teaching of math vocabulary, with consistent use of these terms throughout the lessons and a math word wall for students to reference - manipulatives used across the grades to aid students with representing their understanding of concepts - flexible grouping (i.e., small grouping, think-pair-share) and students engaging in monthly math talks - model growth mindset when approaching math problems - problem solving tasks to engage students in critical thinking to consolidate learning (understanding the application of	-collection of assessment data from short learning cycles -learning to use the on-line data from Knowledgehook growth cycles to determine gaps and provide intervention activities and inform teaching - engaging in divisional Math Hub about best practices and familiarizing the TCDSB scope & sequence of grade level/split grade math curriculum -reluctant learners are starting to take risk; errors in mathematics are seen as learning opportunities for all	-code days -Math resource teacher -lunch n' learn sessions

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		mathematical concepts)		
By June 2027, 70% of students in our focus group will increase at least one achievement level as measured by assessment data and monitoring through short learning cycles with a focus on reading fluency and comprehension.	Continue to use reading screener to identify students who require additional responsive tiered interventions.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.	-continue to use Universal Design for Learning and Differentiated Instruction for students to demonstrate their learning -continuation of the implementation of the UFLI Program with primary students -implementation of intervention strategies for student who require additional support to consolidate their decoding skills (i.e., targeted UFLI lessons, Lexia reading licence, Empower program) -building school library collection with books of high interest, current topics and varied reading levels -modelling active thinking process while reading for students to understand the importance of employing varied strategies when reading to gain better comprehension of the text	-easyCBM Early Reading Screener in Fall, Winter and Spring to determine if grade level target has been met -Vocabulary and Reading Comprehensive Assessments (CORE) to monitor student growth -collection of assessment data from read-alouds; analysis of written expression in daily assignments and personal reflections -timely delivery of responsive tiered interventions for students who require additional support	-support from Early Literacy Facilitators, Language Resource Teacher and ELL Resource Teacher -accessing online literacy resources such as Edwin 360 webinars, ONlit and SORA to focus on literacy goals

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
By June 2027, students will engage in increasing Indigenous representation in the curriculum to foster a more inclusive educational environment	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.	-Universal Design of Learning -windows and mirrors -small group settings -student experiences with Indigenous culture (hands-on activity)	-teacher observations -exit surveys -student participation	-Board personnel with an Indigenous focus -Funding for Indigenous artists visit

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, students will take on leadership roles to promote a positive school climate that focuses on Faith and Wellness	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.	-focusing on developing a caring and inclusive classroom -school wide Faith activities to enhance school spirit and community building	-student work displayed in hallways -school/parish/family faith building -resources shared with students and parent community	-Nurturing Our Catholic Community department -opportunities for student engagement in leadership activities

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

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, all grade 6-8 students will engage in at least one career exploration opportunity such as a career day workshop to share with the school community	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). Develop awareness in grade 7-10 students of how senior math and science courses increase opportunities for post-secondary pathways.	-My BluePrint -educational plan and portfolio -Skills Ontario presentation	-completion of All About Me (grade 6) and My BluePrint (grade 7/8) -student reflections on curiousity and confidence about furture pathways -Guidance and classroom teacher observations	-Guidance teacher -Skills Canada representative -Open houses and high school visits