St Isaac Jogues

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, 75% of students from Grades 1 - 8 will demonstrate improved overall academic achievement in Math by maintaining current level of achievement or moving up at least one achievement level (e.g., C+ to B-) as measured by second term report cards as compared to first term.	Continue using 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.	- Use three-part math lessons: minds on, action, consolidation. - Mathup - Mathology - Learning Relating to real life experiences - Problem-Solving - Scaffolding - EQAO data	- Report Cards - Mathology assessment tools - MathUp Gr. 3-8 assessment tools - Manipulatives - SBSLT/SBST/Case Conference - Class assessment - Special Education /ELL Support - Learning Cycles and Tracking sheet	- SBSL Team - In-services opportunities - Math Support – Annelyse De Marco - APT /Spec. Ed Teacher Support with IEP - ALP
By June 2027, at least 70% of students from kindergarten to Grade 8 will demonstrate sustained achievement at the provincial standard or measurable growth in reading comprehension, as evidenced by report-card achievement, Kindergarten learning documentation, and triangulated assessment data. Through	Continue to use reading screener to identify students who require additional responsive tiered interventions.	- Morphology - Vocabulary Development - Ufli - Reading Strategies (Making - Connections, Predictions, - Visualizing, Summarizing, Inferring) - EQAO Data - Scaffolding	Fall: Establish Baseline → Assess strengths and needs→identify priorities and plan instruction. Winter: Monitor and Respond → Review achievement, student work, and intervention impact; adjust instruction. Spring: Evaluate Growth → Compare evidence, identify outcomes, and determine next steps.	SBSL Team In-services opportunities Literacy Support – Laura Masellis APT /Spec. Ed Teacher Support with IEP ALP

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
explicit, evidence-based literacy instruction, differentiated support, and ongoing progress monitoring, educators will respond to identified learning needs and strengthen student reading outcomes			- Report Cards - Reading Groups - Elfa Assessments - Journals - Observations - Special Education/ELL Support - SBSLT/SBST/Case Conference - Divisional Meetings - Pair Share - Learning Cycles and Tracking Sheets	

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
We will promote a more culturally responsive approach to addressing student learning needs. This will be monitored in the safe and caring surveys. Our staff will continue to incorporate texts and learning materials that focus on equity, inclusion, and diversity.	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.	- Classroom activities that reflect the cultural identities of our community. - Participation in Orange Shirt Day - Participation in Pink Shirt Day - Golden Rule Award	- Teacher observation and documentation - Active student participation in lessons, activities, and discussions. - Check and connect with new families. - Student work. - 94 Calls to Action- focus on one or two. - Land Acknowledgement. -Culturally Responsive pedagogy.	Ana Rita Santos Furtado Special Education Department (SBSL Team) Administration Equity, Inclusion, Diversity, Indigenous Education and Community Relations Nurturing our Catholic Community Safe School Department TCDSB Equity Action Plan Safe and Caring Catholic School Climate Survey Literacy Support –Taline Dorna Math Support –Annelyse De Marco APT/Spec. Ed Teacher Support with IEP Virtues

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 students in Gr. JK -8 will engage in the exploration of different career pathways via technology and virtual experiences and complete a reflective journal entry in their online portfolio (All About Me, myBlueprint).	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. 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).	- MyBlueprint - All About Me - Guidance Counsellor Support - Provide students with leadership opportunities (e.g., office monitors, classroom monitors etc....) - Exchange of information with secondary schools for Grade 8 students. -Welcome to Kindergarten for parents.	- Guidance Teacher - Secondary schools exchange of information - SBSLT, case conference meetings if needed	- Virtual Assemblies - Institute for Catholic Education: Ontario Catholic School Graduate Expectations - Ontario Catholic School Graduate Expectations Aligned with the 21C neXt Lesson - Guidance Teacher support, as needed - Religion Resource Teacher support, as needed - NCC Resources supporting OCSGE - Creating Pathways to Success - TCDSB Pastoral Plan: Walking with Christ - tudent Transition: Your Move to High School (Grade 9 students from Fall 2021)