St. James SIEP 2026-2027

TCDSB Student Achievement Plan Priority: Achievement (Literacy and Mathematics)

All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life. Instructional strategies, in all subject areas and/or curricula, consider all learning styles and needs, and allow students to reach their full potential in recognizing their God-given gifts.

Reflection and Discussion Questions	School Growth Goal	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
For elementary schools: Has our school implemented the new Mathematics Curriculum (Grades 1 – 8)? *For secondary schools:* Is the de-streamed Mathematics classroom meeting the learning needs of all students? How has our school implemented evidence-based high-yield strategies? How have we identified specific sub-groups within learning groups and planned appropriate and timely interventions (e.g., Racialized, ELL, Special Education, Students 'at risk')?	**Math:** By June 2027, 50 % of grade 4-8 in the targeted focus group will move up at least one achievement level (e.g. C+ to B-) in Mathematics as evidenced through data collected through assessments, reports cards and observations during the Learning Cycle **Literacy:** By June 2027, 50% of Grade K-2 students in the targeted focus group will move up at least one Achievement Level (e.g. C to C+) in Language as evidenced through data collected through assessments, report cards, observations during the Learning Cycle	1. ***Which strategy/tool will teachers use? (Select up to three)*** • Math: All Homeroom classes will set up their class in Knowledgehook and use it as part of their math instruction. Use of SIEP code days to support teacher PD in knowledgehook • Math: Use of Short Learning Cycles • Math: MathSmall group instructions by supporting students with IEP's (e.g. withdrawal support in math) • Math: Use of HIIP in math instruction (Learning goals, success criteria, descriptive feedback, problem solving tasks and experiences, deliberate practice)	- Code days (I have been allocated 2 code days per term. I will use them to provide PD in the fall to support homeroom teachers (e.g. Knowledgehook setup) -Knowledgehook Platform for data collection and instruction (Math) -Once a month have a Knowledge hook morning for all homeroom classes -Use of EDWIN as a supplemental Math resource (Math) -Easy CBM screening data (Literacy) -Special Education Teachers (Withdrawal support)

How many students are meeting or exceeding the provincial standard on grade 3, 6 and 9 EQAO math? Report card assessments? How is our school providing targeted reading and math supports? How has our math program incorporated opportunities to learn more about social justice and Catholic social teaching through real-life applications of mathematics?		• Literacy: Use of the EMPOWER program to improve decoding skills for some students (Literacy) • Literacy: Use of UFLI in Primary Classrooms • Literacy: Books buddies with older Grade ***2.Evidence and Monitoring Tools:*** • Knowledge hook Dashboard and data (Math) • Report card data (Math & Literacy) • In class assessments (Math & Literacy) • EQAO data/Power BI • EMPOWER program EMPOWER teacher will monitor the progress of students (Literacy) • Use of the Easy CBM Primary Reading Screening to monitor progress (Literacy)	

TCDSB Student Achievement Priority: Equity

Created in the image and likeness of God, every person possesses an intrinsic dignity which must always be respected. (Institute of Catholic Education (ICE), 2019). All students will have an equal opportunity to succeed, thrive, and reach their God-given full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.

Reflection and Discussion Questions	School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students (*Which strategies/tools will teachers use?)*	Resources and Supports for Staff/School Community
How well does our curriculum reflect the histories, contributions, and experiences of Indigenous people? Are our students aware of the 94 Calls to Action? Are we as a school community able to properly understand and discuss why we do a land acknowledgment, and how are we practicing reciprocity, not just acknowledgment, in our relationship to the land? See: TCDSB's Land Acknowledgement Reciprocity and the Land Tree of Life Indigenous Education Framework.	**1.** Increasing Indigenous representation in the curriculum, including staff PD and classroom workshops, to foster a more inclusive educational environment. **2.** To make Land Acknowledgements more meaningful for students by connecting it to a respect for the environment	***Which strategy/tool will teachers use?*** 1) Bring in guest speakers to engage students in Indigenous workshops and teachings. 2) Initiate an Eco team in the school (team will attend a Board Eco Day event in the fall (October 29). The team will then lead various initiatives in the school (e.g. creation of garden in front of school) **Evidence and Monitoring Tools:** *Tree of Life Monitoring Tool* *Improved school climate survey* *Increased attendance* *Improved student grades* *Mental Health Cultural Humility Tool*	1)TCDSB Indigenous Department 2) Look for sources of funding (e.g. eco-grants)

Student Achievement Plan Priority: Student Engagement and Well-Being

Catholic education encourages an understanding of human life as an integration of body, mind and spirit and fosters the search for meaning as a lifelong spiritual and academic quest. Health, wholeness and well-being contribute to students' ability to learn to be life-long learners and live healthy, Faith-filled active lives. (Institute of Catholic Education (ICE), 2020)

All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment that provides students with appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.

Reflection and Discussion Questions	School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
How has our school promoted the Pastoral plan and implemented strategies to promote Mental Health and Well-Being? How has our school provided opportunities for dialogue with colleagues about assessment and responsive (and diverse/inclusive) teaching/learning strategies? How are we integrating the new Pastoral Plan to promote home/parish/school connections? Do students have access to school-based and board-level pastoral care and mental health services? How are staff provided with professional learning in student	1) Stronger emphasis on consistent attendance and its relationship to Student Well-Being and Achievement: Teachers and Administration will carefully track each students' monthly attendance and identify students at risk due to attendance issues 2) A stronger emphasis on promoting the Virtues of the month in a relevant and meaningful way: Each month, a student from each class will be chosen who exemplified the virtue of the month through their actions. They will receive a certificate and a group photo will be put up on our Virtue Board. Students will also be recognized at our monthly mass.	***Which strategy/tool will teachers use?*** 1a) Homeroom teachers will let admin know when there is an attendance issue, especially when it is impacting student achievement 1b) Parents will receive a letter indicating an attendance issue ***Evidence and Monitoring Tools*** 1a) Daily Attendance records (better attendance)	-Monthly Attendance reports in SIS -Promoting Mental Health and Well being (e.g. posters, guest speaker for students) -PIC parent presentation such as Public Health Nurse or Presentation on impact of Social Media use and Mental Health (e.g. Paul Davies)

mental health literacy and board protocols regarding student mental health and spiritual well-being? What intentional strategies exist in our school to keep students engaged?		1b) Student Achievement data (e.g. better achievement on assessments, report cards etc.) 2) Monitor Virtues displayed in student behaviors in the classroom and outside at recess (e.g. less fighting, arguing etc.)	

Student Achievement Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

In the discovery of our gifts we discern who we have been called to be. (Institute of Catholic Education (ICE), 2020)

All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.

Reflection and Discussion Questions	School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
Has our school provided opportunities for students to be aware of and fulfill the Ontario Catholic School Graduate Expectations (OCSGE)? How has our school used the OCSGEs to guide our work and make decisions related to instructional planning, strategies, assessment, and evaluation? How are the OCSGEs used as a framework for the development of youth leadership, and to support the work of school and community initiatives? How has our school highlighted the contributions of role models and champions from racialized and other marginalized communities as a way to promote the university pathway, as well as other career pathways where they are under-represented?	By May 2027, 100% of all grade 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)	***Which strategy/tool will teachers use?*** -Guidance Presentations (e.g. Skills Canada) -Field Trips -Bring in parents/guest speakers to talk to students about their careers ***Evidence and Monitoring Tools:*** *-Feedback from students* -	-Guidance Counsellor -Parents -MyBlueprint

How has our school highlighted the contributions of various role models of our Catholic faith that help students discern their vocation in becoming who they are called to be? *For Elementary:* How have we worked with central board staff to promote *All About Me* in primary/junior grades? Ensure that all Grade 8 students have access and opportunity to complete the *myBlueprint* Exit survey? *For Secondary:* How have we promoted student participation in the following Pathways Programs: CO-OP, OYAP, Dual Credit, SWAC, SHSM? What percentage of our students are graduating with an OSSD within 5 years of starting grade 9?			