St Joan of Arc

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, grade 9 de-streamed math students will demonstrate a 5% increase in level 3/4 (provincial standard) as measured by the grade 9 EQAO test. Specific subgroups to be identified: • IEP • ELL • Students repeating the course	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.	• Knowing your students, UDL, and Differentiation. • High impact instructional strategies (HIIP) for Mathematics • Learning Cycles (3-6 weeks) PD for teachers to include opportunities to: • Learn and apply OCSGE alignment with Learning Skills and Work Habits from Growing Success document. • Use activities that help to get to know many facets of their students to build a class profile and better understand their narratives and address their needs, lived experiences, and interests.	Teachers will: - Document student learning (e.g., capture evidence from students' conversations, notes, and artifacts). - Analyze student work from pre- and post-assessment, assignment, questionnaire, survey, test, quiz etc. - Analyze student's ability to communicate their understanding and justify their thinking (triangulation of data: conversation, observation, outcome) Teachers will engage in providing on-going, specific and personalized feedback to students on a regular basis, reflecting on the difference between the "intended" student learning and the "actual" outcome. (e.g., what instructional practices are improving this learning? Which are not? For which students?	• Engage Board Math facilitators to provide support to the Grade 9 MTH1W teachers in the following ways: -Engaging math teachers through co-planning and co-teaching in destreamed classrooms, focusing on the curriculum continuum of learning in Mathematics while integrating high impact instructional practices and culturally responsive pedagogy -Sharing mathematics instructional and professional resources

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			Why? About what do we need to learn more?) and refining students' learning paths and processes. Use of High Impact instructional Practices in Mathematics will focus on: Descriptive Feedback, Tools and Representation, Problem-Solving tasks and Experiences, and Deliberate practice. Plan learning cycle for units of study -analyze pre-assessment (using Knowledgehook) to identify areas of need -use identified areas of need to plan assessment for learning tasks in the current expectations to determine student understanding, provide feedback, and inform instructional next steps (these tasks can be saved as artifacts, e.g., scan student work) - Questionnaire – Use of surveys each semester to track changes in mindset. -Look at ways to track observations/conversations with products for triangulation of data.	

Board Improvement and Equity Plan Priority: **Equity**

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Continue to implement school-wide Equity, Diversity and Inclusion practices highlighting student experience, identity and voice, reflective of the TCDSB Equity Plan with a focus on the three priorities of: ● Anti-Black Racism ● Indigenous Ways of Knowing including: • Increasing Indigenous representation in the curriculum to foster a more inclusive educational environment. • Integrating the Calls to Action from the Truth and Reconciliation Commission (TRC) into school learning. ● Supporting students identifying as 2SLGBTQ+ These practices: -exemplify respect and	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. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	• Eradicating anti-Indigenous & anti-Black racism in the education system Strengthening students' sense of identity • Promoting equity and inclusivity in the classroom • Culturally Responsive and Relevant Pedagogy/Culturally and Historically Relevant Literacy: Build staff capacity through learning opportunities on human rights and equity topics (e.g. Islamophobia, anti-Semitism, anti-black racism, LGBTQI2S+, Ontario Human Rights Code, religious and creed accommodation, disability and other related legislation, other current issues that may impact student well-being, etc.). • Supporting student awareness of the 94 Calls to Action • Supporting a school wide understanding and discussion of why we do a land acknowledgment	• ncreased collaboration with staff and students in school run equity initiatives. Increased engagement of staff and students in the BSA (Black Students' Association), GSA, TSA (Tamil Students' Association) and other student groups reflective of the school community the school climate survey can be used to monitor this. Teacher observations and information from the GSA can also help inform practice. Increased collaboration with staff and students in school run equity initiatives.	Increased access to a Graduation Coach for Black students is needed at SJOA. This would help greatly. PD supporting anti-Black racism and homophobia is also required.

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understanding of our students; -build and sustain relationships, leading to improved student achievement and enhanced student well-being. Centering student identity, interests, strengths and needs allows all stakeholders to respond to the moral and professional call to engage in life-long learning and servant leadership.		Identifying enablers to CHRL (Culturally and Historically Relevant Literacy) including our faith, profession, policies, experiences, relationships, and learning that help move our community along on CHRL		

Board Improvement and Equity Plan Priority: **Student Engagement and Well-Being**

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Continued development of student clubs that promote engagement and well-being including: A- Team, HOSA Club, Student Council Athletic Council, Sports Teams, Safe Schools Team, Grade Level Retreats, Wellness Club,etc. Continued development of MHAT (Mental Wellness and Health) team. Foster engagement with Youth Minister - St. Maria Goretti Parish	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 awarenesss 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). WELL-BEING - Enhance students'	Development and promotion of student clubs that are representative of our community and reflect the interests of our students. Mental health messaging and awareness campaigns. TCDSB Mental Health Action Plan School Mental Health Ontario School Mental Health Ontario Educator Resource Guide	Student and staff participation, club fair, school spirit. CYC report regarding well-being of students. Data - MySchool/My Voice Survey, student feedback, Staff observations.	Targeted resources on current research about youth mental health.

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	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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1. Increase student use of MyBlueprint to explore careers, plan courses, and build meaningful Individual Pathways Plans (IPPs) that connect learning to strengths, interests, needs, and goals. 2. Increase teacher, staff, parent/guardian, and student understanding of MyBlueprint, ensuring consistent use and full IPP completion across all grades.	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). Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals. Continue to engage resources in school communities to help students feel an increased sense of belonging at school. Develop awareness in grade 7-10 students of how senior math and	• Run guidance workshops and Career Month activities using MyBlueprint tools. • Share reminders, tutorials, and examples through Google Classroom, emails, announcements, and Instagram. • Include MyBlueprint check-ins during homeroom and guidance sessions throughout the year. Integrate MyBlueprint into Careers, Co-op, SHSM, OYAP, and other subjects to meet career education expectations across the curriculum. • Hold MyBlueprint activity months or mini-contests to encourage students to explore careers and update their IPPs. • Give teachers short lesson ideas or ready-to-use activities to include MyBlueprint in their classes. • Offer drop-in sessions or "help hours" for students needing support with course planning or	MyBlueprint Analytics: Track logins, completed activities, and IPP progress. Google Forms: Collect surveys and feedback from students, parents, and teachers. Can also be used for the IPP tracker. Google Classroom: Post reminders, tutorials, and activities; track engagement. Instagram / School Social Media: Share tips, reminders, and success stories to encourage participation. Google Sheets / Excel: Track attendance and participation in workshops or Career Month activities. Guidance IG account: stjoanarc_guidance_tcdsb Parent Portal: https://mybluepr int.ca/support/par ent s/ TCDSB Pathways Planning: www.tcdsb.org/o/teachingandlearn	This is done well at SJOA through guidance and student success. Continued support of programs is needed.

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	science courses increase opportunities for post-secondary pathways.	career exploration. • Invite community, college, or apprenticeship guests to connect MyBlueprint activities to real-world jobs and programs. • Encourage students and parents to explore MyBlueprint together at home. • Recognize students who complete key tasks (e.g., updated IPPs, explored career clusters) with certificates or small rewards. • Host career fairs and assemblies to provide information, strategies, and tools that enable students to engage in career planning using MyBluePrint.	ing /page/k-12-guidance-transitions-career-planning Guidance Website: www.tinyurl.com/stjoanarguidance Google Forms: Collect surveys and feedback from students, parents, and teachers.	