2026–2027 St. John Bosco School Improvement and Equity Plan

St. John Bosco SIEP

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')?	***Examples:*** **Math:** By June 2026, 50% of grade 1-8 students in the targeted focus group] will move within or up an achievement level (e.g. C- to C or C+ to B-) in Mathematics as evidenced through data gathered during learning cycle monitoring.	• ***Which strategy/tool will teachers use? (Select up to three)*** **High-Impact Instructional Practices in Mathematics :** • Learning Goals, Success Criteria, & Descriptive Feedback • Tools and Representations • Math Conversations • Small-Group Instruction • ***Evidence and Monitoring Tools:*** • Percentage of students demonstrating progress as measured by ongoing assessments following	**Human Resources:** Math Leads Math Resource teachers Math Facilitators (priority schools) Contact Information found here: https://tcdsbcec.sharepoint.com/sites/MathematicsCurriculumInnovation **MAAP Public access:** https://5il.co/2942j **MAAP Placemat (Educator Facing):** https://www.tcdsb.org/internal-math-achievement-action-plan-print

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?		teacher implementation of high-impact practices in the classroom. ● Percentage of students reporting increased confidence in math when surveyed ● -tracking of student achievement and growth through student artifacts (i.e, pre & post samples) ● -use of MathUP and Mathology resources and tools (i.e., diagnostic tools, lesson plans and tasks, key assessments)	

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 mental health literacy	Our teachers will continue to promote the Pastoral Plan and implement strategies to promote Self-Regulation skills. Our focus will be on learning to engage students and create a safe learning environment by June 2027. This will be measured through safe and caring school surveys. The focus would likely be on all students, but special attention could be given to those who struggle with self-regulation skills, such as: 1. Students with special needs, including those with autism,	***Which strategy/tool will teachers use?*** 1. *11.Stuart Shanker: Zones of Self-Regulation* 2. *Mental Health Teacher's Toolkit* 3. *Mental Health Action Team* 4. *Catholic Student Leadership & Equity Team* ***Evidence and Monitoring Tools*** - Teacher conferences and check-ins to flag high-risk students - Principal Walk and Talks – evidence in the classroom and hallways	Board level mental health supports and support - Guidance Counsellor & Social Worker

and board protocols regarding student mental health and spiritual well-being? What intentional strategies exist in our school to keep students engaged?	ADHD, or other behavioral challenges. 2. Students facing emotional or social difficulties, who may require additional support to develop coping mechanisms and emotional control. 3. Young students, particularly in early grades, as self-regulation skills are foundational for future academic and social success. This focus aims to ensure that all students, especially those with challenges, can learn in a supportive and safe environment.	- Final assessment: Student Voice - Catholic School Survey	