

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

Reflection and Discussion Questions	School Growth Goal	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
Has our school implemented the new Mathematics Curriculum (Grades 1 – 8)? Yes 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’)? 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 support? How has our math program incorporated opportunities to learn more about social justice and Catholic social teaching through real-life applications of mathematics?	School Growth Goal By June, 2027, 20% of Grade 1-8 students in homeroom classes will move up at least one achievement level (e.g. C+ to B-) in Mathematics as evidenced through data gathered during learning cycle monitoring. Students meeting provincial standard on EQAO mathematics testing: • Grade 3- 57% • Grade 6- 49% Targeted reading and math supports • Peer tutoring (Grade 8 students tutoring Grade 6 students and Grade 7 students tutoring Grade 3 students) • Knowledgehook game shows • Give students access to SORA-digital library • Reading buddies programs	Strategies • Frequent tests of knowledge after each unit/chapter. • Edwin math as the main resource to guide all mathematics instructions as it follows the same continuum each year. • Knowledgehook as a teaching tool through presenting the questions to the class and solving them together. • Key assessment questions or Math Path workbook check-ins to identify struggling students	Resources • TCDSB Math resource to come to St. John XXIII to offer training on how to use Edwin or Knowledgehook • Opportunities for staff to explore the resources together

TCDSB Student Achievement Priority: Equity

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. Integrating the Indigenous Framework into school's Truth and Reconciliation planning. 3. To make Land Acknowledgements more meaningful for students, grounded in reciprocity. • Elder/Knowledge Keeper Request Form Access here • Cultural Liaison Request Form Access here • Guest Speaker Request Form Access here • ReconciliAction Learning Fund Access here • NAC and NBE Funding Request Form Access here	Which strategy/tool will teachers use? (Select up to three) Reach out to Elementary/Intermediate resource teacher Sonya Charal at the board to see if there is a speaker to present to Gr. 3-8 students Incorporate Indigenous texts in Language, Social Studies and History programming Evidence and Monitoring Tools: Tree of Life Monitoring Tool Improved school climate survey Improved attendance Improved student grades Mental Health Cultural Humility Tool	Prologue Performing Arts TCDSB Indigenous Education Department

Student Achievement Plan Priority: **Student Engagement and Well-Being**

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? Yes How are staff provided with professional learning in student mental health literacy and board protocols regarding student mental health and spiritual well-being? Yes What intentional strategies exist in our school to keep students engaged? • Experiential learning • Hands on learning • Digital resources	<i>Our Teachers will use at least one condition for learning to engage students and create a safe learning environment by May 2027. This will be measured through safe and caring school surveys.</i> Our school fosters organic collaboration through grade-level co-teaching partnerships and informal teacher-led inquiry circles focused on analyzing student growth and adapting responsive instruction Pastoral Plan- In Year 3 (2026–2027), we will integrate Catholic social teaching and stewardship into daily instruction to empower students to act with justice and cultivate a hopeful, inclusive classroom community grounded in <i>Imago Dei</i>.	<i>Which strategy/tool will teachers use?</i> A central display will be created where students can contribute prayers, gratitude statements, intentions, student work, and messages of hope. We will update it regularly to reflect the liturgical season and the virtue of the month. We will have at least one sustained project such as a food drive, winter clothing collection, care packages, or support for a local community organization. The leadership team can investigate the need, organize the initiative, and reflect on its impact. <i>Evidence and Monitoring Tools</i> SIEP Team will create a monitoring checklist of goals by term. Virtue Assembly Sign-up sheet Donations and Participation tracking sheets for sustained project	TCDSB Nurturing Our Catholic Community department and emailed resources Religion resource teacher- Azniv George School guidance teacher and social worker available St. John XXIII Priest Father Allen Alpay

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

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)? Yes 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? 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? <i>For Elementary:</i> How have we worked with central board staff to promote All	Intermediate students volunteer for Snack Bin Distribution every Morning as well as Extra Lunch Distribution By May 2027, all grade 7-8 students will have access to My Blueprint. Grade 6-8 classes will have access to Experiential Learning STEAM building kits from OYAP and have an opportunity to build and create.	<i>Which strategy/tool will teachers use?</i> Resources and materials offered by TCDSB and the experiential learning team. We will be applying for the Experiential Learning Grant to help with the cost of events. <i>Evidence and Monitoring Tools:</i> Displays of completed STEAM building projects. Completion of My Blueprint by Intermediate students.	Guidance teacher Sandra Morrassuti Skilled Trades Ontario My Blueprint

<i>About Me</i> in primary/junior grades? Ensure that all Grade 8 students have access and opportunity to complete the <i>myBlueprint</i> Exit survey? <i>For Secondary:</i> 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?			
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