St Josaphat

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 target students in grades 1-8 will improve their ability to understand, interpret, and communicate mathematical language by at least one achievement level in Mathematics and will use appropriate math vocabulary to explain their thinking, as evidenced through learning cycle monitoring (e.g., math journals, oral assessments, and final report card)	Continue to use 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.Continue to use High Impact Instructional Practices in the Math class as appropriate.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.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.	Explicit instruction (using sentence starters and graphic organizers to help students explain mathematical thinking) Using visual representation(drawings/ models/anchor charts) and concrete manipulatives Edwin/Knowledgehook	Student work samples demonstrating mathematical reasoning and problem solving Math conferences/student interviews to assess students' understanding and mathematical thinking Ongoing tracking of individual student achievement and growth Collaborative analysis of assessment data during learning cycles Classroom walkthroughs Diagnostic and formative assessments (learning cycles)	Digital resources: Edwin and Knowledgehook Ontario Mathematics Curriculum Math Manipulatives Math Talks
By June 2027, 75% of targeted students in Grades JK (year 2)–2 will demonstrate improvement in decoding and reading	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build capacity for the implementation and Universal	Early Literacy Screener (EasyCBM)-assessments administered in fall/winter/spring Creating/Reviewing Intervention	Heggerty language lessons and UFLI (teaching tools) Explicit teaching (phonemic, phonological, and decoding) to all students, allowing all students	ELFA ● easyCBM ● Heggerty language lessons and UFLI

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fluency by progressing at least one level, as measured through ongoing assessment for learning and the final Early Reading Program screening.	Design for Learning strategies and resources to support and enhance students who are English Language Learners (ELL) and/or have Individual Education Plans (IEP).Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).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.	supports/Tier 2 strategies for students not meeting benchmarks (i.e., Lexia, Corrective Reading) Decodable texts: -ensure students regularly read decodable books that align with the phonics patterns they have been taught	access to literacy (whole and small group instruction) observations/anecdotal evidence during explicit small group instruction with target group UFLI Decodable stories Sound cards and letter cards Phonics assessment checklists Lexia	(teaching tools)

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

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 our targeted group of students in Grades JK–8 will continue to demonstrate improved self-regulation and social-emotional skills by using appropriate SEL language and applying appropriate coping strategies to manage frustration and resolve conflicts, as observed through classroom checklists, teacher observations, and Final report card (Learning Skills).	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 - Continue to promote Faith and Wellness resources for all educators to	Embedding daily emotional check-ins and mindfulness activities in the daily routine Daily announcements to remind students to utilize SEL and familiarize themselves with the language and action surrounding these interventions Integrating Ukrainian culture and religious traditions into age-appropriate learning experiences (celebrations, customs stories, music, historical traditions) Creating cultural and faith-based experiences such as religious celebrations, traditional music, art, food, storytelling, and community events Partnering with families and the community to bring cultural knowledge, speakers and authentic experiences into the school	Anecdotal evidence shared at staff/divisional meetings relating student progress in this area Report cards (Learning skills) /self-regulation data -students' ability to manage emotions, behaviour, attention, responses, and ability to resolve conflicts and communicate respectfully Monitoring changes in major/minor behavioural incidents, conflict and repeated referrals	Professional development resources from TCDSB Mental Health Department Zones of Regulation School-created surveys

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	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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By May 2027, 75% of grade 6, 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, presentations, career fair, visits). These students will demonstrate increased awareness of their strengths, interests, and future career pathways, as measured through student surveys, pathway plans, portfolios, transition readiness checklists, and academic /engagement data.	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. Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning. Continue to engage resources in school communities to help students feel an increased sense of belonging at school.	Student school created surveys Supporting students and families who have limited knowledge of Canadian education/career pathway	Student pathway/goal setting plans-each student identifies interests, strengths, future goals, and possible secondary/post secondary pathways/next steps; Student Conferences/interviews; Level of student engagement in the career and pathway exploration activities-guest speaker activities, or career related projects	Career exploration resources Experiential learning resources/information