

2026–2027 St. Luigi Catholic School School Improvement and Equity Plan

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
<p><i>For elementary schools:</i> Has our school implemented the new Mathematics Curriculum (Grades 1 – 8)?</p> <p><i>For secondary schools:</i> Is the de-streamed Mathematics classroom meeting the learning needs of all students?</p> <p>How has our school implemented evidence-based high-yield strategies?</p> <p>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’)?</p>	<p>Math: By May 2027, 50% of identified students in Grades 3–8 will improve by at least one achievement level in mathematics, as measured through learning cycle assessments and final-term report cards. Growth within an achievement level will also be monitored for students receiving withdrawal support.</p>	<p>1. Which strategy/tool will teachers use? (Select up to three)</p> <ul style="list-style-type: none"> • Explicit mathematics instruction: Teachers will model concepts using manipulatives, visual representations, mathematical vocabulary and guided problem solving. • Targeted small-group instruction: Teachers will address identified learning gaps through differentiated instruction and guided practice, with accommodations based on student needs. • Knowledgehook and Mini Learning Cycle Growth Check-In: Teachers will use pre- and post-assessments to monitor progress every four 	<ul style="list-style-type: none"> • Instructional resources: Knowledgehook, MathUP, manipulatives, student devices and workbooks, supplemented by JUMP Math, Spectrum and Khan Academy. • Professional learning: Staff meetings and lunch-and-learn sessions focused on explicit mathematics instruction, targeted small-group teaching and assessment. • Collaborative support: Co-planning, demonstration lessons and student work reviews with Math Resource Teacher Nadia Pastore and TCDSB mathematics staff. • Release time: Opportunities for divisional planning, collaborative assessment and consistent use of the Mini Learning Cycle Growth Check-In. • Grade 6 Magma pilot: Training and implementation support to provide

<p>How many students are meeting or exceeding the provincial standard on grade 3, 6 and 9 EQAO math? Report card assessments?</p> <p>How is our school providing targeted reading and math supports?</p> <p>How has our math program incorporated opportunities to learn more about social justice and Catholic social teaching through real-life applications of mathematics?</p>		<p>to six weeks and adjust instruction.</p> <p>2. Evidence and Monitoring Tools:</p> <ul style="list-style-type: none"> ● Knowledgehook pre- and post-assessments to identify learning gaps and measure growth. ● Mini Learning Cycle Growth Check-In, completed every four to six weeks, to document baseline results, instructional strategies, progress and next steps. ● Student work samples, teacher observations and student conversations to assess understanding and guide instructional adjustments. ● Learning cycle assessments and final-term report cards to determine progress toward the goal of improving by at least one achievement level. ● Grade 6 Magma pilot assessments to monitor participating students and inform targeted support. <p>Growth within an achievement level will also be monitored for students receiving withdrawal support.</p>	<p>targeted mathematics practice and inform instructional next steps.</p>
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SB 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
<p>How well does our curriculum reflect the histories, contributions, and experiences of Indigenous people?</p> <p>Are our students aware of the 94 Calls to Action?</p> <p>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?</p> <p>See: TCDSB's Land Acknowledgement Reciprocity and the Land Tree of Life Indigenous Education Framework.</p>	<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • 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 	<p>Which strategy/tool will teachers use?</p> <ol style="list-style-type: none"> 1. Student voice and leadership: The Student Equity Team will create monthly bulletin board displays exploring identity, belonging, cultural diversity and equity, inviting contributions from students across grades. 2. Inclusive texts and classroom discussions: Teachers will use culturally representative and Indigenous-authored texts to support age-appropriate discussions. Student leaders will visit classrooms to share picture books or short texts connected to monthly equity themes. 3. Responsive support and equitable access: Staff will identify barriers to attendance and participation, respond to families with care, and connect students with supports for nutrition, uniforms, supplies and excursions. 	<ul style="list-style-type: none"> • TCDSB Equity and Indigenous Education supports: Board resources, professional learning and monthly staff discussions to strengthen inclusive practices. • Instructional materials: Indigenous-authored texts, culturally representative picture books, the Tree of Life Indigenous Education Framework, and age-appropriate resources about land acknowledgements, reciprocity and the 94 Calls to Action. • School leadership and collaboration: Student Equity Team, classroom

			<p>teachers and Library Technician support for monthly displays, classroom visits and the Grade 3 Indigenous reading circle.</p> <ul style="list-style-type: none"> ● Community connections: Opportunities to invite Elders, Knowledge Keepers and community speakers through established TCDSB processes. ● Equitable access: Assistance with uniforms, school supplies, nutrition and excursions to reduce barriers to participation.
		<p>Evidence and Monitoring Tools: <i>Tree of Life Monitoring Tool</i> <i>Improved school climate survey</i> <i>Increased attendance</i> <i>Improved student grades</i> <i>Mental Health Cultural Humility Tool</i></p>	

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
<p>How has our school promoted the Pastoral plan and implemented strategies to promote Mental Health and Well-Being?</p> <p>How has our school provided opportunities for dialogue with colleagues about assessment and responsive (and diverse/inclusive) teaching/learning strategies?</p> <p>How are we integrating the new Pastoral Plan to promote home/parish/school connections?</p> <p>Do students have access to school-based and board-level pastoral care and mental health services?</p> <p>How are staff provided with professional learning in student mental health literacy and board protocols regarding student mental health and spiritual well-being?</p>	<p>Example: Stronger emphasis on The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement:</p> <p><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></p>	<p><i>Which strategy/tool will teachers use?</i></p> <ol style="list-style-type: none"> Daily faith and wellness practices: Teachers will use Faith and Wellness: A Daily Mental Health Practices Guide and TCDSB mental health resources to support emotional awareness, self-regulation and connections among faith, belonging and well-being. WITS and explicit social skills instruction: Teachers will model and practise shared WITS language—Walk away, Ignore, Talk it out and Seek help—to support respectful relationships, conflict resolution and help-seeking. Tiered support and student voice: Teachers will use classroom check-ins, observations and student conversations to identify needs, provide targeted support and connect students with school 	<ul style="list-style-type: none"> TCDSB Mental Health Department resources and <i>Faith and Wellness: A Daily Mental Health Practices Guide</i> to support daily classroom practices. WITS materials to teach shared language for conflict resolution, respectful relationships and seeking help. School and board support staff, including special education staff, guidance, social work and psychology services, as appropriate to student needs. Staff collaboration and professional learning to strengthen mental health awareness, identify student

What intentional strategies exist in our school to keep students engaged?		and board mental health services as appropriate. <i>.Evidence and Monitoring Tools</i>	needs and plan tiered interventions. ● Family and community partnerships to connect families with appropriate supports and reinforce student well-being.
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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
<p>Has our school provided opportunities for students to be aware of and fulfill the Ontario Catholic School Graduate Expectations (OCSGE)?</p> <p>How has our school used the OCSGEs to guide our work and make decisions related to instructional planning, strategies, assessment, and evaluation?</p> <p>How are the OCSGEs used as a framework for the development of youth</p>	<p>Elementary:</p> <p>By May 2027, 100% of all grade 6, 7 & 8 students will engage in career exploration opportunities in My Blueprint and will be exposed to a <u>learning opportunity</u> in the skilled trades (i.e. guest speaker, career fair, visits, spark path cards)</p>	<p>Which strategy/tool will teachers use?</p> <p>School Growth Goal: By June 2027, all Grade 7/8 students will explore education and career pathways through digital resources, virtual experiences and community connections, then complete a reflection in their myBlueprint portfolio.</p> <p>Action Plan:</p> <ul style="list-style-type: none"> ● Guide Grade 7/8 students through myBlueprint activities and 	<ul style="list-style-type: none"> ● myBlueprint: Digital activities and portfolios to help students explore strengths, interests, education and career pathways. ● TCDSB guidance counsellors and neighbouring secondary schools: Collaboration to support pathway planning

<p>leadership, and to support the work of school and community initiatives?</p> <p>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?</p> <p>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?</p> <p><i>For Elementary:</i> How have we worked with central board staff to promote <i>All 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?</p> <p><i>For Secondary:</i> How have we promoted student participation in the following Pathways Programs: CO-OP, OYAP, Dual Credit, SWAC, SHSM?</p> <p>What percentage of our students are graduating with an OSSD within 5 years of starting grade 9?</p>		<p>reflections to identify their strengths, interests and future goals.</p> <ul style="list-style-type: none"> ● Provide career exploration opportunities through Career Day, Education Week and community connections. ● Collaborate with TCDSB guidance counsellors and neighbouring secondary schools to support transitions. ● Engage Kindergarten–Grade 8 students in monthly Ontario Catholic School Graduate Expectations activities that promote reflection, leadership and recognition of growth in faith and character. ● Monitor progress through portfolio completion, student reflections, classroom conversations and educator observations. <p><i>Evidence and Monitoring Tools:</i></p> <ul style="list-style-type: none"> ● <i>myBlueprint portfolios:</i> Review Grade 7/8 activities and completed reflections for evidence of students' exploration of education and career pathways. ● <i>Student work and participation records:</i> Document engagement in Career Day, Education Week, virtual experiences and community-connected learning. ● <i>Student reflections, conversations and educator observations:</i> 	<p>and transitions to secondary school.</p> <ul style="list-style-type: none"> ● Career exploration resources: Junior Achievement, Skills Ontario, guest speakers and local community partners to support Career Day and Education Week. ● Ontario Catholic School Graduate Expectations: Resources for classroom reflection, student leadership and recognition of growth in faith and character. ● Staff collaboration: Professional dialogue and shared planning to integrate pathway exploration and Catholic graduate expectations across the curriculum.
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