St Marcellus

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, 70% of students in grades 1-8 in the target group (2.7-2.9) will move up at least one achievement level to level 3 range in math as evidenced through learning cycle monitoring and provincial report card grades.	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.	Learning Goals, Success Criteria and Descriptive Feedback Small Group Instruction Math Conversations	Monitoring Period Tracking tool Learning Cycle data (triangulated data) and artifacts of student learning Knowledgehook data, including short learning cycle data Monitoring students' emotional response to instruction and assessment Monitoring Period Tracking tool Learning Cycle data (triangulated data) and artifacts of student learning Knowledgehook data, including short learning cycle data Monitoring students' emotional response to instruction and assessment Monitoring Period Tracking tool Learning Cycle data (triangulated data) and artifacts of student	-Math Resource teacher -Numeracy/Literacy coach Math Portal Page for teachers, including TCDSB Long Range Plans Board recommended resources, including: Edwin MathUP Mathology Knowledgehook

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			learning Knowledgehook data, including short learning cycle data Monitoring students' emotional response to instruction and assessment	

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

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, Indigenous, Black and 2SLQBTQ+ experiences will be more authentically represented and evidenced in classrooms and the school library to foster a more inclusive educational environment.	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.	School administration/equity team to continue to purchase culturally relevant, literacy teacher resources, include themes of anti-bullying, anti- Black racism, 2SLGBTQ+ and Indigenous identity Equity and inclusivity on the agenda of every staff meeting Utilize the Sankofa Series from Grade 1 to Grade 8	Classroom resources are reflective of student's interests, background and lived experiences Book selection during library is reflective of student interests, backgrounds, and lived experiences Improved school climate survey Increased attendance Improved student grades Student samples Classroom resources are reflective of student's interests, background and lived experiences Book selection during library is reflective of student interests, backgrounds, and lived experiences Use the Progressive Discipline/Restorative Practices process to keep a record of student behaviour, its consequences, and communication with parent(s)/guardian(s) Improved school climate survey	Bullying, anti-black racism and indigenous resources from the Equity Department (i.e. Equity Memos) Equity Champion – relay to information to staff Teacher professional resources focused on anti-racism and Indigenous wisdom and practices shared in the weekly bulletins Equity Resource Teacher Monthly equity Newsletters from Equity department Indigenous Education Cultural Liaison Bite Sized PD Sharepoint Site Field Trips Call To Actions

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
			Increased attendance Improved student grades Student samples Classroom resources are reflective of student's interests, background and lived experiences. Book selection during library is reflective of student interests, backgrounds, and lived experiences Use the Progressive Discipline/Restorative Practices process to keep a record of student behaviour, its consequences, and communication with parent(s)/guardian(s) Improved school climate survey Increased attendance Improved student grades Student samples	

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, there will be an improvement in student self-regulation, social skills, and conflict resolutions which will show an improved result on the Safe and Caring School Climate Survey and on our School Progressive Discipline Platform.	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).	Virtue of the Month assemblies to recognize and celebrate student accomplishments Use of Catholic Graduate Expectations throughout curriculum areas School providing extracurricular opportunities inside and outside of the school (i.e. Athletics calendar, non-academic opportunities)	-Safe and Caring School Climate Survey -Learning Skills on the provincial report card -Progressive Discipline incident logs will show a decrease in incidents involving social disputes and self-regulation concerns -A reduction in student conflict during unstructured periods -a decrease in referrals to the Guidance department and Social Work -Classroom observations -Safe and Caring School Climate Survey -Learning Skills on the provincial report card -Progressive Discipline incident logs will show a decrease in incidents involving social disputes and self-regulation concerns -A reduction in student conflict during unstructured periods -a decrease in referrals to the Guidance department and Social Work -Classroom observations	TCDSB Mental Health Tool Kit/Mental Health Department Social Worker Guidance Counsellor Student Mental Health Ontario Start Right Social Skills Program School visits from parish priest, liturgy of the word and school masses Toronto Public Health Nurse TCDSB Mental Health and Wellness Sharepoint site Miguel Martinez MCTLifee TPH, Pals, S4W (Students for Wellbeing) and Leadership Boost Child Youth and Advocacy Centre Programs (Oct to Dec, Grade 3, 6, 7)

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
			-Safe and Caring School Climate Survey -Learning Skills on the provincial report card -Progressive Discipline incident logs will show a decrease in incidents involving social disputes and self-regulation concerns -A reduction in student conflict during unstructured periods -a decrease in referrals to the Guidance department and Social Work -Classroom observations	

Board Improvement and Equity Plan Priority: Preparation of Students for Future Success (Pathways and Transitions)

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, there will be an increase in usage of online tools that promote students' understanding of themselves as learners (e.g., All About Me: Primary and Junior; myBlueprint).	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. 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).	Use of My Blueprint and All About Me Skills Ontario visit for the intermediate students Welcome community members to share career goals with students Experiential Learning opportunities	Students access my Blueprint and All About Me regularly Skills Ontario visits Students access my Blueprint and All About Me regularly Gr. 8 students access and complete the Exit Survey with a focus on student transition from elementary to secondary	Guidance Teacher Skills Ontario My Blueprint All About Me Ontario Youth Apprenticeship Program (i.e. discuss skilled trades, cardboard houses) transition from elementary to secondary Experiential learning opportunities