St Margaret

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, 15% of Grade 3-8 students and 50% of IEP students from Grades 3-8 in the targeted focus group will move up at least one achievement level (e.g. C+ to B-) in Mathematics as evidenced through data gathered during learning cycle monitoring and comparing 1st and 2nd term report cards.	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.	High-Impact Instructional Practices in Mathematics: (as appropriate) ● Learning Cycles ● Learning Goals, Success Criteria, & Descriptive Feedback ● Direct Instruction using 3 Part Math Lesson (Minds On, Action, Consolidate) ● Problem-Solving Tasks and Experiences ● Teaching about Problem Solving ● Tools and Representations ● Math Conversations ● Small-Group Instruction ● Deliberate Practice ● Flexible Groupings ● Triangulation of Data (observation, conversations and products)	Evidence and Monitoring Tools - Percentage of students demonstrating progress as measured by ongoing assessments (diagnostic *pre, formative *mid-check, summative *post) following teacher implementation of high-impact practices in the classroom, within the learning cycle. - Percentage of students reporting increased confidence in math when surveyed via EQAO Survey. - Percentage of students achieving a level 3 or 4 on classroom summative assessment tasks related to the learning cycle. - Comparison of 1st and 2nd Term Report Cards.	Resources and Supports: ● Edwin Grades 3-8, *New 2026 → Instructional slides to project ● Edwin Grades 3-8, which includes Leaps and Bounds, to provide precise targeted remediation/intervention, with a focus on ELL and students with an IEP (to align with TCDSB SAP 2027) (New 2026 → Slides to project) ● MathUp ● Knowledgehook Grades 3-8 ● TCDSB Math Long Range Plans - Link to TCDSB Scope and Sequence by Grade ● Math Musings Newsletters ● TVO Learn ● PD opportunities

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				● Ontario Association for Mathematics Education Resources (Grades 1-9) - Link to OAME Support ● Blooket / Kahoot ● Gizmos (Gr. 7-8) - Link for Educators ● Math Manipulatives (Hands-On or Digital) ● EQAO Sample Questions/Exemplars ● Waterloo Coding Resources and Problem of the Week Additional Resources: TCDSB Mathematics Team Sharepoint: Link to Mathematics Team Mathematics Achievement Action Plan: Link to the Action Plan
Based on the results of the Fall EasyCBM screening and ELFA, our goal is to increase foundational early literacy skills (letter-sound recognition, phonemic awareness, decoding, sight word recognition, fluency, and accuracy) so that by May 2027 (spring assessment period), at least 70% of kindergarten to Grade 2 students demonstrate growth	Continue to use reading screener to identify students who require additional responsive tiered interventions.Build capacity for the implementation and Universal 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	Literacy Strategies and Tools: ● Early Literacy Screener (EasyCBM). ● Continue to use reading screeners to identify students who require additional responsive tiered interventions (to align with TCDSB SAP 2027) ● Assessments administered in fall/winter/spring terms. ● Explicit, high yield, evidence-based reading instruction of phonological and phonemic awareness for word	Evidence and Monitoring Tools - Report card data (Term 1 and Term 2 TCDSB Report Cards) - Word reading/passage fluency assessment on EasyCBM	Resources and Supports: ● Right to Read Report ● Effective Early Reading Instruction: A Teacher's Guide ● UFLI, Heggerty language lessons and ELFA ● Edwin (online resources) ● Pearson: The Phonics Companion ● Heggerty language lessons

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toward grade-level reading expectations.	student assessment data in the areas of literacy and numeracy when supporting students in school based team meetings to focus planning for next steps.	recognition and decoding that align with the Language Foundations for Reading and Writing Continuum in the curriculum (Strand B). ● K-2 use of UFLI to guide direct and explicit instruction. ● Decodable Texts for students practicing decoding and fluency skills. ● Classroom environment to support and reinforce literacy concepts and lessons through the display of sound walls, heart words, and Foundations of Language sound cards. ● Co-planning and teaching with Early Reading Facilitator ● Continue to create a responsive learning environment that caters to the unique needs of every learner (To tie in equity goal to literacy)		● SORA online library for all reading levels ● PD opportunities Additional Resources: Literacy in the Junior/Intermediate Grades Guide: Link to Sharepoint Site Literacy Integration K-12 Sharepoint Site: Link to Sharepoint Site TCDSB Literacy Google Drive Folder: Link to Google Drive Folder Foundations of Language Section of TCDSB Literacy Page: Link to Literacy Resources Page

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

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1. Increasing Indigenous representation in the curriculum to foster a more inclusive educational environment. 2. Integrating the Calls to Action from the Truth and Reconciliation Commission (TRC) into school learning. 1. Increase 2SLGBTQ+ Representation in the Curriculum and within our school community. 2. Improve Mental Health & Well-Being for 2SLGBTQ+ Students 1. Increase staff Anti-Black Racism awareness/literacy 2. Increase representation of Black Canadian histories,	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. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	Strategies & Tools: ● Review and identify gaps and areas where Indigenous content can be integrated. (L2) ● All junior and intermediate classes will Learn the TRC Calls to Action using Edwin resources and aligning relevance to them at the school level through choice board. (L2) ● Indigenous Workshops: - Grades 7-8 Dream Catchers - Grade 4 Visual Land Acknowledgement Art with Que Rock - Birchbark Canoe Workshop - On request and availability with Jason Donio (Juniors) ● Throughout the year, we will integrate Indigenous teachings (such as the Seven Sacred Teachings) and the historical contributions of Indigenous communities in announcements and classroom teachings and activities. For example, leading up to the National Truth and Reconciliation Day, around Earth Day, and during National	Evidence and Monitoring Tools: - Equity Walk - Improved school climate survey - Increased attendance - Improved student grades - Mental Health Cultural Humility Tool Evidence and Monitoring Tools: - Equity Walk - Improved school climate survey - Increased attendance - Improved student grades - Mental Health Cultural Humility Tool Evidence and Monitoring Tools: - Equity Walk - Improved school climate survey - Increased attendance - Improved student grades - Mental Health Cultural Humility Tool	Resources and Supports: - Sharepoint Site (Link to Indigenous Education at TCDSB) - Participation in the Orange HeART Project - Truth & Reconciliation Commission of Canada: 94 Calls to Action - Student Resource: Spirit Bear's Guide to the TRC of Canada Calls to Action - Education for Reconciliation (Calls to Action 62 to 65) - Edwin (online resources) Resources and Supports: - Sharepoint Site (https://tcdsbcec.sharepoint.com/sites/Indigenous) - Participation in the Orange HeART Project - Truth & Reconciliation Commission of Canada: 94 Calls to Action - Student Resource:

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contributions, and experiences in the curriculum (Culturally Relevant Pedagogy)		Indigenous History Month (June) Strategies & Tools: ● Two teachers will participate in the TCDSB's 2SLGBTQ+ inclusion in the curriculum PD, part one session. ● We will continue with GSA/Safe Space club this year at St. Margaret (focus on promoting inclusivity throughout the school (e.g., announcements, posters, pins, bracelets, etc.) Strategies & Tools: ● The Equity Action Plan and microaggression bite size PD will be reviewed. ● All teachers will create hallway displays and/or projects featuring students' learning of black Canadian achievement during Black History Month. ● During African Canadian Month in February daily or weekly announcements will be made highlighting Canadian Black Brilliance and contributions. ● Utilizing Sankofa Books resources in classrooms.		Spirit Bear's Guide to the TRC of Canada Calls to Action - Education for Reconciliation (Calls to Action 62 to 65) - Sankofa Books & Teacher Guides (Sankofa Series - Google Slides) - Sankofa Workshop

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

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By June 2027, in promoting the Pastoral Plan of "In God's Image: Growing in Knowledge, with Justice and Hope" and in celebrating our school's 75th anniversary, the St. Margaret School community will offer students a variety of extra and co-curricular activities to enhance student leadership, voice and engagement, while sustaining a safe, welcoming and well-being learning environment. In addition, students and staff will continue to participate in meditation and praying the Rosary, fostering the positive impact of mindfulness and compassion. This will be measured through safe and caring school surveys.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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 - Enhance students'	Well-Being and Faith and Wellness - Enhance students' sense of belonging and well-being supported through professional learning on UDL and DI. (to align with TCDSB SAP 2027) - Provide a variety of extracurricular activities to encourage physical and mental well-being. - Promote available strategies to support student well being with Wellness Wednesdays Meditation Days and promote Faith and Wellness with Praying the Rosary. (to align with TCDSB SAP 2027) Well-Being and Faith and Wellness - Enhance students' sense of belonging and well-being supported through professional learning on UDL and DI. (to align with TCDSB SAP 2027) - Provide a variety of extracurricular activities to encourage physical and mental	Evidence and Monitoring Tools: - Safe and Caring Catholic School Climate Survey (All Grade 6 and 8 Students). - School attendance data. - Reflection on student work to note incorporation of equity and student voice within the curriculum. - Participation in school wide announcements, prayers, meditation, affirmations, virtue celebrations, and school masses. Evidence and Monitoring Tools: - Safe and Caring Catholic School Climate Survey (All Grade 6 and 8 Students). - School attendance data. - Reflection on student work to note incorporation of equity and student voice within the curriculum. - Participation in school wide announcements, prayers, meditation, affirmations, virtue celebrations, and school masses.	Resources and Supports: - Safe and Caring Catholic School Climate Survey (All Grade 6 and 8 Students) - Attendance Profiles - TCDSB Demographic Indicators 2019-2020 Resources - Book: The Third Path - School Mental Health Ontario - Student Mental Health Action Team Kit - TCDSB Pastoral Plan: "In God's Image: Growing in Knowledge, with Justice and Hope " - Monograph #5: Well-Being from a Catholic Perspective✓ Parent Voice: Regional Representation within the CSPC - Ontario Catholic School Graduate Expectations - TCDSB Mental Health & Wellness

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	sense of belonging and well-being supported through professional learning on Universal Design for Learning (UDL) and Differentiated Instruction (DI) practices and through participation in Mental Health Action Teams. WELL-BEING - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	well-being. - Promote available strategies to support student well being with Wellness Wednesdays Meditation Days and promote Faith and Wellness with Praying the Rosary. (to align with TCDSB SAP 2027) - Reference the Third Path resource to help and provide practical strategies for teachers and staff. - Connect and liaise with APT, Guidance Counsellor, Social Work, Speech and Language, Autism Support Team, and Psychology to gain insight, suggestions, and resources to best support our students. - Teacher Candidates welcomed into the classroom to help provide extra support within the classroom. - Healthy Nutrition School Program - Anti-Bullying presentations led by Intermediate students. - Guidance Teacher to visit Intermediate classrooms to address self-esteem.	Evidence and Monitoring Tools: - Safe and Caring Catholic School Climate Survey (All Grade 6 and 8 Students). - School attendance data. - Reflection on student work to note incorporation of equity and student voice within the curriculum. - Participation in school wide announcements, prayers, meditation, affirmations, virtue celebrations, and school masses.	- 75th School Anniversary Celebration on May 1, 2027 - Daily Affirmations - St. Margaret School Prayer/Song

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

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By June 2027, 100% of our Grades 6, 7 & 8 students will engage in career exploration opportunities in myBlueprint and will be exposed to a learning opportunity in the skilled trades (i.e. guest speaker, career fair, visits, spark path cards). Gr. 1-5 will work on different learning, interpersonal and management skills that support the unique needs in each individual classroom.	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). Enhance transition planning goals on student IEPs to ensure that they are aligned with post-secondary pathways planning. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals. Continue to engage resources in school communities to help	Strategies & Tools: Utilizing myBlueprint ● Grades 7 to 8: Individual Pathways Plan ● All students have been granted access to a myBlueprint account. ● Teachers can access resources and tools on myBlueprint ● An Elementary Guidance Teacher has been assigned to each class for support. ● Connect and liaise with Elementary Guidance Support & Curriculum Leadership Support Strategies & Tools: Utilizing myBlueprint ● Grades 7 to 8: Individual Pathways Plan ● All students have been granted access to a myBlueprint account. ● Teachers can access resources and tools on myBlueprint ● An Elementary Guidance Teacher has been assigned to each class for support. ● Connect and liaise with Elementary Guidance Support &	Evidence and Monitoring Tools: ● Completion rates of myBlueprint ● Classroom Teachers, ELL Teachers, and Special Education Teachers to complete in May & June. Evidence and Monitoring Tools: ● Completion rates of myBlueprint ● Classroom Teachers, ELL Teachers, and Special Education Teachers to complete in May & June. Evidence and Monitoring Tools: ● Completion rates of myBlueprint ● Classroom Teachers, ELL Teachers, and Special Education Teachers to complete in May & June.	Resources & Supports: - Safe and Caring Catholic School Climate Survey (All Grade 6 and 8 Students) - Student Transition Survey - Student Transition: Your Move to High School (Grade 9 students from Fall 2022) Resources - myBlueprint Student Accounts - Grade 8 Transition Guide for ELL - Transition Guide for Parents - After 8 Student Transition Guide - Creating Pathways to Success - Ontario Catholic School Graduate Expectations Aligned with the 21C neXt Lesson - Smho-smso.ca (School Mental Health

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	students feel an increased sense of belonging at school. Develop awareness in grade 7-10 students of how senior math and science courses increase opportunities for post-secondary pathways.	Curriculum Leadership Support Strategies & Tools: Utilizing myBlueprint ● Grades 7 to 8: Individual Pathways Plan ● All students have been granted access to a myBlueprint account. ● Teachers can access resources and tools on myBlueprint ● An Elementary Guidance Teacher has been assigned to each class for support. ● Connect and liaise with Elementary Guidance Support & Curriculum Leadership Support		Ontario website) - Skills Ontario