St Michael

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 Grades 1 to 8 students in the targeted focus group will increase by at least one achievement level in Mathematics as evidenced through data gathered during the learning cycle monitoring.	Continue to use High Impact Instructional Practices in the Math class as appropriate.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.	Implementation of targeted small-group mathematics instruction based on on-going formative assessment and student learning needs. Through explicit small group instruction, teacher modelling, guided practice, the use on concrete materials, and 'math talks' students will receive differentiated support to strengthen their understanding of mathematical concepts. Think-alouds and Explicit Instruction will be used to ensure that mathematical thinking is visible to students. The steps to problem solving, particularly when working on multi-step problems, is modeled for students so they can learn how to approach such challenging learning tasks. Teachers will use formative assessment and immediate	-Pre and Post assessments to compare results and determine growth in achievement and identify remaining learning gaps. -Exit Tickets to analyze student understanding -On-going assessment through weekly curriculum based probes (eg. quizzes, learning tasks) that are aligned with the Ontario Mathematics curriculum expectations to track accuarcy, fluency, and problem solving skills over time. -Student work samples and teacher observation checklists to record students' ability to applu strategies and explain their mathematical reasoning -Pre and Post assessments to compare results and determine growth in achievement and identify remaining learning gaps. -Exit Tickets to analyze student	-TCDSB Math Hubs -MathUp -Edwin -Mathology -TVO Learn Games -Mathies: virtual manipulatives -TCDSB Math Achievement Action Plan -Knowledgehook: Diagnostic assessments, targeted practice, identifyling gaps/misconceptions, monitoring progress -TVO Mathify to provide opportunities for online tutoring

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
		feedback throughout a lesson (eg. exit tickets, mini whiteboards, short quizzes) to identify misconceptions, adjust their instruction, and inform future instruction.	understanding -On-going assessment through weekly curriculum based probes (eg. quizzes, learning tasks) that are aligned with the Ontario Mathematics curriculum expectations to track accuarcy, fluency, and problem solving skills over time. -Student work samples and teacher observation checklists to record students' ability to apply strategies and explain their mathematical reasoning -Whiteboard responses -Exit Tickets -Pre and Post assessments -Teacher Observation checklists -Analysis of student work samples -Student Self-Assessment through Success Criteria	

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, all students will have increased opportunities to engage in culturally relevant and responsive learning experiences that reflect diverse identities, perspectives, histories, and lived experiences. Students will develop a stronger sense of belonging and deepen in their understanding of equity and the Catholic social teachings. They will demonstrate an increased respect for and appreciation of diverse cultures and perspectives.	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.	Teachers will integrate culturally diverse learning resources and opportunities for learning	-Student voice and belonging surveys -Student work samples -Teacher reflection opportunities on the integration of culturally responsive materials and opportunities	-TCDSB Equity Action Plan and Catholic Equity and Inclusive Education Policy -Dismantling Anti-Black Racism resources -Sankofa Book Series (culturally relevant literature) -Equity newsletter -Resource Staff Supports: TCDSB Indigenous, Equity, and Community Relations Department

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, students will develop age appropriate stress management and coping strategies to support their emotional well-being, self-regulation, and engagement in learning.	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 support mentally healthy classroom daily activities.	Teacher will model and teach practical coping strategies, including mindful breathing, identifying and expressing emotions, positive self-talks, and help seeking behaviours.	-Student self-regulation and well-being surveys -Students refection journals and coping strategy checklists -Teaching observations -Pre-post assessments measuring students' knowledge of stress management strategies	-TCDSB Mental Health Action Plan -Ontario Health and Physical Education Curriculum, Grades 1-8 -Everyday Mental Health Classroom Resource -Mental Health and Well-Being video series (onted.ca) -School Mental Health Ontario Resource (educator tool kits)

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, students will demonstrate an increased readiness for Secondary School through intentional instruction in organizational skills, self-advocacy, career awareness, social-emotional, and spiritual development.	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). Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	There will be an implementation of structured goal setting and self-reflection activities for Grade 7 and 8 students in order to develop independence, organization, self-regulation and personal responsibility required for secondary school. Students will establish goals related to academic achievement, work completion, organization, and learning skills. They will reflect on their progress and identify strengths and areas for growt. Students will reflect on their knowledge and understanding of the Catholic Graduate Explectations. Students will be provided with opportunities for career exploration and pathway awareness (eg. an examination of secondary school programs, college, university, apprenticeships, and skilled trades)	-Reflection Journals or checklists -Student/Teacher Conferences to discuss progress, challenges, and next steps -Student Surveys -Learning Skills Self-Assessment tools -Goal setting templates -Self-interest explotation surveys -Career Interest Surveys and exploration portfolios -Student/Teacher Conferences -Reflection Journals and Checklists	-MyBlueprint-Individual Pathways Plan (IPP) -MyBlueprint Family Resources -After8 High School Transition Guide -TCDSB Course Calendar -Secondary Program Information and Pathways

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