St Rene Goupil

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 grade 1-8 students 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.	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.	Learning Goals, Success Criteria, & Descriptive Feedback Problem-Solving Tasks and Experiences ((small flexible groupings, vertical learning) Small-Group Instruction (responsive to assessment date through learning cycles	Percentage of students demonstrating progress as measured by ongoing assessments and summative assessments following teacher implementation of high-impact practices in the classroom Percentage of students demonstrating progress as measured by ongoing assessments and summative assessments following teacher implementation of high-impact practices in the classroom Percentage of students demonstrating progress as measured by ongoing assessments and summative assessments following teacher implementation of high-impact practices in the classroom	High Impact Instructional Practices in Mathematics publication MathUP Grades 3-8 Knowledgehook Grades Jk-8 Edwin Grades JK-8 Gizmos Grades 7-8 Mathology Grades 1 and 2 Elementary Math Curriculum (K-12) Learning for All document TCDSB Long Range Plans TCDSB Math Achievement Action Plan

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, 100% of our students will engage in lessons and activities that utilize culturally relevant and historical pedagogy. These lessons will focus on creating positive and inclusive learning opportunities for every child, creating a positive school climate. By June 2027, there will be Increased Indigenous representation throughout the lived school experience for 100% of our students to foster a more inclusive educational environment. Including, but not limited to, making Land Acknowledgements more meaningful for students and integrating the Calls to Action from the Truth and Reconciliation Commission into school learning.	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.	Participation in the Indigenous Book Buddy reading program. Classroom and school-wide activities that reflect the cultural identities of our community, including participation in the One Community multicultural showcase Teachers to design classroom learning experiences using the SANKOFA series.	Locally created student surveys. Locally created student feedback forms. Student reflection and activities	-TCDSB Equity Action Plan -Equity Sharepoint site -Truth & Reconciliation Commission of Canada: 94 Calls to Action -Student Resource: Spirit Bear's Guide to the TRC of Canada Calls to Action -Tree of Life Indigenous Education Framework -Human resources in Equity Resource teacher and Indigenous Education Resource teacher