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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 **May 2027, 50% of students selected for targeted mathematics support in Grades 4–8 will improve by at least one achievement level on comparable learning-cycle assessments.** Report-card evidence will provide an additional measure of progress, and growth within an achievement level will be monitored for students receiving intensive support. In Kindergarten–Grade 3, educators will strengthen foundational understanding and shared mathematical language through explicit instruction, manipulatives,	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.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.	Explicit instruction with targeted small-group support will address identified gaps in mathematics. Teachers will model strategies, use manipulatives and visual representations, explicitly teach mathematical vocabulary, and provide guided practice through three-part lessons and rich problem-solving tasks. Ongoing assessment will guide grouping and instructional next steps. Clear learning goals and co-created success criteria will help students understand what they are learning and what successful mathematical thinking looks like. Teachers will model examples and use the criteria to provide descriptive feedback. Students will use the criteria to assess their work, explain their reasoning and identify next steps.	Knowledgehook and MathUP assessments will monitor student progress through comparable assessments before and after each learning cycle. Teachers will track achievement alongside student work, observations and conversations to identify gaps, adjust small-group instruction and measure progress toward improvement by at least one achievement level.	Resources required include Mathematics Resource Teacher support, CODE days for collaborative planning and team teaching, and Special Education staff for targeted in-class and withdrawal instruction. Teachers will require access to **Knowledgehook, MathUP, manipulatives, visual models and differentiated learning materials. Knowledgehook Lunch and Learn sessions, shared best practices at staff meetings, and time to review assessment evidence will support consistent instruction and progress monitoring.

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
observations and student work.				
By May 2027, each Kindergarten–Grade 2 classroom teacher will support at least one selected student classified as High Risk or Some Risk on the fall easyCBM screening to achieve a Low Risk rating on the corresponding spring screening**, through explicit instruction, targeted intervention and regular progress monitoring. Students requiring intensive support will also work toward measurable foundational literacy goals based on their assessed starting points and, where applicable, their IEPs.	Continue to use reading screener to identify students who require additional responsive tiered interventions.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.	Explicit, systematic foundational literacy instruction with targeted small-group or individual support will address students' assessed needs in letter recognition, letter–sound relationships, phonemic awareness, decoding and fluency. Teachers will model skills and provide guided practice using decodable texts and resources such as Heggerty, UFLI and Phonics Companion, where available and appropriate. Ongoing assessment will guide instruction and next steps.	easyCBM screening and progress-monitoring measures will track growth in foundational literacy skills. Teachers will use fall, winter and spring screening results, supported by brief skill assessments and classroom observations, to adjust targeted instruction. Progress monitoring will follow the recommended intervals for each measure and track selected students' movement from High Risk or Some Risk toward Low Risk.	Resources required include Early Reading Facilitator support, Special Education staff, and time for collaborative planning and demonstration lessons. Teachers will require easyCBM screening and progress-monitoring tools, decodable texts, and resources such as Heggerty, UFLI and Phonics Companion**, where available and appropriate. TCDSB Foundations of Language and Early Reading resources, accessible learning materials, and manageable home-practice activities will support targeted instruction and family engagement.

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 May 2027, each classroom will document an instructional change that removes an identified barrier to student participation. Staff and student leaders will develop monthly displays and classroom learning that reflect diverse identities, human dignity and belonging, with supported leadership opportunities for students who seldom participate. Our librarian has begun developing an Indigenous story reading circle with support from the Equity Department. This initiative, alongside Indigenous-authored texts, learning about contemporary Indigenous contributions, and meaningful land acknowledgements, will deepen students' understanding of Indigenous 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.	Culturally responsive and inclusive teaching will incorporate diverse identities and Indigenous perspectives through read-alouds, guided discussions and student reflection. Our librarian's Indigenous story reading circle, developed with support from the Equity Department, will deepen learning through Indigenous-authored texts. Teachers will connect learning to meaningful land acknowledgements, care for the land and age-appropriate exploration of the 94 Calls to Action, while providing accessible opportunities for participation and leadership.	Classroom participation tracking and accessible student feedback will monitor engagement, belonging and leadership opportunities. Teachers and our librarian will review observations, student reflections and work samples from classroom learning and the Indigenous story reading circle. Each classroom will document an identified participation barrier, the instructional change made and evidence of its impact.	Resources required include support from the TCDSB Equity and Indigenous Education teams, Indigenous-authored books and culturally diverse library materials. Our librarian's Indigenous story reading circle will require texts and guidance provided through the Equity Department. Staff will also need resources for meaningful land acknowledgements and age-appropriate learning about the 94 Calls to Action, accessible learning materials, and collaborative planning time to address participation barriers and broaden student leadership opportunities.

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
reciprocity, care for the land and age-appropriate connections to the 94 Calls to Action.				

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, 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. Across Kindergarten–Grade 8, monthly Ontario Catholic School Graduate Expectations will support reflection, leadership and recognition of growth in faith and character.	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 students feel an increased sense of belonging at school.	**Guided inquiry and reflection on strengths, interests and future pathways** will be supported through collaborative lessons with our school guidance counsellor, teachers and administrators. Students will use myBlueprint to explore education and career options, set goals and reflect on their learning. Virtual experiences and community connections will broaden their awareness and support informed transition planning.	myBlueprint portfolios and a student completion checklist will monitor participation in pathway exploration, goal-setting and reflection. Teachers and our guidance counsellor will review portfolio entries and student conversations to assess understanding, identify additional transition supports and confirm that all Grade 7/8 students complete a reflection by June 2027.	Resources required include myBlueprint access, student devices, guidance counsellor support and collaborative planning time. Partnerships with neighbouring secondary schools, Special Education staff, families and community partners will support pathway exploration and transition planning. Career resources, guest speakers, virtual experiences and accessible learning materials will help students explore diverse opportunities and document their goals and reflections.