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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 June 2027, 60% of Grade K–8 students achieving below the provincial standard in Mathematics (targeted focus group) will move up at least one achievement level, through the consistent implementation of high-impact, evidence-based instructional practices that strengthen foundational mathematical knowledge, computational fluency, mathematical reasoning and multi-step problem solving, as evidenced through learning-cycle data, classroom assessments and EQAO-aligned assessment tasks.	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.	• Direct Instruction / High-Impact Instructional Practices: use a consistent I Do → We Do → You Do sequence; activate prior knowledge; explicitly teach mathematical vocabulary, conventions and procedures; present new learning in small, manageable steps; daily review; small instructional steps; frequent purposeful questioning; checks for understanding involving all learners; guided practice; scaffolding with gradual removal; independent practice after readiness; weekly and cumulative review. • Model mathematical thinking through teacher think-alouds and worked examples; move intentionally among concrete, pictorial and abstract representations; explicitly teach multi-step problem-solving strategies.	-Professional dialogue and monitoring on SIEP days and professional meetings Small group tutorial/remedial sessions for our target group; this will provide data to drive assessment for/as/of learning (Growing Success) Percentage of students achieving a level 3 or 4 on classroom summative assessment tasks related to learning cycle. -variety of classroom assessments (triangulation), including sample EQAO questions.	-Ontario Mathematics Curriculum -teachers are requesting time for PD that supports an application of evidence-based strategies that align with TCDSB Action Plan -Mathology / Math UP -Knowledgehook / Edwin -High Impact Instructional Practices in Mathematics -Growing Success -TCDSB Mathematics Action Plan Human Resources: Math Lead Math Resource teacher Classroom Educator Administration/Leadership

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
		• Develop computational fluency and flexibility through deliberate practice, retrieval and cumulative review while maintaining conceptual understanding. • Assessment FOR Learning: diagnostic/pre-assessment; curriculum-connected learning goals and co-constructed success criteria; mini-whiteboards; observation; conferencing; math journals; exit tickets; descriptive feedback; flexible grouping and responsive reteaching. • Assessment AS Learning: self-assessment against success criteria; peer feedback; error analysis; student goal-setting; reflection on strategy selection and mathematical thinking; identification of strengths and next steps. • Use Math Conversations/Number Talks to strengthen mathematical language, reasoning, multiple strategies and connections across strands and real-life contexts. • Assessment OF Learning: rich Ontario curriculum-aligned summative tasks; triangulation through observations, conversations and products; common/moderated tasks; analysis of classroom, report-card and EQAO/EQAO-aligned		

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		evidence. • Use learning-cycle evidence to identify students requiring targeted small-group tutorial/remedial instruction and to determine next instructional steps.		
By June 2027, 60% of Grade K–8 students identified as being below grade-level expectations in literacy will demonstrate measurable growth of at least one achievement level or equivalent benchmark, with an intentional focus on foundational reading skills in the Primary Division and writing, vocabulary, morphology, fluency and comprehension in the Junior/Intermediate Divisions, as evidenced through easyCBM screening and progress-monitoring data, classroom assessment, Junior-Intermediate Literacy Assessments, and EQAO-aligned tasks.	Continue to use reading screener to identify students who require additional responsive tiered interventions.Provide special education teachers training on evidence-based reading intervention programs (e.g., Empower, Lexia, Corrective Reading).	K–3: explicit, systematic instruction in phonemic awareness, phonics, decoding, encoding, word recognition, fluency, vocabulary and comprehension using board-approved resources and the TCDSB scope and sequence. Grades 4–8: explicit instruction in morphology, multisyllabic decoding, vocabulary, fluency, complex syntax, comprehension and structured writing; review previously taught skills; teach new skills in small sequential steps; model; question frequently; check understanding; guide practice; scaffold complex texts/tasks; provide cumulative review. Use teacher think-alouds, worked examples, mentor texts; break complex skills into manageable steps; provide guided practice before independent application. Build background knowledge and vocabulary explicitly; use sentence frames, graphic organizers, oral rehearsal and	-Assessment FOR Learning: easyCBM universal screening fall/winter/spring; diagnostic reading/writing tasks; observation; conferencing; exit tickets; writing samples; progress monitoring; descriptive feedback; flexible needs-based intervention groups. -Implement MTSS Tier 1, Tier 2 and Tier 3 according to identified student need and use data-based decision making to adjust instruction and intervention. Assessment FOR Learning: diagnostic reading/writing tasks; observation; conferencing; exit tickets; writing samples; progress monitoring; descriptive feedback; flexible needs-based intervention groups. Assessment AS Learning: student reading/writing goals; self-assessment using success criteria; reflection; peer assessment and feedback; students track and discuss their progress. Assessment OF Learning: Ontario curriculum-aligned reading and	-Ontario Language Curriculum -UFLI/TCDSB Foundation Cards, Phonics Companion Early Reading Resources for application and consolidation of foundational skills -Junior-Intermediate Literacy Assessments and Morphology Resources Human Resources: Early Reading Leads Early Reading Facilitator Language Resource Classroom Educator Administration/Leadership

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
		vocabulary supports where appropriate; gradually fade scaffolds.	writing tasks; moderated student work; culminating demonstrations; triangulation of observations, conversations and products; EQAO-aligned tasks where appropriate. Implement MTSS Tier 1, Tier 2 and Tier 3 according to identified student need and use data-based decision making to adjust instruction and intervention.	

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
Increasing Indigenous Increasing Indigenous representation in the curriculum, including staff PD and classroom workshops, to foster a more inclusive educational environment; integrating the Indigenous Framework into school's Truth and Reconciliation planning.	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.	Incorporate primary sources such as Board approved oral histories, treaties, and traditional stories to provide authentic Indigenous perspectives (e.g., Edwin, Equity sharepoint, Equity Champion Among Champions)	-Teachers ALP goals include Equity, Diversity and Inclusivity and are reflective of TCDSB Equity Action Plan, Pastoral Plan and Multi-Year Strategic Plan -Pre- and Post- student self-assessment surveys -Equity Walk -Improved school climate survey	-Ontario Catholic School Graduate Expectations -embed resources from equity department (use of sharepoint) -connect with equity department for PD -connect with Indigenous Resource Lead -school based "equity champion" among champions to attend workshops and provide staff with feedback -TCDSB Equity Action Plan

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
Our Teachers will use at least one condition for learning to support a Relationship-Based Approach to Student Well-Being and Achievement and create a safe learning environment by May 2027. Focus will be on social/emotional (K-3: naming emotions; 3-8 conflict resolution and mediation)	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 - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	-staff and students will create art responses to Faith (them of Hope) and organize Art Expression event for school community -school to initiate Christian Meditation club -Teachers engage in at least one of the activities per week, with their students, from the Mental Health and Well-being tool kit, provided by the TCDSB Psychology Department -increased confidence in student mental Health and Well-being -staff to engage in dialogue on strategies, during divisional meetings: self-regulation, breathing techniques; implementation of morning meetings, mental health, student goal-setting, and restorative practices -guest speaker to support students and parents with goal-setting and wellness	-increased confidence in student mental Health and Well-being as reported by anecdotal and teacher observation and progressive discipline outcomes	-TCDSB Mental Health and Well-being resources -Ontario Catholic School Graduate Expectations -Safe and Accepting Schools Team -Guidance Teacher -School Social Worker -TCDSB Mental Health Action Plan -TCDSB Pastoral Plan -Safe and Accepting Schools Team - Guidance Teacher - School Social Worker / Psychology staff - Classroom Educators and Administration - Parish/community partnerships

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
		-PA announcements to include mental health reminders and positive messages of the day		