St Stephen

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 3-8 students within the target group (2.0-2.9) will demonstrate an increase by at least one achievement level (e.g., C+ to B-) in Mathematics, with an intentional focus on Computation Skills within Problem Solving tasks and experiences (application/ thinking questions) in the Numbers Strand, as evidenced through learning cycle monitoring and report card data.	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.	Problem-Solving Tasks and Experiences by using math conversations to make math explicit, develop learning goals, success criteria, descriptive feedback; use three part lessons to embrace thinking classrooms. Small Group Instruction embedded within the three part math lesson and by regular conferencing directed by formative assessment Tools and Representations utilized regularly within three part math lessons and anchored within the learning environment.	-variety of classroom assessments (for/as/of) learning and Triangulation of data sources -Data gathered through various tools (e..g, common assessments designed by SIEP team, Knowledgehook learning cycle data) -past report card & EQAO data -plan, teach, and assess learning in culturally responsive and relevant ways -co-create Learning Cycle Data (Pre, Mid and Post Assessments) demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom. -variety of classroom assessments (for/as/of) learning and	-Mathematics Curriculum (2020) -EQAO Released Questions - Assessment of Reading, Writing and Mathematics - Junior Division - EQAO Thinking Questions (released docs) -MathUP Professional Learning - MathUP (e.g., Brain Benders, Wonder Tasks) -Math Lead Resource Teacher, Numeracy Coach and Math Facilitator -SEL Survey / Student Interviews/Conferences -Assistive Technology Team -APT and Educational Assistants -Co-Teaching opportunities to build capacity to differentiate instruction -SBSLT to address needs

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			Triangulation of data sources -build confidence in math when surveyed	and next steps -IEPs to outline strengths and supports needed -Thinking Classroom Resources (i.e. TCDSB resources, Catello resources, etc.)
By June, 2027, 50% of grade K-2 students within the target group (2.0-2.9) will demonstrate an increase by at least one achievement level (e.g. C+ to B-) in Language Foundations for Reading (B2), specially in the areas of decoding (phonological and phonemic awareness, use of orthographic knowledge and morphological knowledge), as evidenced through data gathered by learning cycle monitoring and report card data.	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).	-small group instruction, using systematic, structured and explicit approach to teaching Foundations of Language (outlined in Teacher's Guide: Effective Early Reading Instruction); use of Scope and Sequence and evidence-based resources and instruction to improve students' ability to decode and encode with automaticity instruction based on student needs in the area of phonological and phonemic awareness and on use of orthographic knowledge and morphological knowledge rather than overall reading levels	-past report card & EQAO data -Early Screeners and pre-, mid-, and post assessments will be used to monitor growth. -TCDSB Early Language Formative Assessments -pre- and post-assessments will be used to monitor growth of morphological knowledge for students. -Student learning artifacts/work samples	-Language Curriculum (2023) -EQAO Released Questions - Assessment of Reading, Writing and Mathematics - Junior Division -TCDSB Foundations of Learning -UFLI / Heggerty / Phonics Companion -Language Lead Resource Teacher and Literacy Facilitator -LEXIA Core 5 Resources -Assistive Technology Team -APT and Educational Assistants -SBSLT to address needs and next steps -IEPs to outline strengths and supports needed -ONLIT ONlit.org -Literacy Portal

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
1. Increasing Black representation in the curriculum to foster a more inclusive educational environment. 2. Engage in Indigenous Education experiences and learning for students Professional Learning for Staff.	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.	-Collaborate with Equity Resource Lead and Community Relations Officer to ensure that Black leadership and student-proposed initiatives are fostered (i.e. Black Excellency) -Review and identify gaps and areas where Black content can be integrated, including primary sources and works by Black authors, artists, and filmmakers in the curriculum to provide authentic Black perspectives. -Use of SANKOFA learning materials -Intermediate students to engage in Indigenous Education about Truth and Reconciliation, the 94 Calls to Actions and the Indian Act. -Junior students to Explore a deeper meaning of the TCDSB Land Acknowledgement and the Indigenous Peoples mentioned. -Primary Students to learn more about the Treaties and the Dish with One Spoon Covenant -Review as a staff community the	-Writing samples using Think SRSD and Sankofa -Improved school climate survey -Teachers ALP will include Equity Goal -Progressive Discipline Approach with a more Equitable Lens -Writing samples using Think SRSD and Edwin Social Studies -Teachers ALP will include Equity Goal	-TCDSB Equity Action Plan -Equity Resource Teacher -Indigenous Affairs Department -Literacy Resource Teacher -Community Relations Officer Equity Champs Professional Development -SANKOFA Series and Professional Development -Think SRSD (Self Regulation Strategy Development) SRSD (Self-Regulated Strategy Development) | Think SRSD- writing skills -Edwin Resource -Participation in 'Agindaasodaa – Let's Read: Indigenous Book of the Month Program' -Equity Sharepoint site -Monthly Equity Memos -Text Selection Tools -Tree of Life Indigenous Education Framework

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
		following: Tree of Life Indigenous Education Framework (link) -Explore any learning opportunities available through the school board's Equity 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, we will foster a safe and inclusive school community environment by creating opportunities for the development of healthy and positive relationships. We will also promote greater access and educational resources around mental health, healthy lifestyle (living/eating) and support services for students, families and staff, particularly those from marginalized backgrounds. This will be measured through safe and caring school surveys.	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.	-Healthy Eating, Healthy Living Initiative in partnership with TPH-Into Kids Health with an Action Plan focused on Mental Health/Physical Activity/Healthy Eating -Intentional implementation of "wellness spaces" within each class, including a larger school-wide space with our Special Education Classroom and the School's Chapel "Mindful Monday's" - Mindful activities or Christian Meditation session led by Grade 6 MHAT leaders "Trekking Club Tuesday/Thursday" - drop in session for any students from Grades 3-8 "Wellness Wednesday's" - Physical Activity routine or breathing strategies led by Grade 8 MHAT leaders "Feeling Healthy Fridays" - Healthy eating teaching and follow-up trivia activity led by	-increased confidence in a safe and inclusive community and improved student mental Health and Well-Being as reported in the Safe and Caring Schools Climate Survey -increased attendance -Improved results in Safe and Caring Schools Climate Survey	-XMovement Workshops, Online Materials & Parent Engagement -Informational links, resources and workshops sent from Psychology, Guidance, Mental Health and Special Services Departments -Partnership with TPH and TPS around Mental Health, Personal Safety and Community Safety -SMHO Tool Kit -School Social Worker -Guidance Teacher -Information provided to staff on FEAP for employees of TCDSB -Self Regulation Strategy Posters (JK/SK) -Social Skills Kits (Primary Division) -Posters throughout the school outlining awareness and supports for Mental Health needs (Juniors/Intermediates) -Hacking School Discipline Professional

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		Grade 7 MHAT leaders		-Learning for Administration & Teacher Representative

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

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By June 2027, 100% of all grade 6, 7 & 8 students will engage in career exploration opportunities through an in-house "Career Inspiration Day". Students in Grade 8 will lead this learning opportunity for the Grade 6 and 7 students about various skilled trades and/or professions through a gallery walk. Students in Grade 6 or 7 will engage with at least three different career options where they will be provided with insight and information as to the educational prerequisites and details pertaining to what the careers entail. The Guidance teacher will support Gr 6-8 teachers in utilizing My Blueprint to create resumes, complete high school applications	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.	-Teachers work in conjunction with Guidance to promote pathways through the use of myBlueprint. -Grade 8 teacher to partner with the Guidance Teacher to explore various trades and professions to develop a "Career Inspiration Day" for Grade 6-7 students. -School and Parish to develop a "Faith Formation Series" wherein OCSGEs form the framework of our Religion program alongside the liturgical calendar. -foster leadership among Grade 5 to 8 students	-Guidance Teacher will regularly visit the Junior and Intermediate classrooms -Skills Ontario Partnership for any available workshops/presentations -Parish/School connection and communication to continue -OCSGE posted in all classrooms and visible throughout the school -student participation during Faith Formation series. -the participation and engagement of students leaders	-Guidance Teacher will regularly visit the Junior and Intermediate classrooms -Skills Ontario Partnership for any available workshops/presentations -Parish/School connection and communication to continue

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and engage in career exploration activities.				