St Ursula

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, 50% of students in Grades 1–8 within the focus group will demonstrate improved confidence in transferring mathematical knowledge into application by solving multi-step math problems resulting in advancing a minimum of one achievement level (e.g., from C+ to B-) as measured by assessment data collected during scheduled learning and monitoring cycles.	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.Continue to use High Impact Instructional Practices in the Math class as appropriate.	-Multi-step Problem Solving skills with explicit teaching of strategies for multi-step problems and the consistent use of the problem-solving framework. -Learning Goals, Success Criteria, and Descriptive Feedback Problem-Solving tasks and experiences: Maintain consistent, cross-grade use of Edwin and digital textbook resources (including My Math Path) to ensure smooth instructional continuity and progression across grades	-Learning Cycles (Knowledgehook) with the use of formative assessment to identify misconceptions and adjust instruction during learning cycles. - --Knowledgehook (Targeted missions/ individual student reports) -Analyze reports and use related intervention lessons to correct misconceptions and close gaps in mathematical learning -formative assessments, Math journals, exit tickets	https://tcdsbcec.sharepoint.com/sites/NumeracyKto8

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
Literacy: Grades 3 -8 By June 2027, increase the overall percentage of Grade 3–8 students achieving Level 3 or higher in literacy by 10%, specifically moving at least 75% of identified students in the focus group (currently below standard) up by one full achievement level. Literacy: K - 2 By June 2027, 70% of kindergarten to grade 2 students will meet or exceed grade-level benchmarks in early reading foundations as measured by the early reading screening tool.	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).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.	SK -Grade 2 -Tier 1 Systematic and Explicit instruction using board approved resources (Tier 2 Small group instruction Progress monitoring using UFLI , easyCBM progress monitoring tools, etc. Literacy 3-8 Provide explicit instruction in reading comprehension, vocabulary, writing, and oral communication. Provide targeted small-group and individual support for students requiring additional assistance.	-administer easyCBM early reading screener to identify students at risk (both Fall and Spring measures to ensure students are improving and maintaining skills) UFLI, TCDSB Foundations of Language Program, Phonics Companion)	https://tcdsbcec.sharepoint.com/sites/LiteracyKto8/SitePages/QCA-Packages.aspx UFLI, TCDSB Foundations of Language Program, Phonics Companion)

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 experience a more inclusive and equitable learning environment as schools integrate practices and lessons that actively address and disrupt anti-Black racism. Progress will be measured through increased student engagement and a demonstrated improvement in the sense of belonging and safety.	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. Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	. At least one teacher will participate in the board's SANKOFA initiative, where they will partner with Equity Resource Teachers to design classroom learning experiences using the SANKOFA series. (L3) SANKOFA Teacher participant will share her learning and resources with the other teachers through divisional /staff meetings. All teachers will create hallway displays featuring students' learning of Black Canadians Achievements during Black History Month. (L2)	-Increased teacher confidence in teaching about African-Canadian histories/ perspectives measured by	- Rubicon Sankofa Black Heritage Series -Culturally and Historically Relevant Pedagogy.

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, improve students' mental well-being by strengthening their sense of belonging, emotional awareness, resilience, and knowledge of available mental-health supports, with a 10-percentage-point increase in the number of students who report feeling safe, connected, and supported at school.	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 - 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 - Enhance students' sense of belonging and well-being supported through professional learning on Universal Design for Learning (UDL) and Differentiated Instruction (DI) practices and through participation in Mental Health Action Teams.	Mindfulness Programs: Incorporate mindfulness practices such as meditation, or breathing exercises into the school day. Team-Building Activities: - Organize activities that foster connection and collaboration among students. (. (Joy Project, Girls at Bat, sports teams, etc Restorative Practices: - Use restorative approaches to address conflicts and build community within the school. - Mental Health walk and talk -Daily DPA -	Establish a baseline with the administration of school created School Climate Survey (October) (Re-administer in May)	-School Mental Health Ontario -Mental Health and Well-Being Strategy -School Mental Health Ontario Educator Resource Guide - Monograph #5: Well-Being from a Catholic Perspective Institute for Catholic Education:OntarioCatholic SchoolGraduate Expectations