St Victor

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, our students will demonstrate improved achievement in Mathematics, with a particular focus on number sense, operational fluency, and problem-solving. Through targeted small-group instruction, explicit teaching of mathematical strategies, and the use of ongoing formative assessment, at least 30% of our students who are currently performing below the provincial standard will move within their achievement level and 20% will move beyond their current achievement level in mathematics. Progress will be monitored through classroom assessments, student work	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.Improve IEP documentation and implementation of mathematics goals and expectations for modified programming and the use of math tools for learning.	Data-Informed Instruction: Use diagnostic assessments, classroom observations, student work samples, and formative assessments to identify learning gaps and plan targeted instruction. Differentiated Instruction: Provide flexible grouping, scaffolded learning tasks, manipulatives, visual representations, and multiple entry points to address diverse learning needs. Targeted Small-Group Intervention: Deliver focused small-group instruction to reinforce foundational numeracy skills, including number sense, computational fluency, and problem-solving strategies. Explicit Teaching and Modelling: Model mathematical thinking and problem-solving strategies through think-alouds, guided practice, and opportunities for students to explain their reasoning.	Knowledgehook: Monitor student performance, identify learning gaps and misconceptions, and track progress in specific mathematics strands. Diagnostic and Formative Assessments: Use pre-assessments, exit tickets, quizzes, and classroom observations to assess student understanding and adjust instruction. Student Work Samples: Collect and review work samples to monitor growth in number sense, computational fluency, mathematical reasoning, and problem-solving.	Resources will include access to Knowledgehook and other digital assessment tools, diagnostic and formative assessment materials, Ministry/TCDSB Mathematics resources, manipulatives and visual math tools, and high-quality problem-solving and number sense resources. Teachers will also require time for collaborative planning, analysis of student achievement data, and professional learning focused on evidence-based numeracy strategies.

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
samples, diagnostic assessment data, and regular collaborative analysis of student learning.		Use of Digital Assessment Tools: Incorporate Knowledgehook and other assessment tools to identify misconceptions, monitor progress, and provide responsive instruction. Differentiated Instruction: Flexible grouping and targeted small-group instruction will be used to address identified gaps in numeracy and provide students with appropriate scaffolds and opportunities for practice and consolidation.		

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, St. Victor Catholic Elementary School will strengthen a safe, inclusive, and welcoming school environment for all students, including 2SLGBTQ+ students and families, by increasing staff knowledge and confidence in creating inclusive learning environments and by intentionally incorporating diverse identities, families, and perspectives into classroom learning and school-wide activities. Through professional learning, inclusive curriculum resources, age-appropriate representation, and opportunities for student voice, the school will work to increase students' sense of belonging, respect, and acceptance of individual differences.	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.	Use inclusive and culturally responsive teaching practices by incorporating age-appropriate representation, diverse family structures, inclusive language, and opportunities for students to develop empathy, respect, and understanding. Provide staff with professional learning and resources to confidently create inclusive classroom and school environments.	Staff feedback, classroom observances and school climate surveys that monitor students' sense of belonging, safety, and inclusion.	Resources will include age-appropriate resources representing diverse family structures and identities, TCDSB and Ministry equity and inclusion resources, professional learning materials for staff, and student voice and school climate survey tools. Access to appropriate community and board-based equity resources will support staff in developing inclusive instructional practices and responding effectively to issues of exclusion, and bullying.