The Holy Trinity

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, teachers will implement the new Ontario math curriculum using evidence-based strategies and online tools to demonstrate student progress, defined as moving the target group (60% of non-IEP and non-ELL students) from a level 2 to a level 3 in math.	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.	The Learning Strategies that will be used to help facilitate our goal include administering diagnostic assessments at the beginning of each unit of study, giving students multiple opportunities to demonstrate their learning and regularly providing them with feedback, teaching using direct instruction, and engaging students with problem-solving tasks and connecting math learning to real-life connections.	Teachers will use Triangulation of Data (Observations, Conversations, and Products) to monitor students with their development towards our goal. Teachers will also use the monitoring tools within the online Math resources to determine success in our overall goal. Including Knowledgehook and Edwin.	Math resource teacher. Access to chromebooks Access to math platforms (knowledgehook, Edwin, MathUp)
By June 2027, 60% of SK to Grade 2 students will be meeting the Benchmark level of the Core Phonics Screener. *The percentage will be adjusted once the CBM screening has been	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	The Learning Strategies that will be used to help facilitate our goal include early reading screen, diagnostic assessments, small group instructions, descriptive feedback, use of exemplars, and direct instruction.	EasyCBM Core Reading MAZE Comprehension Test	

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completed by Fall 2026 By June 2027, the target group (60% of non-IEP and non-ELL students in Grades 3 to 8) will achieve within the Benchmark level on the CORE Reading MAZE Comprehension Test.	Language Learners (ELL) and/or have Individual Education Plans (IEP).			

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
Increase Indigenous representation in the curriculum to foster a more inclusive educational environment.	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 Indigenous Resource Leads and Indigenous Education Council to ensure that Indigenous content is integrated across various subjects. Support our students' understanding of Indigenous perspectives while deepening our collective commitment to equity and reconciliation in education. Participate in a project that integrates the Seven Grandfather Teachings with our Virtue of the Month.	-Increased staff confidence and comfort integrating Indigenous content. -Increased awareness and understanding.	We will be applying for the Reconciliaction grant.

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, our school will strengthen students' sense of belonging, well-being, and mental health by implementing school-wide community-building and mental wellness initiatives that promote positive relationships, self-regulation, and help-seeking skills.	ATTENDANCE - Support schools in engaging families/caregivers of students that have patterns of absenteeism impacting student success and/or well-being. 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. WELL-BEING - Continue to promote Faith and Wellness resources for all educators to	Help students build relationships centered around problem solving discourse and positive, solution-based skills -Student survey (Safe and Caring Catholic School Climate Survey for grades 6 to 8) -Teacher observation -Parent feedback/involvement -Checking in regularly with students	-attendance improvement -behavioural observation -regular well-being check-ins	-TCDSB Mental Health Tool Kit -Guidance counselor and social worker support when needed -Nurturing our Families of Faith newsletter -School wide initiative of monthly school mindfulness sessions (via announcements)

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	support mentally healthy classroom daily activities.			