Transfiguration

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, 65% of grade 1-8 students in the targeted focus group will move up at least one achievement level (e.g. C+to B-) in Mathematics as evidenced through data gathered during learning cycle monitoring, report cards and EQAO.	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.	Small group instruction Use of Learning Goals, Success Criteria and Descriptive Feedback Problem Solving Tasks and Experiences	Percentage of students demonstrating progress as measured by ongoing assessments and learning cycles following teacher implementation of high-impact practices in the classroom	Mathematics Curriculum Use of Board Approved Math Resources such as Mathology-MathUP-Edwin-Knowledgehook HIgh Impact Instructional Practices in Mathematics Math Resource Teacher
By June 2027, all students from Kindergarten Year 2 to Grade 8 will participate in literacy diagnostic assessments to identify at-risk students and inform targeted instruction and intervention. (Y2 to Grade 2 will use easyCBM ERS, and Grade 3 to Grade 8 will use the Core Learning Assessments) to determine students at risk.	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).	Explicit systematic instruction (structured literacy) using Board approved resources (UFLI, Core Literacy, TCDSB Foundations etc.) Instructional decisions and intervention are supported by data. Universal Design for learning teaching practises	easyCBM Universal screener fall/winter/spring. Progress monitoring to track student learning. ELFA or Core Learning Assessments - Language Formative Assessments Observations and dialogues from small group intervention.	UFLI TCDSB Foundation Cards and ELFA (K-2) K-3 Early Years Portal and Google Drive Resources Folder K-12 Literacy Integration Portal K-8 Core Learning Assessment Resources; Assessing Reading Multiple Measures, Second Edition.

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, teachers will intentionally implement strategies that promote a sense of belonging to promote learning, enhance student engagement and foster a safe, inclusive and caring environment.	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).	Build strong relationships and a sense of belonging Use cooperative and collaborative learning Promote student voice and choice Implement Culturally Responsive and inclusive teaching Create a safe environment through positive behaviour support	Safe and caring schools survey results Classroom observations Teacher reflections Student participation, attendance and engagement in learning Student well-being and belonging check-ins	School Social Worker TCDSB Mental Health Department Guidance Counsellor Mental Health Educator's Toolkit School Mental Health Ontario

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

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 May 2027, 100% of grade 7 and 8 students will engage in career exploration opportunities in My Blueprint.	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.	Presentations Assemblies Exposure to My Blueprint	100% usage in My Blueprint Student dialogue	Guidance Teacher Partnership with Skills Ontario Safe space to hold presentations and encourage discussion

Board Improvement and Equity Plan Priority: Equity

School Growth Goal	Action from the Student Achievement Plan	Strategies to Support the Goal	Evidence and Monitoring	Resources and Supports for Staff/School and Community
By June 2027, staff will be introduced to culturally responsive pedagogy and encouraged to use culturally responsive resources with their students throughout the school year. The school will establish a school equity and diversity committee to help address school needs and staff and students will begin school wide initiatives to bring awareness on the subjects of diversity, inclusion and equity, in order to create a safe, accepting and inclusive learning community.	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.	-teachers across all grades complete theme/lesson plans for the various social justice and equity initiatives -invite speakers to promote awareness around Anti-Black Racism, the N-Word and micro aggressions -Increase awareness of the role of our board Human Rights and Equity Advisor as well as our equity team and how they can support our school and initiatives.	-Monitor submitted Progressive Discipline reports and approach Progressive Discipline with a more equitable lens. - Classroom visits to support implementation of the social justice/Equity initiatives. -Encourage and support staff to list and meet equity goals on their ALP. -Visible and tangible examples present throughout the school of equity, diversity and inclusion. -Writing samples using Think SRSD and Sankofa -Improved school climate survey	-TCDSB Equity Action Plan -Community Relations Officer Equity Champs Professional Development -SANKOFA Series and Professional Development -Think SRSD (Self Regulation Strategy Development)