James Cardinal McGuigan

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
Focus is Literacy - but cross curricular focus in mathematics - Making Connections	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.	UDL Explicit Modelling	Data Tracking Form, Teacher Observation	High Yield Graphic Organizer
By semester's end, 70% of Grade 9 Geography students will move from a Level 2 to a Level 3 or higher in making reading connections. Growth will be evaluated through well-developed written responses (Text-to-Self, Text-to-Text, or Text-to-World) meeting Ontario Geography and English curriculum standards.	NABuild 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.	Scaffolding Tools/Anchor Charts - Provide sentence starters, graphic organizers, anchor charts and paragraph-building templates with connection types and paragraph structure visible in the class. Formative Feedback - Utilize regular, reading connection tasks and provide checklists as well as descriptive feedback and a common 4-level baseline rubric.	pre and post assessments Descriptive Feedback Rubrics Student self and peer assessments.	Grade 9 Geography and English Curriculum - Making Connections SPARK Your Connection - Learning Too PEEL Connections Organizer and Self-Assessment Tool

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		Culturally relevant materials - use images in the news or videos to inform students of current events that impact their lives, communities and the world around and making geographic connections. Formative Feedback - Utilize regular, reading connection tasks and provide checklists as well as descriptive feedback and a common 4-level baseline rubric.		

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
Integrating the 94 Calls to Action Focus - #62 and #63 from the Truth and Reconciliation Commission into school learning. Continue to support Indigenous self-determination and self-identification. Equitable Human Resources Practices – PPM 145 Strengthen trust and engagement with our black student community utilizing the additional professional support of the school Graduation Coach for Black Students and to continue to recognize the interests, identities, and lived experiences of our students and families. Community Engagement: Continue to work with York University and the	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.	Reconciliation in Education Create experiential learning opportunities promoting Indigenous knowledge systems and ensuring Indigenous Elders are involved in the curriculum design and delivery. Community Engagement and Mentorship Gender groups – excursions, guest speakers, Black student Walk of Excellence, Harbourfront Centre, Archives of Ontario, Black Graduation Coach	Create and provide pre- and post-conduct surveys to ensure the individual student expectations are met. Graduation and post-secondary pathway data for marginalized students.	Land-Based Learning opportunities: Encouraging opportunity of learning through connections to the land, environment, and all of Creation. Book for the Equity Book Club (TBD)

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Blackhurst Community Centre to support and increase the number of racialized students entering post-secondary education.				

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
Establishment of a School Mental Health Action Team consisting of student ambassadors and teacher supports. The team will use student voice to identify mental health needs and develop accessible school-wide activities that promote well-being, belonging, help-seeking, and stigma reduction through spiritual prayer. 75% of students in grade 9 that are surveyed will report feeling safe and supported at JCM.	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 - Continue to promote Faith and Wellness resources for all educators to support mentally healthy classroom daily activities.	The Mental Health Action Team will collaborate with school staff, administration, and the school liaison Public Health Nurse to identify relevant mental health topics and develop engaging activities for students. Multiple school-wide opportunities, including activities during lunch, will be offered to promote mental health awareness, reduce stigma, and encourage students to seek support.	Student feedback, surveys, observations, and participation in extracurriculars Suspension rates for bullying/fighting Attendance rates Administration involvement in cases of cyberbullying	Settlement Worker and Public Health community involvement

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 English Language Learners (ELLs) in Grades 10–12 will participate in a personalized pathway planning conference to align their English language acquisition track with postsecondary eligibility requirements for college, university, or apprenticeship. Mentorship and Goal Setting By April 2027, 85% of Grade 12 students in all pathways will demonstrate proficiency in financial planning by completing a postsecondary budget, OSAP application, or scholarship planning module within their myBlueprint account. Community Partnership and Program Development Initiative	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). Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals.	Host multilingual student pathway information sessions with translation support. Pair senior ELL students with bilingual peer mentors for guidance navigation and myBlueprint IPP completion. Integrate financial literacy modules into Grade 10 Career Studies and senior math/business courses. Host workshops focused on OSAP, apprenticeship incentives, bursaries, and scholarship writing. Highlight financial assistance opportunities for postsecondary applicants. Utilize digital tracking systems to streamline community hour reporting and reflection.	ELL IPP completion rates ELL Course pass rates in compulsory senior credits Post-secondary application submissions MyBlueprint postsecondary budget submissions OSAP application completion rates Local scholarship application counts	Online platforms for student planning (myBlueprint) OSAP portal

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 January 2027, 80% of Grade 10 and 11 students will complete at least 25 of their compulsory 40 community service hours, connecting their service activities to personal career exploration and the Catholic Graduate Expectation of becoming a Responsible Citizen.				