

Loretto Abbey Catholic Secondary School
2026-2027 School Improvement and Equity Plan

TCDSB Student Achievement Plan Priority: [Achievement \(Literacy and Mathematics\)](#)

All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life. Instructional strategies, in all subject areas and/or curricula, consider all learning styles and needs, and allow students to reach their full potential in recognizing their God-given gifts.

School Growth Goal	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
<p>Mathematics:</p> <p>By June 2027, 70% of our grade 9 students will achieve a Level 3 or 4 in the EQAO Mathematics Assessment.</p> <p>By June 2027, 70% of our grade 9 students will indicate in the EQAO questionnaire that they like mathematics/interested in mathematics.</p>	<ul style="list-style-type: none"> Thinking Classroom, Vertical Learning Universal Design for Learning DEAP - Drop everything and Practise Tiered assessment questions, rich math tasks, Minds On with logical thinking, frequent assessment for learning <i>Show What You Know</i> – to increase metacognition and decrease test anxiety Incorporating “math games” Knowledgehook Missions Math Studio – Thursdays <p>Evidence and Monitoring Tools:</p> <ul style="list-style-type: none"> Diagnostic assessments, evaluations, report cards, Student teacher 	<ul style="list-style-type: none"> Math Hubs with Cardinal Carter, St. Joseph’s Morrow Park, and Marshall McLuhan Math Resource Teacher Release Time for teachers to collaborate. MathUp Knowledgehook Math Guru

<p>Literacy:</p> <p>By June 2027, 90% of our eligible students will achieve at least a Level 300 in the OSSLT.</p> <p>By June 2027, 50% of our Grade 10 students will indicate in the EQAO questionnaire that they enjoy reading (“Reading is one of my favourite activities.”)</p>	<p>observations and monitoring, Knowledgehook</p> <p><i>CHANNEL CONFIDENCE INTO ACTION</i></p> <ul style="list-style-type: none"> • Continue Literacy Course (after school) in the fall and spring • Early identification of Grade 9 students who are at-risk. • Include books that reflect the diversity of the school community (Culturally and Historically Responsive Literacy) <p>Evidence and Monitoring Tools:</p> <ul style="list-style-type: none"> • Track students who take the Literacy After School Course and struggled in the Grade 9 Geography course 	<ul style="list-style-type: none"> • Release time for Literacy Committee to meet and collaborate. • Power BI • Literacy Resource Teacher
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TCDSB Student Achievement Priority: EQUITY

Created in the image and likeness of God, every person possesses an intrinsic dignity which must always be respected. (Institute of Catholic Education (ICE), 2019)

All students will have an equal opportunity to succeed, thrive, and reach their God-given full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.

School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students. (Which strategies/tools will teachers use?)	Resources and Supports for Staff/School Community
By June 2027, we will continue to build on our past work and continue to increase staff awareness and implementation of equitable and inclusive practices with an expanded focus on cultural representation and visibility of our diverse school community and gender issues, guided by culturally relevant and responsive pedagogy (CRRP).	<ul style="list-style-type: none">• Increase engagement of international and newcomer students by having a) International Student Representative in Student Council b)After school workshops for International Students led by CYW and social worker. <p>Continue with GSA</p>	<ul style="list-style-type: none">• Continue to liaise with the IEECR Department.• Settlement Worker• School social worker
	Evidence and Monitoring Tools: <ul style="list-style-type: none">• Local Survey - International Students Voice• Anecdotal observations• Local student survey and School Climate Survey	

Student Achievement Plan Priority: **Student Engagement and Well-Being**

Catholic education encourages an understanding of human life as an integration of body, mind and spirit and fosters the search for meaning as a lifelong spiritual and academic quest. Health, wholeness and well-being contribute to students' ability to learn to be life-long learners and live healthy, Faith-filled active lives. (Institute of Catholic Education (ICE), 2020)

All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment that provides students with appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.

School Growth Goal/ Action Plan	Instructional Leadership strategies and tools to support students	Resources and Supports for Staff/School Community
<p>By the end of the school year (June 2027), every student should be able to identify at least one caring adult.</p> <p>Throughout the school year, continued interventions will be provided for students with 5 consecutive school-day absences.</p> <p>By June 2027, every student will participate in at least three educational opportunities related to positive body image, healthy relationships, digital literacy, and online safety.</p>	<ul style="list-style-type: none"> • Big Sister Mentorship Program • CYW to work with Administration in attendance tracking. • Student Success Grade Level Meetings with teachers • Partnership with outside agency - Inspiring Minds. The agency holds workshops on stress management, building positive relationships, time-management, and developing interpersonal skills. • TEAR (Teens End Abusive Relationships) Presentations <p>Evidence and Monitoring Tools</p> <ul style="list-style-type: none"> • Attendance and student voice survey 	<ul style="list-style-type: none"> • Special Services Team and Mental Health Services Team from the Board • Settlement Worker • Inspiring Minds

