Marshall McLuhan

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, 90% of focus group (identified GRADE 9s in DESTREAMED MATH) will achieve course completion rate in De-streamed Math (MTH1W). Thus providing student with access to all mathematic pathways for their subsequent years.	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.	Learning Strategy: Guided Math & Small-Group Targeted Intervention — Delivering targeted instruction to flexible student groups based on real-time skill gaps, focusing on specific tier-2 intervention needs. Learning Strategy: Schema-Based Instruction for Word Problems — Teaching students to identify core problem structures (e.g., combine, compare, change) and use explicit visual schemas to break down complex multi-step problems.	Monitoring Tool: Weekly Exit Tickets & Progress Monitoring Tracker — Brief 2–3 question formative exit checks recorded on a bi-weekly skill tracking sheet to measure individual growth toward grade-level standards. Monitoring Tool: Curriculum-Based Measurement (CBM) Probes & Error Analysis Charts — Standardized bi-weekly problem probes paired with diagnostic error-type categorization to pinpoint conceptual versus procedural missteps.	We have some usage of Edwin platform in our department o We are always in need and in search of curriculum aligned resources for the Grade 9 destreamed course
By June 2027 75% of students that wrote the OSSLT with an IEP and or are ESL will successfully pass the Ontario	NADocument student assessment data in the areas of literacy and numeracy when supporting students in school based team meetings to focus planning for next steps.	Mock Literacy Test and extra time to write the test	Monitoring Tool: Assessment Strategy Checklist & Pacing Tracker Description: Teachers record actual completion times on test papers (building on Ms. Conforzi's	Purchase more chromebooks. Our are coming to their end of use and will soon be vintage paper weights.

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Secondary School Literacy Test (OSSLT).			tracking method) and use a standardized rubric to audit test artifacts for visible evidence of active reading strategies: Annotation Check: Verification of underlined key terms, circled values, or written annotations. Pacing Audit: Recording start, submission, and remaining allotted time per student (especially for those with IEP accommodations). Strategy Verification: Checking for pre-reading marks (e.g., checkmarks beside questions read prior to reading the word problem).	

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
Continue to implement school-wide Equity, Diversity and Inclusion practices at Marshall McLuhan highlighting student experience, identity and voice. These practices exemplify respect and understanding of our students. They build and sustain relationships, leading to improved student achievement and enhanced student wellbeing. Centering student identity, interests, strengths and needs allows all stakeholders to respond to the moral and professional call to engage in life-long learning and servant leadership.	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.	Learning Strategy: Culturally Responsive & Relevant Pedagogy (CRRP) & Student-Designed Contexts — Integrating student identity, lived experiences, and cultural backgrounds directly into learning tasks (e.g., real-world data modeling using community issues, student-selected financial literacy topics, and social justice math applications) that elevate student voice and agency.	Monitoring Tool: TCDSB Student Experience & Equity Perception Survey + CRRP Lesson Audits — Administering bi-annual student voice surveys to measure student sense of belonging and representation in curriculum content, paired with departmental lesson review rubrics to evaluate the inclusion of diverse perspectives and student-selected contexts.	TCDSB Equity & Curriculum Modules: Board-provided professional learning frameworks on CRRP, Anti-Racism/Anti-Oppression (ARAO), and outcome-based assessment.