Msgr Fraser (Isabella)

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, 82% of students will have been successful in their credit completion in Mathematics courses and 44% of students are achieving level 3 and above in their courses in all subject areas, as a result of continued use of high impact instructional strategies (i.e., conferencing).	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.	Financial Literacy, School Based PLAR Initiative, Individualized and Flexible Academic programming/scheduling, • Targeted Literacy and Math supports for MLL learners and all learners, • Inclusive, accessible, CRRP/content to reduce inequalities in learning experiences (e.g., Edwin, digital math tools (Desmos, KnowledgeHook, TVO Mathify, Google Classroom, Equatio, assistive technology tools, TVO ILC as a pathway)	Tracking Sheets, Observational data, Moderated Marking, department based co-created resources	Resource support from Math department in regard to independent content to be utilized in Brightspace/Google Classroom to support alternative learning opportunities. Resource support from Central Guidance in regard to PLAR Equivalency.
By June 2027, 77% of students will have been successful in their credit completion in English courses and 43% of students are achieving	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	-Focus on High Yield Strategies (i.e. conferencing -PLAR PPM 132 Initiative -Multiple Opportunities for resubmission of work, Integration of AI tools	-Moderated Marking -Co-Creation of Department Learning Resources Tracking Sheets -Attendance Reports	Central TCDSB support from Literacy and Guidance Departments

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level 3 and above in their courses in all subject areas, as a result of continued use of high impact instructional strategies (i.e., conferencing).	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.	• Individualized and flexible academic programming/scheduling, • Inclusive, accessible, CRRP/content to reduce inequalities in learning experiences (e.g., Edwin) • Effective instructional and assessment strategies for de-streamed classrooms (alignment with course knowledge and skills, communicate the purpose/ learning goals and learning tasks, provide criteria for assessing, focus on the development of skills in order to apply the knowledge and analyze information (critical thinking), low stake assessments, frequent and timely feedback, equitable access to academic language (of assessment); refrain from making assumptions/watering down the language, varied and unique programming by campus to meet the individual needs of students		

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 June 2027, 90% of students will report that Monsignor Fraser has provided them opportunities to take part in experiential learning, explore different pathways leading to post-secondary destinations and to identify a caring adult that helps them with academic/social/emotional problems, as measured by Safe and Caring Schools survey.	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.	• Re-assess student progress as to their pathways plan (team-based approach) • Further implementation of new PLAR processes • Supporting application processes (team-based approach) • Role modelling • Engage students in Experiential Learning (EL) opportunities/real tangible problems to solve (Encourage staff to apply for EL funding via EL application) • Effective transitioning of students to workplace/college/university • Effective transition plans and meetings for T2W students • Administrative support for staff to engage students in experiential learning with classes and student body • Utilization of Experiential Learning central funds to offer enriched experiences for students	• Enrolment in specialized pathways programs (OYAP (Ontario Youth Apprenticeship Program), SWAPSI (School Within a College), Dual Credit) • Enrolment and engagement in T2W program • Enrolment numbers in new OYAP accelerated programs and off the ground enrolment (Carpentry and Hospitality/Culinary via George Brown College) • Enrolment in Tech education, HPE, GPP, Co-Op Courses • Enhanced PLAR program opportunities for credit accumulation	Continued support from Student Success/Pathways team from the TCDSB and Guidance team Co-Planning of implementation of programming as it relates to student success

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