# ***Neil McNeil***

# ***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, Grade 9 students currently working at or below Level 2 in Math and English will demonstrate growth of at least one level, as measured through ongoing diagnostic assessments and samples of their learning collected throughout the semester. | 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. | learning goals, success criteria and descriptive feedback | percentage of students demonstrating progress as measured by ongoing assessments following teacher implementation of high-impact practices in the classroom | PLC time, code days |

## 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 |
|---|---|---|---|---|
| By June 2027, students will increasingly see themselves reflected in the curriculum and school community, as evidenced by student voice data, participation in culturally responsive learning activities, and engagement in initiatives co-developed with the TCDSB Black Graduation Coach that promote belonging across diverse identities, cultures, family structures, and abilities. | 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.<br><br>Further leverage the impact of Graduation coaches, Student Success Teachers, Guidance teachers and other caring adults to support students in reaching their pathways goals. | provide professional learning and working with Black Graduation Coach and BSA for implementing school wide initiatives, programs and PD | student engagement and involvement | support of TCDSB Equity Department and Black Graduation Coach |

## 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 May 2027, students will report feeling more supported and connected as the school intentionally implements at least one Condition for Learning strategy that promotes mental health and well-being. Progress will be measured through classroom-based feedback. | SAFE SCHOOLS - Continue to increase awarenesss of restorative practices by providing professional development to staff on implicit bias, restorative practices and creating physically and emotionally safe learning environments.<br><br>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). | participation in school-wide Big Brother developed activities | student engagement and involvement<br>anecdotal classroom and school observations | support through Student Success Team, Guidance, Resource Department, CYW, Social Worker; Big Brother teacher leads, Black Graduation Coach |

## 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, all students will engage in learning experiences that connect curriculum to real-life and future pathways. The school will build capacity to embed career/life planning across subjects, promoting inclusive and informed student decision-making. | 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. | Provide professional learning focused on the inquiry-based program framework and on strategies for embedding education and career/life planning in curricular and extracurricular programs, school-wide activities and student activities in the community. | Department sharing at PLCs<br>review of IPP<br>Grade 12 Exist Survey | PLC and code days |