

Senator O'Connor

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 80% of the selected marker students in Grade 9-12, in all subjects, currently achieving a level 2, will increase by 3% within a learning cycle.	Continue using 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 using High Impact Instructional Practices in Numeracy and Literacy as appropriate. Improve IEP documentation and implementation of numeracy and literacy goals and expectations for accommodated programming and the use of math tools for learning.	Teachers will consider effective instructional strategies that are available through Universal Design of Learning, "Thinking Classroom", pre, mid and post assessment i.e. non-permanent learning surfaces, success criteria, descriptive feedback, small groups, flexible groups, problem solving and moderated marking, direct instruction. The use of 'Selective Marks' will be important as well.	Continued use of learning cycles, Department Head Meetings, contextual data from Heads in collaboration with teachers, student focus groups, PLC time, Student Success team, Edwin, Knowledge Hook, Power BI.	Code 83 Days, Lunch and Learn, PLC time, funding for staff innovation - recognition programs.

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, 20% more Grade 9-12 students will demonstrate an increased level of knowledge regarding historical and contemporary contributions of Black Canadians, moving from baseline to target as measured by TCDSB educator-designed pre- and post-perception surveys administered in December 2026 and May 2027.	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.	Teachers will be asked to create their own "learning tool kit" to support instructional equity in connection to supporting further awareness and celebration of Black Canadians. Checking and connecting with students will also support this and ensuring 'Caring Adults' are available to support.	Staff and student surveys. There will be a pre and post survey, which will support the learning goal. We will also use TCDSB climate surveys and any additional information on Power BI.	PLC time, Equity Department monthly resources on Sharepoint, PLC presentations on bias and mirco aggressions.

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, increase participation in Specialist High Skills Major (SHSM) programs by 50% from the 2025–26 baseline through targeted student outreach, pathway promotion, and increased awareness of SHSM opportunities.	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.	Increase awareness of OCS SHSM programs and benefits of a SHSM diploma through presentations, announcements, and after school meetings. Provide students with clear information and requirements of SHSM participation including course requirements, COOP, and certifications. Collaboration between SHSM and Guidance to promote SHSM programs and identify potential participants.	Use 2025-26 SHSM data to provide baseline and establish a corresponding 50% increase target for 2026-27. Monitor student completion of SHSM requirements, including certifications, completion of the experiential learning component, and the required courses.	Updated SHSM promotional materials that outline student program information, requirements, and benefits.