

## Board Improvement and Equity Plan Tool Analysis

There are **four** Provincial Priorities: (Metrics: 11 goals, 25 indicators)

1. Achievement;
2. Human Rights and Equity;
3. Mental Health, Well-Being, Engagement;
4. Pathways and Transitions

There is **one** Emergent Priority: (Metrics: 6 indicators)

1. Learning Recovery and Renewal

### FOUR PROVINCIAL PRIORITIES

ACHIEVEMENT		
Goal I: Improve Math Achievement	Source/Description	Status
<b>1. % of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math*</b>	EQAO Math - Gr. 3, 6 & 9 Student Demographics EQAO by Student Demographics	Dependent on EQAO assessments being administered and EQAO reporting format for 2022
<b>2. % of students who meet or exceed the provincial standard in math report card assessments in Grades 3 and 6 and 9*</b>	Report Card Math - Gr. 3, 6, & 9 Student Demographics Report Card Math by Demographics	On Track (may be impacted by labour disruption)

Goal II: Improve Literacy Achievement	Source/Description	Status
<b>3. % of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing*</b>	EQAO Reading and Writing - Gr. 3 & 6 (EQAO) Student Demographics EQAO by Demographics	Dependent on EQAO assessments being administered and EQAO reporting format for fall 2022
<b>4. % of students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6*</b>	Report Card Reading and Writing - Gr. 3 & 6 Student Demographics Report Card Reading and Writing by Demographics	Dependent on EQAO assessments being administered and EQAO reporting format for fall 2022
<b>5. % of first time eligible fully participating students who are successful on the OSSLT*</b>	OSSLT (EQAO) Student Demographics OSSLT by Demographics including Special Ed and ELL	Dependent on EQAO assessments being administered consistently and EQAO reporting format for fall 2022
Goal III: Improve Conditions for Learning	Source/Description/Responsibility	Status
<b>6. % of students in Grade 4-12 who report they see themselves reflected and affirmed in their learning*</b>	Some examples of questions that may be included on the TCDSB Student Census (Grades 9 to 12): <ul style="list-style-type: none"> <li>Adults in my school have high expectations for me.</li> <li>There is a strong belief in my school that all students can learn.</li> </ul>	Expand administration of Student Census to inform data collection

	<ul style="list-style-type: none"><li>• Student groups that make up our school population can see themselves reflected in the culture and curriculum.</li><li>• Adults at school believe all students can be successful.</li><li>• Students in my school feel they belong to a Catholic learning community.</li></ul>	
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HUMAN RIGHTS AND EQUITY		
Goal IV: Build Human Rights and Equity Capacity through Leadership	Source/Description/Responsibility	Status
<b>7. % of Supervisory Officers, Principals, and Vice-Principals whose performance appraisal plan include one or more goals to eliminate disparities revealed by both student and workplace demographic data collection</b>	Supervisory Officer Performance Appraisals Principal Performance Appraisals January 2022: A consultation with Research Department regarding data collection process  Goals are connected the Pastoral Plan and the Equity Action plan.	To be collected through
<b>8. % of Trustees that participate in human rights and equity professional development</b>	Communication to the Board of Trustees (Equity Department)	To be collected
Goal V: Support the Implementation of De-streaming	Source/Description/Responsibility	Status
<b>9. % of students achieving the provincial standard in Grade 9 de-streamed math*</b>	Grade 9 de-streamed math – Report Card Student Demographics Achievement by Demographics	To be collected from secondary schools once students have participated in Grade 9 EQAO
<b>10.% of student enrollment in University (U), College (C), University/College (M), and</b>	Grade 11 - frequency distribution for enrolment in types of courses (U, C, M, E)	To be collected prior to students leaving Informed by student census.

<b><i>Workplace (E) courses in Grade 11 and 12*</i></b>	Grade 12 – frequency distribution for enrolment in types of course (U, C, M, E) Student Demographics Distribution by Demographics	
<b><i>11.% of students in Grades 9-10 participating in locally developed compulsory credit courses has not increased*</i></b>	Grade 9 & 10 – percentage of students enrolled in Locally Developed courses Student Demographics LDC enrolment by Demographics	Informed by credit accumulation by course type
<b>Goal VI: Reduce Discretionary Student Discipline Practices</b>	<b>Source/Description/Responsibility</b>	<b>Status</b>
<b><i>12.% of suspension and expulsions across Grades 4-12*</i></b>	Suspensions Expulsions Student Demographics Suspensions/expulsions by Demographics	To be collected by demographics via Safe Schools Dept and Research Dept.
<b><i>13.% of school staff who have undertaken professional development specific to equity and human rights to support fair student discipline practices</i></b>	Principal survey or tracking PD attendance (Equity Dept, Safe Schools Dept. Nurturing our Catholic Community Dept. and Special Services Dept.)	Administrator Survey
<b>Goal VII: Address Human Rights Complaints and Hate-Based Incidents</b>	<b>Source/Description/Responsibility</b>	<b>Status</b>
<b><i>14.# of human rights complaints raised and %</i></b>	Central Executive Office Equity Department	To be collected

<i>resolved (informally and formally)</i>		
<b>15.# of reported hate-based incidents</b>	Human Rights and Equity Advisor (HREA)	To be Collected

MENTAL HEALTH, WELL-BEING and ENGAGEMENT		
Goal VIII: Improve Student Mental Health and Well-Being	Source/Description/Responsibility	Status
<b><i>16.% of students in Grades 4-12 who feel their school is a safe and inclusive environment*</i></b>	<p>Examples of questions that may be included on the TCDSB Student Census:</p> <ul style="list-style-type: none"> <li>• I feel accepted for who I am at school.</li> <li>• My school is a place where I feel like I belong.</li> <li>• My school is a place where students of all identities feel included (e.g., Indigenous identity, ethnic origin, race, religion/spiritual affiliation, language, gender identity, sexual orientation, disability, socioeconomic status).</li> <li>• My school is a place where students feel physically safe.</li> <li>• My school is a place where students feel emotionally safe.</li> <li>• My school is a place where students experience acts of kindness, love, justice and peace.</li> </ul>	To be collected via Safe School Dept and Research Dept
<b><i>17.% of board-level staff and educators receiving</i></b>	Mental Health Strategy addresses mental health and well being	To be tracked further.

<i>professional learning in student mental health literacy and board protocols regarding student mental health (including but not limited to suicide prevention, intervention and post-intervention protocols and pathways to mental health care within and external to the school board)</i>	Educator Training Supports considered include religious/pastoral care as an option to address mental health and well-being	
<b>18.Board specific indicator aligned to board Mental Health Strategy and Action Plan</b>	Mental Health Strategy This indicator to be determined by Mental Health Department.	To be determined based on mental healthy action plan areas for growth.
<b>Goal IX: Improve Student, Parent and Community Engagement</b>	<b>Source/Description/Responsibility</b>	<b>Status</b>
<b>19.Student attendance rate*</b>	Attendance – frequency distribution (e.g., problematic attendance) Student Demographics Attendance by Demographics	To be collected.
<b>20.Board specific indicator related to improving student, parent and community engagement</b>	Annual Board Report: Communications & Community Engagement Review of indicator related to home, school and parish connection.	



PATHWAYS AND TRANSITIONS		
Goal X: Improve Graduation Rates	Source/Description	Status
<b>21.% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9*</b>	Graduation with OSSD Student Demographics Graduation by Demographics	Will be collected once students graduate; consider Student Census in future
Goal XI: Improve Student Readiness for Future Success	Source/Description/Responsibility	Status
<b>22.% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)*</b>	Pathways Team to identify source (linkable to Demographics)	To be collected by demographics; consider Student Census in future
<b>23.% of students in Grades 7–12 who annually update their Individual Pathways Plan (IPP)*</b>	Pathways Team to identify source – My Blueprint (linkable to Demographics)	To be collected
<b>24.% of Ontario students entering a university program, college program, apprenticeship training</b>	Pathways and Research Team to identify source (linkable to Demographics)	To be collected

<b><i>program or other post-secondary institution after secondary school*</i></b>	Include religious vocations pathway for post-secondary options. (E.g. Ordinandi)	
<b><i>25.% of students enrolled in STEM-related courses in Grades 11 &amp; 12*</i></b>	Trillium/SIS - Enrolment in Math, Science, Computer Science and Technological Education Student Demographics Enrolment by Demographics	To be collected

**\*In addition to data for all students, school boards are to provide data for the following demographic groups for this indicator: Indigenous students, Black students, racialized students, 2SLGBT2Q+ students, students with a disability, students with special education needs (non-gifted) and students from a low-income household.**

<b>EMERGENT PRIORITY: LEARNING RECOVERY AND RENEWAL</b>		
<b>Mental Health and Well-Being</b>	<b>Source/Description</b>	<b>Status</b>
<b>1. % of students who accessed school-based mental health services</b>	What is our TCDSB Mental Health and Well-Being strategy? Action: Mental Health Department Track access to Chaplaincy team to support mental health services	Currently gathered
<b>2. % of board –level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health</b>	Action: Mental Health Department Track access to Chaplaincy team to provide training to school staff (e.g.: Pastoral Day of Care)	Educator Survey
<b>Early Reading and Math</b>	<b>Source/Description</b>	<b>Status</b>
<b>3. % of students who received targeted early reading and math supports</b>	Address student requiring supports through in- school program and after school/summer programs	<ul style="list-style-type: none"> <li>- Will be addressed as part of reengagement plan.</li> <li>- Statistics to be collected</li> </ul>

<b>4. % of educators who received professional learning related to supporting students early reading and math</b>	Professional learning for staff through collaborative inquiry	- Pending labour action in elementary panel
<b>Re-engaging students</b>		
<b>5. % of schools that have implemented activities that promote school connections, including extra-curricular activities</b>	Schools/administrator/educator surveys	- Staff surveys
<b>6. % of schools that have an intentional strategy to keep students engaged</b>	Schools/administrator/educator surveys	- Staff surveys