



REPORT TO

REGULAR BOARD

TCDSB Student Achievement Plan 2024-2025 Report Back and Draft SAP 2025-2026 for Consultation

“But grow in the grace and knowledge of our Lord and Savior Jesus Christ. To him be the glory both now and to the day of eternity” 2 Peter 3:18

Drafted	Meeting Date
April 14, 2025	April 24, 2025
Cristina Fernandes, Executive Superintendent, Student Achievement, Innovation and Well Being Michael Caccamo, Superintendent, Literacy Curriculum & Innovation, and Safe Schools Kimberly Dixon, Superintendent, Mathematics and Central Curriculum Leadership & Innovation Roy Fernandes, Superintendent, Indigenous Education, Equity and Community Relations, and Curriculum Maria Meehan, Superintendent of Special Services and Mental Health	

INFORMATION REPORT

Vision: *IN GOD’S IMAGE: Growing in Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



Brendan Browne
Director of Education

Adrian Della Mora
Associate Director of Academic Affairs & Chief Operating Officer

Derek Boyce
Associate Director of Corporate Services and Chief Commercial Officer

Ryan Putnam
Chief Financial Officer and Treasurer

A. EXECUTIVE SUMMARY

This report provides information on the implementation of the TCDSB Student Achievement Plan for the 2024-2025 year and outlines a draft plan for 2025-2026 for broad consultation. The plan was a requirement of the Ministry of Education's Better Schools and Student Outcomes Act, 2023. The plans align with the TCDSB Multi-Year Strategic Plan (MYSP) and departmental action plans.

The cumulative staff time required to prepare this report was 60 hours

B. PURPOSE

1. This report provides information on the implementation of the 2024-2025 TCDSB Student Achievement Plan (TCDSB SAP).
2. Included in this report is the proposed draft 2025-2026 Student Achievement Plan (Appendix A) for consultation.

C. BACKGROUND

1. The Ministry of Education, through the Better Schools and Student Outcomes Act, 2023, mandated that every board develop a Student Achievement Plan. The plan provides a measure of accountability.
2. The TCDSB SAP is designed to provide a consistent set of performance indicators emphasizing student achievement, future success, and mental health and well-being outcomes. The plan ensures that strategic planning and policy development are data driven. The SAP includes input from families and communities to promote transparency in school boards.
3. The plan has three main areas to be monitored:
 - a. Achievement of Learning Outcomes in Core Academic Skills;
 - b. Preparation of Students for Future Success, and
 - c. Student Engagement and Well-Being.
4. For each area tracked, the Ministry of Education has identified several metrics that will be gathered over time to inform the work of district school boards. Some metrics are part of our ongoing work (e.g., EQAO achievement data) while other metrics were captured through student surveys within the EQAO collection processes.

5. Consultation was conducted through a survey in April 2024 to key stakeholders and the final plan was posted at the end of May 2024.
6. This report provides information on the implementation of the actions related to the Ministry metrics.

D. EVIDENCE/RESEARCH/ANALYSIS

7. The following chart outlines the actions undertaken during the 2024-2025 academic year in the three areas designated by the Ministry of Education:

1. Achievement of Learning Outcomes in Core Academic Skills	
✓	Implemented early reading screening in Kindergarten (Year 2), Grade 1 and 2
✓	Introduced explicit instruction focusing on foundational reading strategies
✓	Introduced tier 2 intervention in Grade 1 classes and expanding tier 3 interventions to more priority schools
✓	Focused use of Universal Design for Learning and Differentiated instruction to support Literacy and Mathematics learning in all grades
✓	Teaching students with fidelity to math curriculum
✓	Engaging staff in ongoing learning of math content knowledge for teaching
✓	Knowing the math learner by ensuring mathematical tasks, supports and interventions that are relevant and responsive
2. Preparation of Students for Future Success	
✓	Ensure students are aware of Secondary School expectations including compulsory and elective credits.
✓	Continue to monitor student credit accumulation for the purpose of intervention through local school student success teams.
✓	Develop and increase student participation in Specialist High Skills Major, Dual Credit and Ontario Youth Apprenticeship Programs as an option for every pathway.
✓	Work with schools to implement new programming and support student participation.

✓	Provide students multiple options for course selection and jump ahead credits (e.g., Gr. 8 to 9 Transitions course; online asynchronous learning through day e-learning, continuing education summer, evening and weekend programs, and alternative learning programs).
3. Student Engagement and Well-Being	
✓	Student absenteeism is tracked daily and students with multiple absences are flagged for contact and intervention.
✓	Use of progressive discipline approaches that support student social emotional learning and restorative practices.
✓	Safe Schools and Special Education and Equity Departments work in tandem to support student mental health and self-regulation.
✓	TCDSB implemented the Middle Years instrument to identify areas for student support, including mental health.

8. The actions outlined on the 2024-2025 plan were implemented throughout the year. Some of this work is ongoing and will continue into 2025-2026 with a renewed focus as outlined in the new framework (See appendix A).
9. Specific actions are also summarized in a slide deck presentation (See Appendix B) provided to the Board of Trustees in alignment with this report, outlining both the work of the previous plan and the actions being taken to address the ongoing work of student achievement.

E. METRICS AND ACCOUNTABILITY

1. The TCDSB Student Achievement Plan provides data on TCDSB achievement in relation to the ministry-selected metrics. It also provides boards with the opportunity to include comments on strategies to enhance the engagement and achievement of specific subgroups of our populations (e.g., English Language Learners, Students with Special Needs, Students from low-income neighbourhoods).
2. The provincial plan template provides district school boards with the opportunity to list some of the actions they are taking to address the needs in the system. While the template provides only limited space to outline some of the professional learning and opportunities that are provided to staff and students, links have been included in each section of the plan to our TCDSB Action plans which outline further strategies. (e.g., Math Achievement Action

Plan, Equity Action Plan, Special Services Action Plan, Mental Health Action Plan, Professional Learning Plans etc.).

3. The 2025-2026 SAP draft template will go out to consultation at the end of April/beginning of May in accordance with directives from the Ministry of Education. A draft SAP will be posted on the TCDSB website for the consultation process.
4. This broad consultation will include a slide deck summary to the Board of Trustees, the Special Education Advisory Committee and the Catholic Parent Involvement Committee along with a survey that allows all parents and interested groups (advisory and labour groups) to contribute to the work of student achievement.
5. Upon receiving feedback, the final SAP plan with the considered feedback will be provided to trustees for final approval. Once approved, the plan will be posted on the TCDSB website and will be used for guiding the work of the system.
6. The Ministry encourages district school boards to continue work in areas that are not specifically outlined in the Student Achievement Plan template, but that are integral to the board's communities. As such, we will continue to include Equity as it aligns with the MYSP in our day-to-day work as outlined in each school's School Improvement and Equity Plan (SIEP).
7. In the Fall, schools will implement a School Improvement and Equity Plan that is aligned with the SAP and is responsive to each community's needs, reflecting the local student population and the parent community's priorities.
8. Additionally, central academic staff will provide professional learning opportunities for staff (as outlined in the annual Professional Learning Plan) and in special events for students to support the work at the school level.
9. Both the TCDSB Student Achievement Plan and the School Improvement and Equity Plan will be publicly posted, the SAP on the board site and the SIEP on each school's site. The plan will be reviewed annually and consulted on as appropriate for implementation. The outcomes of the plan are reported annually to the Board of Trustees.

F. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.