

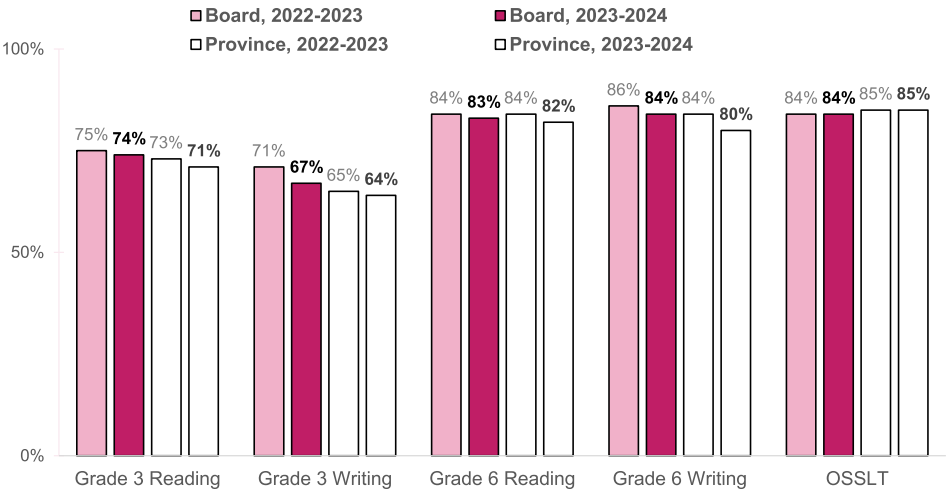
Student Achievement Plan: Toronto CDSB

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

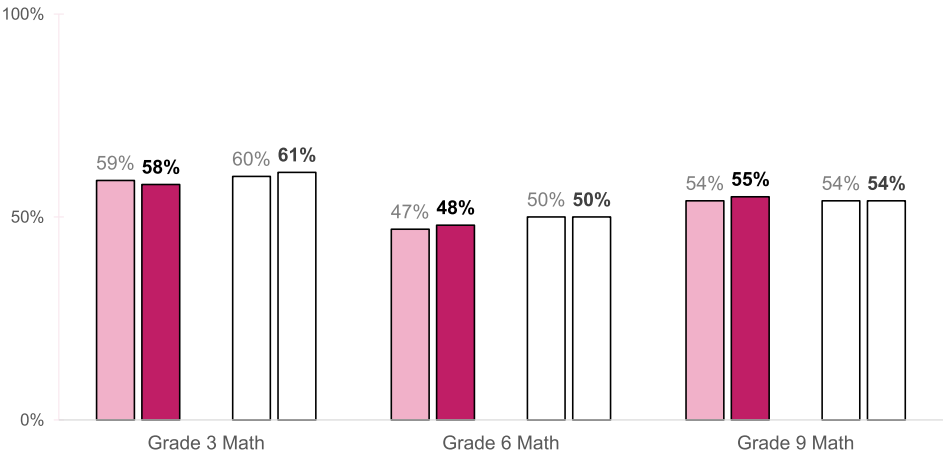
Goal: Improve students’ literacy learning and achievement

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.



Goal: Improve students’ math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math

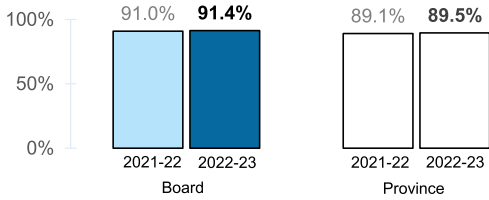


2023-2024 Academic Year

Preparation of Students for Future Success

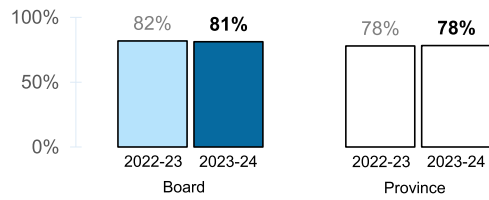
Goal: Improve students’ graduation rates and preparedness for future success

Measure: % of students graduating with an OSSD within five years of starting Grade 9

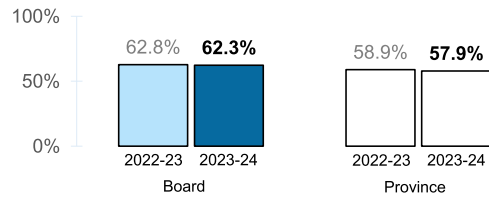


Includes students who began Grade 9 in 2018-2019 and tracks their progress until 2022-2023.

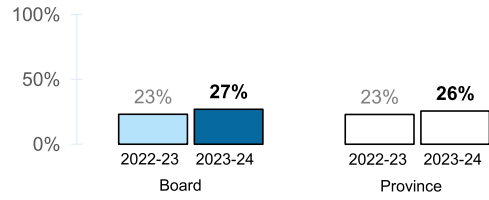
Measure: % of students who earn 16 or more credits by the end of Grade 10



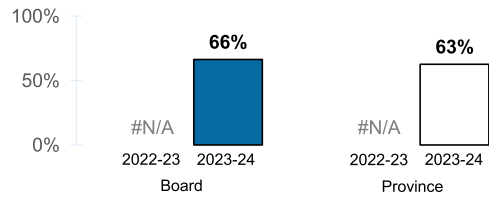
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

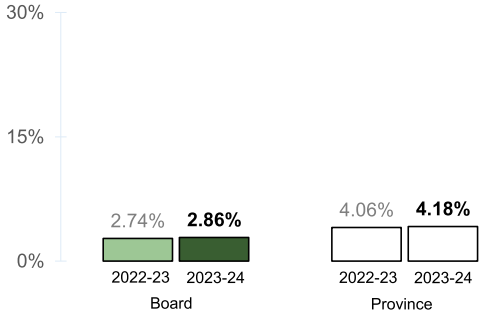


2023-2024 Academic Year

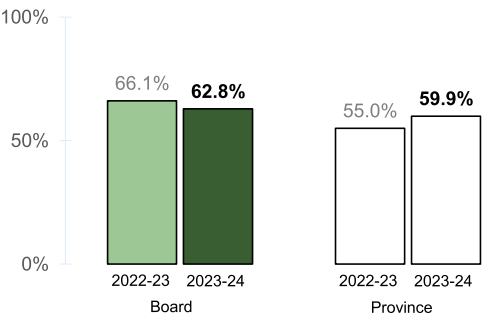
Student Engagement & Well-Being

Goal: Improve students’ participation in class time and learning

Measure: % of students in Grades 4-12 who were suspended at least once

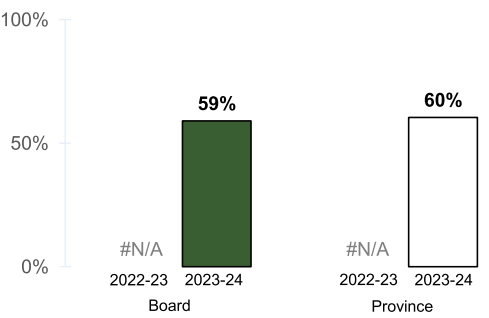


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



Goal: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022 to 2023-2024, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards. Learning Preparedness and Mental Health Awareness data is not available for 2022-2023.

Student Achievement Plan: Toronto CDSB

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students’ literacy learning and achievement

	School	
	Board	Province
% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	74%	71%
Grade 3 EQAO Writing	67%	64%
Grade 6 EQAO Reading	83%	82%
Grade 6 EQAO Writing	84%	80%
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL		
	84%	85%

Goal: Improve students’ math learning and achievement

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	58%	61%
Grade 6 EQAO Math	48%	50%
Grade 9 EQAO Math	55%	54%

Additional School Board Measures	School board
Math Achievement Action Plan (LINK: https://5il.co/2942j) has additional strategies.	TCDSB
Special Education Action Plan (LINK: https://5il.co/2482u) has additional strategies.	TCDSB

Actions our School Board Will Take to Improve

- 1.Continued identification of subsets of students for focused classroom interventions (literacy and math)
- 2.Reading Facilitator led training on Tier 1 and 2 reading strategies
- 3.Use screening tools to precisely support placements in Tiered interventions (5th block, Corrective Reading, Empower)
- 4.Investigate screeners for additional grades for reading and math interventions
- 5.Use of High Impact UDL strategies and resources to support and enhance students with ELL and IEPs
- 6.Engage in pedagogies that centre student-voice and choice and that leverage students’ strengths, abilities and experiences and are culturally relevant
- 7.Continued support to students through school-based student success staff
- 8.Using school math and literacy data to set upcoming goals for local School Improvement and Equity Plans
- 9.Track usage of responsive mathematics tools to support effective curriculum implementation (e.g. Knowledgehook, Edwin)
- 10.Planned support in math for ELL students and students with IEPs
- 11.Promote parent engagement through math experiences
- 12.Increase opportunities in continuing education and e-learning to support math credit attainment

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022 to 2022-2023, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards. Learning Preparedness and Mental Health Awareness data is not available for 2022-2023.

2023-2024 Academic Year

Preparation of Students for Future Success

Goal: Improve students’ graduation rates and preparedness for future success

	School	
	Board	Province
% of students...		
who earn 16 or more credits by the end of Grade 10	81%	78%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	27%	26%
who graduated with an OSSD within five years of starting Grade 9 (2022-2023)		
	91.4%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	62.3%	57.9%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)		
	66%	63%

Additional School Board Measures	School board
80% of students feel more positive about their school experience after connecting with Graduation Coaches for Black students	TCDSB
Equity Action Plan (LINK: https://5il.co/1rqfg) has additional strategies.	TCDSB

- Increased Student Awareness:
- 1.Expand Cooperative Education opportunities that reflect student interests.
 - 2.Continue to build awareness of Guidance Counsellor Teachers of the variety of pathways and opportunities that will support students.
 - 3.Continue to provide student access to career fairs responsive to their interests.
- Increased Pathway Program to meet student needs and interests:
- 4.Provide ELL students and students with IEPs pathway options that align with and support their abilities (E.g. SHSM Certifications, etc.)
 - 5.Engagement of outside agencies to help students feel an increased sense of belonging at school.
 - 6.Expanded access to specialty STEAM programming (e.g. Robotics)
- Pathways to Graduation:
- 7.Local tracking of credit completion to inform interventions provided.
 - 8.Ensure student awareness of ways to stay on track with credit accumulation through e-learning, Continuing Education options and credit recovery.
 - 9.Increase access to Graduation Coaches and other caring adults to support students in reaching their pathway goals.

2023-2024 Academic Year

Student Engagement & Well-Being

Goal: Improve students’ participation in class time and learning

	School	
	Board	Province
% of students...		
in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	62.8%	59.9%
in Grades 4-12 who were suspended at least once	2.86%	4.18%

Goal: Improve student well-being

% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	59%	60%
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Additional School Board Measures	School board
Middle Years Instrument indicated that students had overall good social and emotional development.	TCDSB
Middle Years Instrument reported that some students indicated that they have worries but report high level of connectedness.	TCDSB
Mental Health Plan (LINK: https://5il.co/29okp) and Safe Schools Plan (LINK: www.tcdsb.org/page/safe-schools)	TCDSB

- Increase student engagement:
- 1.Increase student attendance through a communication campaign with families on the importance of attending school
 - 2.Offer parent webinars through CSPCs on how to support student engagement
 - 3.Recognize and celebrate good or improved student attendance in schools
- Increase awareness of restorative practices:
- 4.Continue to provide professional development to staff on implicit bias, restorative practices and creating physically and emotionally safe learning environments
 - 5.Continue to provide opportunities for students to be leaders that promote safe and accepting communities (e.g. Safe School Teams and symposiums)
- Increase awareness of mental health supports for students:
- 6.Display Mental Health resources prominently in schools (posters, flyers, newsletters) and on the TCDSB website
 - 7.Provide training to teachers and administrators to embed MH practices within classrooms & schools (e.g. Mental Health Action Teams)
 - 8.Use of Faith and Wellness strategies to inform student awareness to strengthen engagement and achievement.