

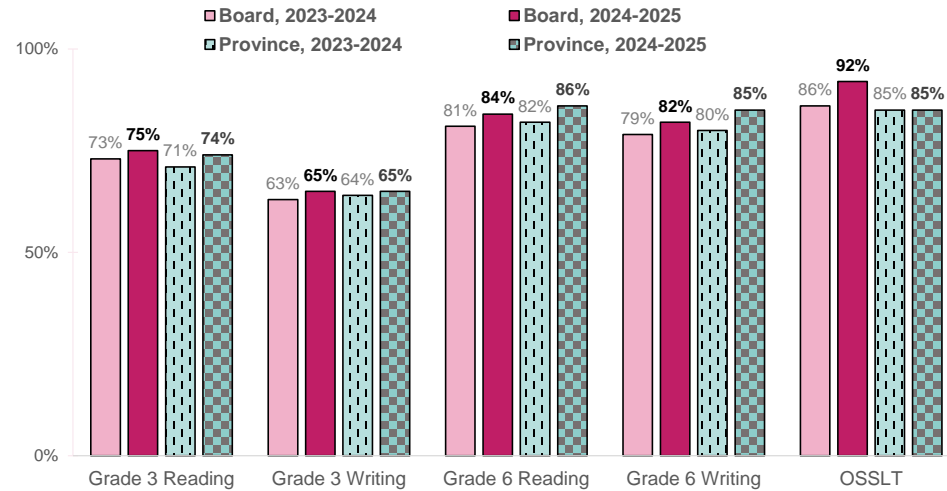
Student Achievement Plan: Waterloo CDSB

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

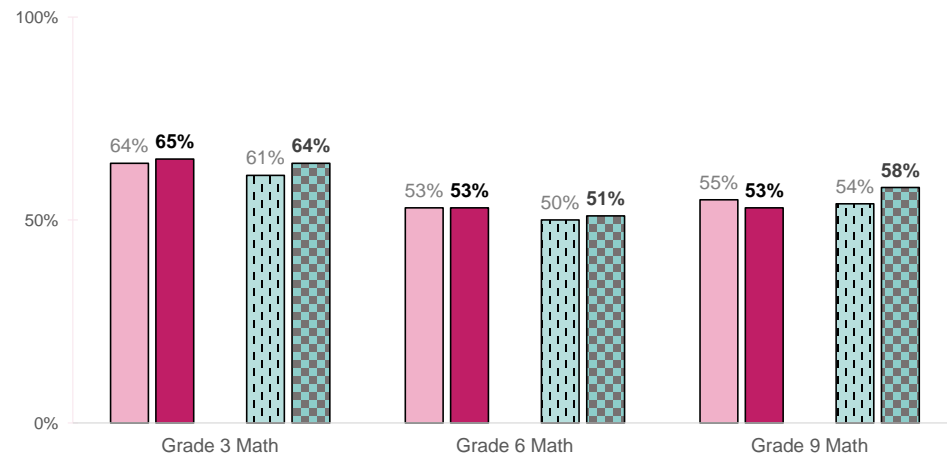
Goal: Improve students' literacy learning and achievement

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



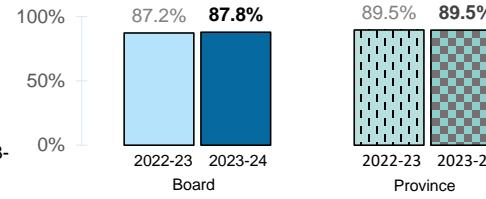
2024-2025 Academic Year

Preparation of Students for Future Success

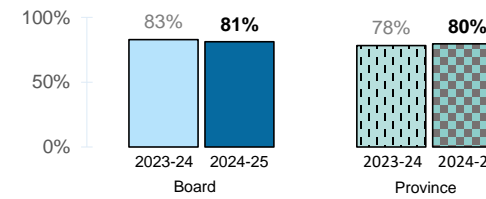
Goal: Improve students' graduation rates and preparedness for future success

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

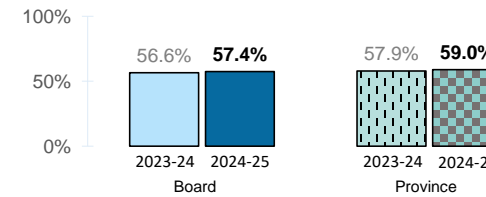
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



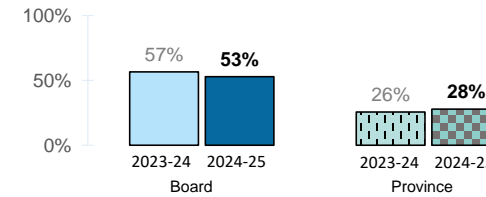
Measure: % of students who earn 16 or more credits by the end of Grade 10



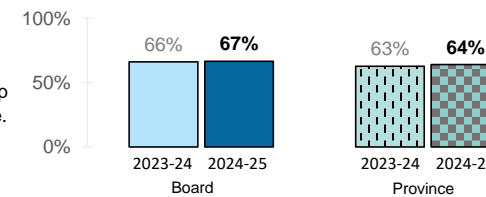
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



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)

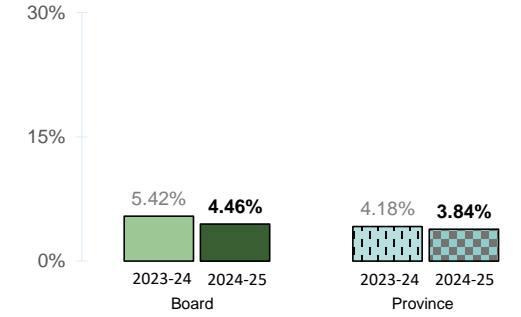


2024-2025 Academic Year

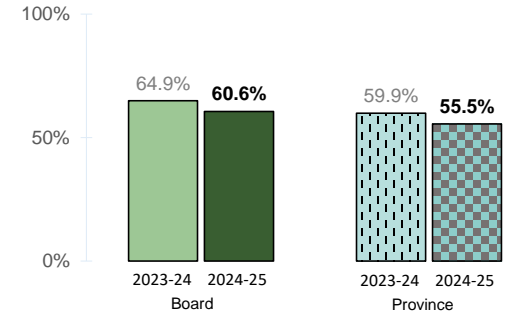
Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

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

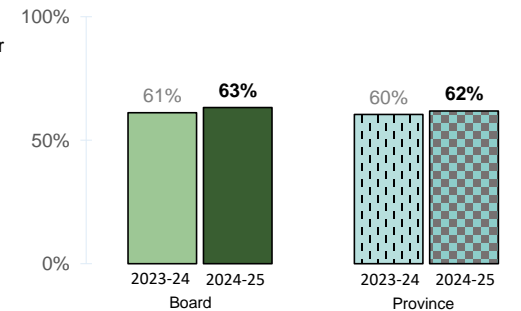


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



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), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

Student Achievement Plan: Waterloo CDSB

2024-2025 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	75%	74%
Grade 3 EQAO Writing	65%	65%
Grade 6 EQAO Reading	84%	86%
Grade 6 EQAO Writing	82%	85%
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	92%	85%

Goal: Improve students' math learning and achievement

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	65%	64%
Grade 6 EQAO Math	53%	51%
Grade 9 EQAO Math	53%	58%

Additional School Board Measures

School board

<https://www.wcdsb.ca/programs-and-services/curriculum/elementary-curriculum/mathematics-elementary/>

<https://www.wcdsb.ca/literacy-achievement-action-plan/>

<https://www.wcdsb.ca/wp-content/uploads/sites/36/2025/10/Special-Education-Plan-2025-2026.pdf>

Actions our School Board Will Take to Improve

1. Early Identification & Data Use: Use ERS K–2, CAT 4, report cards, Knowledgehook (entry/exit), and EQAO data to identify at risk students and guide Tier 1 and Tier 2 interventions.
2. EQAO Alignment & Equity Analysis: Leverage mock EQAO (Grades 3, 6), EQAO course weighting, and census data to analyze trends (2022–2025), address disproportionalities, and improve outcomes for students on an IEP.
3. Literacy Professional Learning: Provide sustained PD through KELI, PA days, LLTs, PLCs, embedded classroom learning, and OSSLT focused training aligned with literacy and EQAO improvement goals.
4. Math Professional Learning & Intervention: Deliver system wide math PD (digital assessments, mock EQAO, data review), Tier 2 interventions, and coaching led by math leaders and MLTs, with a focus on success for students on an IEP.
5. Staffing & Program Supports: Strengthen instructional capacity through designated leadership roles (Literacy SATs, Math Coordinator, Gr. 9 Math Lead) and job embedded classroom supports including small group instruction and math teaching sprints.

2024-2025 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%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	53%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	87.8%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	57.4%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	67%	64%

Additional School Board Measures

School board

<https://www.wcdsb.ca/wellbeing/equity-diversity-and-inclusion/equity-action-plan/>

<https://www.wcdsb.ca/wp-content/uploads/sites/36/2025/06/WCDsb-Mental-Health-and-Addictions-Strategy-2025-2028-and-Action-Plan.pdf>

1. Pathways & Credit Accumulation: Expanded experiential learning and pathways through OYAP FAST, enhanced Co op offerings (including Project SEARCH), SHSM, Dual Credit programs, and early identification of at risk students to support retention, credit accumulation, and graduation.
2. AI & Digital Innovation: Developed district wide Generative AI guidelines, delivered system wide AI professional learning (PA Day, leadership sessions, podcast), and expanded AI learning opportunities for students through new SHSM certifications and the AI Student Symposium.
3. Staff Professional Learning: Provided ongoing professional development in skilled trades pathways, technology education, AI, robotics, e-sports, STEM integration, and guidance counselling to enhance student pathway awareness and instructional capacity.
4. Targeted Staffing Supports: Strengthened equity and graduation outcomes through dedicated roles, including Indigenous Student Support Workers and Success Teachers, and a Graduation Coach for Black students.
5. Program Expansion & Engagement: Expanded high impact programs including robotics (Grades 6–8), e-sports (elementary and secondary), STREAM kits in French Immersion, and skilled trades and apprenticeship partnerships with colleges, unions, and employers.

2024-2025 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	60.6%	55.5%
in Grades 4-12 who were suspended at least once	4.46%	3.84%
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		
	63%	62%

Additional School Board Measures

School board

% of Catholic Elementary Students participating in Sacraments

% of students who experience Ontario Catholic School Graduate Expectations in their learning environment

% of Secondary students who met or exceeded the provincial standard on their religion final report card

1. Mental Health Frameworks & Implementation: Strengthened system practices through trauma informed leadership, early years wellbeing resources (Wayfinder kits), and partnerships advancing the board's Mental Health Plan pillars: SEL, trauma informed education, and adult regulation.
2. Staff Professional Learning: Delivered mental health PD, including trauma informed and anti racist training, suicide prevention/life promotion, and Tier 1 orientation for new educators.
3. Targeted Student Supports: Expanded access through roles such as Indigenous Student Support Workers, Success Teachers (Elementary/Secondary), and a Graduation Coach for Black students.
4. Student Wellbeing, Voice & Literacy: Increased affinity spaces and Safe & Caring Schools Ambassador programming while enhancing mental health literacy through SMHO aligned campaigns and D2L courses supporting self awareness and help seeking.
5. Introduced new Pastoral Plan focused on listening, engaging, and serving; Began annual check-ins regarding Catholic curriculum in elementary schools to build capacity for secondary school success; programming to teach OCSGEs in all grades, and engaged in "A Conversation in the Spirit" to strengthen school-parish connections.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

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