

# 2025-2026 DDSB STUDENT ACHIEVEMENT PLAN—Every Student Across the Stage




## Every day Conditions for Learning

In the DDSB, we believe well-being, identity, and achievement are inseparable. Everyday conditions for learning are grounded in a climate-first approach, anti-oppressive practices, and the principles of Universal Design for Learning (UDL). These conditions lay the foundation for classrooms and schools where every student feels seen, valued, happy, engaged and supported—ready to learn and thrive.

Mental health and well-being are intentionally integrated into everyday classroom interactions and school culture. These conditions are co-created with students and staff to foster belonging, reduce barriers, and affirm diverse identities and lived experiences.

Educators engage in ongoing cycles of planning, reflection, and inquiry, guided by real-time student data and voice. Families, caregivers, and community partners are essential collaborators in shaping learning spaces that promote dignity, safety, engagement, and high expectations.

These practices are sustained through culturally responsive teaching, identity-affirming resources, restorative approaches, and responsive access to supports. Grounded in the [DDSB Mental Health and Well-Being Action Plan](#), our shared commitment is to create inclusive, mentally healthy learning environments where every student can learn, connect, and succeed.

<div></div> <div><b>WELL-BEING</b><ul style="list-style-type: none"><li>• Creating safe, caring, and respectful environments where students can thrive</li><li>• Supporting the physical and mental health of students and staÃ</li><li>• Honouring every individual’s identity and inherent dignity</li></ul></div> <div><b>GOAL:</b> Improve students’ experience and engagement in schools to foster their well-being and sense of achievement.</div> <div><b>MEASURING IMPACT</b><p>Increased percentage of students who:</p><ul style="list-style-type: none"><li>• Feel their learning prepares them for their next steps in life.</li><li>• Participate in identity-affirming spaces and report a positi impact on their well-being</li><li>• Feel their input, identities, and experiences are reflected and respected</li><li>• Report being recognized for their strengths and valued for who they are.</li><li>• Attend school 90% of the time or more.</li></ul></div>	<div></div> <div><b>CONNECTED COMMUNITIES</b><ul style="list-style-type: none"><li>• Engaging students, families, staÃ, and community members as valued contributors to our growing community</li><li>• Building trust and a shared purpose through listening, communication, and action</li><li>• Fostering opportunities to meet, learn from, and inspire each other</li></ul></div> <div><b>GOAL:</b> Improve students’ connection to their school and classroom environment.</div> <div><b>MEASURING IMPACT</b><p>Increased percentage of students who:</p><ul style="list-style-type: none"><li>• Report a strong sense of belonging and connection at school.</li><li>• Feel they have supportive relationships with caring adults at school.</li><li>• Know who to go to for help and feel supported to participate fully and meaningfully in school life.</li></ul><p>Increased percentage of caregivers who feel:</p><ul style="list-style-type: none"><li>• The school is a trustworthy and welcoming place for their child</li><li>• They are respected as partners in their child’s education</li></ul></div>	<div></div> <div><b>MEANINGFUL LEARNING</b><ul style="list-style-type: none"><li>• Providing high quality teaching and learning for every student and staff membe</li><li>• Centering students and matching educational experiences to their interests and goals to prepare them for a changing world</li><li>• Recognizing and supporting staff as professionals and collaborator</li></ul></div> <div><b>GOALS:</b> Improve students’ literacy and math learning and achievement</div> <div><b>MEASURING IMPACT</b><p>Improved student outcomes on:</p><ul style="list-style-type: none"><li>• Grade 3, 6, and 9 EQAO Mathematics</li><li>• Grade 3 and 6 EQAO Literacy and 10 OSSLT</li><li>• Acadience screener (K–2)</li></ul><p>Increased percentage of students:</p><ul style="list-style-type: none"><li>• Earning 8+ credits by the end of Grade 9</li><li>• Earning 16+ credits by the end of Grade 10</li><li>• Reporting confidence and understanding in mat</li></ul><p>Lower percentage of students with modified IEP xpectations in literacy and math, as more are supported to meet grade-level outcomes through responsive, tiered instruction.</p></div>
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## Actions we will take to improve:

### EVIDENCE BASED STRATEGIES

#### Well-Being, Identity and Universal Design for Learning

Classrooms are co-constructed where students feel emotionally safe, valued, and supported to thrive. Instruction reflects anti-oppressive practices and Universal Design for Learning (UDL), enabling full participation and belonging.

- Embed social-emotional learning (SEL), co-regulation, and mental health literacy into regular classroom routines.
- Apply UDL principles to ensure flexible, inclusive learning environments.
- Use anti-oppressive, trauma-informed, and identity-affirming teaching strategies.
- Positive developmental relationships are embodied and experienced in the interactions between all educator, young people and their families.
- Create predictable routines and co-constructed commitments that reflect and affirm student identity.
- Expand access to land-based learning, and affinity space.
- Strengthen access to mental health and support coordinated care pathways for students and families.
- Actively involve families/caregivers in regular 2-way communication.
- Centre student input and lived experiences to ensure well-being supports are identity-affirming and culturally responsive.
- Ensure learning environments are accessible to students, caregivers and community.

#### High Expectations, Co-Created Learning Goals and Success Criteria

All students are held to high expectations. Learning goals and success criteria are co-constructed and used to make learning purposeful, accessible, and empowering.

- Understand and support every student’s capacity to learn and succeed.
- Co-construct and make learning goals and success criteria visible and accessible.
- Use anchor charts, student work, and exemplars to reinforce understanding.
- Embed student reflection, self assessment, and goal setting into daily learning.
- Align pathway planning (“[30 Credits My Way](#)”) with student-led goals.
- Share learning expectations and [Milestones for Success](#) with families/caregivers and students.

#### Assessment for Learning and Descriptive Feedback

Assessment is ongoing, inclusive, ethical, and used to adapt instruction in real time. Feedback builds student confidence, identity, and ownership of learning.

- Use triangulated evidence and diagnostic tools to inform instruction.
- Provide student-centered strengths-based, timely, and descriptive feedback connected to success criteria and student goals.
- Embed self- and peer-assessment routines that foster reflection and agency.
- Use real-time classroom evidence, student input, and lived experiences to adjust instruction and provide tiered supports.
- Facilitate student-led conferences to engage families and build student agency.
- Collaboratively analyze student work and data to improve instructional precision and improved achievement.

#### Explicit Teaching and Tiered Instruction

Instruction is explicit, targeted, and responsive. Educators use focused and tiered instruction to stretch strengths and address learning needs.

- Leverage UDL to proactively design instruction that remove barriers for all learners.
- Use qualitative and quantitative classroom data to identify and support students and provide responsive learning opportunities.
- Deliver small-group, focused instruction in literacy and math that meet specific skill needs.
- Adjust instruction based on formative assessment, student input, lived experiences and observations.
- Monitor credit accumulation, attendance, and engagement to support re-engagement strategies.

#### Collective Efficacy and Collaborative Practice

Educators work together in shared cycles of planning, inquiry, and reflection, deepening their practice and building a shared commitment to student success.

- Centre anti-oppression, UDL, and student voice in all collaborative decision-making and instructional planning.
- Engage in structured cycles of inquiry, using both qualitative and quantitative data to co-plan and implement focused strategies.
- Participate in learning walks, coaching, and job-embedded professional learning.
- Use scheduled collaboration time to assess implementation progress and refine strategies based on student learning and outcomes.
- Align cycles of inquiry and professional learning to DDSB’s priority areas—well-being, literacy, numeracy, and anti-oppression—to build collective responsibility for every student.
- Engage in cyclical Student Success meetings to support continuous growth.