

## Student Achievement Plan: Algonquin and Lakeshore CDSB

**2022-2023 Academic Year**

**2021-2022 Academic Year**

### Achievement of Learning Outcomes in Core Academic Skills

### Preparation of Students for Future Success

### Student Engagement & Well-Being

#### Goal: Improve students' literacy learning and achievement

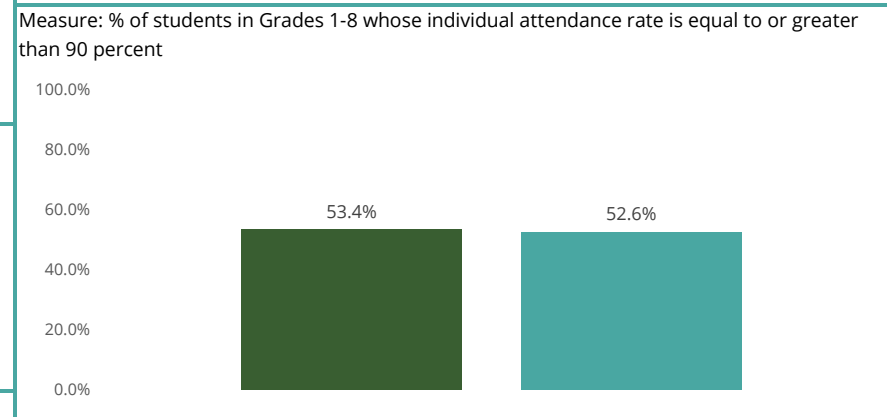
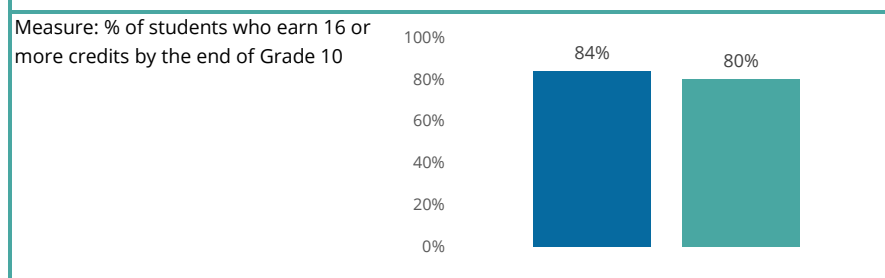
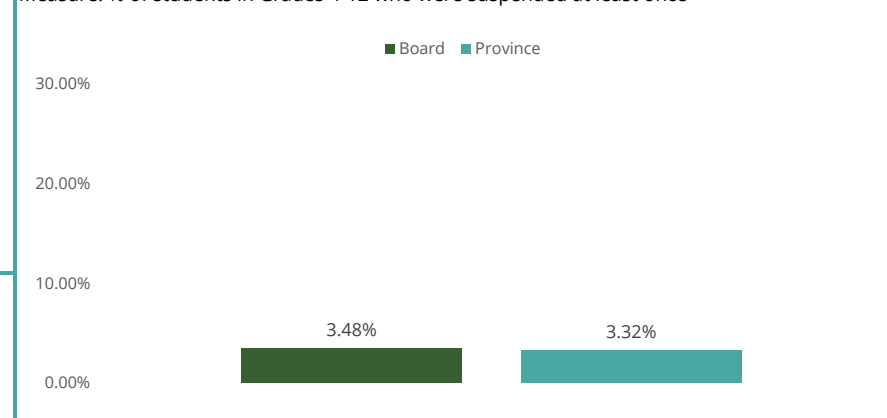
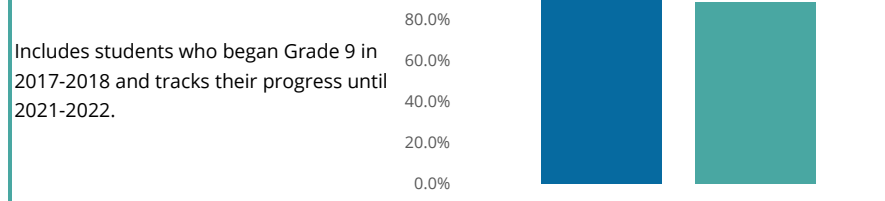
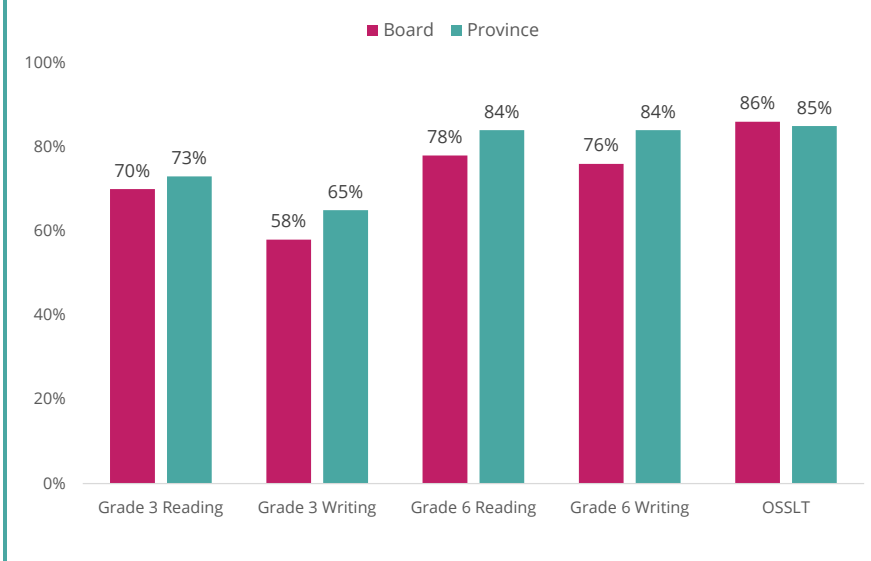
#### Goal: Improve students' graduation rates and preparedness for future success

#### Goal: Improve students' participation in class time and learning

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.

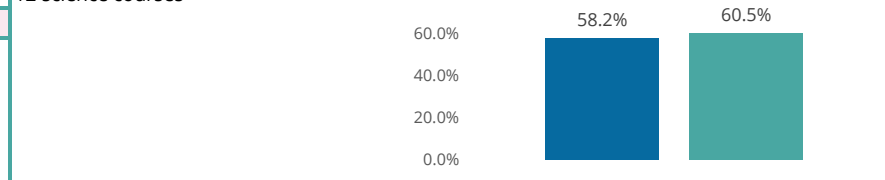
Measure: % of students graduating with an OSSD within five years of starting Grade 9

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

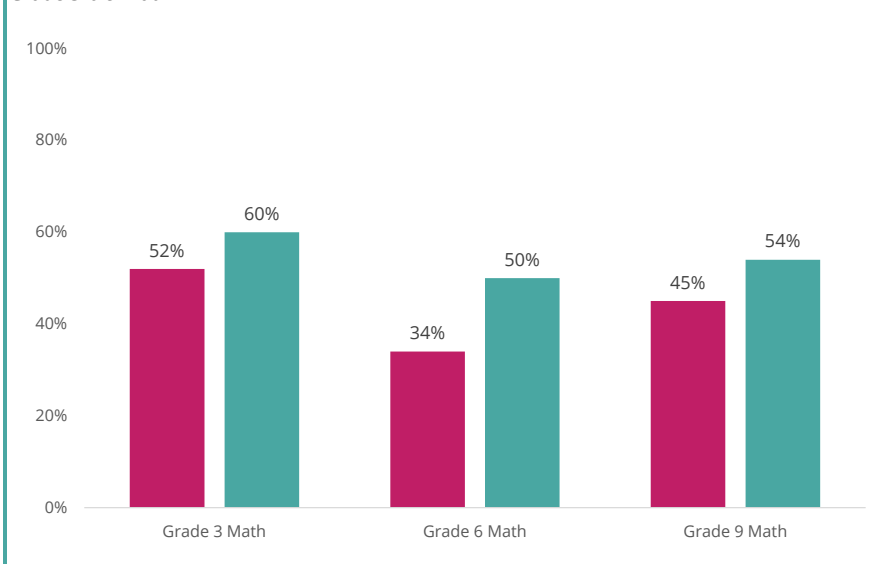


#### Goal: Improve students' math learning and achievement

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



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



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



#### Goal: Improve student well-being

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)

Data Forthcoming

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

Data Forthcoming

## Student Achievement Plan: Algonquin and Lakeshore CDSB

Provincial Priorities		Measures & Results			Actions our School Board will take to Improve
Goal(s)	How this is Measured	School Board Performance	Provincial Performance	Additional School Board Measures	
<b>Achievement of Learning Outcomes in Core Academic Skills, 2022-2023</b>					
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:				ALCDSB has created a comprehensive EQAO preparation framework for educators, 'Setting the Conditions for Success' which has been shared with Principals and Vice-Principals in November 2023. The framework provides considerations for achieving student success on all EQAO assessments: grade 3, grade 6, the grade 9 assessment of mathematics and the Ontario Secondary School Literacy Test (OSSLT). It provides specific instructional strategies for literacy and numeracy achievement that are to be implemented in classrooms, well in advance, to prepare students for success on the various EQAO assessments. In preparation for success on the grade 9 assessment of mathematics, all students complete a digital practice assessment of mathematics, as a portion of their culminating evaluation in the MTH1W course. Effective in 2023-24, all students in the new de-streamed grade 9 English course (ENL1W) complete a digital practice literacy test as a portion of their culminating evaluation. Secondary schools provide a comprehensive cross-curricular approach to preparing all students for success on the grade 10 OSSLT, including individualized programs of support, where necessary.
	Grade 3 EQAO Reading	70%	73%		
	Grade 3 EQAO Writing	58%	65%		
	Grade 6 EQAO Reading	78%	84%		
	Grade 6 EQAO Writing	76%	84%		
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	86%	85%		
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:				
	Grade 3 EQAO Math	52%	60%		
	Grade 6 EQAO Math	34%	50%		
	Grade 9 EQAO Math	45%	54%		
<b>Preparation of Students for Future Success, 2021-2022</b>					
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	84%	80%		ALCDSB consistently achieves high graduation rates for students achieving 4- and 5-year diplomas. Ongoing professional development for Student Success School teams to support pathway planning, capacity building of specialized and individualized timetables occurs twice per year to support student engagement. The addition of two Graduation Coaches provide support to Indigenous students and families through cultural experiences and land-based pedagogy. Dedicated central Special Assignment Teachers work with St. Lawrence College, Kingston and Loyalist College, Belleville to support students engaging in Dual Credits. A strong Alternative Education program is an additional layer of opportunity to ensure students remain engaged in school, to remain on track with credit accumulation. Success use of Supervised Alternative Learning is providing students with customized plans to support credit and non-credit programming based on student voice and choice.
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	23%	21%		
	% of students graduating with an OSSD within five years of starting Grade 9	92.3%	89.1%		
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	58.2%	60.5%		
	% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	Forthcoming	Forthcoming		
<b>Student Engagement &amp; Well-Being, 2021-2022</b>					
Goal: Improve students' participation in class time and learning	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	53.4%	52.6%		The development of a tiered intervention strategy in ALCDSB has been established to support student attendance by engaging home and school in individualized student plans and early intervention strategies. Two attendance counsellors serve secondary schools, and one attendance counsellor serves elementary schools to support student advocacy and remove barriers to student attendance. A pilot program called Hip Hop Hooray is running in numerous elementary schools that is designed to support daily student attendance, through various activities such as a supportive late arrival sign in, tips for families to be prepared for school, and safe spaces for students during for recess and lunch to participate in activities with the Youth Worker. Ongoing innovation and capacity building with key staff who track, and support student attendance continues with professional development and the creation of support documents for staff to ensure consistent processes are used system wide.
	% of students in Grades 4-12 who were suspended at least once	3.48%	3.32%		
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	Forthcoming	Forthcoming		