

Student Achievement Plan: Kawartha Pine Ridge DSB

2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Preparation of Students for Future Success

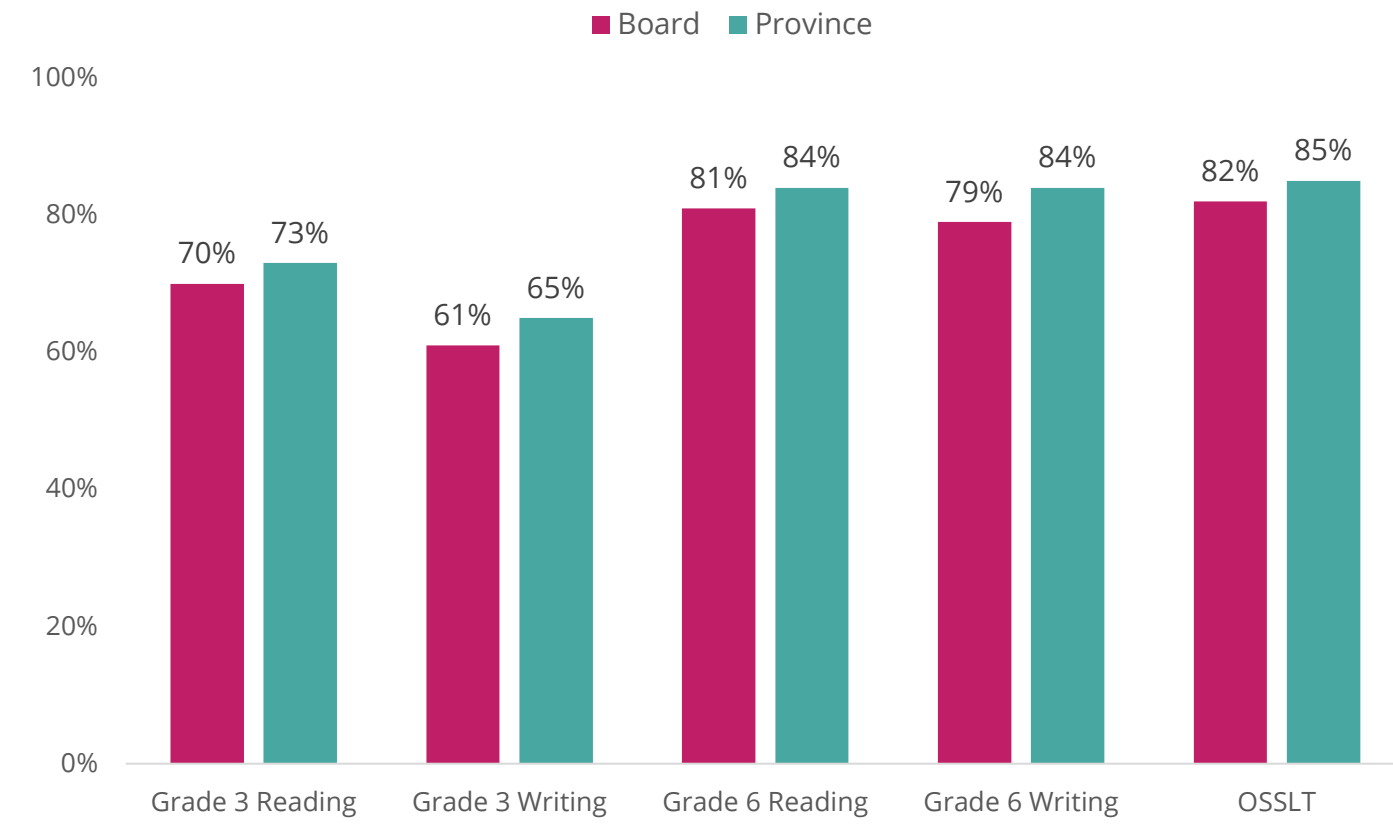
Student Engagement & Well-Being

Goal: Improve students' literacy learning and achievement

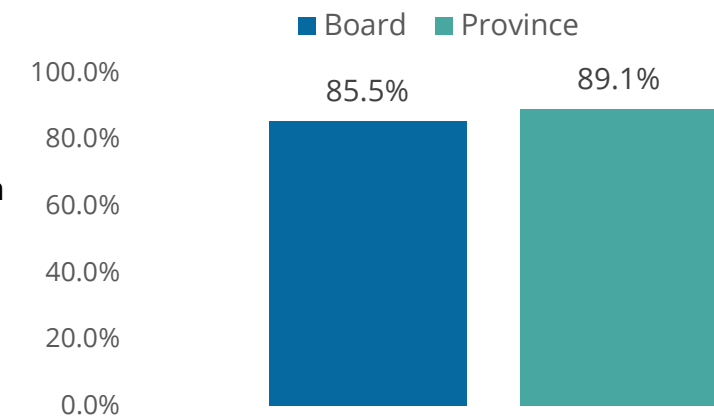
Goal: Improve students' graduation rates and preparedness for future success

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.

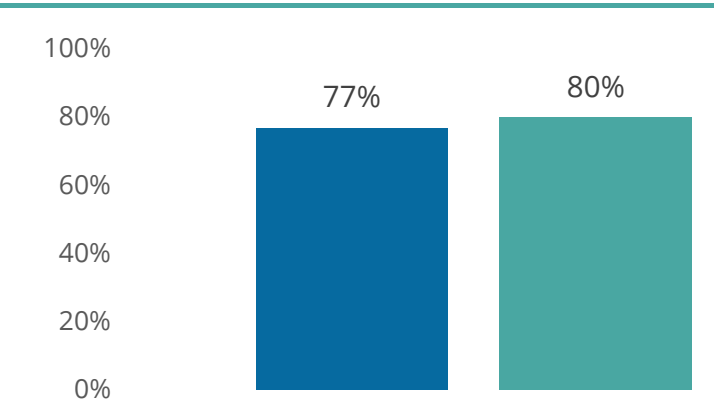


Measure: % of students graduating with an OSSD within five years of starting Grade 9

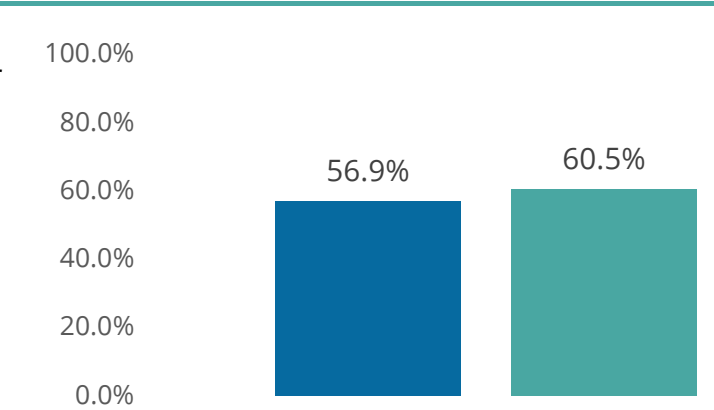


Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.

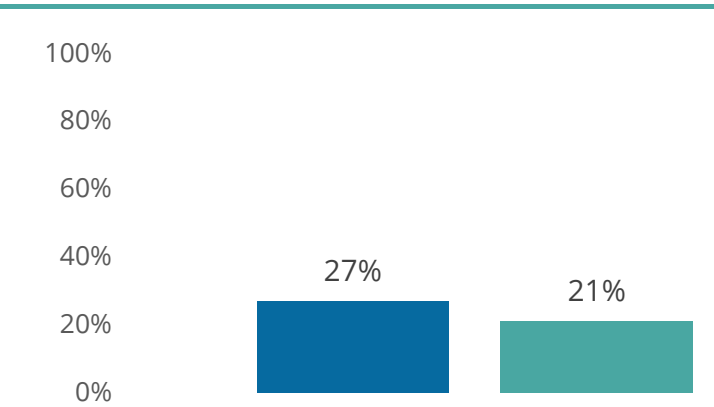
Measure: % of students who earn 16 or more credits by the end of Grade 10



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)

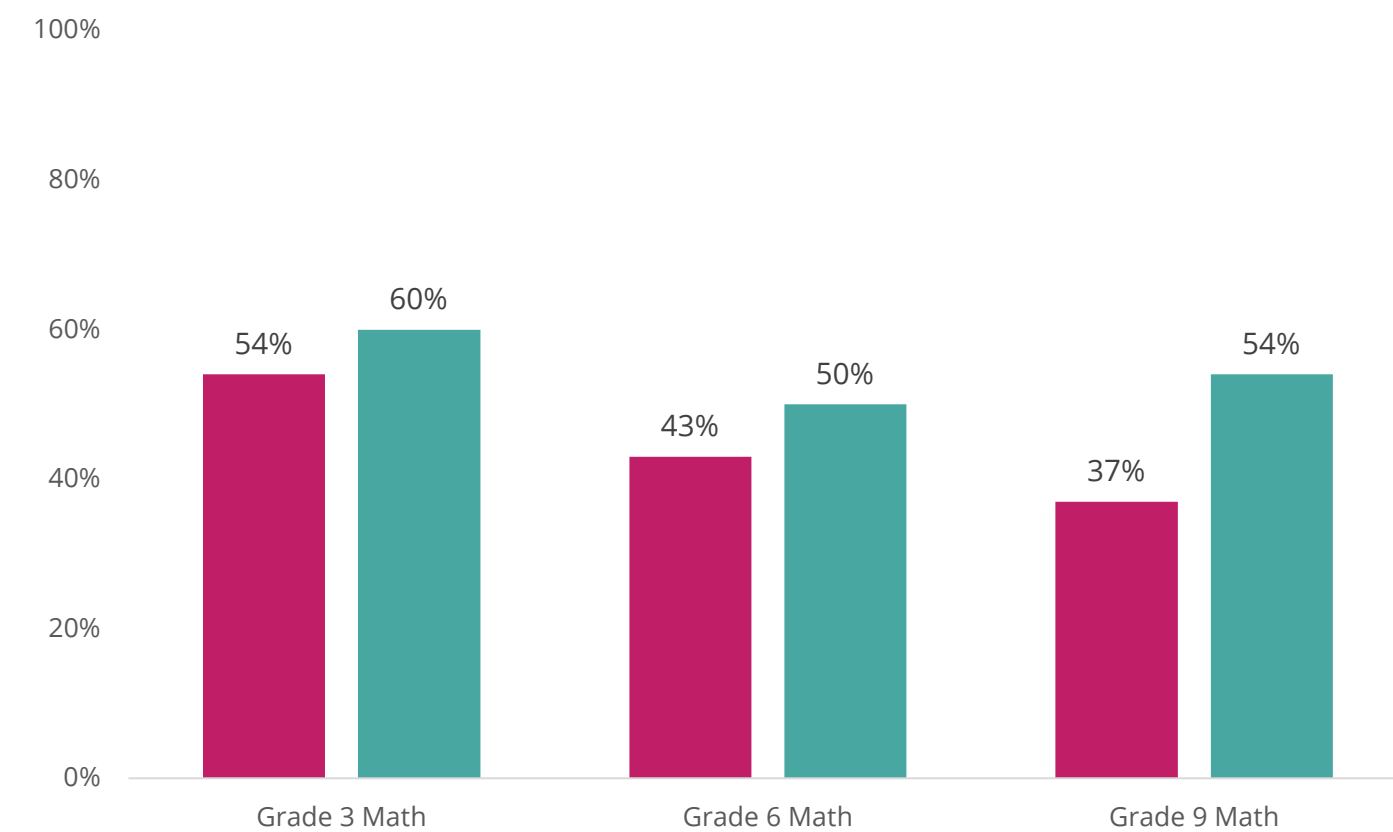


Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

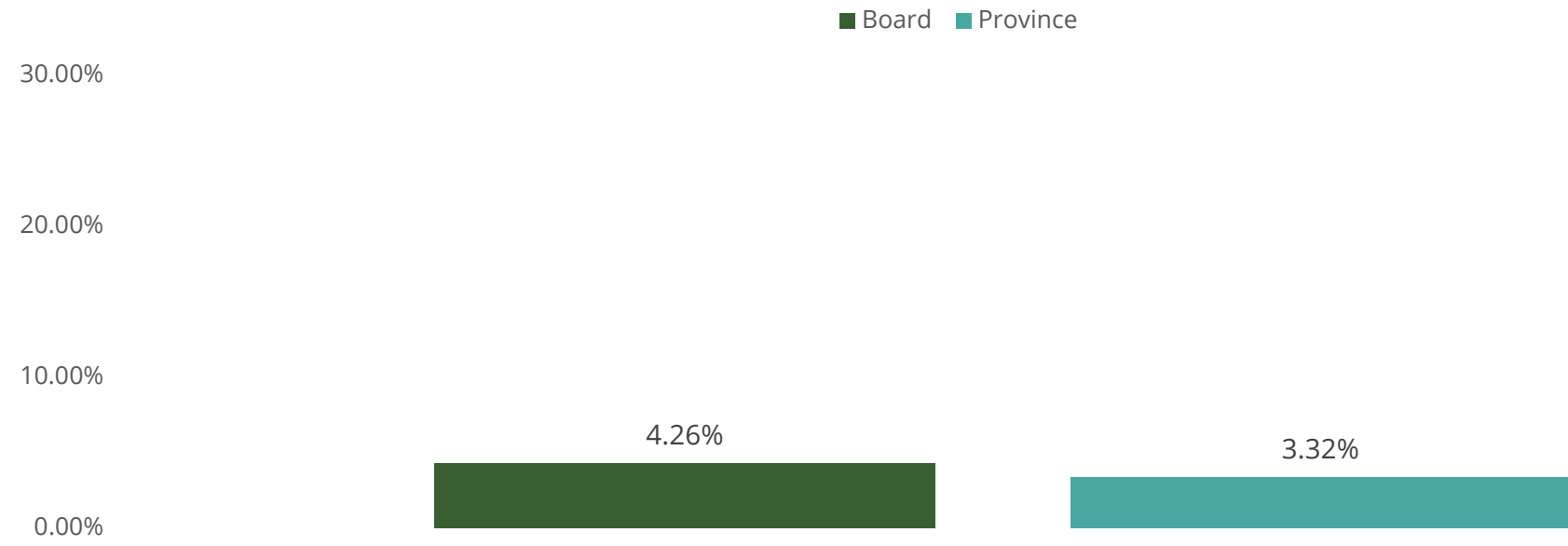
Data Forthcoming

Goal: Improve students' math learning and achievement

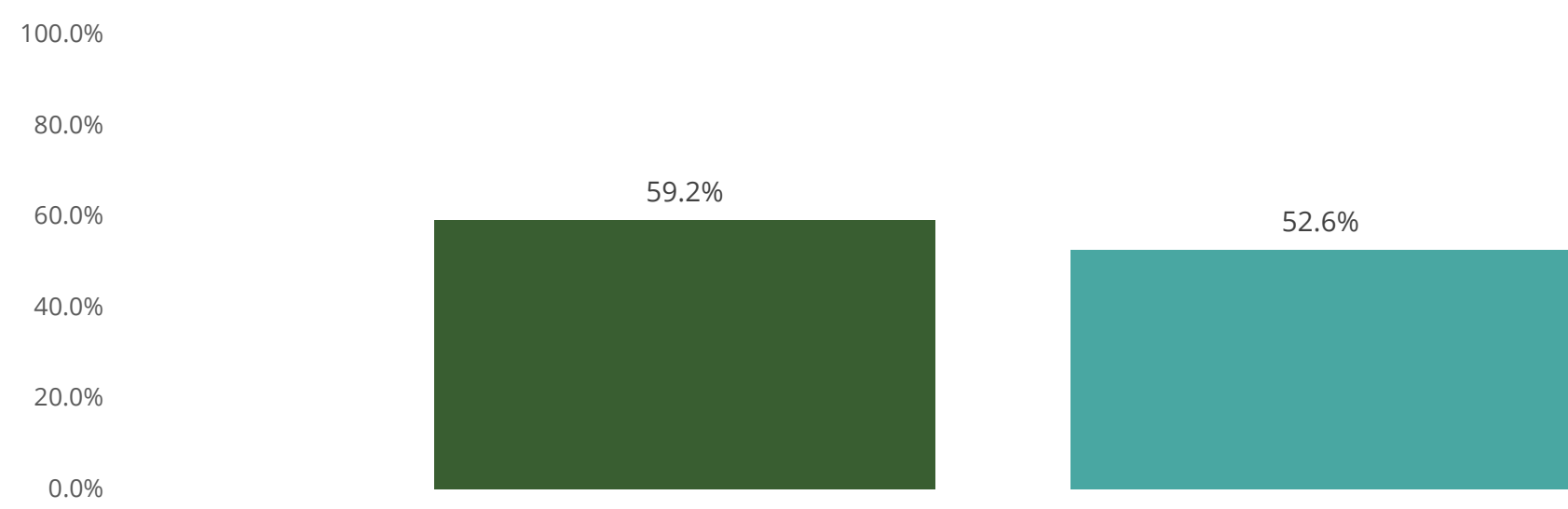
Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



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

Data Forthcoming

Student Achievement Plan: Kawartha Pine Ridge DSB

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	How Our School Board Performs	
Achievement of Learning Outcomes in Core Academic Skills, 2022-2023						
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:					1.1 - Implement the Math Achievement Action Plan for board, school and classroom strategies across the district. 1.2 - Implement the Early Reading Screening tool in Year 2 Kindergarten through Grade 2. 1.3 - Continue to support the implementation of the Language (2023) Grades 1-8 and Grade 9 English curriculum. 1.4 - Prioritize staffing (math facilitators, early intervention teachers) to support literacy and math instruction. 1.5 - Implement evidence-based instruction in literacy and math, informed by ongoing assessment to tailor differentiated and intensive supports for student success. 1.6 - Implement the KPR Special Education Plan (e.g., IEP development, early identification procedures and intervention strategies, educational and other assessments). 1.7 - Implement the KPR Principles of Indigenous Education through learning that explores and values Indigenous knowledge, culture and perspectives. 1.8 - Implement the K-12 Culturally Relevant and Responsive Pedagogy Framework to achieve quality and effective instruction that demonstrates high expectations for all learners.
	Grade 3 EQAO Reading	70%	73%			
	Grade 3 EQAO Writing	61%	65%	n/a	n/a	
	Grade 6 EQAO Reading	81%	84%			
	Grade 6 EQAO Writing	79%	84%			
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	82%	85%	n/a	n/a	
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:					
	Grade 3 EQAO Math	54%	60%			
	Grade 6 EQAO Math	43%	50%	n/a	n/a	
	Grade 9 EQAO Math	37%	54%			
Preparation of Students for Future Success, 2021-2022						
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	77%	80%	n/a	n/a	2.1 - Support student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students. 2.2 - Strengthen outreach and engagement with students, staff, families and communities and partners, to enrich relationships, amplify diverse voices and develop innovative partnerships. 2.2 - Implement the KPR Grade 10 Pathway Planning resources. 2.3 - Prioritize staffing (student success teachers, de-streaming coaches) to support student pathways. 2.4 - Actively promote the Focus on Youth program and job skills programming. 2.5 - Implement the KPR Special Education Plan (e.g., IEP development, transition planning, coordination of services). 2.6 - Implement the KPR Principles of Indigenous Education to create respectful relationships among stakeholders, including local Indigenous communities. 2.7 - Implement K-12 Culturally Relevant and Responsive Pedagogy and practice to create conditions that meet our students' unique needs, support transitions and open doors to new directions and destinations.
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	27%	21%	n/a	n/a	
	% of students graduating with an OSSD within five years of starting Grade 9	85.5%	89.1%	n/a	n/a	
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	56.9%	60.5%	n/a	n/a	
	% 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	n/a	n/a	
Student Engagement & Well-Being, 2021-2022						
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	59.2%	52.6%	n/a	n/a	3.1 - Focus on creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and work environments. 3.2 - Develop and implement the KPR Mental Health Strategic Plan and Action Plan. 3.3 - Establish and implement Positive School Climate teams. 3.4 - Build capacity and understanding of trauma-informed practices.
	% of students in Grades 4-12 who were suspended at least once	4.26%	3.32%	n/a	n/a	
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	n/a	n/a	3.5 - Prioritize staffing (Indigenous student workers, Indigenous graduation coaches, Indigenous mental health clinicians) to support student well-being, including regular attendance at school. 3.6 - Implement the KPR Special Education Plan (e.g., IEP development, early intervention procedures and intervention strategies, educational and other assessments, coordination of services with other ministries or agencies). 3.7 - Continue to strengthen knowledge of the KPR Holistic Approach to Indigenous Education to honour Indigenous knowledge and ways of knowing to support student well-being. 3.8 - Implement K-12 Culturally Relevant and Responsive Pedagogy and practices to reflect and affirm individual cultural and social identities.

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