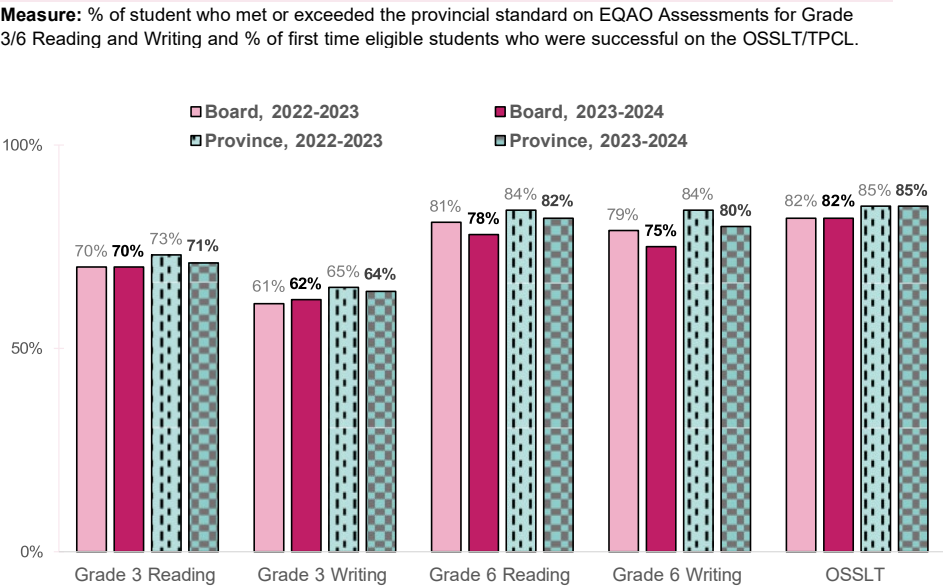


Student Achievement Plan: Kawartha Pine Ridge DSB

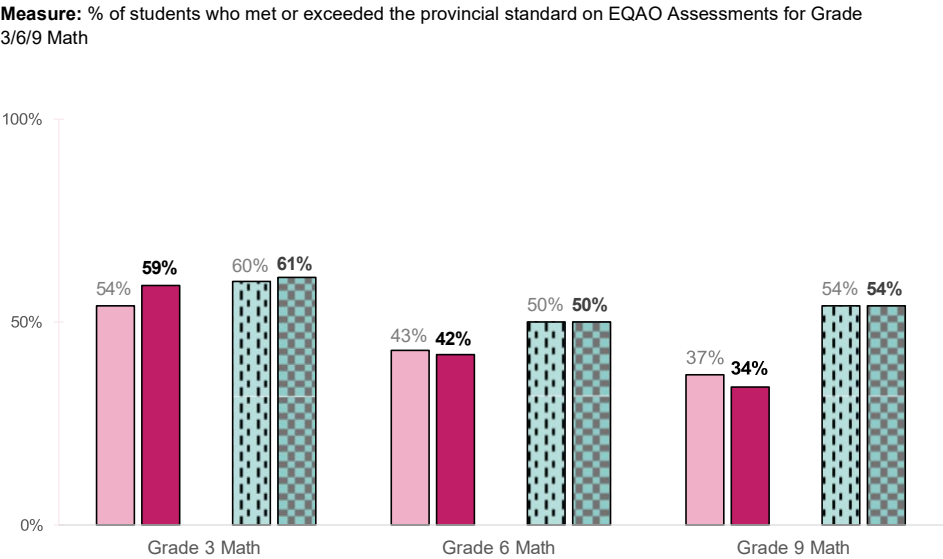
2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students’ literacy learning and achievement



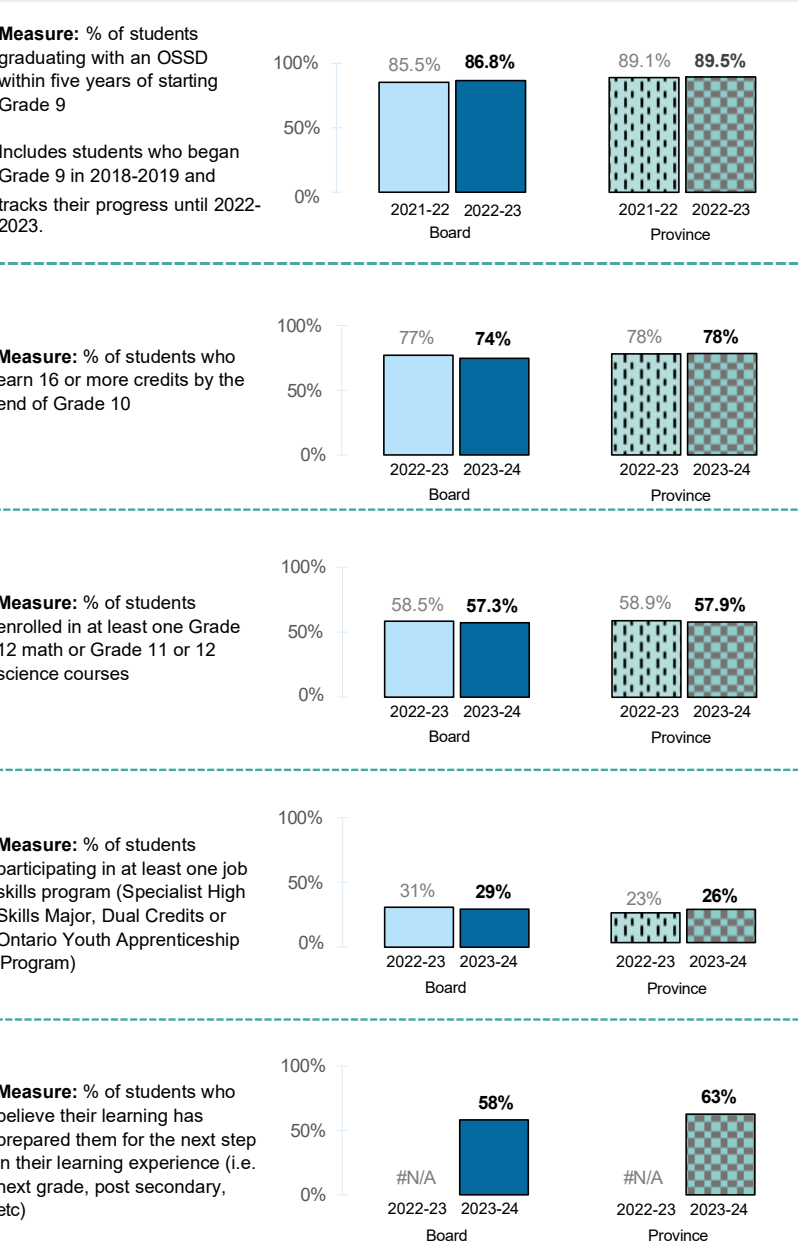
Goal: Improve students’ math learning and achievement



2023-2024 Academic Year

Preparation of Students for Future Success

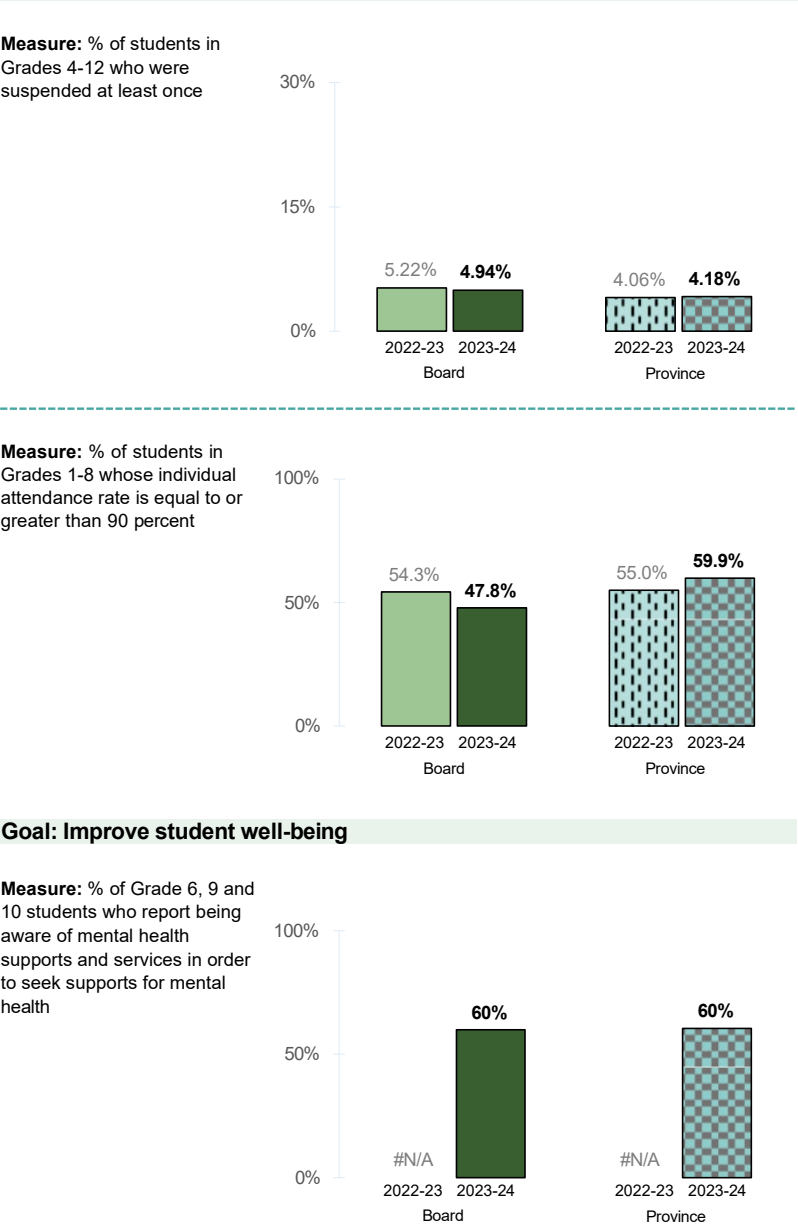
Goal: Improve students’ graduation rates and preparedness for future success



2023-2024 Academic Year

Student Engagement & Well-Being

Goal: Improve students’ participation in class time and learning



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: Kawartha Pine Ridge DSB

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	70%	71%
Grade 3 EQAO Writing	62%	64%
Grade 6 EQAO Reading	78%	82%
Grade 6 EQAO Writing	75%	80%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

82%	85%
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Goal: Improve students’ math learning and achievement

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	59%	61%
Grade 6 EQAO Math	42%	50%
Grade 9 EQAO Math	34%	54%

### Actions our School Board Will Take to Improve

- 1.1 - Implement evidence-based instruction in literacy and math, informed by ongoing assessment to tailor differentiated and intensive supports for student success.
- 1.2 – Continue to implement and monitor the KPR Math Achievement Action Plan priority actions.
- 1.3 - Ensure foundational literacy skills from the Language (2023) Grades 1-8 and Grade 9 English curricula continue to be a part of explicit instruction, strengthening students’ foundational skills and learning across all subject areas.
- 1.4 - Prioritize staffing (consultants, math facilitators, early intervention teachers) to support literacy and math instruction.
- 1.5 - Increase the utilization and monitoring of KPR literacy and math resources to support educator capacity and student learning.
- 1.6 - Engage in evidence-based and ongoing professional learning with school staff that responds to urgent student learning needs.
- 1.7 - Action the KPR Special Education Plan (e.g., IEP development, early identification procedures and tiered intervention strategies).
- 1.8 - Implement the KPR Principles of Indigenous Education through learning that explores and values Indigenous knowledge, culture and perspectives.
- 1.9 - Continue to deepen understanding and action of the K-12 Culturally Relevant and Responsive Pedagogy Framework to achieve quality and effective instruction that demonstrates high expectations for all learners.

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	74%	78%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	29%	26%
who graduated with an OSSD within five years of starting Grade 9 (2022-2023)	86.8%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	57.3%	57.9%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	58%	63%

- 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.
- 2.3 – Increase the utilization of KPR Grade 10 pathway planning resources.
- 2.4 - Prioritize staffing (consultants, student success teachers, e-learning hub teachers, Indigenous student workers, Indigenous graduation coaches, coach/advocate for Black students) to support student pathways.
- 2.5 - Actively promote and support the Focus on Youth program and job skills programming.
- 2.6 - Fully utilize a variety of KPR data sources (Climate Survey, Student Exit Survey) to better understand and support student learning experiences, namely, students feeling prepared for the next step in their learning experience.
- 2.7 - Action the KPR Special Education Plan (e.g., IEP development, technology training, transition planning, Community Integration through Continuing Education and coordination of services with external agencies).
- 2.8 - Implement the KPR Principles of Indigenous Education to create respectful relationships among stakeholders, including local Indigenous communities.
- 2.9 - Continue to deepen understanding and action of 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.

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	47.8%	59.9%
in Grades 4-12 who were suspended at least once	4.94%	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	60%	60%
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- 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 - Action the KPR Mental Health Strategic Plan and Action Plan.
- 3.3 - Continue to foster Positive School Climate teams in all K-12 schools across the school district.
- 3.4 - Establish a revised district-wide KPR Code of Conduct for students that incorporates the essential elements of Ministry of Education Polic/Program Memorandum 128 (The Provincial Code of Conduct and School Board Codes of Conduct) through the active engagement of students, staff, parents/caregivers and community members.
- 3.5 - Build capacity and understanding of trauma-informed practices.
- 3.6 - Prioritize staffing (Indigenous student workers, Indigenous graduation coaches, Indigenous mental health clinicians) to support student well-being, including regular attendance at school.
- 3.7 - Action 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).
- 3.8 - Creation of professional resources to support student attendance (e.g., KPR Attendance Quick Reference Guide for School Administrators, Attendance Tips, Professional Learning for Administrators and Regional School Councils: Breaking Down Barriers to Student Attendance, Parent Resource – Messaging to Support Positive Student Attendance)
- 3.9 - 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.
- 3.10 - Continue to deepen understanding and action of K-12 Culturally Relevant and Responsive Pedagogy and practices to reflect and affirm individual cultural and social identities that are connected to background, language, or family structure.

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