

Student Achievement Plan: Peterborough Victoria Northumberland CDSB

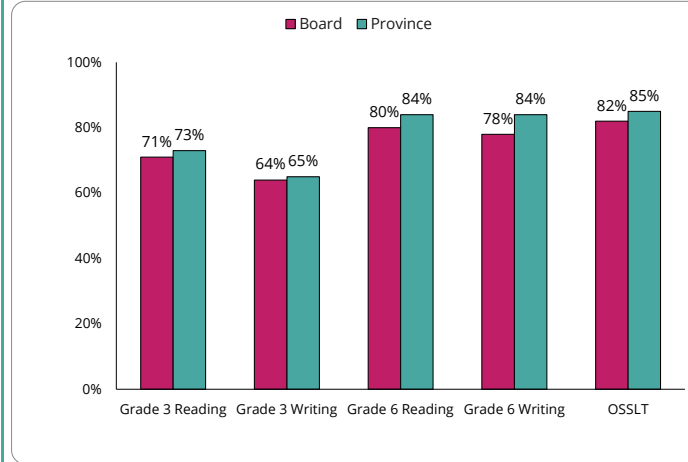
2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

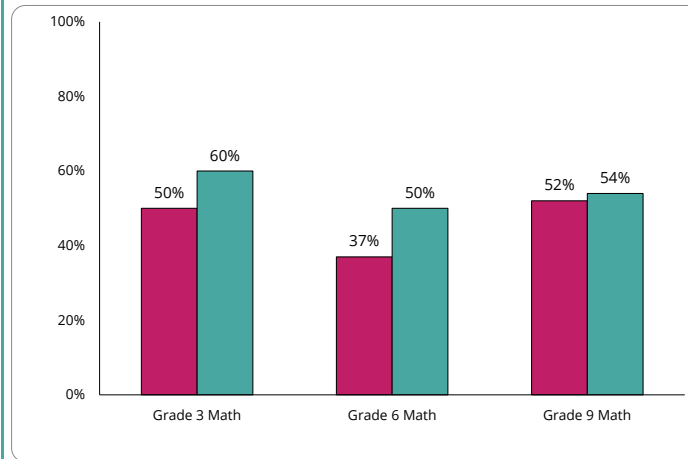
Goal: Improve students' literacy learning and achievement

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

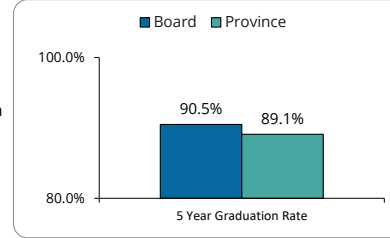


Preparation of Students for Future Success

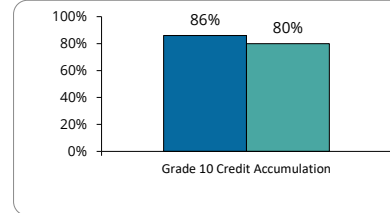
Goal: Improve students' graduation rates and preparedness for future success

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

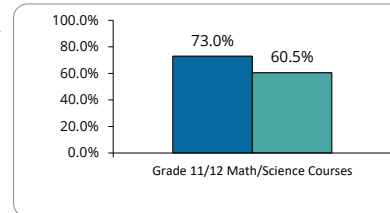
Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.



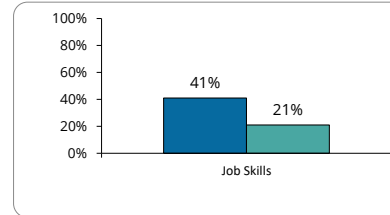
Measure: % of students who earn 16 or more credits by the end of Grade 10



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)



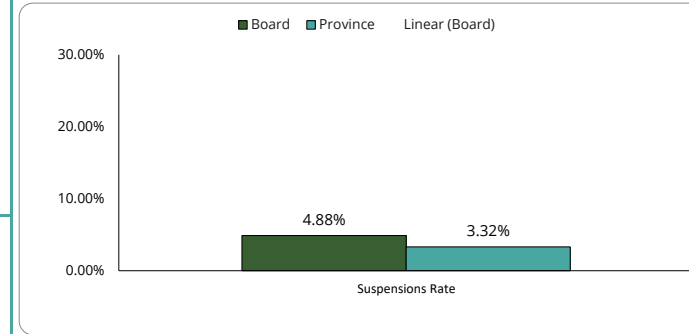
Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Data Forthcoming

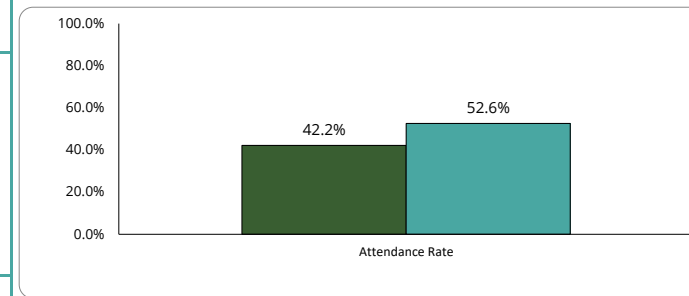
Student Engagement & Well-Being

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

Data Forthcoming

Student Achievement Plan: Peterborough Victoria Northumberland CDSB

Provincial Priorities		Measures & Results		Actions our School Board will take to Improve		
Goal(s)	How this is Measured	School Board Performance	Provincial Performance			
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:	Grade 3 EQAO Reading	71%	73%	<p>LITERACY ACTIONS: YEAR ONE ACTIONS: (1) Twice yearly board staff will support K-2 educators to complete Acadience screening and reading coaches will support educators in evidence based literacy strategies for Tier 1 and students not meeting benchmark. (2) A number of research based resources will be used. YEAR TWO ACTIONS: (1) Continued support of year one actions. (2) Junior/Intermediate Teachers will use a number of high impact resources. (3) Reading interventions such as Lexia and Empower for Tier 2 and Tier 3 supports will be used. (4) Continued professional learning about the Science of Reading. (5) Phonics Survey will be used as Tier 2 & 3 supports, using the screener to identify baseline of foundational literacy skills. YEAR THREE ACTIONS: (1) Continued support of year one and two actions. (2) Using the Acadience screener to identify baseline of foundational literacy skills. (2) Explicit and systematic instructional routines to target developing skills and how this informs the students' STEP level.</p> <p>MATH ACTIONS: YEAR ONE ACTIONS: (1) Prioritize teachers' knowledge of curriculum and continuum of learning across grades. (2) Leverage digital math resources to support curriculum-linked practice at home. (2) Engage in ongoing professional learning with staff. (3) Draw connections to mathematical processes and in lesson planning and use proven assessment and instructional practices. (4) Engage families and communities to support different ways of knowing and doing math (ie., family math nights several times a year). (5) Collect, analyse and triangulate EQAO, report card and classroom based assessments. YEAR TWO ACTIONS: (1) Continue to support year one actions. (2) Adapt lesson planning in support of data collected from diagnostic tools and assessment opportunities. (3) Support new teachers' knowledge of the curriculum and continuum of learning across grades. (4) Continue to model a positive and curious learning stance towards math (for staff and students). (5) Support whole school common tasks to determine next steps for staff and students. (6) Develop a math landing section on the board website to provide curricular links for parents, tasks, videos, TVO Mathify, parent newsletters, etc. YEAR THREE ACTIONS: (1) Continue to support year one and two actions. (2) Develop student growth profiles that encompass math proficiency and includes the five attributes of success in math: conceptual understanding, procedural fluency, strategic competence, productive disposition and adaptive reasoning. (3) Support teachers in their professional learning in order to further develop their instructional leadership skills and facilitate school-level teaching and learning cycles.</p>	
		Grade 3 EQAO Writing	64%	65%		
		Grade 6 EQAO Reading	80%	84%		
		Grade 6 EQAO Writing	78%	84%		
		% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	82%	85%		
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:	Grade 3 EQAO Math	50%	60%		
		Grade 6 EQAO Math	37%	50%		
		Grade 9 EQAO Math	52%	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		86%	80%	<p>GRADUATION RATES AND FUTURE SUCCESS: YEAR ONE ACTIONS: (1) Analysis of school specific data for credit attainment, reviewing a number of factors, tracking percentages of students who are on track to achieve 16 credits by the end of grade 10 and students who are achieving at Level 1. (2) Targeted support of Grade 7 & 8 students/ families regarding destreaming and transitional supports, focused on Individual Pathway Planning through myBlueprint. (3) Opportunities to participate in Skills Ontario experiential learning programs. (4) Prioritize professional learning for Grade 7-8 teachers with Student Success teachers to support implementation of IP Planning through myBlueprint. (5) Utilize the SRT / SST meetings to implement the Multi Tier Systems of Support framework. (6) Collaboration for effective transition planning with purposeful consideration of course selection, timetabling and accommodations. YEAR TWO ACTIONS: (1) Continue with actions from Year One. (2) Prioritize professional learning for Gr. 9-10 teachers to support engaging instructional and assessment practices (UDL, CRRP). (3) Continue offering night and summer school courses through Continuing Education. (4) Utilize Student Success Team processes to identify students who would benefit from engaging in a GLE/GLS Learning Strategies Course in Grade 9 & 10. (5) Employ flexibility in course selection based on current student profile. (6) Create identify affirming practices and school environments to ensure student mental health and well-being. YEAR THREE: (1) Continue with year one and year two goals.</p> <p>JOB SKILLS: YEAR ONE ACTIONS: (1) Share best practices with regards to job skills programs through system meetings. (2) Prioritize Taste of the Trades programming for female students entering Gr. 9, to increase future interest in the above programs in senior grades. (3) Collaborate with Co-operative Education teachers and Curriculum Chairs of Guidance to ensure that students who are participating in co-operative education placements in the skilled trades are completing OYAP Participant forms. (4) Engage in a gap analysis regarding SHSM offerings as compared to student interest and industry need. YEAR TWO: (1) Continue with year one actions. (2) Collaborate with school SHSM coordinators to analyze the potential for the creation of additional programs at each school and continue to increase female participation in these programs. (3) Engage in an analysis of school specific data in terms of participation in these job skills programs. YEAR THREE: (1) Continue with year one and year two actions.</p> <p>OSSD: YEAR ONE ACTIONS: (1) Provide opportunities for all students through the Focus on Youth summer program. (2) Promote experiential learning opportunities such as co-operative education, dual credits, Specialist High Skills Majors and technology courses. (3) Utilize our Centres for Success, Supervised Alternative Learning Plans, Mature Prior Learning Assessments, and Continuing Education re-engagement opportunities for students who are falling behind. YEAR TWO ACTIONS: (1) Create identity-affirming practices and school environments to promote student mental health and well-being. YEAR THREE: (1) Continue with year one and year two actions.</p> <p>SENIOR MATH & SCIENCE: YEAR ONE ACTIONS: (1) Provide Curriculum Chairs (Guidance, Special Education, Math & Science) with data and determine strategies to continue to promote senior level Math and Science courses for all students. (2) Ensure the implementation of UDL for both students and educators. (3) Prioritize the development of Executive Functioning skills at grade nine and ten to support success in senior Math and Science courses. (4) Prioritize the continued use of guiding/intentional questions (BSP protocol) to identify/navigate barriers, bias, build awareness and focus on student strengths.</p>	
		% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	41%	21%		
		% of students graduating with an OSSD within five years of starting Grade 9	90.5%	89.1%		
		% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	73.0%	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		
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		42.2%	52.6%		<p>STUDENT PARTICIPATION IN CLASS TIME AND LEARNING: YEAR ONE ACTIONS: (1) Provide professional learning to Elementary administrators and secretaries regarding the process to print monthly Attendance Level - 90 parent letters and to communicate this information to families. (2) Provide administrators with an Attendance Infographic, which outlines cumulative learning loss and communicate this infographic to parents on school social media accounts, within newsletters and with report cards. (3) Ensure classroom environments are academically rigorous and provide engaging experiential learning opportunities for students. (4) Employ research based, high impact instructional and assessment practices (i.e., UDL, Third Path, Relationship-based learning, CRRP, AfL). (5) Ensure all students in need can identify one caring adult as a source of support within their school community. (6) Encourage a variety of extracurricular activities to motivate and engage Elementary students. (7) Targeted support of Grade 7 & 8 students in Mental Health Literacy Modules (SMHO) through a Catholic lens and provide professional development to teachers to support effective implementation. YEAR TWO & THREE ACTIONS: (1) Continue with year one actions.</p> <p>SUSPENSIONS: YEAR ONE ACTIONS: (1) Students report feeling safe and accepted in school climate surveys, Strategic Priorities surveys and Student Census surveys. (2) Work with educators and relevant staff to use a progressive approach to discipline that includes early and ongoing interventions to promote positive student behaviour. YEAR TWO AND THREE ACTIONS: (1) Continue with year one actions.</p>
		% of students in Grades 4-12 who were suspended at least once	4.88%	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			

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