

Student Achievement Plan: Northeastern 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

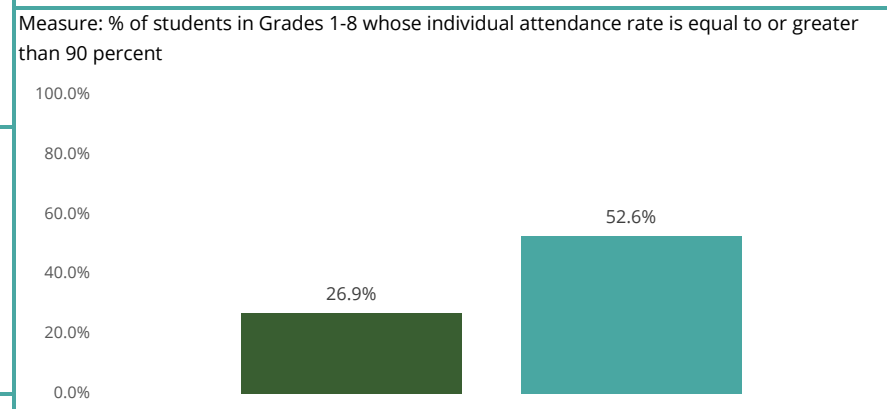
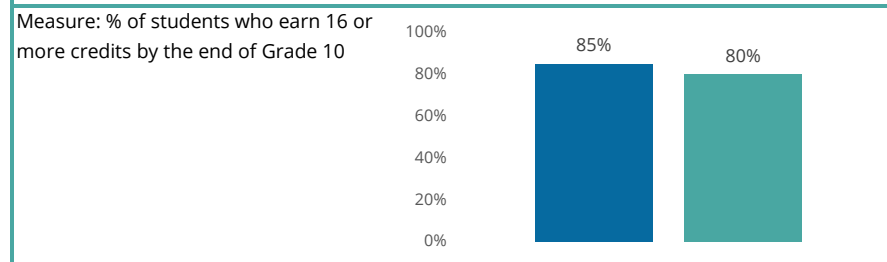
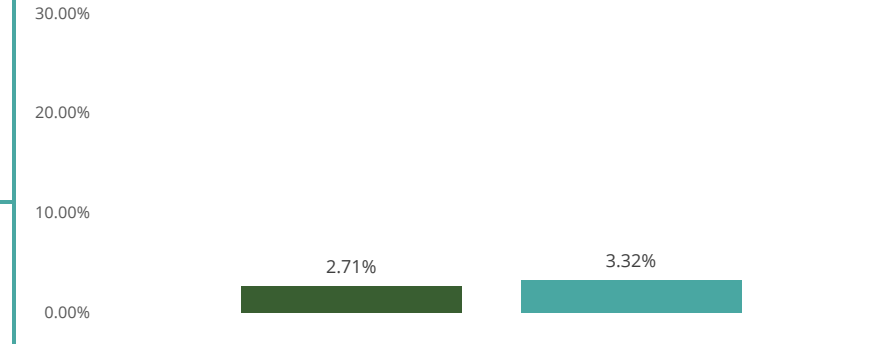
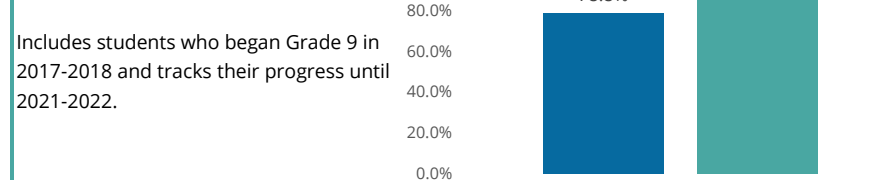
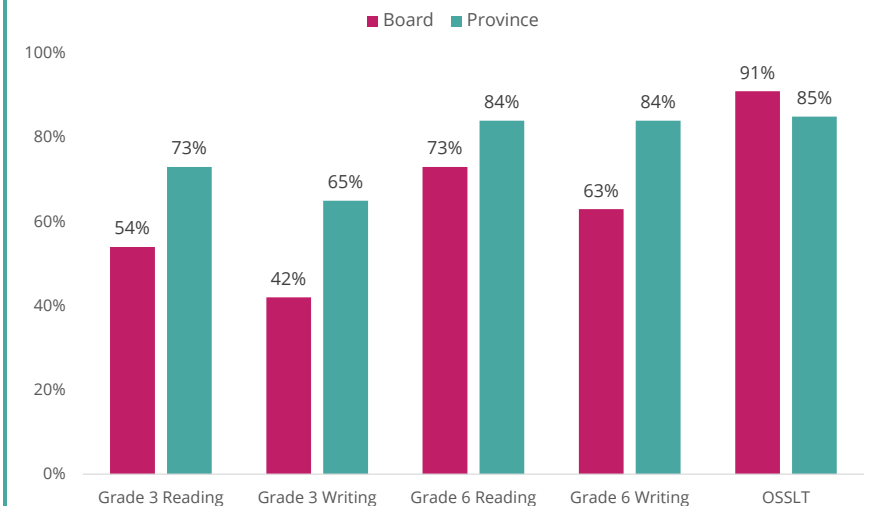
Goal: Improve students' graduation rates and preparedness for future success

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.

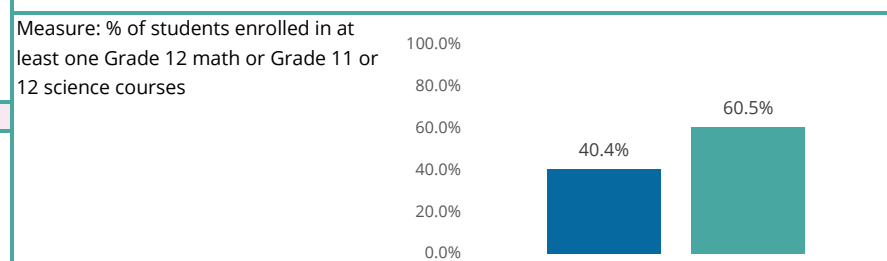
Measure: % of students graduating with an OSSD within five years of starting Grade 9

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



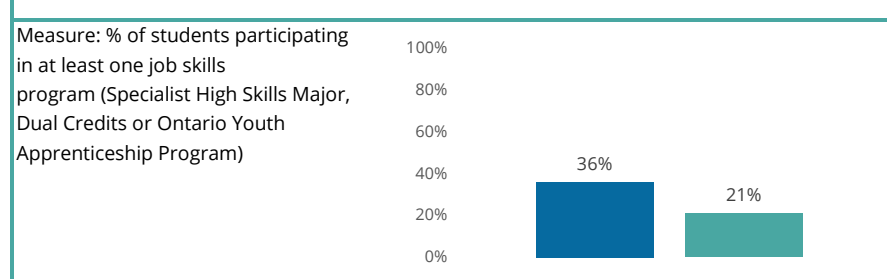
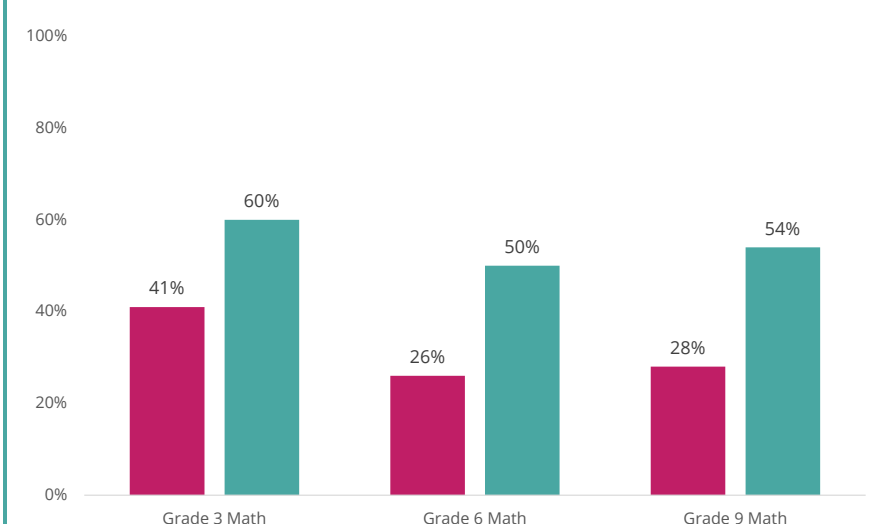
Goal: Improve students' math learning and achievement

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



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

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 Achievement Plan: Northeastern 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	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:			Aimsweb+ Oral Reading Fluency data indicates that 68.7% of students from Grade 1 to 8 are reading below the 26th percentile (winter 2024 data). Reading rate is much weaker than reading accuracy, impacting the % of students reading at grade level.		Literacy: Monitor the implementation of the systematic, explicit core programs that align with the science of reading that we have purchased to support the New Ontario Language curriculum at the elementary level, focussing on phonics and fluency instruction in 23/24. Continue to implement Literacy Screening 3 times/year and use this data to support tiered intervention. Continue to staff intervention supports in all schools. Mathematics: Continue to focus on gap-closing using IXL to provide personalized intervention for students in Gr. 2-12. Support enhanced teacher understanding of the key concepts of the curriculum at each grade level. At elementary, create opportunities for daily cumulative review of key math concepts to reinforce student learning. At secondary, support instructional consistency across classes and collaborate to implement standard resources. Continu to support intervention programming in all schools with appropriate staffing.
	Grade 3 EQAO Reading	54%	73%	EQAO results have hovered around these levels for a number of years.		
	Grade 3 EQAO Writing	42%	65%			
	Grade 6 EQAO Reading	73%	84%			
	Grade 6 EQAO Writing	63%	84%			
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	91%	85%	OSSLT results have continued to improve over time for first-time eligible students.		
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:			IXL Data indicates that 52.5% of Grade 1-8 students are working below or well below grade level. In Grade 9 de-streamed math, 81% of students are working below or well below grade level (March 2024 data).		
	Grade 3 EQAO Math	41%	60%	Elementary EQAO results are slowly improving in all grades. Secondary EQAO results tend to fluctuate significantly by class, section, and semester.		
	Grade 6 EQAO Math	26%	50%			
	Grade 9 EQAO Math	28%	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	85%	80%	Our success rates in this area have been consistent over time.		We have been successful in addressing student needs relating to non-course graduation requirements (i.e. Commnuty Service Hours and OSSLT completion) and are now focussing more explicitly on credit accumulation needs. We are expanding our SHSM program offerings to engage more students in this job skills program. We have reviewed our course options and will be increasing opportunities for students in apprenticeship and workplace pathways, which better aligns with our enrolment patterns. We continue to monitor credit accumulation rates and implement supportive programs including Credit Rescue and Credit Recovery to support students in staying on track towards graduation. We also are exploring practical ways to promote math and science programming to a broader range of students. Additionally, we are enhancing our promotion of post-secondary programming by expanding partnerships and planning more student visits and connection experiences.
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	36%	21%	Our participation rates have been consistently high and continue to grow.		
	% of students graduating with an OSSD within five years of starting Grade 9	78.8%	89.1%	Graduation rates have continued to increase slowly over time.		
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	40.4%	60.5%	Our results in this area have not previously been actively monitored.		
	% 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	26.9%	52.6%	Rates have historically been very low and this continues to be a board priority.		We continue to implement attendance promotion activities and family and student engagement sessions to prioritize getting students to school. We have made connections with community organizations to further explore student attendance supports and are currently conducting a student attendance audit to identify additional strategies to consider. To promote positive student behaviour, we continue to train educators to support and respond effectively and safely, while also providing individualized student interventions as needed. Partnering with parents to support improved student behaviour is an ongoing focus.
	% of students in Grades 4-12 who were suspended at least once	2.71%	3.32%	Rates are typical, however, we anticipate an increase based on recent trends in behaviour.		
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.