

ACHIEVEMENT OF LEARNING OUTCOMES IN CORE ACADEMIC SKILLS (Appendix A)

Literacy	Goal: To improve students’ literacy learning and achievement								
Elementary	Data	Board EQAO Performance 2023-24	Provincial EQAO Performance 2023-24	Targets	Board EQAO Target 2024-25	Board EQAO Actual 2024-25		Acadience (Reading Composite – Beginning of year 2024-25)	Acadience (Reading Composite- Middle of year 2024-25)
	Grade 3 Reading	83%	71%	Grade 3 Reading	86%		SK	54%	
	Grade 3 Writing	76%	64%	Grade 3 Writing	78%		Gr 1	17%	
	Grade 6 Reading	85%	82%	Grade 6 Reading	88%		Gr 2	38%	
	Grade 6 Writing	83%	80%	Grade 6 Writing	85%		<div>- Increase the number of students achieving benchmark reading composite scores in middle of year assessments as measured by the Acadience screening tool.</div>		
	Actions and Strategies to Achieve Goals	<div>- Provide training and support to deliver consistency in structured literacy instruction and early reading in Kindergarten to Grade 8, including instructional pathways, and progress monitoring.</div> <div>- Implementation of Acadience screening tool twice per year for all students SK-2.</div> <div>- Implementation of Acadience screening tool for students in Grades 3-6 and DIBELS screening tool for students in Grades 7 and 8 who are struggling in reading.</div> <div>- Development of writing continuum resources and exemplars to support consistent instruction and assessment practices.</div> <div>- Literacy Intervention teachers for priority schools</div> <div>- Training and support for culturally responsive and relevant pedagogy in literacy and across the curriculum.</div>		Measures of Success	<div>- Increase the number of students achieving level 3 and 4 on the 2023-2024 EQAO reading and writing assessments (as per targets)</div>				
Secondary	Data	Board Performance	Provincial Performance	Targets	Board Target				
	OSSLT - all FTE	80%	85%	OSSLT	83%				
	Actions and Strategies to Achieve Goals	<div>- Professional learning for all secondary teachers on effective literacy strategies across subjects and grades</div> <div>- All secondary schools have a literacy plan that is shared with staff ongoing throughout the school year</div> <div>- School Administrators actively participate in the learning</div> <div>- Providing training and support for High Impact Research Based Teaching Strategies</div> <div>- Literacy Lesson studies for grades 7-10 teachers</div> <div>- Literacy Coaches work with students and teachers</div> <div>- Curriculum and student needs drive instruction</div> <div>- Implementation of screening tools and intervention programs in priority classrooms</div> <div>- Training and support for Culturally Responsive approaches to teaching and learning</div>		Measures of Success	<div>- Increase the 2024-2025 OSSLT results for all FTE</div> <div>- Increase the number of students achieving provincial standard Level 3 or higher in ENL1W and ENG2P</div> <div>- Use of AFL to inform instruction</div>		<div>EVIDENCE (BENCHMARK) DATA</div> <div>DIBELS Sem 1 RESULTS inENL1W</div> <div>OSSLT FALL ASSESSMENT RESULTS:</div> <div>OSSLT SPRING ASSESSMENT RESULTS:</div> <div>DIBELS Sem 2 Results in ENL1W</div> <div>SEM 1 ENL1W SUCCESS RATE & Marks Distribution:</div> <div>SEM 2 ENL1W SUCCESS RATE and Marks Distribution:</div>		

Board Student Achievement Plan
Lakehead Public Schools



		<ul style="list-style-type: none">- Strategic research-based literacy programming in each secondary school in response to multi-tiered support and student needs e.g., Lexia and Empower			
--	--	--	--	--	--

ACHIEVEMENT OF LEARNING OUTCOMES IN CORE ACADEMIC SKILLS

Mathematics	Goal: To improve students' mathematics learning and achievement								
	Data	Board Performance 2023-24	Provincial Performance 2023-24	Targets/Actuals	Board EQAO Target 2024-25	Board EQAO Actual 2024-25		Knowledgehook Targets	Knowledgehook Actual
Elementary	Grade 3 EQAO Math	70%	61%	Grade 3	73%		Gr 3	75%	
							Gr 4	75%	
							Gr 5	75%	
	Grade 6 EQAO Math	51%	50%	Grade 6	56%		Gr 6	70%	
							Gr 7	70%	
							Gr 8	70%	
	Actions and Strategies to Achieve Goals	<ul style="list-style-type: none">- Provision of a standard scope and sequence and supporting slide decks for every unit/curriculum expectation (Grades 1-8)- Training for teachers in grades 4,5,7,8 focusing on:<ul style="list-style-type: none">o Scope and Sequenceo Fluencyo Digital math toolo High Impact Instructional Strategieso Responding to student data- Providing all students access to a digital math tool for assessment, instruction, and home practice- PA day training for all teachers on systematic instruction, mathematical language, and problem solving- Coaching support for grade 3 and 6 priority schools- Increase home engagement through newsletters, digital math tool, regular communication and family math nights- Learning supports math resource teachers providing intervention to students and supporting educators in the development of programming;- Implementation of a common math assessment three times per year through Knowledgehook to measure impact/progress		Measures of Success	<ul style="list-style-type: none">- Increase the number of students achieving level 3 and 4 on the 2024-2025 EQAO math assessments (as per targets)- Increase the percentage of positive responses in perception data surveys (administrators, supported teachers, students)		<ul style="list-style-type: none">- Increased percentage of questions being answered by students on Knowledgehook Beginning-, Middle- and End-of-Year assessments for grades 3,4,5,6, 7 and 8		
Secondary	Data	Board EQAO Performance 2023-24	Provincial EQAO Performance 2023-24	Board Grade 9 Credits 2024-25	Targets	Board EQAO Target 2024-25	Board EQAO Actual 2024-25	Board Grade 9 Credit Target 2024-25	Board Grade 9 Credit Actual 2024-25
	Grade 9 EQAO Math	51%	54%	91%	Grade 9 EQAO Math	54%		93%	
	Actions and Strategies to Achieve Goals	<ul style="list-style-type: none">- Coaching support for grade 9 destreamed mathematics teachers- Learning education math resource teacher and coaches providing intervention to students and supporting educators in the development of programming- PA Day PLCs supporting learning and use of high impact teaching strategies in mathematics instruction- Learning Strategies course in each secondary school in response to student needs			Measures of Success	<ul style="list-style-type: none">- Increase the number of students achieving level 3 and 4 on the 2024-2025 EQAO math assessments (as per target)- Increasing the percent of students successfully obtaining grade 9 math credit (as per target)			

Board Student Achievement Plan
Lakehead Public Schools



		<ul style="list-style-type: none">- Providing all students access to a digital math tool for assessment, instruction, and home practice		<ul style="list-style-type: none">- Increase the number of secondary students choosing grade 12 mathematics	
--	--	---	--	---	--

PREPARATION OF STUDENTS FOR FUTURE SUCCESS

Secondary	Goal: Improve students' graduation rates and preparedness for future success					
	Data	Board Performance 2023-24	Board Performance 2024-25	Targets	Board Target 2024-25	Benchmark Target Semester 1 2024-25
	% of students who earn 16+ credits by the end of Grade 10	67%		% of students who earn 16+ credits by the end of Grade 10	72%	
	% of students participating in at least 1 job skills program	25%		% of students participating in at least 1 job skills program	TBD	
	% of students graduating with OSSD within 5 years of starting grade 9	75%		% of students graduating with OSSD within 5 years of starting grade 9	80%	
	% of students enrolled in at least one Gr 12 math or Gr 11 or 12 Science course	70%		% of students enrolled in at least one Gr 12 math or Gr 11 or 12 Science course	73%	
	% of students who believe their learning has prepared them for the next step in their learning experience.	66% in Grade 9 50% in Grade 10		% of students who believe their learning has prepared them for the next step in their learning experience.	5% increase	
	Actions and Strategies to Achieve Goals	<ul style="list-style-type: none">- Provide and promote equity of opportunity initiatives to encourage students in all pathways to participate in programs such as SHSM and COOP / OYAP- Provide professional learning opportunities for staff to increase awareness of the Skilled Trades and Apprenticeship Pathway.- Provide students with experiences, workshops and opportunities to discuss secondary course selection, post-secondary pathways and future career options.- Increase and promote the number of STEM related courses in Grades 11- Track the number of students entering a university program, college program, apprenticeship training program following the completion of OSSD as a baseline- Continue to provide community connected and hands on activities and experiential learning for students in Grade 8 to inform future decision making on secondary, post-secondary and apprenticeship opportunities- Achievement data will be analyzed and use of gap closing strategies will be implemented- Students will connect career pathways and transferable skills through curriculum content answer the questions: Who am I? What are my opportunities? Who do I want to become? What is my plan to achieve my goals?		Measures of Success	<ul style="list-style-type: none">- All students in Grades 7 –12 will annually update their Individual Pathways Plan (IPP) and engage in Creating Pathways to Success Inquiry (Who am I? What are my opportunities? Who do I want to become? What is my plan to achieve my goals?)- Increase number of students participating in Dual Credits, SHSM and OYAP- Increase number of students earning Senior Science and Grade 12 math credits- Exit Surveys will indicate an increase in the number of students who have individual goals for future Education or Training which include Post Secondary or Apprenticeship programs.	

STUDENT ENGAGEMENT AND WELL-BEING

	Goal: Improve students' participation in class time and learning					
	Data	Board Performance 2022-23	Board Performance 2023-24	Targets	Board Target 2024-25	Board Actual 2024-25
	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	12.4%	49.9%	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	10% increase in # of students with 90% or better attendance	
	% of students in Grades 4-12 who were suspended at least once	4%		% of students in Grades 4-12 who were suspended at least once	3%	
	% 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	N/A	Grade 6 - 59% Grade 9 – 71% Grade 10 – 64%	% 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	Grade 6- 80% Grade 9 – 80% Grade 10 -80%	
	Actions and Strategies to Achieve Goals	<ul style="list-style-type: none">- Supporting schools to provide culturally relevant pedagogy to increase attendance and engagement of First Nation Metis and Inuit students- Attendance committee system and in select schools- Attendance tracking and monitoring- Training and support for schools in restorative practices- Implementation and application of bullying prevention plans in all schools		Measures of Success	<ul style="list-style-type: none">- Attendance data- Climate survey data will show an increase in students’ wellbeing- Social work data will indicate a reduction in students seeking support for bullying	