

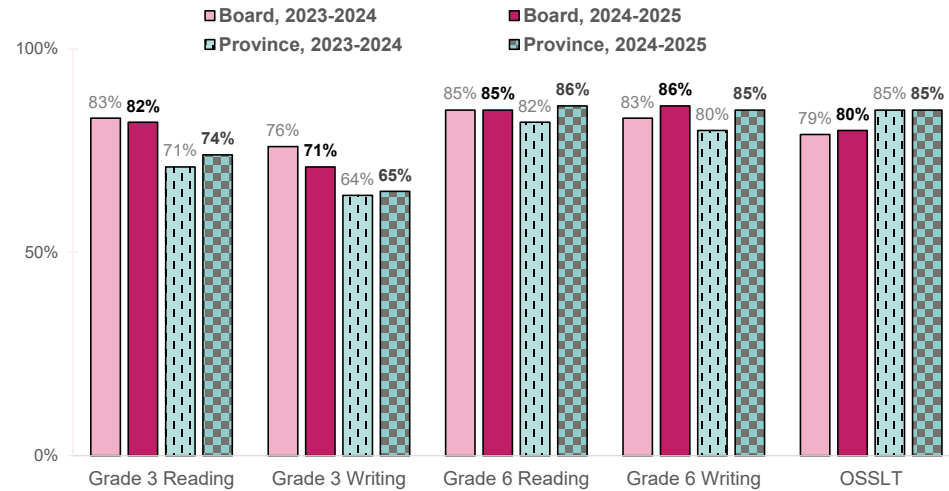
# Student Achievement Plan: Lakehead DSB

## 2024-2025 Academic Year

### Achievement of Learning Outcomes in Core Academic Skills

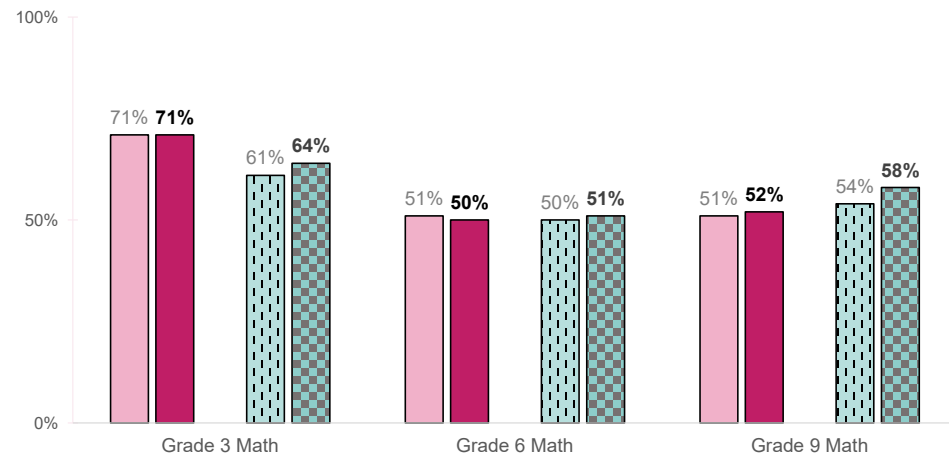
Goal: Improve students' literacy learning and achievement

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



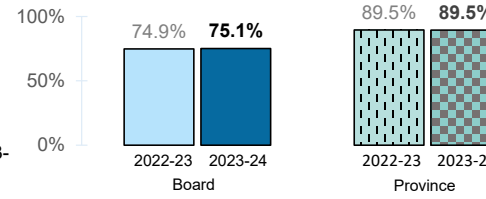
## 2024-2025 Academic Year

### Preparation of Students for Future Success

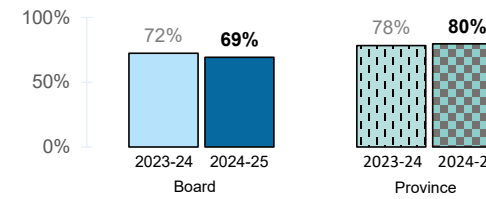
Goal: Improve students' graduation rates and preparedness for future success

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

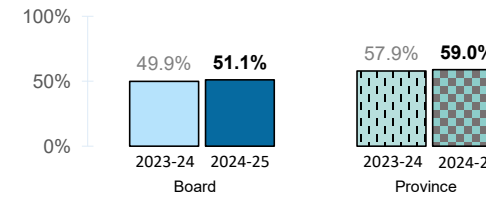
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



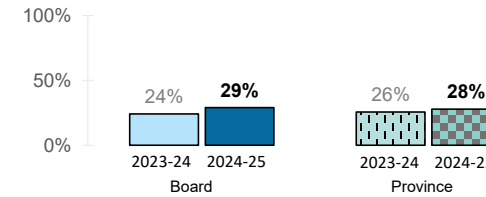
Measure: % of students who earn 16 or more credits by the end of Grade 10



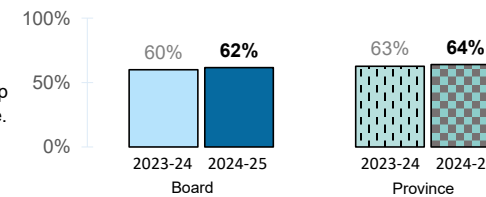
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



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)

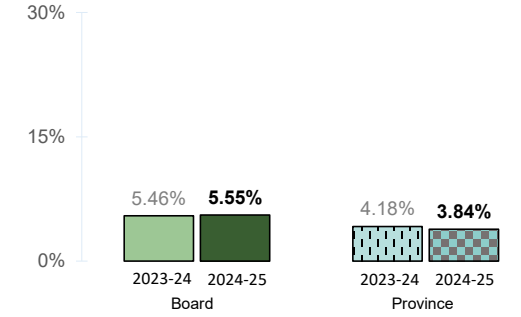


## 2024-2025 Academic Year

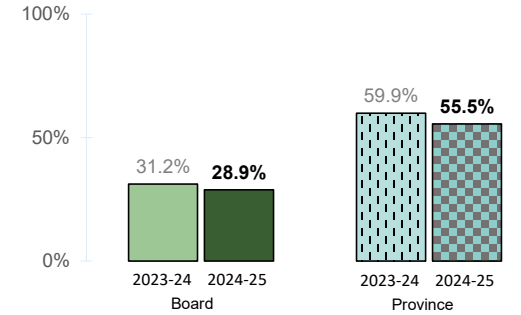
### Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

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

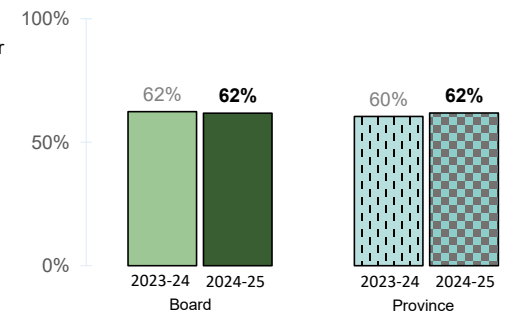


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



### 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



Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

# Student Achievement Plan: Lakehead DSB

2024-2025 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  | 82%    | 74%      |
| Grade 3 EQAO Writing  | 71%    | 65%      |
| Grade 6 EQAO Reading  | 85%    | 86%      |
| Grade 6 EQAO Writing  | 86%    | 85%      |
| % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL | 80%    | 85%      |

**Goal: Improve students' math learning and achievement**

| % of students who meet or exceed the provincial standard on: |     |     |
|--|-----|-----|
| Grade 3 EQAO Math  | 71% | 64% |
| Grade 6 EQAO Math  | 50% | 51% |
| Grade 9 EQAO Math  | 52% | 58% |

| Additional School Board Measures | School board |
|----------------------------------|--------------|
|                                  |              |
|                                  |              |
|                                  |              |

### Actions our School Board Will Take to Improve

Focus on effective Tier 1 instruction, continue screening and progress monitoring. Implement writing continuum SK-Grade 8. Early reading intervention and intervention for junior/intermediate learners with gaps in foundational skills. Literacy coach and intervention teachers assigned to priority schools provide at-the-elbow support for teachers and targeted intervention with students using evidence-based resources. FNMI Literacy Intervention teachers work with self-identified students using evidence-based, tier-2 intervention resources to close skill gaps. FNMI Special Education resource teachers work with self-identified students with special education needs to achieve individual goals. Secondary classroom teachers, cross subject, continue to receive PD on using high-impact literacy strategies. Teachers in alternative programs receive more PD on literacy strategies, as data indicates that students in alternative programs have foundational gaps in literacy. Evidence-based intervention programs help close gaps for students who lack foundational skills in literacy. The board is currently reviewing literacy programs that could meet student needs for learners who have significant gaps in literacy.

2024-2025 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   | 69%    | 80%      |
| who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program) | 29%    | 28%      |
| who graduated with an OSSD within five years of starting Grade 9 (2023-2024)   | 75.1%  | 89.5%    |
| who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses   | 51.1%  | 59.0%    |
| who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)        | 62%    | 64%      |

| Additional School Board Measures | School board |
|----------------------------------|--------------|
|                                  |              |
|                                  |              |
|                                  |              |

Continued at-the-elbow coaching support in priority schools. Regular meetings with administrators of priority schools and math facilitators focus on student achievement data and strategies to drive instruction. PD focuses on instruction and intervention in Grade 6. FNMI math intervention teachers support self-identified Indigenous students to close gaps in identified foundational skills. Secondary math department chairs, grade 9 math teachers and administrators meet on a regular basis to review progress of students, instructional strategies and scope and sequence of math skills. Secondary math coach supporting in de-streamed Grade 9 and 10 classes. Learning strategies course offered in all secondary schools. New Teacher Induction Program training in math, including subsidies for Additional qualification courses. Continue to involve administrators and educators in data-based decision-making sessions using classroom, school and system data.

2024-2025 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 | 28.9%  | 55.5%    |
| in Grades 4-12 who were suspended at least once                                       | 5.55%  | 3.84%    |

**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 |     |     |
|---|-----|-----|
|   | 62% | 62% |

| Additional School Board Measures | School board |
|----------------------------------|--------------|
|                                  |              |
|                                  |              |
|                                  |              |

We will continue to advance a whole-child, prevention-focused approach that strengthens the conditions for learning across both elementary and secondary schools. Priorities will include supporting student well-being, engagement, and readiness to learn through coordinated efforts that address nutrition security, sleep, physical activity, and mental health. Communication efforts are being strengthened to ensure students, staff, and families are well-informed about the importance of regular attendance and available supports. Schools are being supported in delivering culturally relevant pedagogy to foster inclusive learning environments. Training in restorative practices is being provided to schools, alongside the implementation of targeted climate surveys to better understand student experiences.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.