

Student Achievement Plan: Trillium Lakelands DSB

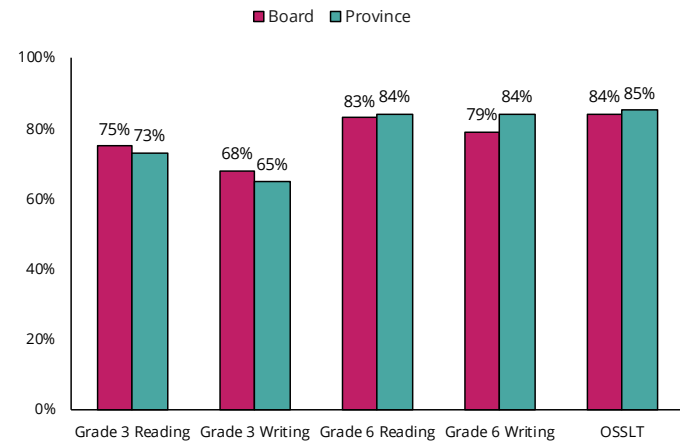
2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

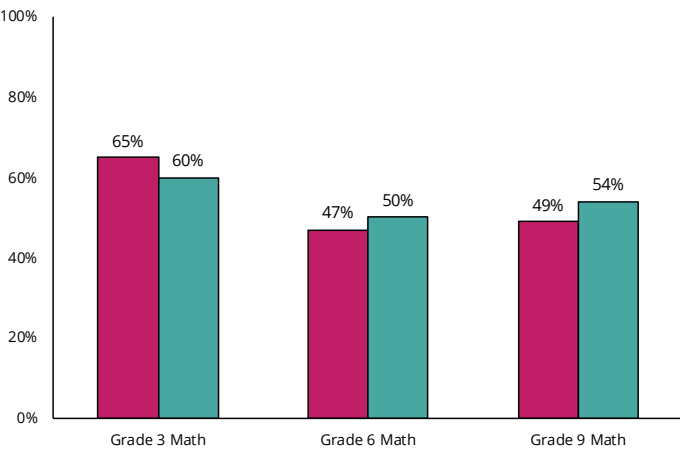
Goal: Improve students' literacy learning and achievement

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

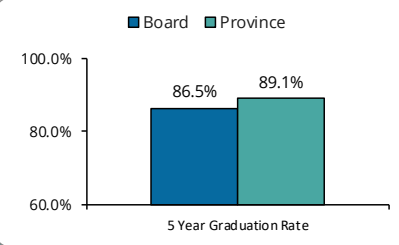


Preparation of Students for Future Success

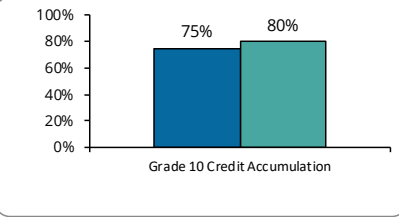
Goal: Improve students' graduation rates and preparedness for future success

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

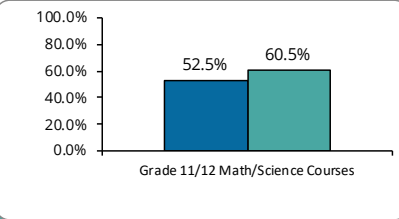
Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.



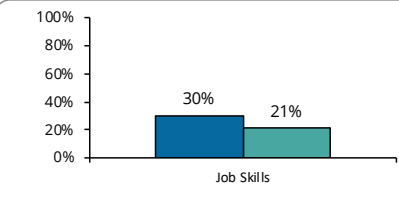
Measure: % of students who earn 16 or more credits by the end of Grade 10



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)



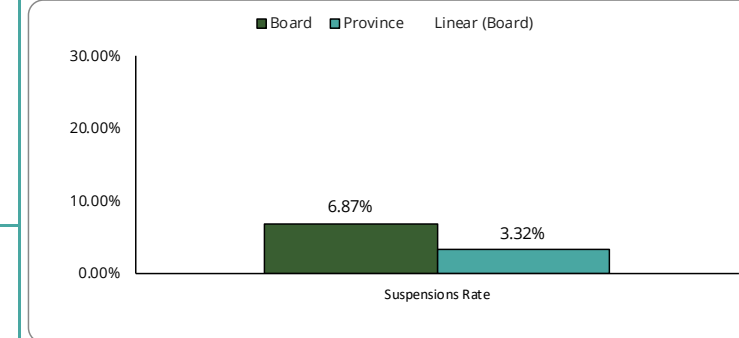
Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Data Forthcoming

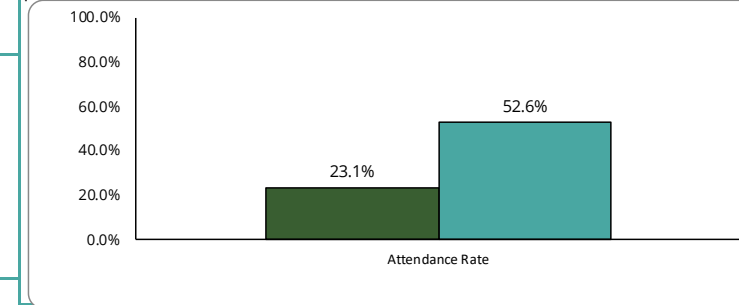
Student Engagement & Well-Being

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

	Board	Province
Grade 3 Reading	75%	73%
Grade 3 Writing	68%	65%
Grade 6 Reading	83%	84%
Grade 6 Writing	79%	84%
OSSLT	84%	85%
Grade 3 Math	65%	60%
Grade 6 Math	47%	50%
Grade 9 Math	49%	54%
Suspensions Rate	6.87%	3.32%
Attendance Rate	23.1%	52.6%
5 Year Graduation Rate	86.5%	89.1%
Grade 10 Credit Accumulation	75%	80%
Grade 11/12 Math/Science Courses	52.5%	60.5%
Job Skills	30%	21%

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

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Provincial Priorities		Measures & Results			How Our School Board Performs	Actions our School Board will take to Improve
Goal(s)	How this is Measured	School Board Performance	Provincial Performance	Additional School Board Measures		
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:					<ol style="list-style-type: none"> Instructional coaches are assigned to each school to support effective high yield strategy implementation. Narrowed focus on specific grades to provide optimal support for teacher capacity in reading and writing. Superintendents coach and support principals in their instructional leadership through regular school visits focused on SIP development and implementation and principal learning networks. Training for administrators and special education resource teachers to support ongoing implementation of robust in-school team processes when learning concerns are identified.
	<ul style="list-style-type: none"> Grade 3 EQAO Reading Grade 3 EQAO Writing Grade 6 EQAO Reading Grade 6 EQAO Writing 	75%	73%	N/A	N/A	
		68%	65%			
		83%	84%			
		79%	84%			
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL					<ol style="list-style-type: none"> Schools will develop plans to support grade 10 and previously eligible students to write the OSSLT. A teacher from each school will be provided professional learning on reading interventions, including how to conduct screeners and how to provide targeted intervention based on the screener results. Destreamed coaches will support teachers to use small group instruction to support reading interventions. Superintendents coach and support principals in their instructional leadership through regular school visits focused on SIP development and implementation and principal learning networks Training for administrators and special education resource teachers to support ongoing implementation of robust student success team processes when learning concerns are identified.
		84%	85%	N/A	N/A	
Goal: Improve students' math learning and achievement.	% of students who meet or exceed the provincial standard on:					<ol style="list-style-type: none"> Narrowed focus on specific grades to provide optimal support for teacher capacity in numeracy professional development. Instructional coaches are assigned to each school to support effective high yield strategy implementation of direct instruction and Tools and Representations Superintendents coach and support principals in their instructional leadership through regular school visits focused on SIP development and implementation and principal learning networks. Training for administrators and special education resource teachers to support ongoing implementation of robust in-school team processes when learning concerns are identified.
	<ul style="list-style-type: none"> Grade 3 EQAO Math Grade 6 EQAO Math Grade 9 EQAO Math 	65%	60%	N/A	N/A	
		47%	50%			
		49%	54%			

Preparation of Students for Future Success, 2021-2022

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

<p>% of students who earn 16 or more credits by the end of Grade 10</p>	<p>75%</p>	<p>80%</p>	<p>N/A</p>	<p>N/A</p>	<p>1. Student success teams will be provided with data on students who are credit deficient at the end of each semester and will develop a plan to support each student to gain credits. 2. Schools will be provided with a list of grade 9 students who earned below 60% in two or more courses at the end of the semester. 3. Administration will identify which classes these students are in for the semester. 4. Destreaming coaches will provide support to these students and their classroom teachers throughout semester 2. 5. Consultations will continue to offer professional learning for inclusive teaching and assessment practices.</p>
<p>% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)</p>	<p>30%</p>	<p>21%</p>	<p>N/A</p>	<p>N/A</p>	<p>1. Schools will be provided with data on the percentage of students in each of the job skills programs. 2. Pathway consultants will provide professional learning specific for guidance counsellors and cooperative education teachers on job skills programs. Additionally, pathway consultants will offer lunch n' learns and/or provide professional learning at staff meetings for all teachers on job skills programs. 3. Pathway consultants will attend parent-teacher nights and pathways nights at schools to provide job skills program information to parents. 4. Pathway consultants will support grade 8 to 9 transition opportunities that promote job skills programs with grade 8 students. 5. Pathway consultants will work with the Communication department to promote job skills programs on TLDSB social media platforms.</p>
<p>% of students graduating with an OSSD within five years of starting Grade 9</p>	<p>86.5%</p>	<p>89.1%</p>	<p>N/A</p>	<p>N/A</p>	<p>1. Student success teams will be provided with data on students who are credit deficient at the end of each semester and will develop a plan to support each student to gain credits. 2. Student success teams will meet weekly to develop plans to support students whose credits are at risk. 3. Night school and summer school coop will be offered as an opportunity to gain credits, particularly for credit deficient students. 4. Teachers will receive professional learning on inclusive classroom practices, with a focus on planning, instruction, and assessment.</p>
<p>% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses</p>	<p>52.5%</p>	<p>60.5%</p>	<p>N/A</p>	<p>N/A</p>	<p>1. Schools will be provided with data on the percentage of students taking math and science courses in grade 11 and 12. Schools will develop plans to encourage more students to take math and science in grade 11 and 12.</p>
<p>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)</p>	<p>Forthcoming</p>	<p>Forthcoming</p>	<p>N/A</p>	<p>N/A</p>	<p>1. Pathway consultants will support grade 8 to 9 transition opportunities that help students connect their interests and strengths to future courses. 2. Pathway consultants will provide professional learning specific for guidance counsellors and cooperative education teachers on the connection between curriculum and job skills programs. Additionally, pathway consultants will offer lunch n' learns and/or provide professional learning at staff meetings for all teachers on job skills programs and the connection to their subject area. 3. Grade 7 and 8 students will explore a career readiness software to introduce them to possible career opportunities.</p>

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	23.1%	52.6%	N/A	N/A	<p>1. Schools will develop site-specific strategies to engage students and families with attendance issues. Attendance data will be routinely analyzed by school administration and board re-engagement counsellors.</p> <p>2. Social media campaign to encourage families to attend school and to promote the importance of regular school attendance.</p> <p>3. Tier 1 mental health strategies in place to welcome and support students when they return from prolonged absences.</p> <p>4. Administrators will receive professional learning and planning time to build awareness and develop strategies to improve engagement and attendance.</p> <p>5. Regularly scheduled feedback meetings between board re-engagement counsellors and school administrators to consider strategies and share data.</p>	
	% of students in Grades 4-12 who were suspended at least once	6.87%	3.32%	N/A	N/A	<p>1. Schools utilize a progressive approach to discipline that includes early and ongoing interventions to promote positive student behaviour.</p> <p>2. Administrator training to support mentally healthy and safe schools. Administrator representatives from all 3 regions, secondary & elementary, attending 'Leading Mentally Healthy Schools' conference.</p> <p>3. Counseling and mental health supports in schools to help students to develop self-regulation and develop coping skills to manage stress and emotions.</p> <p>4. Implementation of grade 7/8 Mental Health Literacy modules to support intermediate students with their mental health knowledge and to build healthy coping skills.</p> <p>5. Families are supported through Parent Engagement events including Keynote Speakers Dr. Robyn Handley Dafoe (resiliency), Paul Davis (social media safety) and Aubrey Noronha Why being 'not racist' is not enough anymore" presentation.</p>	
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	N/A	N/A	<p>Student well-being will be supported by school staff and parent/community connections. This year's action plan includes targeted professional development for:</p> <p>1. School staff: to develop routines and strategies that promote positive mental health - coping strategies, self-regulation, self-care, stress reduction.</p> <p>2. Mental Health Champions in every school growing in awareness of signs & symptoms to help students know where/when/how to access help.</p> <p>3. Guidance Counsellors full day training workshop on addictions and youth - including youth addictions with with pornography, technology and substance use and abuse. Deepening understanding of how to help students access support</p> <p>4. Administrators monthly learning to equip admin with the tools to implement & monitor mentally healthy schools - increasing their own understanding of mental health & giving them the look fors so they know what a mentally healthy classroom looks like, sounds like and feels like.</p> <p>5. Mental Health Counsellors - regulated counsellors in all schools supporting students with brief evidence based interventions, offering both individualized and group sessions.</p> <p>6. Parents - the Circle of Security Parenting program is offered several times each year as part of a direct service to parents of young students gr. K- 3 It is for parents seeking support with mild to moderate challenges stemming from attachment relationships, challenging emotions, and how to meet their child's needs. The board public facing website has been updated for parents to find school and community resources.</p> <p>7. Joint local planning between board and community to better serve our students and to establish clear pathways to/through/from care.</p> <p>8. Trails to Wellness (social-emotional program) being delivered in elementary classrooms across the district.</p>	

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