

2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Preparation of Students for Future Success

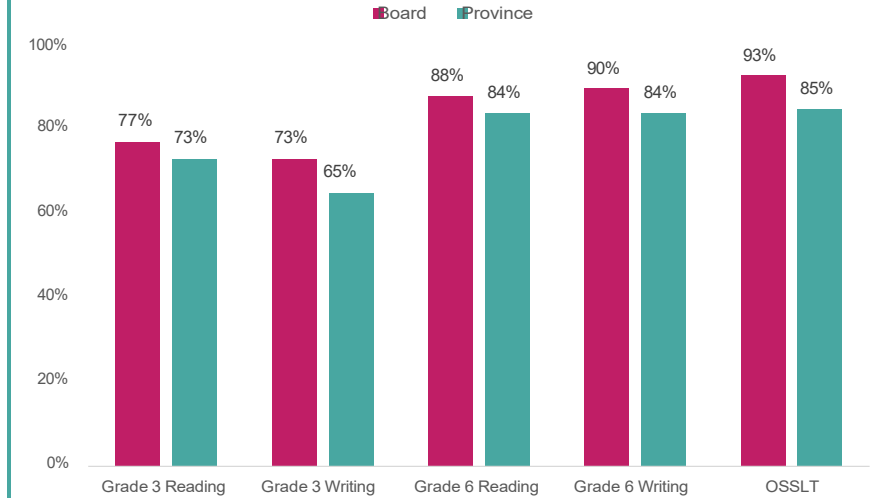
Student Engagement & Well-Being

Goal: Improve students' literacy learning and achievement

Goal: Improve students' graduation rates and preparedness for future

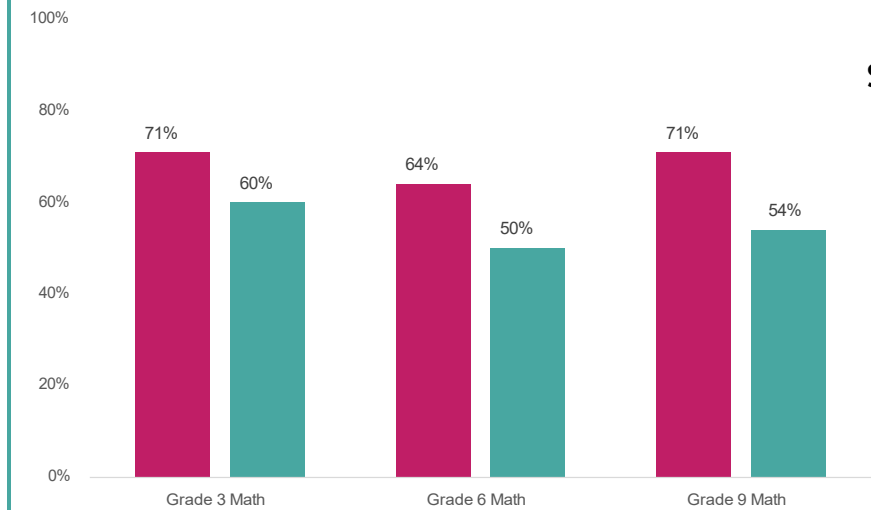
Goal: Improve students' participation in class time and learning

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.



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



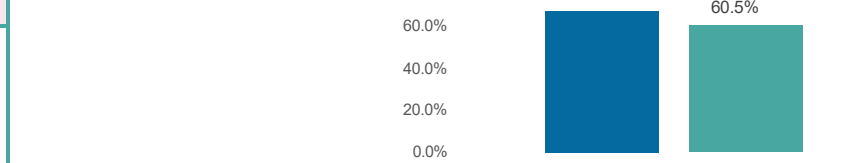
Measure: % of students graduating with an OSSD within five years of starting



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



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



Student Achievement Plan: York Region District School Board

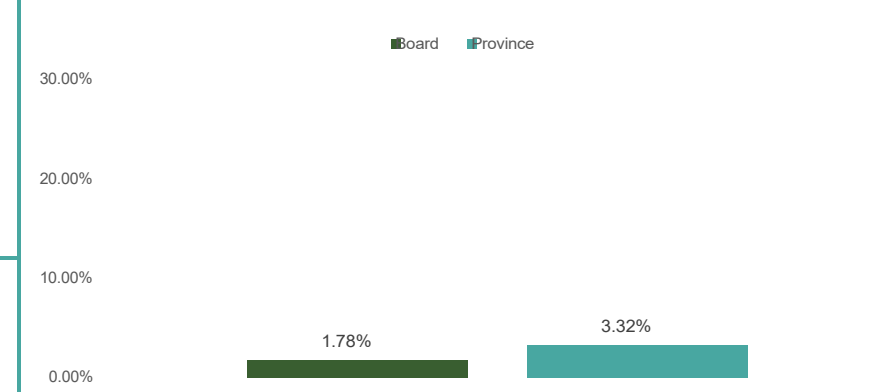
Measure: % of students who are enrolled in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



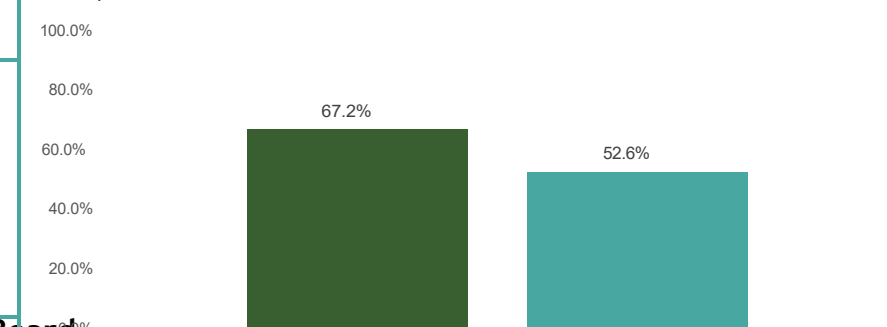
Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Data Forthcoming

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

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

## Student Achievement Plan: York Region District School Board

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
<b>Achievement of Learning Outcomes in Core Academic Skills, 2022-2023</b>						
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:				<ul style="list-style-type: none"> <li>Updating and sharing of our Waterfall document with staff. Supporting Professional Learning that outlines intervention strategies for students with varied learning needs. Allows for targeted and timely intervention and scaffolding of the learning.</li> <li>Students write the OSSLT in the fall and again in the spring if unsuccessful with targeted interventions to support areas of need between the two writing opportunities.</li> <li>Implementation of the new Language Curriculum in grades K-8</li> <li>Additional Literacy staffing in each elementary school to provide differentiated support in reading.</li> <li>Launch and Implementation of the Comprehensive Literacy Framework</li> <li>Mathematics professional Learning focused on fidelity of the curriculum, knowing your learner, and the use of high impact instructional strategies.</li> <li>Professional Learning opportunities for math teachers on the integration of strategies that support Multilingual Language Learners</li> <li>School Improvement Planning development with a focus on Academics, Well-Being and Equity</li> </ul>	
			Grade 3 EQAO Reading	77%		73%
			Grade 3 EQAO Writing	73%		65%
			Grade 6 EQAO Reading	88%		84%
			Grade 6 EQAO Writing	90%		84%
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL		93%	85%			
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:					
			Grade 3 EQAO Math	71%		60%
			Grade 6 EQAO Math	64%		50%
			Grade 9 EQAO Math	71%		54%
<b>Preparation of Students for Future Success, 2021-2022</b>						
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10		87%	80%	<ul style="list-style-type: none"> <li>Revised website to promote sector learning options for students entering Secondary School. Students are encouraged to approach their course selection process through an employment sector.</li> <li>Promotion of SHSM, Dual Credits and OYAP through activities in schools, parent outreach and the revised website.</li> <li>College panel conversations with Student Success and Guidance Counsellors to increase awareness of program options for students</li> <li>Visits to high school by teachers and grade 7 and 8 students to assist in the transition to Secondary school.</li> <li>Cross panel meetings to create transition plans from elementary to secondary school</li> <li>York Region Skills Challenge to explore skills and build interest in the trades.</li> <li>Engaging parents throughout kindergarten to grade 12 in pathway dialogues and decisions</li> <li>Development (release fall 2024) and implementation of the YRDSB transition strategy</li> <li>Creation of the Special Education Transition Navigator position (fall 2024)</li> </ul>	
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)		17%	21%		
	% of students graduating with an OSSD within five years of starting Grade 9		94.2%	89.1%		
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses		67.4%	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		
<b>Student Engagement &amp; Well-Being, 2021-2022</b>						
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		67.2%	52.6%	<ul style="list-style-type: none"> <li>Disrupting Colonial Narratives administrator training</li> <li>Ableism Senior Leadership training</li> <li>Expansion of Youth-SPACE to 50 additional schools</li> <li>LAMPS presentations (Learning About Mental health Presentation Series)</li> <li>Mental Health Liaisons at each school supporting the sharing of information related to the Mental Health and Addiction Strategy</li> <li>Creating affirming learning spaces including learning gardens that support Indigenous ways of knowing, understanding ableism and strategies for creating Black, Jewish and Muslim affirming learning spaces</li> <li>Increased expectation of consultation with Caring and Safe schools' administrators prior to suspension to have a reflective conversation</li> <li>System-wide learning connected to "Miss, Dismiss and Avoid"</li> <li>Implementation of grade 7 and 8 Mental Health lessons in Health and Physical Education</li> </ul>	
	% of students in Grades 4-12 who were suspended at least once		1.78%	3.32%		
	% 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		
Goal: Improve student well-being						