

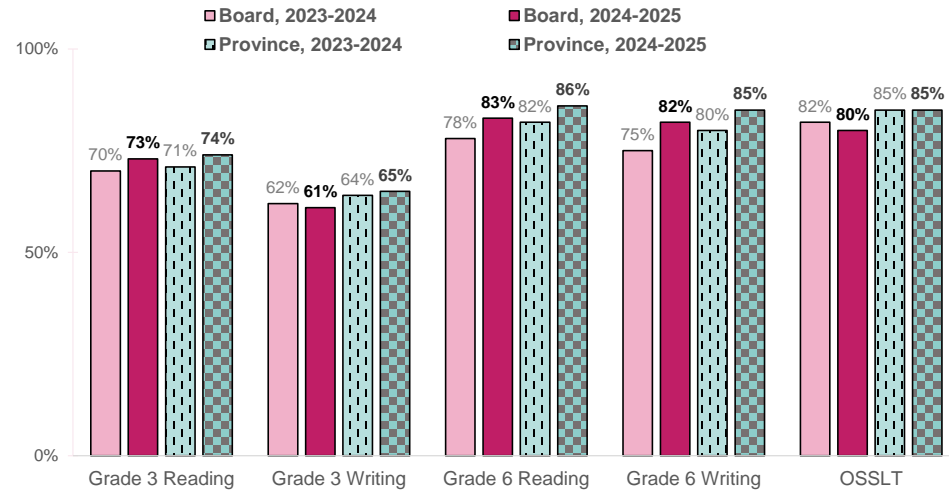
Student Achievement Plan: Kawartha Pine Ridge DSB

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

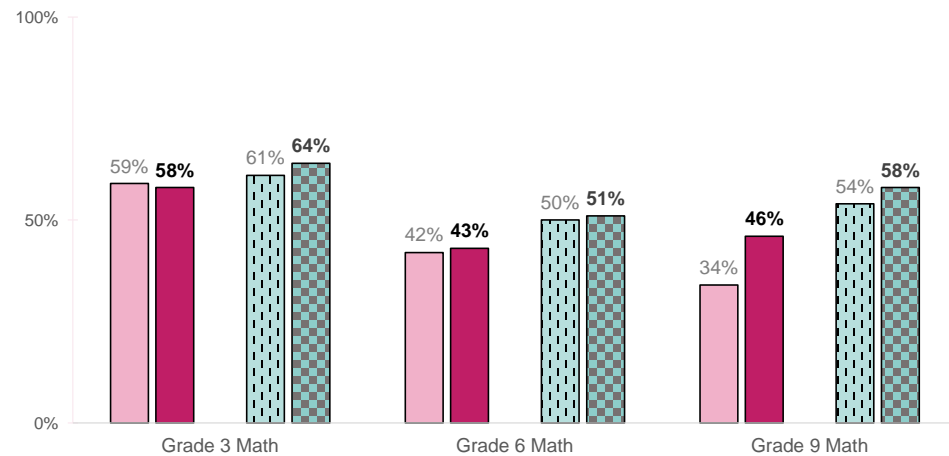
Goal: Improve students' literacy learning and achievement

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



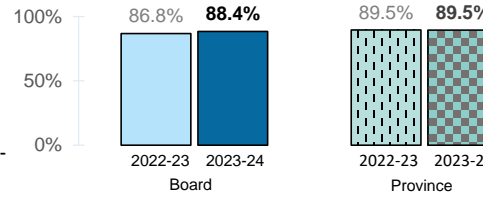
2024-2025 Academic Year

Preparation of Students for Future Success

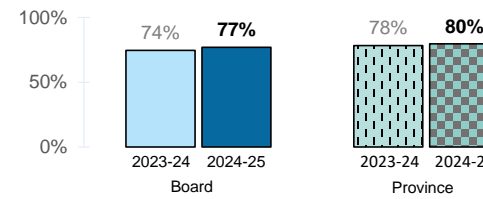
Goal: Improve students' graduation rates and preparedness for future success

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

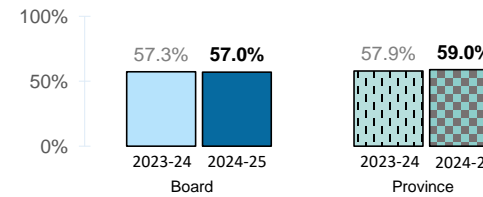
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



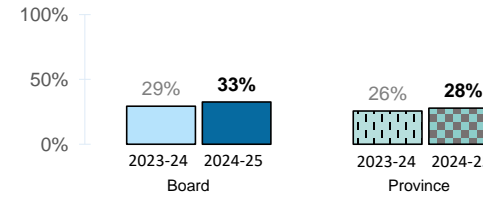
Measure: % of students who earn 16 or more credits by the end of Grade 10



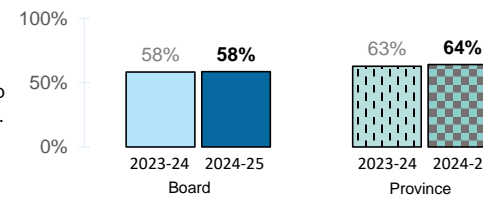
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



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)

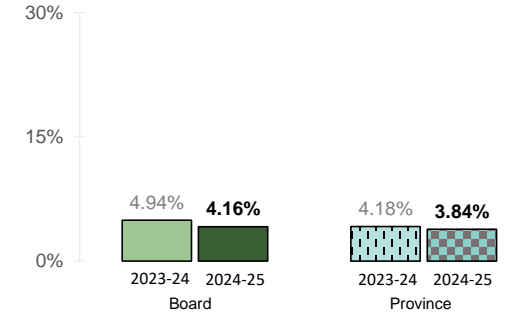


2024-2025 Academic Year

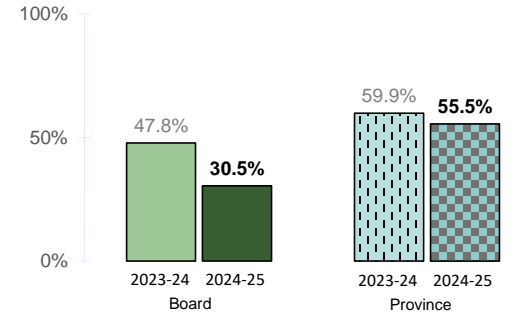
Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

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

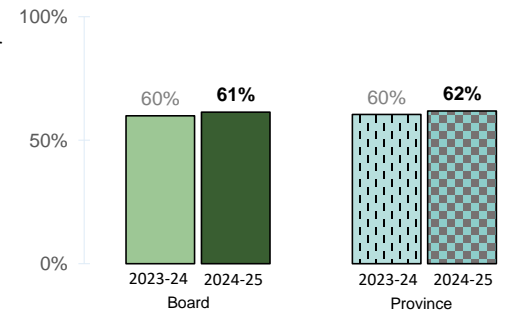


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



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: Kawartha Pine Ridge 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	73%	74%
Grade 3 EQAO Writing	61%	65%
Grade 6 EQAO Reading	83%	86%
Grade 6 EQAO Writing	82%	85%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

	School	Province
	80%	85%

Goal: Improve students' math learning and achievement

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	58%	64%
Grade 6 EQAO Math	43%	51%
Grade 9 EQAO Math	46%	58%

Additional School Board Measures	School board

Actions our School Board Will Take to Improve

- 1.1 - Implement evidence-based instruction in literacy and math, informed by ongoing assessment to tailor differentiated and intensive supports for student success.
- 1.2 - Continue to implement and monitor the KPR Math Achievement Action Plan.
- 1.3 - Ensure foundational literacy skills from the Language (2023) Grades 1-8 and Grade 9 English curricula continue to be a part of explicit instruction, strengthening students' foundational skills and learning across all subject areas.
- 1.4 - Prioritize staffing (consultants, math facilitators, early intervention teachers) to support literacy and math instruction.
- 1.5 - Increase the utilization and monitoring of KPR literacy and math resources to support educator capacity and student learning.
- 1.6 - Engage in evidence-based and ongoing professional learning with school staff that responds to urgent student learning needs.
- 1.7 - Action the KPR Special Education Plan (e.g., IEP development).
- 1.8 - Implement the KPR Principles of Indigenous Education through learning that explores and values Indigenous knowledge, culture and perspectives.
- 1.9 - Continue to deepen understanding and action of the K-12 Culturally Relevant and Responsive Pedagogy Framework to achieve quality and effective instruction that demonstrates high expectations for all learners.

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.

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	77%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	33%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	88.4%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	57.0%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	58%	64%

Additional School Board Measures	School board

- 2.1 - Support student success in differentiated and diverse learning pathways responsive to the unique strengths, skills and needs of all students.
- 2.2 - Strengthen outreach and engagement with students, staff, families, communities and partners, to enrich relationships, amplify diverse voices and develop partnerships.
- 2.3 - Increase the utilization of KPR Grade 10 pathway planning resources.
- 2.4 - Prioritize staffing (consultants, Indigenous student workers, Indigenous graduation coaches, graduation coach for Black students) to support student pathways.
- 2.5 - Actively promote and support the Focus on Youth program and job skills programming.
- 2.6 - Fully utilize a variety of KPR data sources (Climate Survey, Student Exit Survey) to better understand and support student learning experiences, namely, students feeling prepared for the next step in their learning experience.
- 2.7 - Action the KPR Special Education Plan (e.g., IEP development, transition planning, coordination of services with external agencies).
- 2.8 - Implement the KPR Principles of Indigenous Education to create respectful relationships among stakeholders, including local Indigenous communities.
- 2.9 - Continue to deepen understanding and action of K-12 Culturally Relevant and Responsive Pedagogy and practice to create conditions that meet our students' unique needs, support transitions and open doors to new directions and destinations.

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	30.5%	55.5%
in Grades 4-12 who were suspended at least once	4.16%	3.84%

Goal: Improve student well-being

	School	Province
% 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	61%	62%

Additional School Board Measures	School board

- 3.1 - Focus on creating safe, inclusive spaces where belonging, well-being, and mental health support student engagement, and the diversity and lived experiences of students and staff are valued and reflected in learning and work environments.
- 3.2 - Action the KPR Mental Health Strategic Plan and Action Plan.
- 3.3 - Continue to foster Positive School Climate teams in all K-12 schools.
- 3.4 - Implement the revised KPR Code of Conduct for students in all schools.
- 3.5 - Build capacity and understanding of trauma-informed practices.
- 3.6 - Prioritize staffing (Indigenous student workers, Indigenous graduation coaches, mental health clinicians) to support student well-being, including regular attendance.
- 3.7 - Creation of professional resources to support student attendance (e.g., KPR Attendance Quick Reference Guide for School Administrators).
- 3.8 - Action the KPR Special Education Plan (e.g., IEP development).
- 3.9 - Continue to strengthen knowledge of the KPR Holistic Approach to Indigenous Education to honour Indigenous knowledge and ways of knowing to support student well-being.
- 3.10 - Continue to deepen understanding and action of K-12 Culturally Relevant and Responsive Pedagogy and practices to reflect and affirm individual cultural and social identities that are connected to background, language, or family structure.