

Student Achievement Plan: Halton DSB

2022-2023 Academic Year

2021-2022 Academic Year

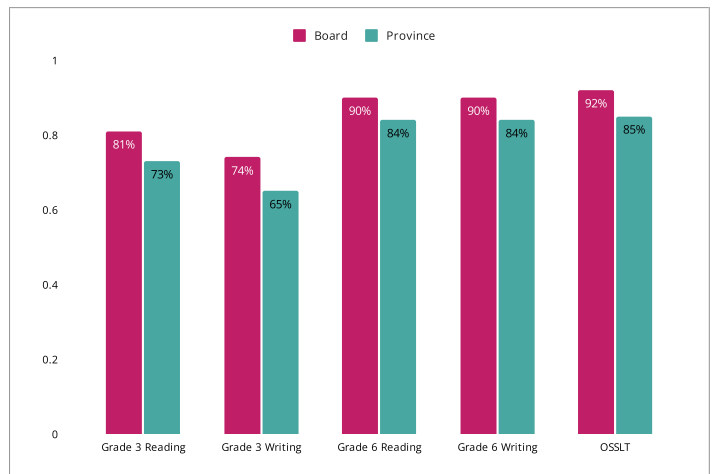
Achievement of Learning Outcomes in Core Academic Skills

Preparation of Students for Future Success

Student Engagement & Well-Being

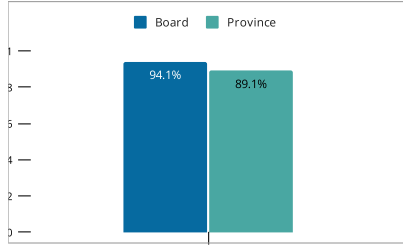
Goal: Improve students' literacy learning and achievement

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.



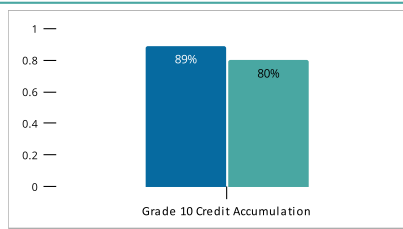
Goal: Improve students' graduation rates and preparedness for future success

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

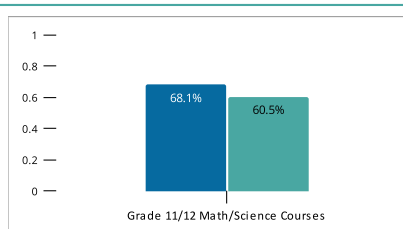


Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.

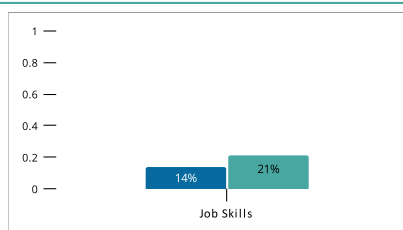
Measure: % of students who earn 16 or more credits by the end of Grade 10



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

Goal: Improve students' participation in class time and learning

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

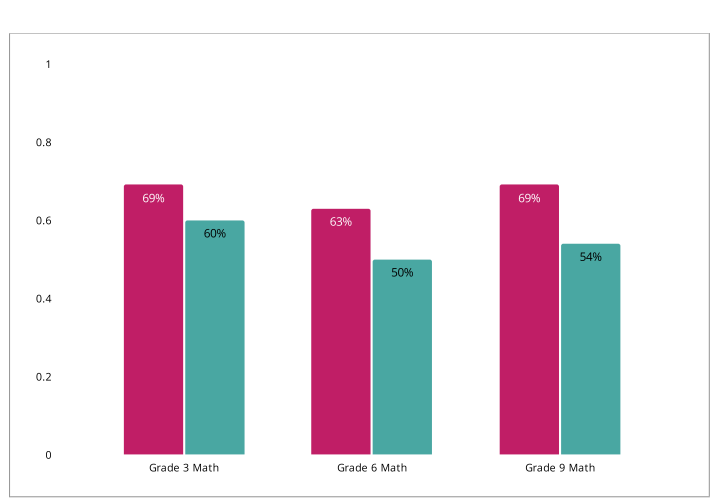


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



Goal: Improve students' math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



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.

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:				<p>Continue to embed the Multi-tiered Systems of Support and Response to Intervention into Early Literacy strategy and rollout, as well as into processes such as School Team, SRT and the Problem Solving Pathway.</p> <p>PROFESSIONAL LEARNING FOR STAFF</p> <p>Throughout the academic year 2023-2024, ongoing professional learning has been offered during the school day to support educators with teaching literacy and math. Additionally, after school sessions have been offered virtually regarding the revised Kindergarten Plan implemented in January 2024.</p> <p>ELEMENTARY LITERACY</p> <ul style="list-style-type: none"> - Embedded the Multi-tiered Systems of Support and Response to Intervention into Early Literacy strategy and rollout, as well as into processes such as School Team, SRT and the Problem Solving Pathway <p>Learning Resource Teachers (LRTs):</p> <ul style="list-style-type: none"> - 35 LRTs providing literacy and math support in 58 schools - 1704 students in K-3 classes received literacy support from LRTs and 80% of these students demonstrated growth in foundational skills (e.g., phonics, phonological awareness) - 86% of students who received support from an LRT or IRT reported that they liked reading, which represents an 8% increase from data collected prior to receiving support. <p>Itinerant Resource Teachers (IRTs):</p> <ul style="list-style-type: none"> - 1002 students received literacy support from IRTs in 17 schools - 77% of these students demonstrated growth in foundational skills (e.g., phonics, phonological awareness) - 79% of students who received support from an IRT or LRT reported that they can read easily, which represents a 7% increase from data collected prior to receiving support <p>SECONDARY LITERACY (OSSLT)</p> <ul style="list-style-type: none"> - Literacy Framework changed to reflect the new Gr. 9 curriculum, provided learning for Gr.10 teachers to implement new framework and support students in demonstrating the required Literacy skills <p>ELEMENTARY MATH</p> <p>Learning Resource Teachers (LRTs):</p> <ul style="list-style-type: none"> - 35 LRTs providing math support in 58 schools - 253 math coaching partnerships established to build educator capacity with planning, instruction and assessment in math with classroom educators in Grade 1 to Grade 6 <p>School Math Facilitators:</p> <p>Throughout their first three priority school allocations, HDSB's two School Math Facilitators supported a total of 566 students, with priority in Grades 3, 6, and 9 classes at Ministry identified schools. This results in a 83.8% significant or moderate growth in student learning over the first three allocations</p> <p>SECONDARY MATH</p> <ul style="list-style-type: none"> - 96 educators across 16 secondary schools engaged in collaborative math professional learning focussed on High Impact Instructional Practices in Math and Asset-Based Assessment Practices supported by the Instructional Program Leader - Instructional Partners (IPs) Semester 1 - 37 partnerships with Math teachers focussed on anti-colonial, anti-racist and anti-oppressive practices, impacting 57 grade 9 Math classes - Semester 2 - 28 partnerships with Math teachers impacting 35 Gr 9 Math classes to date 	
	Grade 3 EQAO Reading	81%	73%			
	Grade 3 EQAO Writing	74%	65%			
	Grade 6 EQAO Reading	90%	84%			
	Grade 6 EQAO Writing	90%	84%			
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	92%	85%				
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:				<p>Learning Resource Teachers (LRTs):</p> <ul style="list-style-type: none"> - 35 LRTs providing literacy and math support in 58 schools - 253 math coaching partnerships established to build educator capacity with planning, instruction and assessment in math with classroom educators in Grade 1 to Grade 6 <p>School Math Facilitators:</p> <p>Throughout their first three priority school allocations, HDSB's two School Math Facilitators supported a total of 566 students, with priority in Grades 3, 6, and 9 classes at Ministry identified schools. This results in a 83.8% significant or moderate growth in student learning over the first three allocations</p> <p>SECONDARY MATH</p> <ul style="list-style-type: none"> - 96 educators across 16 secondary schools engaged in collaborative math professional learning focussed on High Impact Instructional Practices in Math and Asset-Based Assessment Practices supported by the Instructional Program Leader - Instructional Partners (IPs) Semester 1 - 37 partnerships with Math teachers focussed on anti-colonial, anti-racist and anti-oppressive practices, impacting 57 grade 9 Math classes - Semester 2 - 28 partnerships with Math teachers impacting 35 Gr 9 Math classes to date 	
	Grade 3 EQAO Math	69%	60%			
	Grade 6 EQAO Math	63%	50%			
		69%	54%			
	Grade 9 EQAO Math					
Preparation of Students for Future Success, 2021-2022						
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	89%	80%		<ul style="list-style-type: none"> - Throughout 2023-2024, Elementary Student Success, Secondary Student Success and Secondary Guidance were provided with an experiential learning opportunity to build knowledge about the skilled trades and apprenticeship pathways (e.g., Centre for Skills Development, Mohawk College and LiUNA Union, Conestoga College) - 821 students from 41 elementary schools involved in the Elementary Halton Skills Competition, in 14 categories that span a variety of skilled trades and technologies - 200 students from 16 secondary schools involved in the Secondary Halton Skills competition, in 23 categories that span a variety of skilled trades and technologies - 4000 Grade 12 students participated in the Exploring Post-Secondary Pathways Event at Sheridan October 24-26. Nearly 2000 Grade 11 and 12 HDSB students and families participated in the October 25 evening event - 2000 tickets were sold to the spring Exploring Post-Secondary Pathways Event for Grade 7-10 Students and Families at Sheridan on April 13 - There was an overwhelming response to both the fall evening and spring weekend event. - 4 successful Pathways Program Information Evenings (SHSM, OYAP, Dual Credit) ran in each region in Fall/Winter 2023 - Ongoing reimagining of science lab learning spaces featuring innovative collaborative learning while maintaining safety priorities - Reorganizing and prioritizing technological education spaces to build capacity for the compulsory tech ed credit - New opportunities were secured for students to explore science, engineering technology and trades in the community. - Dual Credit - 200+ students (gr. 11 and 12) participating in college course at local colleges and earning both high school credits towards their OSSD and college credits, transferable to most Ontario Colleges - School Within A College - continued growth of this program for early leavers and students who are disengaged looking to complete their OSSD while at Sheridan College. - Secondary Student Success, Secondary Guidance and Secondary teachers were provided with an learning opportunity to build knowledge about dual credit and how it supports dual credit (e.g. Dual Credit teacher forum at Mohawk College, School College Work Initiative Symposium, DC Orientation at Humber College, Jill of Trades) 	
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	14%	21%			
	% of students graduating with an OSSD within five years of starting Grade 9	94.1%	89.1%			
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	68.1%	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			

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	63.0% 52.6%
	% of students in Grades 4-12 who were suspended at least once	1.94% 3.32%
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

- Overall, our suspension and expulsion numbers are among the lowest in the province. Our school staff and administrators utilize a wide variety of tools and strategies to keep students in school and learning. These tools and strategies also support the creation of safe school environments, where progressive discipline supports everyone in developing skills to engage successfully at school. Student Census data has shown that there are disproportionate outcomes in suspensions and expulsions. We recognize the ongoing work we have to do to address the disproportionate outcomes for students who identify as Indigenous, Black, Latino/Latina/Latinx, Middle Eastern, Male and those students with IEPs. Based on this, Student Well-Being Goals at all schools across the HDSB focus on actions that incorporate a whole person approach, commitments to the creation of identity affirming spaces that will help build positive school climates where all students feel a sense of belonging. We also recognize the need for a consistent and active response to incidents of hurt and harm and the inclusion of parents and guardians as valued partners in problem solving and progressive discipline. To this end, we are in the process of launching a Board wide Bullying Response Protocol for application in all of our HDSB schools K-12 during the Fall of 2024. In addition, we continue to work in partnership with the Human Rights, Equity and Inclusive Education, Indigenous Rights in Education and Student Mental Health and Well-Being teams to develop resources such as our Code of Conduct Lessons, The HDSB Discriminatory and Harmful Language Protocol and a variety of Bullying Prevention and Intervention Resources that align with PPM 144: Bullying Prevention and Intervention. Working with students, families and staff throughout the system, we are taking a proactive approach, focusing on creating welcoming, safe and inclusive learning environments with supportive structures for all students. We will continue to focus on teaching and learning strategies that centre the needs of our students and support them in creating positive social relationships with their peers and educators.

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