

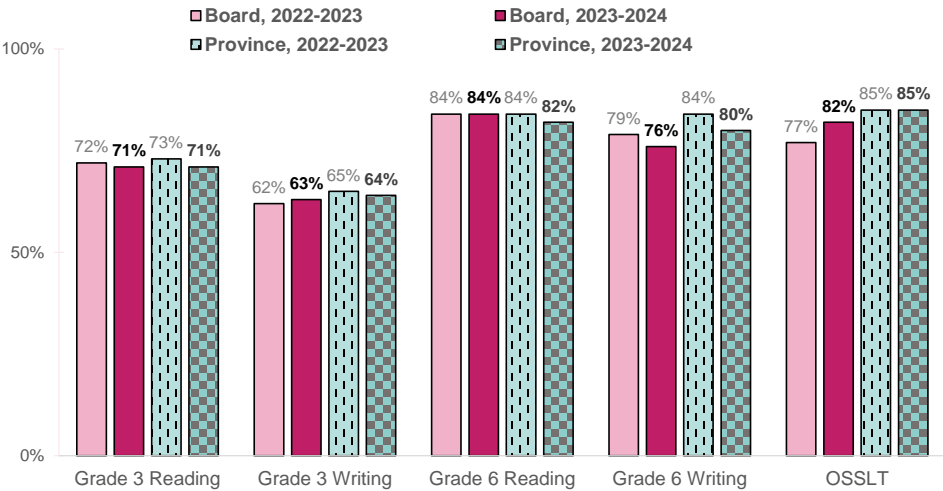
Student Achievement Plan: Rainbow DSB

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

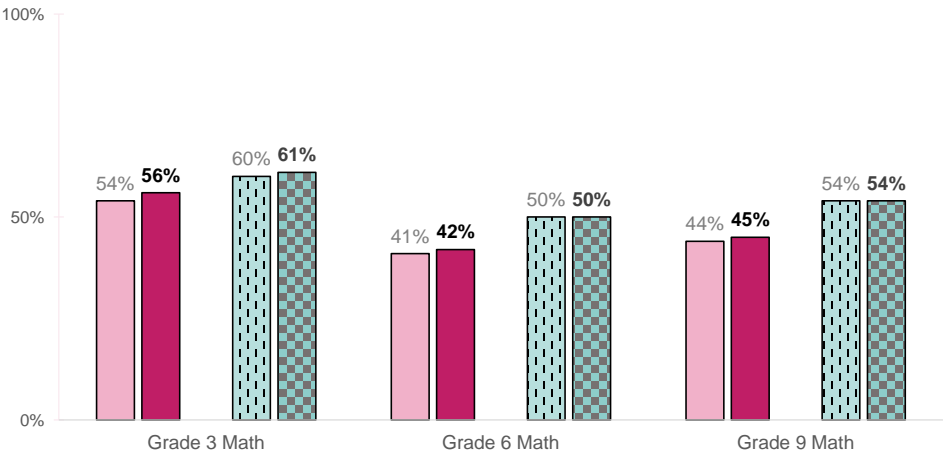
Goal: Improve students’ literacy learning and achievement

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



2023-2024 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

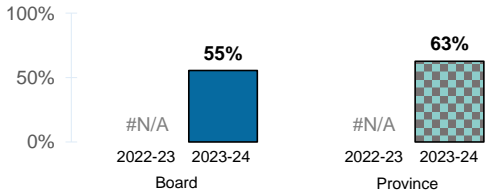
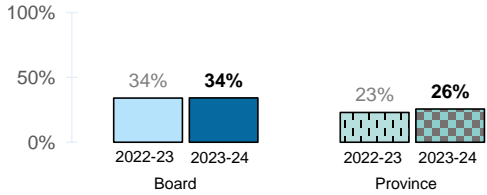
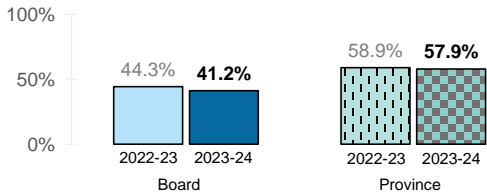
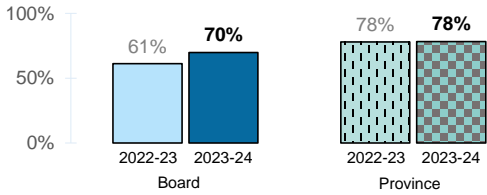
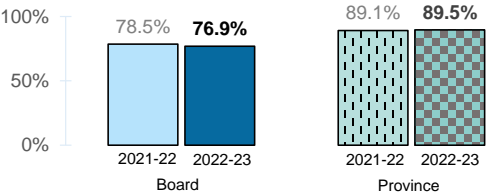
Includes students who began Grade 9 in 2018-2019 and tracks their progress until 2022-2023.

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)

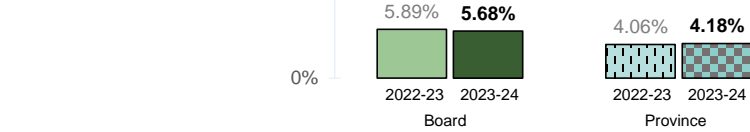


2023-2024 Academic Year

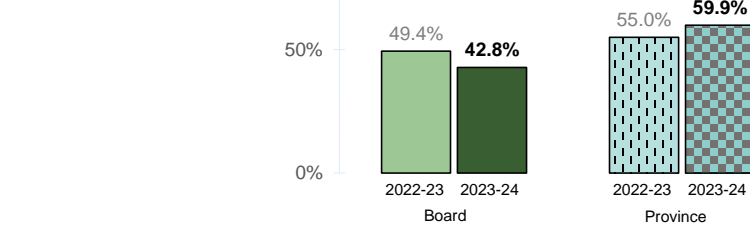
Student Engagement & Well-Being

Goal: Improve students’ participation in class time and learning

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

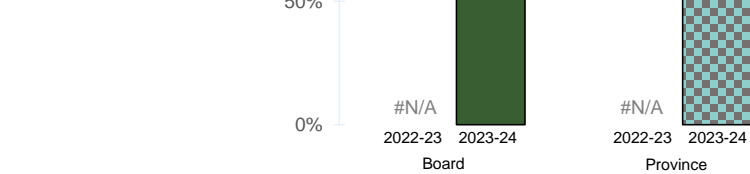


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



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), 2021-2022 to 2023-2024, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024.  
#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards. Learning Preparedness and Mental Health Awareness data is not available for 2022-2023.

Student Achievement Plan: Rainbow DSB

2023-2024 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	71%	71%
Grade 3 EQAO Writing	63%	64%
Grade 6 EQAO Reading	84%	82%
Grade 6 EQAO Writing	76%	80%

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

82%	85%
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Goal: Improve students’ math learning and achievement

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	56%	61%
Grade 6 EQAO Math	42%	50%
Grade 9 EQAO Math	45%	54%

Additional School Board Measures	School board

Actions our School Board Will Take to Improve

2023-2024 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	70%	78%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	34%	26%
who graduated with an OSSD within five years of starting Grade 9 (2022-2023)	76.9%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	41.2%	57.9%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	55%	63%

Additional School Board Measures	School board

2023-2024 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	42.8%	59.9%
in Grades 4-12 who were suspended at least once	5.68%	4.18%

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	61%	60%

Additional School Board Measures	School board

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022 to 2022-2023, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024.  
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## **Actions our School Board Will Take to Improve:**

### **ACHIEVEMENT OF LEARNING OUTCOMES IN CORE ACADEMIC SKILLS**

#### **Literacy**

Itinerants will provide tier 2 and tier 3 support to students as well as coaching support to classroom teachers to enhance tier 1 instructional practice.

Early reading screening will continue to inform classroom practice and system consultant supports. More staff will be trained in Acadience.

Professional learning will include a K to 12 focus on daily writing instruction including writing across the curriculum and the foundations of language within student writing.

Writing exemplars will be created in English and French for primary, junior and intermediate grades in order to support best practices and assessment alignment.

The scope and sequence documents will be updated and shared with educators in the monthly elementary program newsletter and via Board resources websites, available in English and French. Staff working with multilingual learners will receive professional learning to foster alignment in literacy practice.

A new literacy diagnostic will be administered to all Grade 9 students that will allow for system-supported intervention plans. Intervention plans will include the program leader of special education; closing gaps for identified students who are not meeting standard remains a priority.

#### **Numeracy**

Elementary math demonstration classrooms along with two elementary math coaches will be available to support teaching staff. School teams will continue to work directly with central staff to improve math outcomes and support each school's Math Action Plan. Implementation of targeted tier 2 and tier 3 interventions will include Knowledgehook and Leaps and Bounds. The Board-created Math Scope and Sequence resource, as well as Knowledgehook broad diagnostics, are available for Grades 1 to 9.

Coordinator support, with a focus on priority schools, diagnostics and use of spiraling resources will continue to support fidelity of curriculum implementation. Demonstration classroom visits for teachers from Grades 1 to 9 will showcase best practices. Subject Council meetings for Program Leaders of Numeracy will support success in Grade 9 math and success on the EQAO assessment, with universal design for learning and Special Education needs in mind.

We plan to continue the alignment of the skills and content knowledge in intermediate literacy and numeracy through professional learning for Program Leaders and teachers via Subject Council meetings and visits to the demonstration classroom.

We will continue to amplify communication to parents about math supports and resources that support success in math including homework resources and summer learning opportunities.

The Program Team will continue to work with the Parent Involvement Committee and our Communications Team to provide information about literacy and numeracy programming and provide resources that can be used at home.

## **PREPARATION OF STUDENTS FOR FUTURE SUCCESS**

Refining the Grade 8 to Grade 9 transition process continues. This student success initiative supports a positive start to secondary school. An emphasis on creating tailored timetables during transition meetings and during IPRC meetings supports our commitment to a successful start and student achievement for all. Careful pathway planning for all students will continue to cultivate success in French Immersion programs and multilingual learner achievement.

Pathway programs continue to grow, including for students with exceptionalities.

Project Search will continue at two sites offering cooperative education and work experience to students with special needs.

The Dual Credit Ambassador Program is a shared School-College-Work Initiative; it will highlight the pathway and amplify our registration and retention achievements. Of particular note is the increase in dual credit participation in the Manitoulin area which we will continue to foster.

A Pathways Evening for parents and students will highlight the opportunities for students as they learn about options from Grades 10 to 12, including SHSM, Co-op, Dual Credits and OYAP.

To support credit accumulation, we will continue to offer reach-ahead opportunities to Grade 8 students. Additionally, the Summer Learning Program offers remediation, new credits, credit recovery, summer co-op and dual credits. Student success and guidance teams will identify students who are eligible for Prior Learning Assessment and Recognition (PLAR) which will support the year 5 graduation rate.

A focus on STEM education in Grades 7 and 8 will continue. Student experience and teacher professional learning will be supported by the system team in the following areas: coding; the design process; experiential learning with trades-based technologies; Skills Competition for intermediate students which involve the design process; and Math Science Tech Olympics. The Rainbow District Board Science Fair participation grew this year; we will continue to promote and support school involvement. The system team of coordinators will continue to hold Subject Council Meetings for Science teachers to support excellent curriculum delivery. Building confidence in Math in the early grades, working with Program Leaders of Math to implement and share scaffolded instruction, early individual pathway planning (IPP) for senior math courses with post-secondary requirements will support success for all groups.

## **STUDENT ENGAGEMENT AND WELL-BEING**

To support student attendance, we will engage with our community-based mental health providers to explore opportunities to support students when significant anxiety is interfering with school attendance. School teams will receive professional learning on positive attendance strategies that will promote the strategic intervention planning for those in need of academic supports. Dare to Care efforts to promote kindness and prevent bullying continue from kindergarten to Grade 8. Belonging and Connectedness through an equity lens will be promoted in a partnership with Future North in Secondary. Both curricular and non-curricular student engagement efforts in every school will continue. For instance, a system wide use of high yield instructional strategies engage students in learning.

Behaviour Analysis Supports and Services will contribute to school and staff implementation of effective classroom strategies. We will implement a Vaping Cessation program in Secondary.

We will actively engage with our children's mental health community providers in joint local planning for the implementation of a coordinated mental health care system as per PPM 169.

We will continue to effectively deliver mental health literacy modules in Grades 7, 8 and 10. Professional learning is planned for the upcoming Grade 6 mental health literacy modules.

The mental health team will continue to provide social emotional full classroom programming. The mental health team will also engage students through efforts at student events such as the Headstrong Summit, the Student Senate conference, Free to be Me Conference, the EcoSummit and Next Stop, Grade 9.