

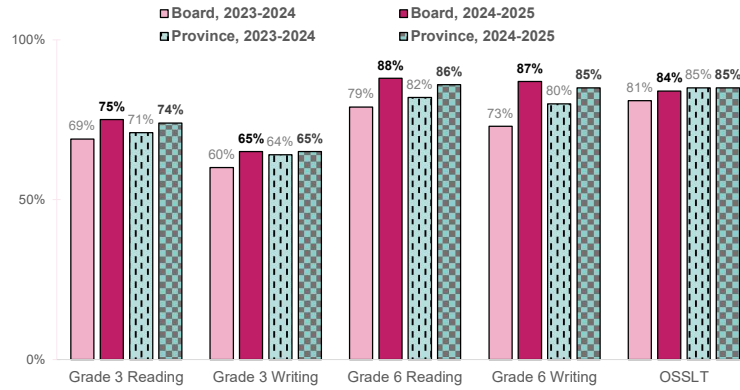
## Student Achievement Plan: Limestone DSB

### 2024-2025 Academic Year

#### Achievement of Learning Outcomes in Core Academic Skills

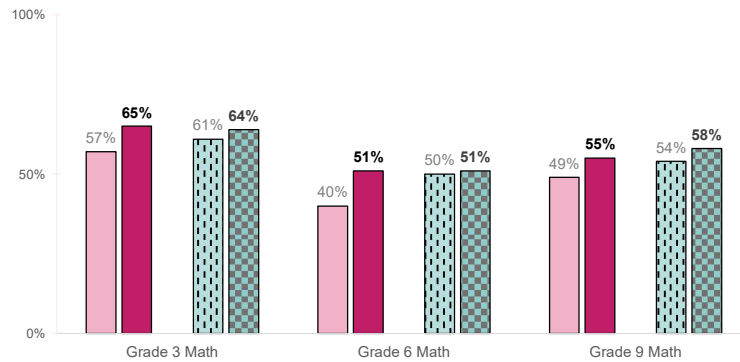
Goal: Improve students' literacy learning and achievement

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



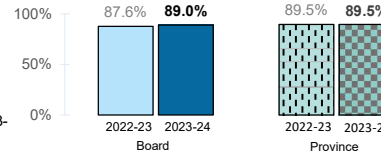
### 2024-2025 Academic Year

#### Preparation of Students for Future Success

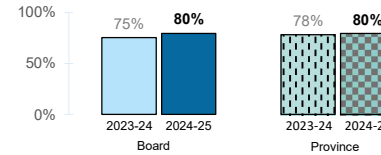
Goal: Improve students' graduation rates and preparedness for future success

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

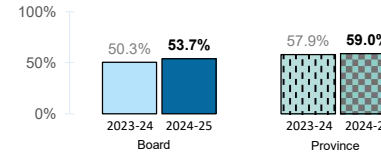
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



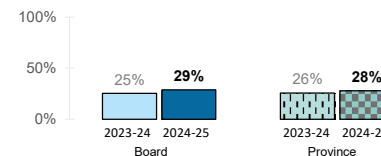
Measure: % of students who earn 16 or more credits by the end of Grade 10



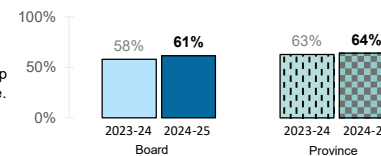
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



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)

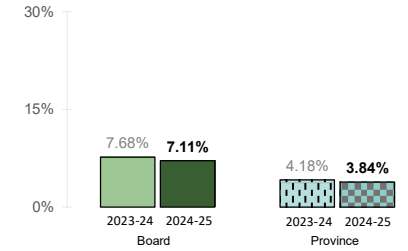


### 2024-2025 Academic Year

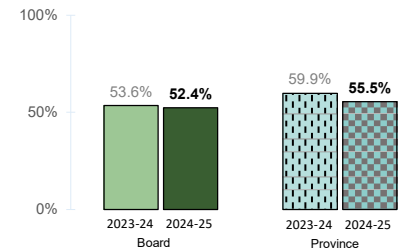
#### Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

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

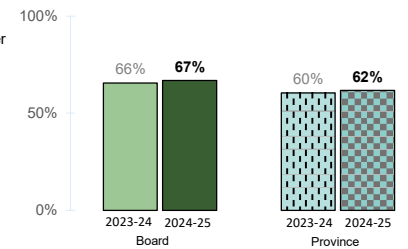


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



#### 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: Limestone 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	75%	74%
Grade 3 EQAO Writing	65%	65%
Grade 6 EQAO Reading	88%	86%
Grade 6 EQAO Writing	87%	85%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	84%	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	65%	64%
Grade 6 EQAO Math	51%	51%
Grade 9 EQAO Math	55%	58%

Additional School Board Measures	School board

#### Actions our School Board Will Take to Improve

Collaboration with EQAO Outreach Team and capacity building sessions with Administrators during K-12 Administrator meetings, Elementary Data Days (K-8), and Visible Learning Sessions (7-12), EQAO tutors supporting gap closing.

Implementation of Short Cycles through scheduled Data Digs and school based release time. Program team, Learning Partner and Secondary Coach participation supporting the work of administrators and educator teams.

Literacy: Building data literacy using the K-8 Early Reading Screening data, diagnostic assessments from pre-approved Diagnostic Assessment list, EQAO data, report card data and observational data. Professional learning in writing using thinkSRSD model. Focusing on tier 2 and 3 intervention using Lexia, Lexia English, Rewards and Empower. Job-embedded learning for educators alongside learning partners and program team staff focusing on high yield instructional strategies and using data to drive instruction. Monitoring accelerated student achievement.

Math: Implement and monitor Phase IV of the LDSB Math Achievement Action Plan that aligns with 4 provincial goals of: curriculum fidelity, math content knowledge, knowing the math learner and monitoring progress of students with IEPs with math modifications. Central and School-based Math Facilitators supporting educators and students in Grades 3, 6 and 9 in 26 math priority schools.

2024-2025 Academic Year

### Preparation of Students for Future Success

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

% of students...	School	
	Board	Province
who earn 16 or more credits by the end of Grade 10	80%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	29%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	89.0%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	53.7%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	61%	64%

Additional School Board Measures	School board

Collaboration with Student Success Teams and School administrators to improve awareness of pathway options to graduation and post-secondary learning through expanded opportunities. Supporting Student Success Teams in schools to monitor student achievement, close achievement gaps for students, provide appropriate interventions and pathway options to improve credit accumulation by the end of Grade 10. Ongoing monitoring of credit accumulation in Grade 10 and Grade 12 to support improved student graduation rates.

Provide professional learning for schools in the updated Assessment, Evaluation and Reporting procedures which include equitable assessment practices for Grades 9 - 12. Support the implementation of the updated modification processes for schools - any schools adding new modifications to students must complete the process and submit to school supervisor.

Professional learning on Visible Learning Strategies (Teacher Clarity, Learning Goals and Success Criteria, Feedback), and improving engagement through student-centered design/building challenges as well as experiential activities in the classroom.

Support SHSM Teams and Co-op teachers to ensure alignment between Co-op and OYAP, and improve student graduation rates with a red seal (SHSM).

2024-2025 Academic Year

### Student Engagement & Well-Being

#### Goal: Improve students' participation in class time and learning

% of students...	School	
	Board	Province
in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	52.4%	55.5%
in Grades 4-12 who were suspended at least once	7.11%	3.84%

#### 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	67%	62%
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Additional School Board Measures	School board

Implement a coherent attendance plan for schools to monitor student attendance. Refine the student suspension programs available at the YMCA/RISE and GAP/NDSS locations to support student engagement and achievement.

Continue to support site specific student affinity groups & inclusive opportunities to increase engagement and sense of belonging, and build staff capacity to support groups within their school.

Integrate experiential opportunities into classrooms to increase student engagement and attendance, making connections between STEM and real-world experiential learning opportunities.

Student Mental Health Symposia for secondary students in Sept 2025, and Grade 7 and 8 in Spring 2026. Support Tier 1 mental health supports and increase student understanding of supports available to support their mental health and well-being.

Support release of Grade 6 MH Literacy modules and Grade 7 and 8 modules and expansion of resources in Grade 10 Careers. Support teaching staff in supporting student mental health understanding and where to turn, at a grade appropriate level.

Funding for schools to support Tier 1 supports across all secondary and elementary schools - variety of projects and special events to explore the expansion of Tier 1 supports and increasing student knowledge about where to go for support.

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.

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