

RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD ~2023-2024 Student Achievement Plan

RCCDSB STRATEGIC PLAN CONNECTION:

CGE: A Self Directed, Responsible, Life-Long Learner

Vision Statement: As a community of believers, we strive to instill a deep desire for life-long learning and a pursuit of excellence.

OVERALL PRIORITY: Preparation of Students for Future Success

GOAL: Improve students' graduation rates and preparedness for future success.

ACTION PLAN:

MOE BIEP Indicators	Implementation / Action	Evidence / Data / Success Criteria	Resources	Monitoring
% of students who earn 16 or more credits by the end of Grade 10	<p>Form a strong understanding of what is required when entering high school to be successful:</p> <ul style="list-style-type: none"> -increased information to parents and students regarding the high school experience -increased information/professional development for Gr. 7 & 8 teachers for ensuring student readiness for high school (academic and learning skills) <p>Re-engagement of our most vulnerable students:</p> <ul style="list-style-type: none"> -supporting healthy transitions -work with Mental Health and/or special education teams were applicable <p>Supporting transition to high school through the use of:</p> <ul style="list-style-type: none"> -future planning activities with MyBlueprint -guidance visits/orientation 	<p>Increased information on website</p> <p>Creation of student/parent magazine</p> <p>Social media content promoting high school requirements - students seeing themselves</p> <p>Active re-engagement of vulnerable students</p> <p>School improvement plans working towards using tiered strategies especially in the area</p>	<p>RCCDSB Math Action Plan</p> <p>RCCDSB Literacy Plan</p> <p>School Climate Surveys</p> <p>Census Data</p> <p>RCCDSB Tiered Chart</p> <p>ASLE information from OCDSB and UCDSB</p> <p>MOE resources associated with PLAR</p> <p>Eastern Region Student Success Team</p>	<p>High school administration</p> <p>Guidance</p> <p>Coop teachers</p> <p>SHSM/OYAP coordinator</p> <p>Experiential Learning coordinator</p> <p>Mental Health and Wellness Lead</p> <p>Safe School Coordinator</p> <p>Indigenous Grad Coach</p> <p>Summer School administration</p> <p>Superintendent of Student Success</p>

	<p>-promotion materials that allow a student to know what their high school looks like, what is expected in high school etc.</p> <p>-promotion of experiential learning activities</p> <p>Using the Board Literacy & Math plans to support early reader and early math learners at the high school level</p> <p>Continued professional development relating to Tier 1, 2 and 3 interventions as well as universal design for learning. See literacy and math achievement plans.</p> <p>Offering greater opportunities for credit recovery as well as reach ahead opportunities</p> <p>Offering a more robust SAL program and implementation of Authentic Student Learning Experiences at the high school level</p> <p>Effectively using PLAR and mPLAR to assist with credit accumulation</p>	<p>of literacy and numeracy as well as a UDL framework for teaching and assessment</p> <p>Continued professional development offered through job embedded learning relating to experiential activities</p> <p>Successful implementation of credit recovery in the Summer months as well as a reach ahead opportunity</p> <p>Creation and implementation of a functioning SAL program</p> <p>Effective implementation of Authentic Student Learning Experiences to engage vulnerable students back in their learning to achieve credits</p> <p>Solidifying and successfully using the Board's PLAR process</p>		
<p>% of students participating in at least one job skills program (SHSM, OYAP & Dual Credits)</p>	<p>Enhanced communication and experiential learning opportunities (OYAP, SHSM, COOP etc.) for students grades 7-12</p> <p>Coordinate with secondary guidance, secondary experiential learning coordinator, elementary experiential coordinator and elementary Pathways SPAT and the Indigenous Education team to provide information sessions and experiences for students in grades 7-10 to learn about pathways, co-op, OYAP, SHSM, the Trades Plan and implement experiential learning opportunities for students not connected to SHSM programs or the Trades, including opportunities for students with Special Education</p>	<p>Enrollment data and report card data for students in STEM courses, SHSM, Dual Credit and coop programs</p>	<p>Algonquin College CNL connection Community Living</p>	<p>Data gathered for reporting purposes Special Education Coordinators/Special education staff Guidance staff training Questionnaires School Visits</p>

	needs. Participation in skilled trades activity days, visits, career fairs			
% of students graduating with an OSSD within five years of starting Grade 9	<p>Form a strong understanding of what is required when entering high school to be successful:</p> <ul style="list-style-type: none"> -increased information to parents and students regarding the high school experience -increased information/professional development for Gr. 7 & 8 teachers for ensuring student readiness for high school (academic and learning skills) <p>Re-engagement of our most vulnerable students:</p> <ul style="list-style-type: none"> -supporting healthy transitions -work with Mental Health and/or special education teams were applicable <p>Supporting transition to high school through the use of:</p> <ul style="list-style-type: none"> -future planning activities with MyBlueprint -guidance visits/orientation -promotion materials that allow a student to know what their high school looks like, what is expected in high school etc. -promotion of experiential learning activities <p>Using the Board Literacy & Math plans to support early reader and early math learners at the high school level</p> <p>Continued professional development relating to Tier 1, 2 and 3 interventions as well as universal design for learning. See literacy and math achievement plans.</p> <p>Offering greater opportunities for credit recovery as well as reach ahead opportunities</p> <p>Offering a more robust SAL program and</p>	<p>Increased information on website</p> <p>Creation of student/parent magazine</p> <p>Social media content promoting high school requirements - students seeing themselves</p> <p>Active re-engagement of vulnerable students</p> <p>School improvement plans working towards using tiered strategies especially in the area of literacy and numeracy as well as a UDL framework for teaching and assessment</p> <p>Continued professional development offered through job embedded learning relating to experiential activities</p> <p>Successful implementation of credit recovery in the Summer months as well as a reach ahead opportunity</p> <p>Creation and implementation of a functioning SAL program</p> <p>Effective implementation of</p>	<p>RCCDSB Math Action Plan</p> <p>RCCDSB Literacy Plan</p> <p>School Climate Surveys</p> <p>Census Data</p> <p>RCCDSB Tiered Chart</p> <p>ASLE information from OCDSB and UCDSB MOE resources associated with PLAR</p> <p>Eastern Region Student Success Team</p>	<p>High school administration</p> <p>Guidance</p> <p>Coop teachers</p> <p>SHSM/OYAP coordinator</p> <p>Experiential Learning coordinator</p> <p>Mental Health and Wellness Lead</p> <p>Safe School Coordinator</p> <p>Indigenous Grad Coach</p> <p>Summer School administration</p> <p>Superintendent of Student Success</p>

	<p>implementation of Authentic Student Learning Experiences at the high school level</p> <p>Effectively using PLAR and mPLAR to assist with credit accumulation</p>	<p>Authentic Student Learning Experiences to engage vulnerable students back in their learning to achieve credits</p> <p>Solidifying and successfully using the Board's PLAR process</p>		
<p>% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses</p>	<p>Form a strong understanding of what is required when entering high school to be successful:</p> <ul style="list-style-type: none"> -increased information to parents and students regarding the high school experience -increased information/professional development for Gr. 7 & 8 teachers for ensuring student readiness for high school (academic and learning skills) <p>Re-engagement of our most vulnerable students:</p> <ul style="list-style-type: none"> -supporting healthy transitions -work with Mental Health and/or special education teams were applicable <p>Supporting transition to high school through the use of:</p> <ul style="list-style-type: none"> -future planning activities with MyBlueprint -guidance visits/orientation -promotion materials that allow a student to know what their high school looks like, what is expected in high school etc. -promotion of experiential learning activities <p>Using the Board Literacy & Math plans to support early reader and early math learners at the high school level</p> <p>Continued professional development relating to Tier 1, 2 and 3 interventions as well as universal design for learning. See literacy and math achievement plans.</p> <p>Offering greater opportunities for credit recovery as</p>	<p>Increased information on website</p> <p>Creation of student/parent magazine</p> <p>Social media content promoting high school requirements - students seeing themselves</p> <p>Active re-engagement of vulnerable students</p> <p>School improvement plans working towards using tiered strategies especially in the area of literacy and numeracy as well as a UDL framework for teaching and assessment</p> <p>Continued professional development offered through job embedded learning relating to experiential activities</p> <p>Successful implementation of credit recovery in the Summer months as well as a reach ahead opportunity</p> <p>Creation and implementation of</p>	<p>RCCDSB Math Action Plan</p> <p>RCCDSB Literacy Plan</p> <p>School Climate Surveys</p> <p>Census Data</p> <p>RCCDSB Tiered Chart</p> <p>ASLE information from OCDSB and UCDSB</p> <p>MOE resources associated with PLAR</p> <p>Eastern Region Student Success Team</p>	<p>High school administration</p> <p>Guidance</p> <p>Coop teachers</p> <p>SHSM/OYAP coordinator</p> <p>Experiential Learning coordinator</p> <p>Mental Health and Wellness Lead</p> <p>Safe School Coordinator</p> <p>Indigenous Grad Coach</p> <p>Summer School administration</p> <p>Superintendent of Student Success</p>

	<p>well as reach ahead opportunities</p> <p>Offering a more robust SAL program and implementation of Authentic Student Learning Experiences at the high school level</p> <p>Effectively using PLAR and mPLAR to assist with credit accumulation</p>	<p>a functioning SAL program</p> <p>Effective implementation of Authentic Student Learning Experiences to engage vulnerable students back in their learning to achieve credits</p> <p>Solidifying and successfully using the Board's PLAR process</p>		
<p>% of students who believe their learning has prepared them for the next step in their learning experience</p>	<p>Partnership with elementary Principals/Teachers and Secondary guidance teachers to provide support to intermediate classes across the Board.</p> <p>Support students and staff grades 7-12 in understating pathways, especially for those who face barriers</p> <p>Utilize My Blueprint/guidance visits/orientation visits to support the implementation and monitoring of the IPP for grades 7-12</p> <p>Provide training to staff to enhance use of My Blueprint</p> <p>Enhanced role of Indigenous Graduation Coach in transition planning, orientation activities and school-based activities</p> <p>Focus on JP Michel's A New Mindset for Student Career Path Exploration - use of student Challenge Cards to spark dialogue, reflection etc.</p> <p>Job embedded professional development incorporating experiential learning into the daily classroom experience</p>	<p>Anecdotal data from staff</p> <p>Exit cards</p> <p>Improved access to and effective use of My Blueprint for staff and students</p> <p>Improved access to and effective use of Challenge Cards</p>	<p>My Blueprint program</p> <p>Challenge Cards</p> <p>School Climate Surveys</p>	<p>Class visits grades 7 and 8</p> <p>Exit Cards Monitoring use of My Blueprint</p> <p>Reports from Experiential Learning Coordinator</p> <p>Indigenous Graduation Coach</p> <p>Qualitative report</p>