



## OCDSB Priority Learning Plan 2024/2025

Learning priority	Indicators	Actions: Prioritizing Indigenous and underserved students, we will:
<b>Achievement in Literacy and Mathematics</b>	<ul style="list-style-type: none"> <li>Increased percentage of Indigenous and underserved students in Grade 1 reading at age-appropriate levels</li> <li>Increased percentage of Indigenous and underserved students achieving the provincial standard in Grade 3 and 6 EQAO assessments</li> <li>Increased OSSLT success rates for underserved, fully participating, first-time eligible students</li> <li>Increased confidence expressed by Indigenous and underserved students in Grades 3, 6, 9, and 10 in reading, writing, and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Use resources and assessment tools to capture student gaps and strengths, using that information to inform learning planning</li> <li>Build efficacy in embedding Indigenous and culturally relevant literacy practices at the district, school, and classroom building skills in letter names and sounds (phonemic awareness), blending letters for word formation (phonics), and spelling (orthography) with year 2 Kindergarten, Grade 1, and Grade 2</li> <li>Build efficacy in embedding Indigenous and culturally relevant literacy learning for students in Gr 3, 6, and 9 at the district, school, and classroom level to continue strengthening their application of the structure of words (morphology) and the structure of phrases (syntax)</li> <li>Build efficacy in embedding Indigenous, culturally relevant, and high-impact math learning practices and resources in the area of number sense in Grades 3, 6, 9, and 11</li> </ul>
<b>Pathways and Preparedness for Future Success</b>	<ul style="list-style-type: none"> <li>Increased percentage of Indigenous and underserved students earning 8 credits by the end of Grade 9</li> <li>Increased participation of Indigenous and underserved students participating in pathways-focused experiential learning (e.g., SHSM, Dual Credit, OYAP, etc.)</li> <li>Increased percentage of Indigenous and underserved students graduating within five years of starting Grade 9</li> <li>Percentage of Indigenous and underserved students enrolled in at least one Grade 12 math or Grade 11 or 12 Science course</li> <li>Percentage of students who believe their learning has prepared them for the next step in their learning journey</li> </ul>	<ul style="list-style-type: none"> <li>Include student voice in the co-development of expanded Indigenous and culturally relevant learning practices that intentionally connect life, learning (classes), and pathway goals (postsecondary options)</li> <li>Pilot the development and application of student and school pathway profiles to inform learning practices and opportunities</li> <li>Continue co-facilitating educator, parent, and student awareness and participation in experiential learning options representing diversified learning experiences and pathway options</li> <li>Build efficacy in facilitating transitions from Grade 8-9 that prioritize the connection between life, learning (courses), and pathway goals (postsecondary options)</li> </ul>
<b>Student Engagement and Wellbeing</b>	<ul style="list-style-type: none"> <li>Increased percentage of Indigenous and underserved students in Grades 1-8 with a 90% attendance rate</li> <li>Decreased number of students suspended in Grades 4-12</li> <li>Increased sense of belonging and inclusion in learning for Indigenous and underserved students</li> <li>Grade 6, 9, and 10 student awareness of mental health supports and services</li> </ul>	<ul style="list-style-type: none"> <li>Provide further support to deepen the implementation of mental health literacy through modules, including the Grade 10 careers mental health modules</li> <li>Deepen understanding of identity-affirming classroom environments through workshops and discussions (such as the power of language, use of ableism modules, etc.)</li> <li>Expand and support restorative practices, including conferencing and circles</li> <li>Co-build creative re-engagement strategies for students with irregular attendance</li> </ul>