



Student Achievement Plan

Northern Lakes K-12 School

Purpose:
 Levelling up achievement outcomes and experiences for every student. For each priority and indicator, schools will use school level data on their student populations to further refine actions.

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| Priority: Achievement of Learning Outcomes in Core Academic Skills | Goal: Improve students' literacy learning and achievement. | Goal: Improve students' math learning and achievement. |
| | Strategy: <ol style="list-style-type: none"> 1. Provide a structured literacy block for explicit instruction in foundational reading (Grades 1-8) 2. Use assessment to drive instruction 3. Tier Three Intervention (Empower) for students experiencing challenges in literacy (selected students Grades 2-5) 4. Provide resources and PD | Strategy: <ol style="list-style-type: none"> 1. Use Board-provided digital and print resources to support implementation of expectations in math (Mathology, My Math Path, Knowledgehook) 2. Engage in ongoing professional learning on the <i>High-Impact Instructional Practices in Mathematics</i> (Grades 1-12) 3. Teachers will use digital math tools to support the collection of fact fluency data / collection of math data from multiple and frequent assessment opportunities |
| | Indicator: <ol style="list-style-type: none"> 1. Language comprehension (background knowledge, vocabulary, language structure) and word knowledge (phonemic awareness, decoding, sight recognition) 2. CORE Phonics Survey, Word Knowledge inventory, OSSLT 3. Number of students in Empower program 4. Teacher efficacy and understanding of evidence-based teaching and learning (UFLI, Heggerty, OnLIT) | Indicator: <ol style="list-style-type: none"> 1. Percentage of math educators trained or supported in the use of digital and print resources (Mathology, My Math Path, Knowledgehook) 2. Percentage of math educators that are provided support in teaching using <i>High-Impact Instructional Practices in Mathematics</i> 3. Math educators in grades 1-8 will submit assessments a minimum of three times (December 1, January 26, June 10) |



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Priority:
Preparation of Students for Future Success

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| Goal: Improve students' graduation rates and preparedness for future success. |
| Strategy: <ol style="list-style-type: none">1. Welcoming and safe classrooms and school by building relationships with students who are most at risk2. Regular monitoring of attendance and tiered intervention where appropriate3. Supported pathway selection and alternative options to credit achievement, such as credit recovery, to ensure 16x16 |
| Indicator: <ol style="list-style-type: none">1. Evidence of connection between staff and students (caring adult), particularly with students most at risk2. Teachers are communicating with parents, referring to administration where appropriate, and administration is referring to Attendance Counselling if necessary; decrease of 10% in SAL students3. Guidance and Student Success working together to identify and address issues for students that may prevent credit achievement; decrease of 10% in credit failure |



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Priority:
Student Engagement and Well-Being

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

Strategy:

1. Prioritize student choice – in activity, instruction, environment and assessment where appropriate
2. Provide a variety of instructional practices – whole group, small group, guided
3. Plan with the end in mind – ensure student learning is focused on an outcome/goal and include students in the development of that goal where appropriate

Indicator:

1. Course outlines and walkthroughs indicate a variety of options for daily and/or culminating activities
2. Walkthroughs demonstrate multiple instructional practices
3. Teachers share lessons/unit plans that demonstrate learning that is focused on the end goal

Goal: Improve student well-being.

Strategy:

1. Continue to provide nutritious food in the morning through Breakfast Program; offer lunches and snacks throughout day when needed
2. Provide extracurricular activities for student engagement
3. Plan, instruct, and assess through an equity lens

Indicator:

1. Budget use for food purchases will indicate student need; staff monitor and adjust accordingly to ensure no food waste; number of lunches and NOW program users
2. Number and variety of extracurricular activities that are offered
3. Evidence that staff are using equity resources such as Equity Toolkit, Equity Backpack, Equity Continuum, Board resources (on Portal)



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