



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
"Inspiring Our Students to Succeed and Make a Difference"

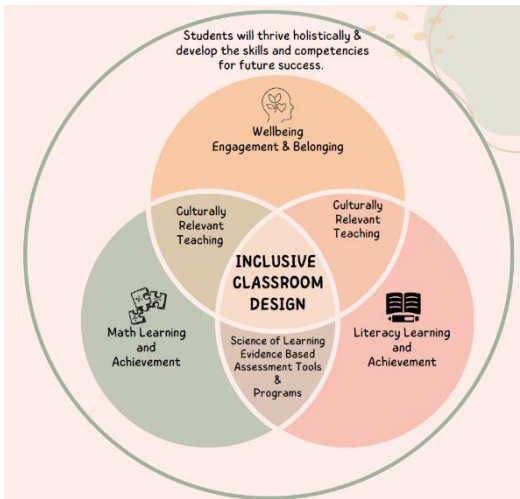
Report No.: 09
Date: December 4, 2023

TO: Chair and Members of the Superior-Greenstone District School Board

FROM: Kellie Wrigley School Effectiveness System Principal

SUBJECT: Student Achievement Plan

STRATEGIC PRIORITY: Learning & Well-Being



Background

The Student Achievement Plan was introduced to the Board or Trustees in September 2023. At that time, we outlined the key priority areas set out by the Ministry of Education. These areas aligned with the key priority areas that SGDSB identified and were represented in a Venn diagram to highlight the relationship between all areas.

Our next step was to use our data from 2022-2023 to inform specific SMART Goals, targets, and indicators to align with the priorities of the SAP in relation to our school and board specific data, which are outlined below.

Current Situation

Through the process of gathering, analyzing, and interpreting specific, focused data, we have been able to identify clear objectives and targets that are focused on increased student achievement in the priority areas, and well-being for all students including those who are underserved. These objectives and targets are outlined in the chart below:

Ministry Priority	Goal	Indicators	Objectives	Targets
Achievement of Learning Outcomes in Core Academic Skills	Improve students' literacy learning and achievement.	% of students who meet or exceed the provincial standard on: Grade 3-6 EQAO Reading Grade 3-6 EQAO Writing Grade 3-6 EQAO Math Grade 9 EQAO Math Grade 10 OSSLT Literacy	Improve learning, achievement, and students' interest and confidence in reading/writing/math. Decrease the gap between our board and the Province. Improve learning, achievement outcomes, as well as interest and confidence in reading/writing for students with IEPs and	We will see a 5% decrease in the discrepancy between Board and Provincial Achievement in reading, writing and math (Gr. 3/6/9). There will be a 5% decrease in the discrepancy between the achievement of students who identify as FNMI

			those who identify as FNMI.	and those who do not. There will be a 5% decrease in the discrepancy between those students who have IEPs and those who do not. There will be a 5% decrease in the discrepancy between the Board and Provincial achievement on the OSSLT for first time eligible students.
Preparation of Students for Future Success	Improve students' graduation rates and preparedness for future success.	% of students who earn 16 or more credits by the end of Grade 10	Increase the number of students who earn 16 or more credits by the end of Grade 10. We will also see increase specific to those students who have IEPs and identify as FNMI.	65% of students will have earned 16 or more credits by the end of Gr. 10. 55% of students who have IEPs will have earned 16 or more credits by the end of Gr. 10. 50% of students who identify as FNMI will have earned 16 or more credits by the end of Gr. 10. 100% of schools will have a plan in place for those who have not earned 16 or more credits by the end of Gr. 10
		% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	Increase the number of students participating in a Job Skills program. An inquiry into "who" is participating in job skills programs. Is there a particular demographic we want to be targeting reflected in our goal?	70% of students will be participating in a job skills program upon graduation by the end of 2023/2024. We will work to ensure an equitable representation in participation of underrepresented groups.
		% of students graduating with an	To increase graduation rates within 5 years.	75% of students will graduate with

		OSSD within five years of starting Grade 9	An inquiry into “who” makes up our graduation rates, pathways students are on, and their stories, will help to inform a more refined goal that is reflective of our students.	an OSSD within 5 years of starting Grade 9. By the end of 2023-2024 we will have a deeper understanding of “who” makes up our graduation rates.
		% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	To increase the interest of STEM pathway options of our students.55%	Upon graduation 70% of our students will have enrolled in at least one grade 12 Math or grade 11 or 12 Science course by the end of 2023/2024.
		% of students who believe their learning has prepared them for the next step in their learning experience (i..e. next grade, post secondary, etc)	To increase the number of students who believe their learning has prepared them for the next step in their learning experience.	60% of students in GR. 4-6 will either strongly agree or agree that their learning has prepared them for the next step in their learning. 75% of students in Gr. 7-12 will either agree or strongly agree that their learning has prepared them for the next step in their learning experience.
Student Engagement & Well-being	Improve students’ participation in class time and learning.	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	Monitor attendance data in relation to achievement data. Develop a process to gather student/caregiver voice as to what helps students come to school? What is keeping them from school. Monitor how the approaches we use in the classroom impact achievement and attendance. Inquire more deeply into chronic absenteeism and disengagement to	42% of students in Gr. 1-8 will have an individual attendance rate that is equal to or greater than 90%

			create an extensive re-engagement plan.	
		% of students in Grades 4-12 who were suspended at least once	Decrease in suspension rates. Inquire into “who” makes up our suspension data. This disaggregation of the data will help to inform the creation of a responsive plan to reduce suspension rates.	There will be a 3% decrease in the number of suspensions.
		% 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	To increase student awareness of mental health supports and services.	80% of students in Gr. 7-12 will report being aware of mental health support and services. 70% of students in Gr. 4-6 will report being aware of mental health support and services.

Next Steps

The strategies and structures describing “how” these objectives and targets will be achieved are outlined in that Work Plans of System Support Staff and within School Learning Plans. School Learning Plan implementation is supported by system support staff, system professional development, and through the District Support Process (for identified schools). Progress towards the achievement of these targets will be analyzed regularly throughout the school year, through Monitoring of these plans, to ensure that the work within the system is aligned with the priorities set out for Student Achievement and Well-Being.

Administrative Recommendations/Summary

That the Superior-Greenstone DSB receive Report No. 09, Student Achievement Plan, for information.

Respectfully submitted by:

Kellie Wrigley
School Effectiveness System Principal

Eric Fredrickson
Superintendent of Education