

Student Achievement Plan: Superior-Greenstone DSB

2022-2023 Academic Year

2021-2022 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Preparation of Students for Future Success

Student Engagement & Well-Being

Goal: Improve students' literacy learning and achievement

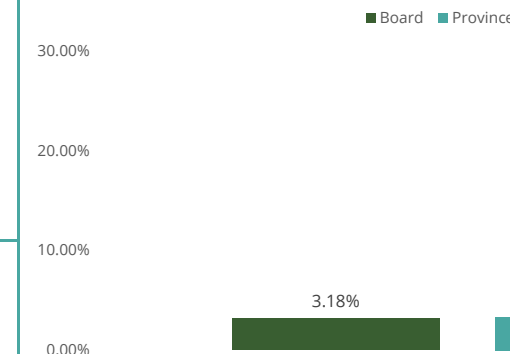
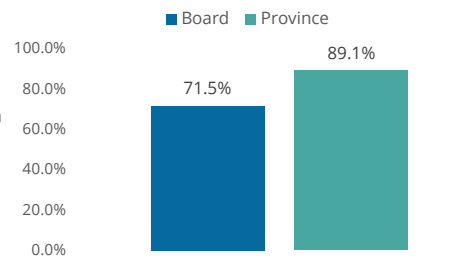
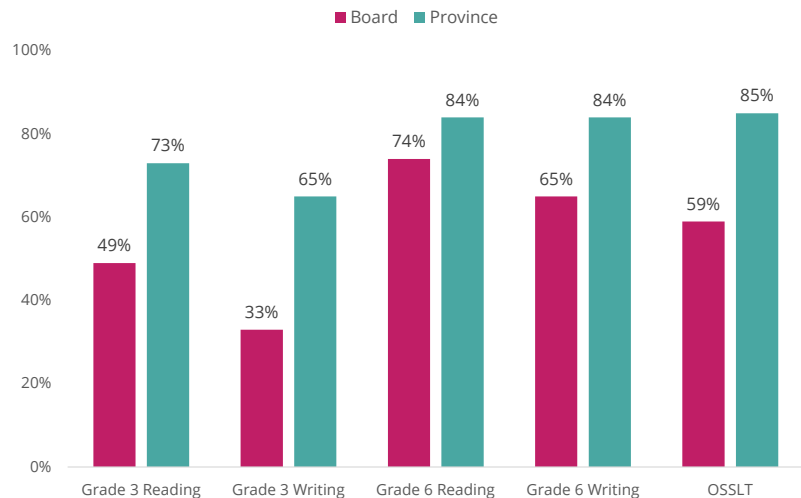
Goal: Improve students' graduation rates and preparedness for future success

Goal: Improve students' participation in class time and learning

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.

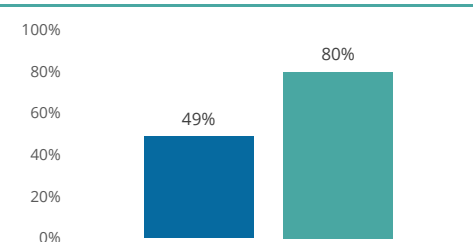
Measure: % of students graduating with an OSSD within five years of starting Grade 9

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

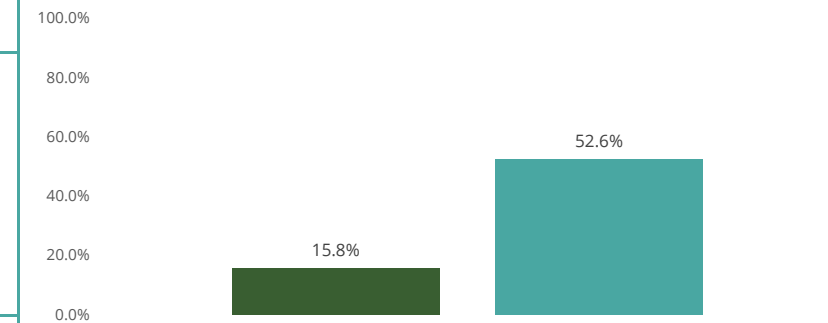


Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.

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



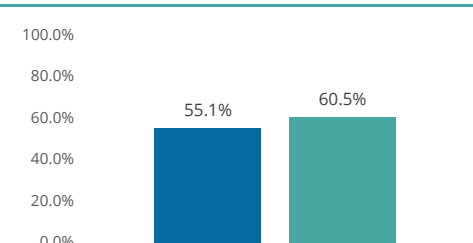
Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



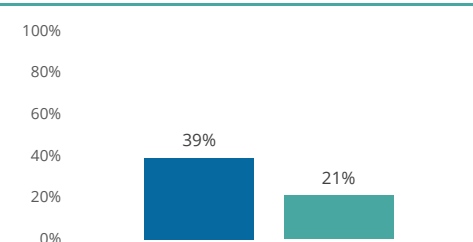
Goal: Improve students' math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math

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)



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

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)

Data Forthcoming

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Provincial Priorities		Measures & Results			Actions our School Board will take to Improve
Goal(s)	How this is Measured	School Board Performance	Provincial Performance	Additional School Board Measures	
Achievement of Learning Outcomes in Core Academic Skills, 2022-2023					
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:			These areas will not be reported on this year, as we focus on refining and enhancing our data collection and sharing tools.	
	Grade 3 EQAO Reading	49%	73%		
	Grade 3 EQAO Writing	33%	65%		
	Grade 6 EQAO Reading	74%	84%		
	Grade 6 EQAO Writing	65%	84%		
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	59%	85%		
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:				In alignment the SGDSB Literacy Action Plan and the Math Action Plans, we are developing processes that centre around the use of evidence based tools to inform instructional decision making in the area of Literacy and Math. We are enhancing the collection of student voice to help us better understand the learning needs of students including their feelings and engagement towards Literacy and Math
	Grade 3 EQAO Math	36%	60%		
	Grade 6 EQAO Math	25%	50%		
	Grade 9 EQAO Math	17%	54%		
Preparation of Students for Future Success, 2021-2022					
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	49%	80%		To achieve our goal of ensuring support for all students in attaining credits, we are enhancing our data collection processes, including collecting student voice data, to identify barriers students are facing in accumulating credits. This data will be used to support the creation of individualized and responsive plans that will be developed to support struggling students, promoting their success and progression towards achieving their goals. This data will also be used to evaluate the effectiveness of programs and credit accumulation. We continue to build district wide understanding of student participation in job skills programs as crucial for their future success. We will establish processes to track participation and increase awareness among students and stakeholders about available programs. Additionally, we will deepen our understanding of student cohorts through improved data analysis methods. By incorporating student feedback on their learning experiences, we will establish a baseline for student preparedness for future steps in their educational journey.
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	39%	21%		
	% of students graduating with an OSSD within five years of starting Grade 9	71.5%	89.1%		
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	55.1%	60.5%		
	% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	Forthcoming	Forthcoming		
Student Engagement & Well-Being, 2021-2022					
Goal: 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	15.8%	52.6%		To promote and encourage positive attendance patterns amongst students, we are implementing restorative attendance strategies. We are committed to enhancing student well-being and fostering a sense of belonging and engagement in our classrooms. Through job embedded capacity building for staff, particularly in Inclusive Design and Culturally Relevant/Responsive Teaching Practices, we aim to create inclusive learning environments where all students can thrive. We are enhancing our communication plans around Mental Health Supports offered throughout our Board and communities.
	% of students in Grades 4-12 who were suspended at least once	3.18%	3.32%		
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	Forthcoming	Forthcoming		

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022, and the Education Quality and Accountability Office (EQAO), 2022-2023.