

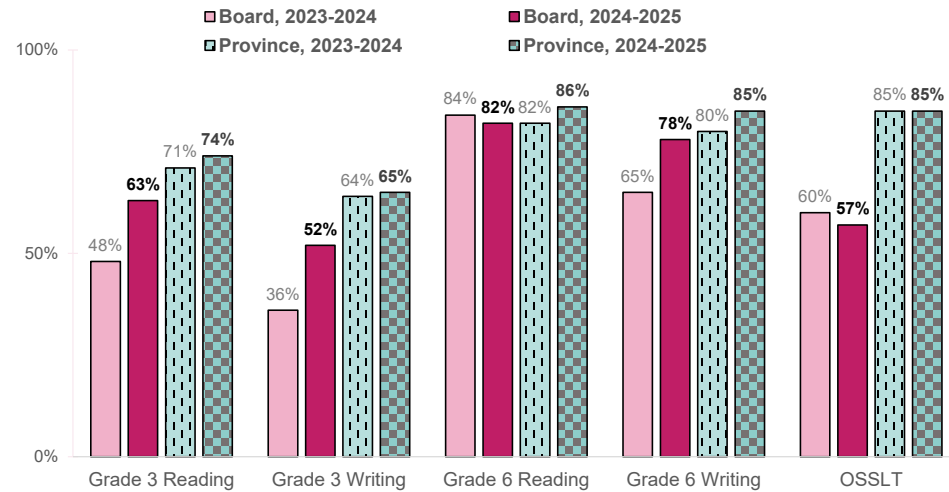
Student Achievement Plan: Superior-Greenstone DSB

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

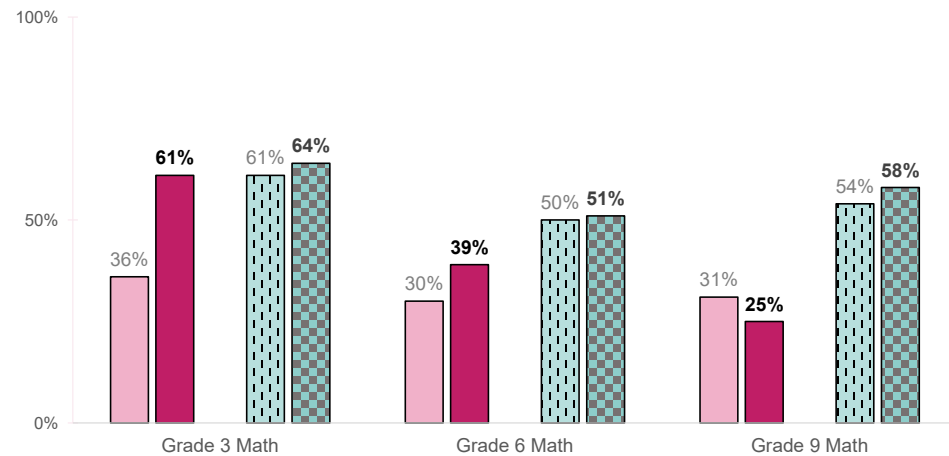
Goal: Improve students' literacy learning and achievement

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.



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



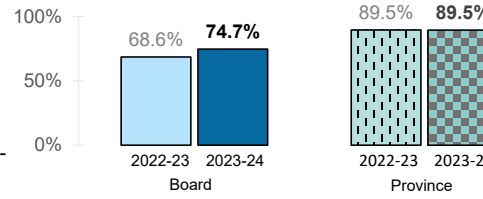
2024-2025 Academic Year

Preparation of Students for Future Success

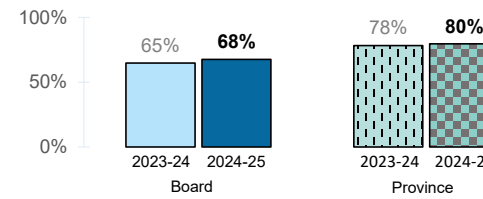
Goal: Improve students' graduation rates and preparedness for future success

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

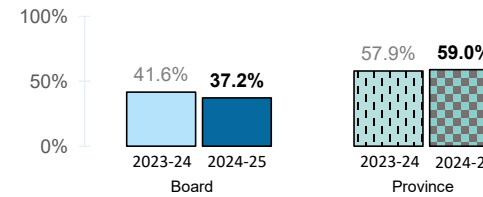
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



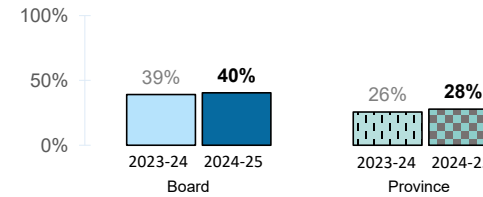
Measure: % of students who earn 16 or more credits by the end of Grade 10



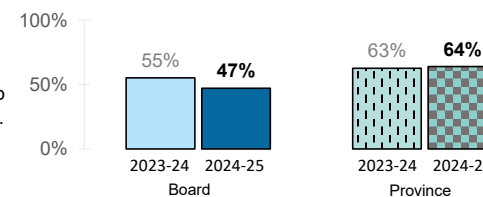
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



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)

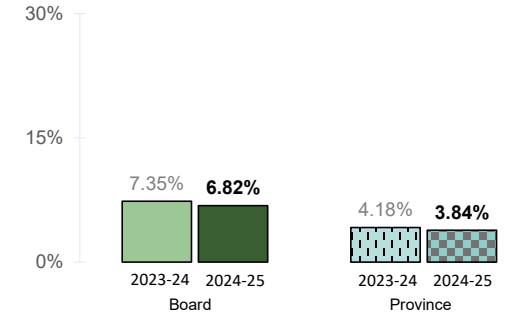


2024-2025 Academic Year

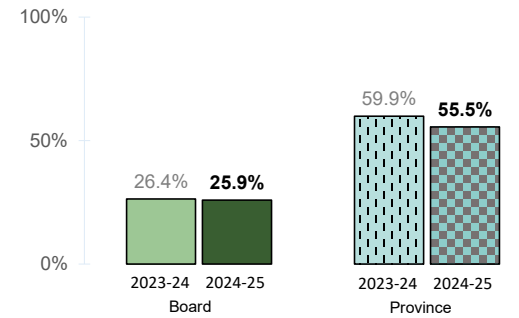
Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

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

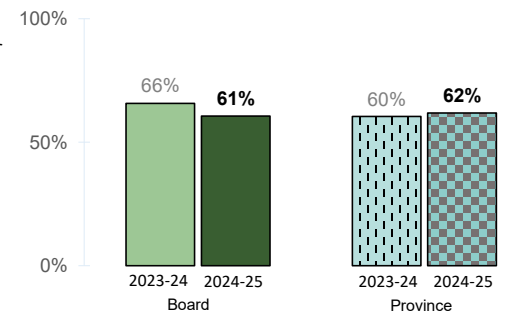


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



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



Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

Student Achievement Plan: Superior-Greenstone DSB

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

	School	
	Board	Province
% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	63%	74%
Grade 3 EQAO Writing	52%	65%
Grade 6 EQAO Reading	82%	86%
Grade 6 EQAO Writing	78%	85%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

	School Board	Province
	57%	85%

Goal: Improve students' math learning and achievement

% of students who meet or exceed the provincial standard on:

	School Board	Province
Grade 3 EQAO Math	61%	64%
Grade 6 EQAO Math	39%	51%
Grade 9 EQAO Math	25%	58%

Additional School Board Measures

School board

Actions our School Board Will Take to Improve

Our Student Achievement Plan is guided by our Multi-Year Strategic Plan which involves the following:

Ensure that evidence based tools are used to inform instructional decision making in the area of Literacy and Math.

Leverage diagnostics to determine where we can best support each student in their individual journey.

Support professional development of staff in Science of Reading and Math.

In terms of actions we will take:

Literacy Achievement To improve student achievement in literacy, SGDSB's key actions include prioritizing evidence-based literacy instruction grounded in the Science of Reading; using early and ongoing screening data to inform instruction and intervention; strengthening Tier 1 classroom practices; targeting Tier 2 and 3 supports by working alongside Learning for All and Multidisciplinary teams; and strengthening early literacy instruction through collaborative professional learning opportunities for educators with Early Year's Coach and Early Reading Facilitator.

Mathematics Achievement The multi-year Math Action Plan focuses on strengthening math fluency, student centered tiered instruction, collaborative student centered coaching, intentional use of instructional tools and resources, and high impact math instructional practices. Key to this initiative is the job embedded collaboration between district wide math coaches and classroom teachers which supports ongoing professional learning and consistent implementation of evidence-based instructional practices.

These strategies continue to be monitored and enhanced as we move forward with implementation.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

2024-2025 Academic Year

Preparation of Students for Future Success

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

	School	
	Board	Province
% of students...		
who earn 16 or more credits by the end of Grade 10	68%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	40%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	74.7%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	37.2%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	47%	64%

Additional School Board Measures

School board

Our Student Achievement Plan is guided by our Multi-Year Strategic Plan which involves the following:

Leverage universal design for learning principles that provide greater differentiation and personalization.

Meet every student where they are, help them design what personal success looks like for them, and support them in charting their growth forward.

Increase the number of co-op partnership opportunities \050local or beyond\051 at each high school.

Increase the number of students who obtain all Grade 9 and 10 credits.

Increase pathway exploration for students in grades 4-12.

Increase skill development opportunities.

Increase experiential and authentic community-integrated learning.

In terms of actions we will take:

SGDSB is working to advance future readiness by connecting learning to real ■ world skilled trades and apprenticeship pathways, including OYAP, through experiential initiatives that build durable job skills, engagement, and informed post ■ secondary decision ■ making.

Enhanced summer programming and transition programs help students transition successfully into secondary school, earn credits toward graduation, and build confidence and readiness for post ■ secondary education, training, or employment.

2024-2025 Academic Year

Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

	School	
	Board	Province
% of students...		
in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	25.9%	55.5%
in Grades 4-12 who were suspended at least once	6.82%	3.84%

Goal: Improve student well-being

	School Board	Province
% 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	61%	62%

Additional School Board Measures

School board

Our Student Achievement Plan is guided by our Multi-Year Strategic Plan which involves the following:

Implement restorative attendance strategies.

Enhance student well-being and foster a sense of belonging and engagement in all classrooms.

Job embedded capacity building for staff, in Inclusive Design and Culturally Relevant/Responsive Teaching Practices.

All staff and students know where to go to access mental health supports and leverage the resources available.

In terms of Actions we will take:

Inclusive supports and Universal Design for Learning are embedded across SGDSB's 220s professional learning structures and staff resources. Enhanced job embedded professional learning for all staff and updated inclusive practice frameworks strengthen staff capacity to remove barriers, support engagement, and improve achievement for all students.

We continue to strengthen our approach to improving student attendance through coordinated collaboration with Mental Health Teams, Attendance Counsellors, School ■ based Student Success Teams, and Graduation Coaches, with a clear focus on early identification of barriers, responsive support, and the delivery of timely, layered interventions. Key to this work are the strong relationships, restorative and strengths-based practices, and shared problem-solving and collaboration among school teams, system staff, students, families and community partners.

Our data collection processes have been strengthened to improve access to reliable, timely information, supporting evidence ■ informed decision ■ making that is responsive to the real ■ time needs of our students.