

# Student Achievement Plan: Sudbury CDSB

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

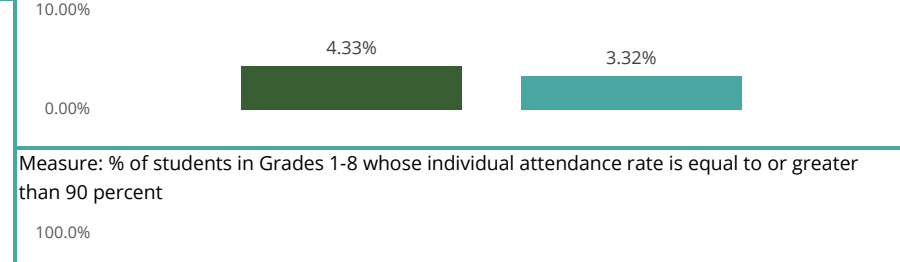
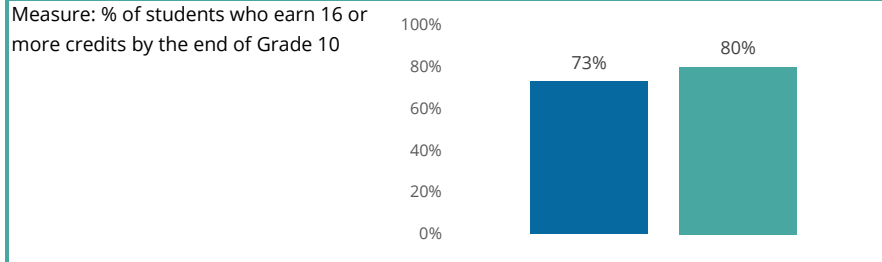
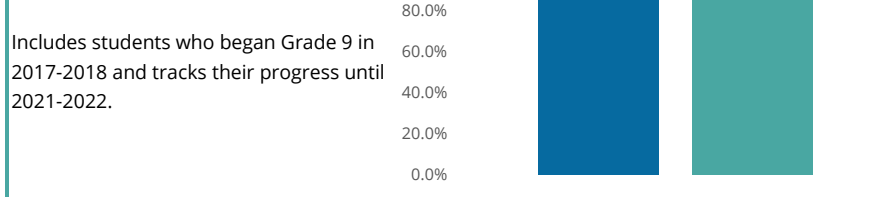
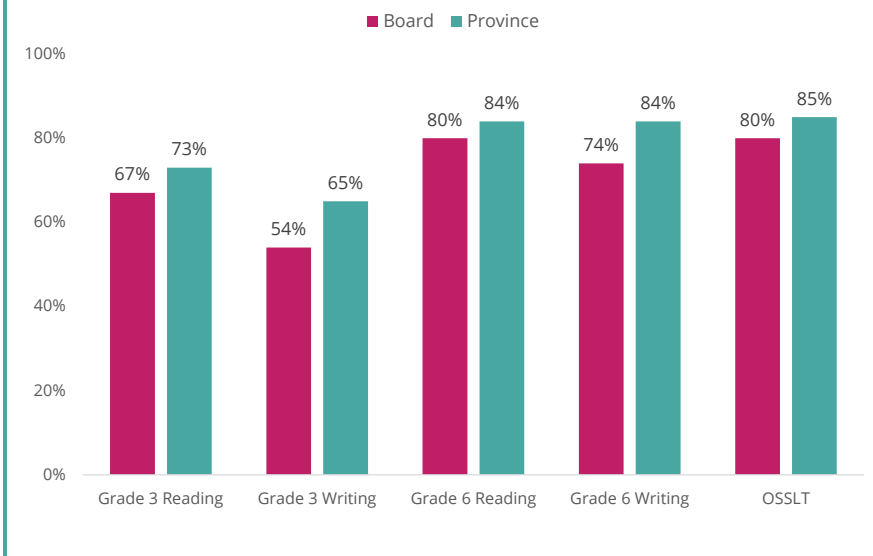
### Goal: Improve students' graduation rates and preparedness for future success

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

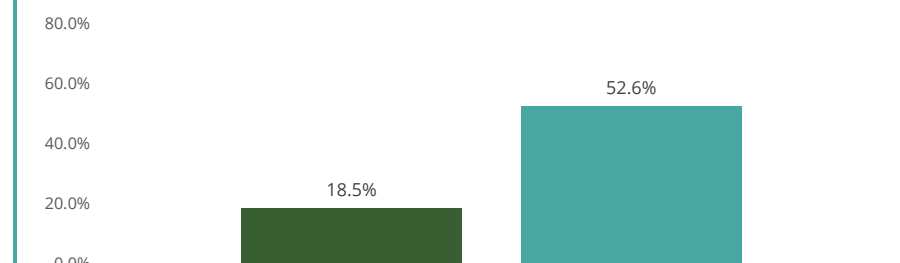
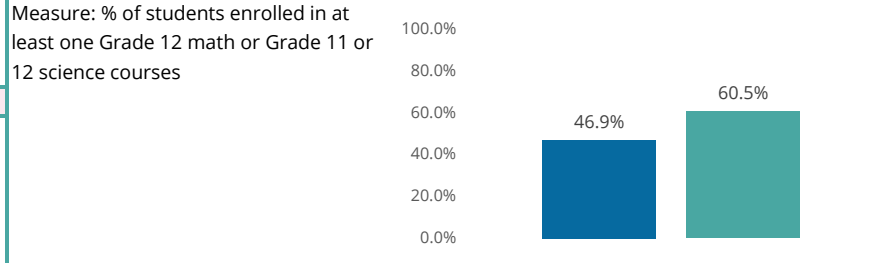
Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.

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

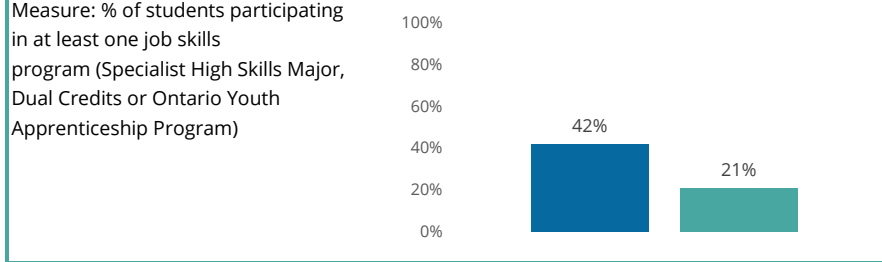
Measure: % of students in Grades 4-12 who were suspended at least once



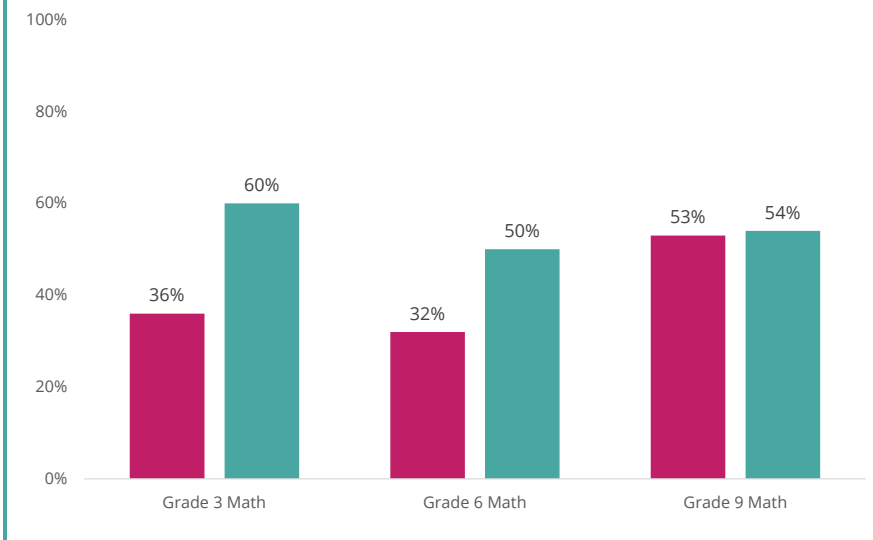
### Goal: Improve students' math learning and achievement



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



### 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), 2021-2022, and the Education Quality and Accountability Office (EQAO), 2022-2023.

## Student Achievement Plan: Sudbury CDSB

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	
<b>Achievement of Learning Outcomes in Core Academic Skills, 2022-2023</b>					
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:				1. Triangulation of data from student report cards, student school climate surveys, and EQAO assessments to obtain a more complete picture of strengths and needs. This data will be used set school and system improvement goals, focus professional learning and inform instructional moves to improve student learning trajectories in language and math. 2. Continued use of EQAO and classroom data to monitor the progress of students at both the elementary and secondary panels. This precise monitoring will enable staff to carefully implement actions to close achievement gaps and improve student success over time. 3. Continued implementation of the Math Achievement Action Plan (MAAP) along with the SCDSB's Early Literacy plan is designed to reduce the gap in achievement.
	Grade 3 EQAO Reading	67%	73%		
	Grade 3 EQAO Writing	54%	65%		
	Grade 6 EQAO Reading	80%	84%		
	Grade 6 EQAO Writing	74%	84%		
	% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	80%	85%		
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:				
	Grade 3 EQAO Math	36%	60%		
	Grade 6 EQAO Math	32%	50%		
	Grade 9 EQAO Math	53%	54%		
<b>Preparation of Students for Future Success, 2021-2022</b>					
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	73%	80%		1. A school by school analysis of each of these measures will be undertaken to highlight areas where improvements are needed to meet the unique strengths and needs of each Catholic school community.2. School professional learning teams with the support of system staff will develop school specific next steps to support improvement in each of the measures. 3. Continued efforts to further support credit rescue, credit recovery, and the implementation of strategies to increase credit accumulation (i.e., Indigenous Graduation Coach, Summer School, Cultural Camp). 4.Continued work with our community partners to increase workplace opportunities such as OYAP, COOP and Dual Credits. Continued discussion with our youth to identify areas of interest, possible barriers and to create opportunities that meet their needs and the needs of the community. A particular focus will be on understanding why students are choosing not to enroll in Grade 12 math or Grade 11 & 12 Science. This information will then inform the
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	42%	21%		
	% of students graduating with an OSSD within five years of starting Grade 9	85.3%	89.1%		
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	46.9%	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		
<b>Student Engagement &amp; Well-Being, 2021-2022</b>					
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	18.5%	52.6%		
	% of students in Grades 4-12 who were suspended at least once	4.33%	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		1. Analysis of the attendance data will be undertaken to ensure accuracy and to better understand the issues and barriers to improved attendance. 2. Individual school data will be analyzed to identify patterns and trends to understand the nature of the student absences including suspensions. This data analysis will inform our next steps.

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