

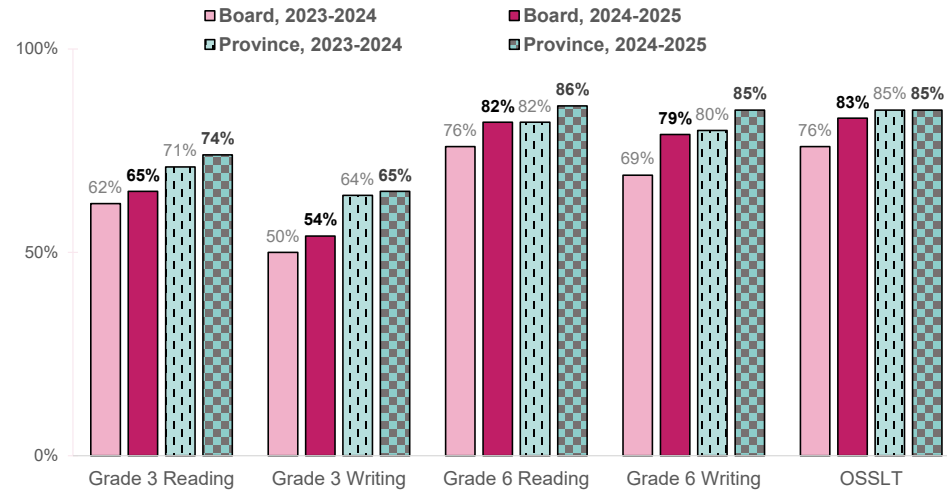
# Student Achievement Plan: Sudbury CDSB

## 2024-2025 Academic Year

### Achievement of Learning Outcomes in Core Academic Skills

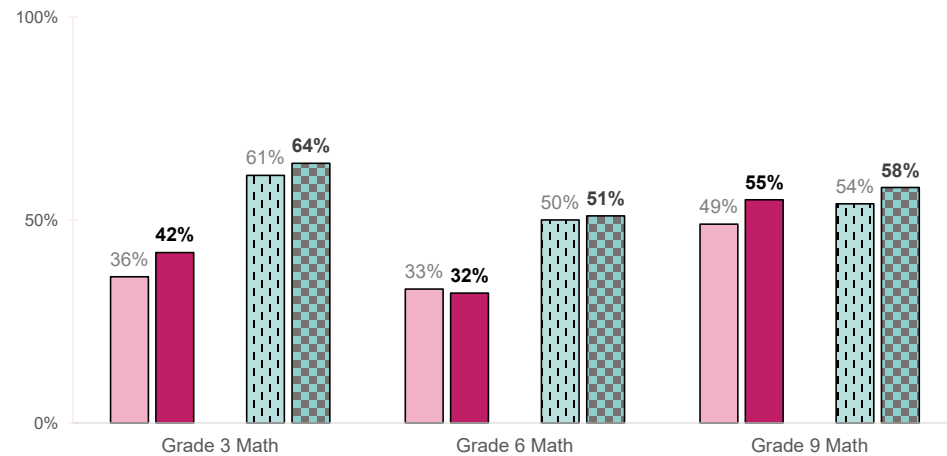
**Goal: Improve students' literacy learning and achievement**

**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



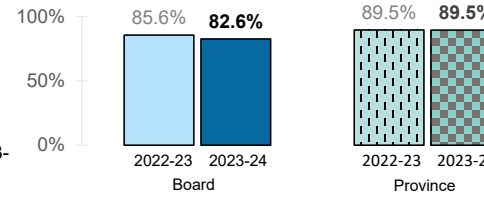
## 2024-2025 Academic Year

### Preparation of Students for Future Success

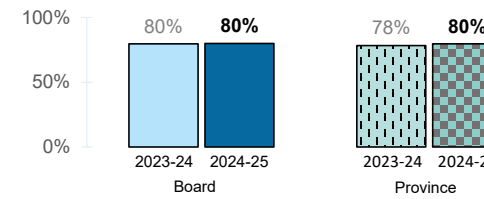
**Goal: Improve students' graduation rates and preparedness for future success**

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

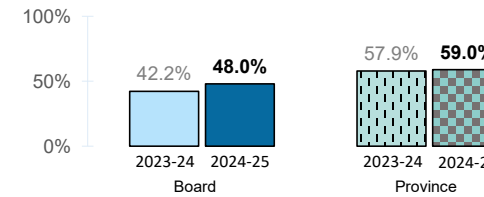
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



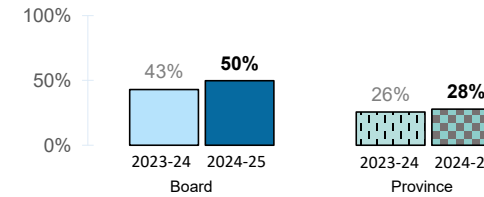
**Measure:** % of students who earn 16 or more credits by the end of Grade 10



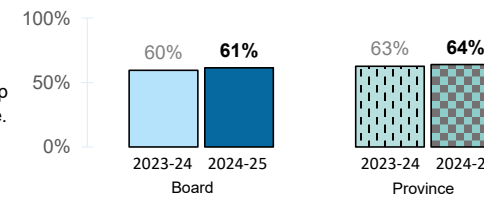
**Measure:** % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



**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)

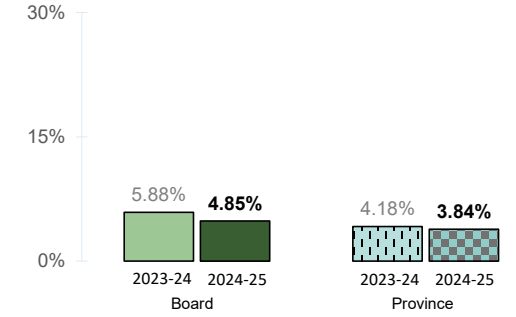


## 2024-2025 Academic Year

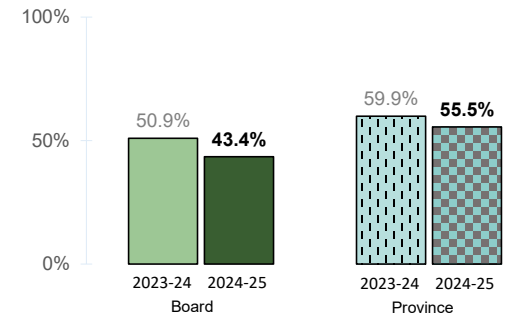
### Student Engagement & Well-Being

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

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

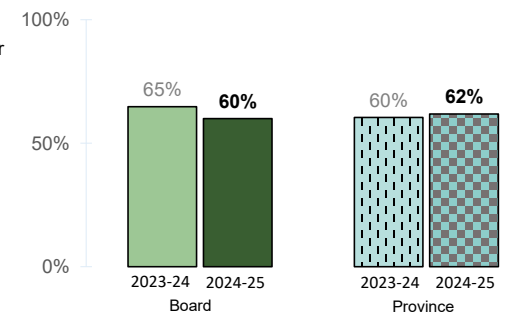


**Measure:** % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



### 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: Sudbury CDSB

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	65%	74%
Grade 3 EQAO Writing	54%	65%
Grade 6 EQAO Reading	82%	86%
Grade 6 EQAO Writing	79%	85%

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

	School Board	Province
	83%	85%

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

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	42%	64%
Grade 6 EQAO Math	32%	51%
Grade 9 EQAO Math	55%	58%

Additional School Board Measures	School board

### Actions our School Board Will Take to Improve

- provide job-embedded professional learning to support implementation of K-12 literacy and early reading strategies.
- focus on the use of evidence based, explicit and systematic instruction using core resources in literacy and numeracy.
- strengthen supports for Multi-Language Learners (MLLs) through evidence based programming to ensure differentiation and responsive instruction for all students.
- monitoring of instruction to guide responsive small-group and targeted interventions to support students in literacy and numeracy.
- consistent use of diagnostic, formative and summative assessment data to plan instruction and monitor growth over time in literacy and numeracy.
- provide job-embedded professional learning to support effective teaching in mathematics.
- Promote the use of board- and ministry-supported tools to enhance student engagement and practice in mathematics.
- Collaborate with families to share progress, strategies, and resources that can support math learning at home.

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	80%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	50%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	82.6%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	48.0%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	61%	64%

Additional School Board Measures	School board

- Identify students with fewer than 16 credits after Grade 10 and create individualized credit catch up plans (summer school, eLearning, credit rescue, credit recovery blocks).
- provide targeted supports for Indigenous students through the work of Indigenous Grad Coach and enhanced programming (e.g. Indigenous Cultural Camp).
- promote SHSM, Dual Credits, OYAP, and Co-op more intentionally in Grades 7 – 10 through classroom visits, parent nights, and social media campaigns.
- expand experiential learning opportunities through partnerships that enhance programs such as OYAP, Cooperative Education and Dual Credits.
- gather student feedback (surveys, forums, focus groups) and adjust classroom practices, supports, and pathways to respond to their identified needs and interests.
- highlight the importance of STEM education so that more students participate in Grade 11 and 12 Science and Mathematics courses.
- strengthen transitionsfor grades 6-7 and from grades 8-9 with targeted supports for students with IEPs, English/French language learners, and those with attendance or mental health needs.

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	43.4%	55.5%
in Grades 4-12 who were suspended at least once	4.85%	3.84%

**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

	School Board	Province
	60%	62%

Additional School Board Measures	School board

- analyze student census data to understand student experiences and identify strengths, needs and potential barriers to success.
- schools will ensure plans focus on student engagement, sense of belonging, bullying prevention and equitable representation.
- Strengthen attendance by monitoring data, providing timely family outreach, and offering programming that builds belonging, with Attendance Counsellors, the Indigenous Graduation Coach, and Student Success Teams focusing their work on addressing attendance concerns and supporting student engagement and well-being.
- monitor suspensions by emphasizing progressive discipline and restorative practices supported by targeted staff training and alternative responses to behaviour.
- enhance student well-being by increasing mental health literacy and communicating how to access school and community mental health supports, informed by student voice.
- implementation of the Board's 3 year Mental Health and Well-Being Strategy grounded in a multi-tiered system of supports. Focus on practices that promote self-regulation, stress management, and resilience to support the well-being of all students.

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.

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