

Achievement of Learning Outcomes in Core Academic Skills	Preparation of Students for Future Success	Student Engagement & Well-Being																																																						
<p><b>Goal: Improve students' literacy learning and achievement</b></p> <p>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.</p> <table border="1"> <caption>Literacy Achievement Data</caption> <thead> <tr> <th>Measure</th> <th>Board</th> <th>Province</th> </tr> </thead> <tbody> <tr> <td>Grade 3 Reading</td> <td>68%</td> <td>73%</td> </tr> <tr> <td>Grade 3 Writing</td> <td>57%</td> <td>65%</td> </tr> <tr> <td>Grade 6 Reading</td> <td>80%</td> <td>84%</td> </tr> <tr> <td>Grade 6 Writing</td> <td>80%</td> <td>84%</td> </tr> <tr> <td>OSSLT</td> <td>85%</td> <td>85%</td> </tr> </tbody> </table>	Measure	Board	Province	Grade 3 Reading	68%	73%	Grade 3 Writing	57%	65%	Grade 6 Reading	80%	84%	Grade 6 Writing	80%	84%	OSSLT	85%	85%	<p><b>Goal: Improve students' graduation rates and preparedness for future success</b></p> <p>Measure: % of students graduating with an OSSD within five years of starting Grade 9</p> <table border="1"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Entity</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Board</td> <td>80.6%</td> </tr> <tr> <td>Province</td> <td>89.1%</td> </tr> </tbody> </table> <p>Includes students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.</p> <p>Measure: % of students who earn 16 or more credits by the end of Grade 10</p> <table border="1"> <caption>Credit Completion Data</caption> <thead> <tr> <th>Entity</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Board</td> <td>77%</td> </tr> <tr> <td>Province</td> <td>80%</td> </tr> </tbody> </table> <p>Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses</p> <table border="1"> <caption>Enrollment in Advanced Courses Data</caption> <thead> <tr> <th>Entity</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Board</td> <td>55.8%</td> </tr> <tr> <td>Province</td> <td>60.5%</td> </tr> </tbody> </table> <p>Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)</p> <table border="1"> <caption>Job Skills Program Participation Data</caption> <thead> <tr> <th>Entity</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Board</td> <td>15%</td> </tr> <tr> <td>Province</td> <td>21%</td> </tr> </tbody> </table> <p>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)</p> <p style="text-align: center;">Data Forthcoming</p>	Entity	Rate	Board	80.6%	Province	89.1%	Entity	Rate	Board	77%	Province	80%	Entity	Rate	Board	55.8%	Province	60.5%	Entity	Rate	Board	15%	Province	21%	<p><b>Goal: Improve students' participation in class time and learning</b></p> <p>Measure: % of students in Grades 4-12 who were suspended at least once</p> <table border="1"> <caption>Suspension Rates Data</caption> <thead> <tr> <th>Entity</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Board</td> <td>3.89%</td> </tr> <tr> <td>Province</td> <td>3.32%</td> </tr> </tbody> </table> <p>Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent</p> <table border="1"> <caption>Attendance Rates Data</caption> <thead> <tr> <th>Entity</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Board</td> <td>61.5%</td> </tr> <tr> <td>Province</td> <td>52.6%</td> </tr> </tbody> </table>	Entity	Rate	Board	3.89%	Province	3.32%	Entity	Rate	Board	61.5%	Province	52.6%
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<p><b>Goal: Improve students' math learning and achievement</b></p> <p>Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math</p> <table border="1"> <caption>Math Achievement Data</caption> <thead> <tr> <th>Measure</th> <th>Board</th> <th>Province</th> </tr> </thead> <tbody> <tr> <td>Grade 3 Math</td> <td>44%</td> <td>60%</td> </tr> <tr> <td>Grade 6 Math</td> <td>39%</td> <td>50%</td> </tr> <tr> <td>Grade 9 Math</td> <td>33%</td> <td>54%</td> </tr> </tbody> </table>	Measure	Board	Province	Grade 3 Math	44%	60%	Grade 6 Math	39%	50%	Grade 9 Math	33%	54%	<p><b>Goal: Improve student well-being</b></p> <p>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</p> <p style="text-align: center;">Data Forthcoming</p>																																											
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## Student Achievement Plan: Nipissing-Parry Sound 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	How Our School Board Performs				
<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: Grade 3 EQAO Reading Grade 3 EQAO Writing Grade 6 EQAO Reading Grade 6 EQAO Writing	68%	73%	Elementary Report Card Achievement at Level 3 and 4	Reading Grade 2 - 54% Grade 5 - 74% Grade 8 - 75% Writing Grade 2 - 54% Grade 5 - 65% Grade 8 - 70%	We continue to prioritize understanding of the Mathematics and Language curriculum revisions, and how to incorporate STEM, coding, Financial Literacy and Social-Emotional Learning into classroom environments and instructional practices across the grades. System Curriculum team members are facilitating job-embedded learning to build a common understanding of and implement K-12 comprehensive mathematics, literacy and early reading instructional strategies. We continue to use digital math and reading tools (e.g. Knowledgehook, Math Up & Lexia) to connect classroom instruction to the home environment and engage parents in their child's learning. Math priority schools and school leadership teams have been established to support a network of new teachers and targeted school-focused support.			
		57%	65%						
		80%	84%						
		80%	84%						
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on: Grade 3 EQAO Math Grade 6 EQAO Math Grade 9 EQAO Math	85%	85%	Elementary Report Card Achievement at Level 3 and 4	Grade 2 - 81% Grade 5 - 68% Grade 8 - 71%	We have expanded our Experiential Learning opportunities for secondary students (e.g. Dual Credit, OYAP, COOP) and are building the capacity of our educators to integrate STEM cross-curricular. The Outdoor Leadership and Environmental Studies Program and Indigenous Student Leadership Program (new 2022-2023 school year) are available to students in grades 11 and 12. Our community partnerships continue to strengthen the support for students seeking various pathways in experiential, skills-based and job-related areas. The Indigenous Graduation Coach continues to support student achievement and well-being for Indigenous students. Our Continuing Education program provides alternative access to educational programming in a supportive environment with flexible scheduling based on individual student needs. The Secondary Student Success Team supports student transitions from Grade 8 to 9 and monitors student outcomes.			
		44%	60%						
		39%	50%						
		33%	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	77%	80%	Students who earned 16 or more credits by the end of Grade 10 (2022-2023)	75%	We have expanded our Experiential Learning opportunities for secondary students (e.g. Dual Credit, OYAP, COOP) and are building the capacity of our educators to integrate STEM cross-curricular. The Outdoor Leadership and Environmental Studies Program and Indigenous Student Leadership Program (new 2022-2023 school year) are available to students in grades 11 and 12. Our community partnerships continue to strengthen the support for students seeking various pathways in experiential, skills-based and job-related areas. The Indigenous Graduation Coach continues to support student achievement and well-being for Indigenous students. Our Continuing Education program provides alternative access to educational programming in a supportive environment with flexible scheduling based on individual student needs. The Secondary Student Success Team supports student transitions from Grade 8 to 9 and monitors student outcomes.			
		15%	21%				Students participating in at least one job skills program (2022-2023)		
		80.6%	89.1%					Credit Accumulation (2022-2023)	
		55.8%	60.5%						Students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses (2022-2023)
		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	61.5%	52.6%	Students in Grades 1-8 whose individual attendance rate is equal to or greater than 90% (2022-2023)	55%	The development of our NPSC 3 Year Pastoral Plan, includes a focus on Love, Hope and Faith and provides guidance on how to illuminate these Catholic virtues in support of our student's faith development and well-being. A regional "Attendance Matters" campaign has been developed in collaboration with community partners and coterminous school boards. We have continuous involvement of the Student Support Services team, Attendance Counsellor and Indigenous Graduation Coach to monitor student well-being, attendance and engagement.			
		3.89%	3.32%				Further disaggregating data to highlight important trends, plan appropriate programs and implement evidence-based interventions.		
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	Forthcoming	Forthcoming				