



# **Student Achievement Plan: Actions and Strategies**

Huron-Superior Catholic District School Board

**2025-2026**



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

# Student Achievement Plan: Actions and Strategies 2025-2026

## Priority: Achievement of Learning Outcomes in Core Academic Skills

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

- Strengthen support for primary teachers by providing ongoing professional learning and resources grounded in evidence-based literacy practices.
- Use Early Reading Screening data to guide next steps, including targeted instruction, intervention planning, and monitoring student progress.
- Expand the implementation of the Early Reading Screener (ERS) for Years 2 to Grade 5 students.
- Ensure consistent, high-quality mathematics instruction across all schools through board-approved resources, daily math time expectations, and common assessments that support coherence across grades.
- Strengthen teacher knowledge in key areas such as Number Sense and Algebra through ongoing, job-embedded professional learning informed by student data and classroom evidence.
- Use tools such as IXL diagnostics and other assessment data to monitor student growth, identify at-risk learners, and guide targeted instruction and interventions.

## Priority: Preparation of Students for Future Success

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

- Continue to promote pathways for secondary students including SHSM, OYAP, dual credits and co-op opportunities to better prepare themselves for future career opportunities.
- Host regular career workshops for secondary students and strengthen community partnerships.
- Expand experiential learning opportunities for students K-12.
- Review data through regular student success meetings in secondary.
- Prepare and support students with special education needs for a smooth transition to their area of interest as they move from high school to opportunities in post-secondary education, the workforce and/or community involvement.

## Priority: Student Engagement & Well-Being

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

- Established a new Student and Family Counsellor position dedicated to attendance and engagement. The position focuses solely on re-engaging students with significant absenteeism, as responsibility for attendance counselling still lies with the Mental Health Team member(s) assigned to each school.
- All members of the Mental Health Team took part in Attendance Counselling Training through OACAS.
- An attendance campaign is underway via a Re-engagement Committee. The campaign includes social media posts, letters to families, and posters in schools that link positive attendance trends to future outcomes and provides families with tips for addressing absenteeism challenges. A video is also being created, which will play on local media and in theatres at the end of the summer.
- To improve student suspension outcomes, we introduced the Violence Threat Risk Assessment (VTRA) to the Algoma District, coordinating training and the future development of an Assessment of Risk to Others (ARTO) protocol.
- A communique was sent home to all parents through their school, informing families of mental health services available through the school board and community.
- Wellness Boards were updated and displayed prominently in all schools, informing students and their parents of mental health services.

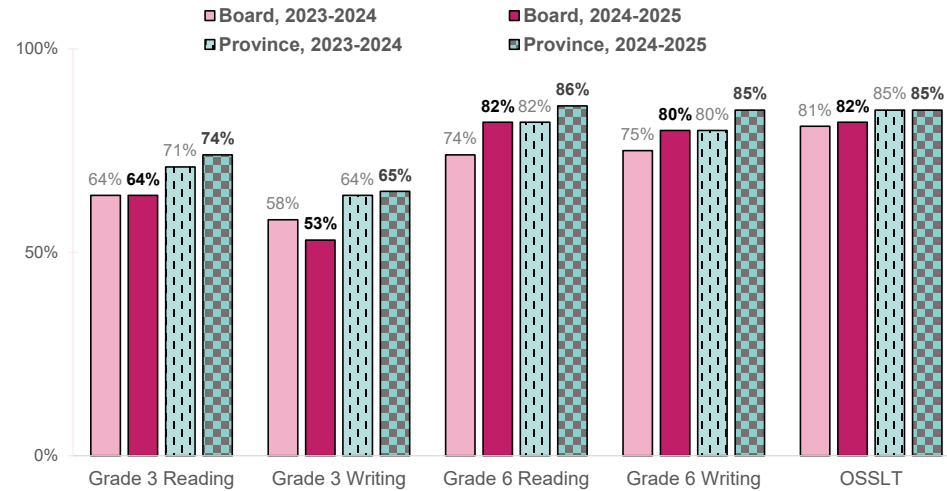
# Student Achievement Plan: Huron-Superior CDSB

## 2024-2025 Academic Year

### Achievement of Learning Outcomes in Core Academic Skills

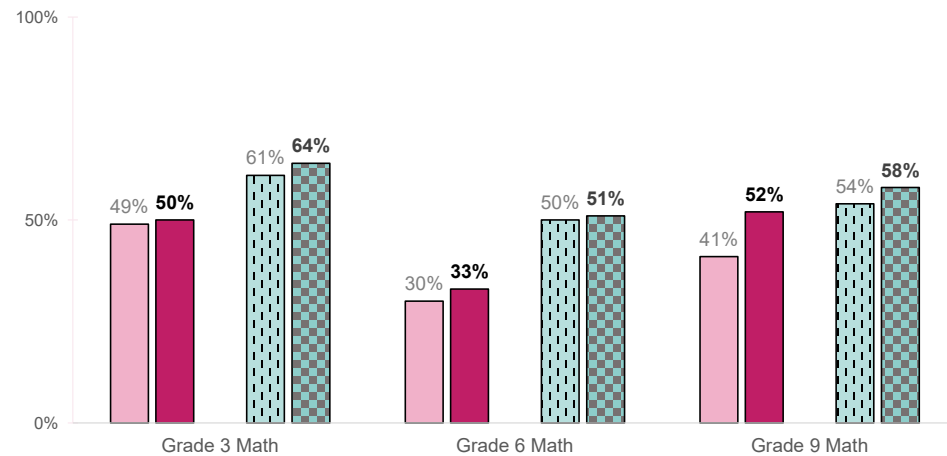
Goal: Improve students' literacy learning and achievement

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



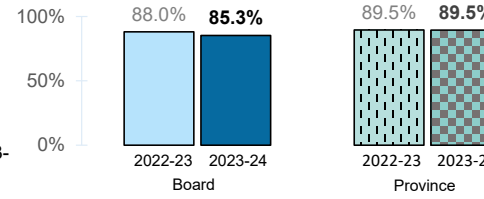
## 2024-2025 Academic Year

### Preparation of Students for Future Success

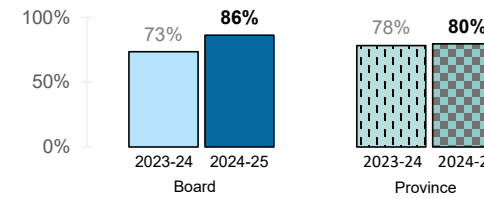
Goal: Improve students' graduation rates and preparedness for future success

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

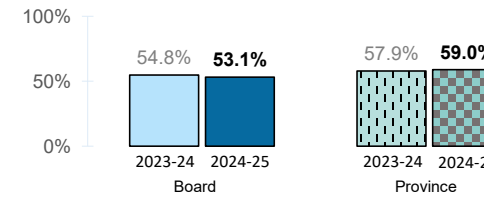
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



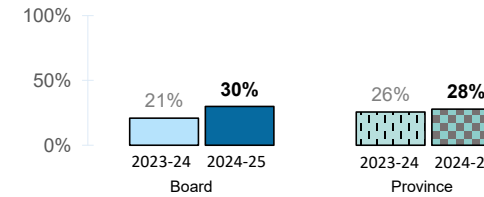
Measure: % of students who earn 16 or more credits by the end of Grade 10



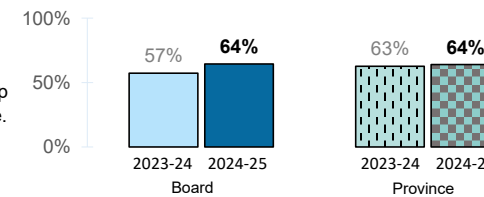
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



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)

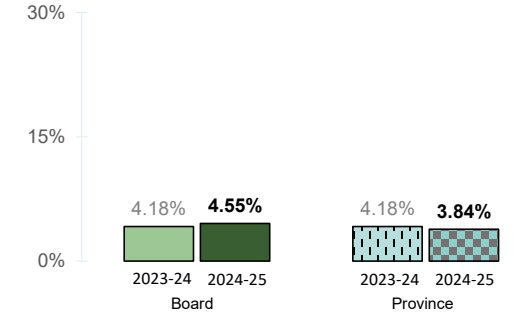


## 2024-2025 Academic Year

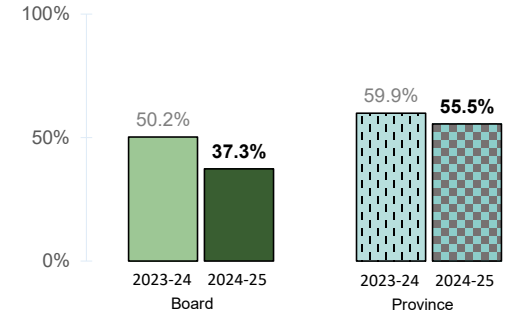
### Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

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

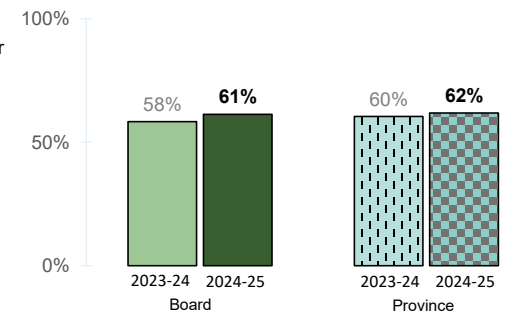


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



### 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: Huron-Superior 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	64%	74%
Grade 3 EQAO Writing	53%	65%
Grade 6 EQAO Reading	82%	86%
Grade 6 EQAO Writing	80%	85%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	82%	85%
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**Goal: Improve students' math learning and achievement**

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

Grade 3 EQAO Math	50%	64%
Grade 6 EQAO Math	33%	51%
Grade 9 EQAO Math	52%	58%

**Additional School Board Measures**

**School board**


**Actions our School Board Will Take to Improve**

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	86%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	30%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	85.3%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	53.1%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	64%	64%

**Additional School Board Measures**

**School board**


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	37.3%	55.5%
in Grades 4-12 who were suspended at least once	4.55%	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	61%	62%
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**Additional School Board Measures**

**School board**


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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