SUPERIOR

| | | | those who identify as FNMI. | and those who do not.

There will be a 5% decrease in the discrepancy between those students who have IEPs and those who do not. |
| | | | Improve the achievement outcomes of first-time eligible students for the OSSLT in relation to the province. | There will be a 5% decrease in the discrepancy between the Board and Provincial achievement on the OSSLT for first time eligible students. |
| Preparation of Students for Future Success | Improve graduation rates and preparedness for future success. | % of students who earn 16 or more credits by the end of Grade 10 | Increase the number of students who earn 16 or more credits by the end of Grade 10. We will also see increase sts(q351.31 224.69 116.5q | |

		OSSD within five years of starting Grade 9	An inquiry into makes up our graduation rates, pathways students are on, and their stories, will help to inform a more refined goal that is reflective of our students.	an OSSD within 5 years of starting Grade 9. By the end of 2023-2024 we will have a deeper understanding of our graduation rates.
		% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	To increase the interest of STEM pathway options of our students.55%	Upon graduation 70% of our students will have enrolled in at least one grade 12 Math or grade 11 or 12 Science course by the end of 2023/2024.
		% of students who believe their learning has prepared them for the next step in their learning experience (i..e. next grade, post secondary, etc)	To increase the number of students who believe their learning has prepared them for the next step in their learning experience.	60% of students in GR. 4-6 will either strongly agree or agree that their learning has prepared them for the next step in their learning. 75% of students in Gr. 7-12 will either agree or strongly agree that their learning has prepared them for the next step in their learning experience.
Student Engagement & Well-being	Improve participation in class time and learning.	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	Monitor attendance data in relation to achievement data. Develop a process to gather student/caregiver voice as to what helps students come to school? What is keeping them from school. Monitor how the approaches we use in the classroom impact achievement and attendance. Inquire more deeply into chronic absenteeism and disengagement to	42% of students in Gr. 1-8 will have an individual attendance rate that is equal to or greater than 90%

			create an extensive re-engagement plan.	
		% of students in Grades 4-12 who were suspended at least once	Decrease in suspension rates. makes up our suspension data. This disaggregation of the data will help to inform the creation of a responsive plan to reduce suspension rates.	There will be a 3% decrease in the number of suspensions.
		% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for -		