



Annual Learning and Operating Plan 2023-24

October 2023



A message from the Director of Education and the Chair of the Board of Directors



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**Director of Education,
Secretary of the Board**



Susan Gibson

**Chair,
Grand Erie District
School Board**

As we move into the 2023-24 school year, we find ourselves approaching the half-way point of our multi-year strategic plan. By now, we know our vision – to learn, lead and inspire – and our mission, working together to build a culture of learning, well-being and belonging to inspire each learner. We've seen these ideals in action, we understand how each of our roles contributes to furthering our collective priorities, and we know how to work together to reach even the most ambitious of goals. We have much to be proud of.

Now we turn our attention to what comes next as we renew our focus, commitment and motivation.

In the middle, we find inspiration by looking back at what we've achieved, and forward with the wisdom and experience of knowing how to overcome significant challenges. Now is the time to see what we are truly capable of, as leaders and as learners who make a tremendous difference in the lives of our students.

It is with pride and enthusiasm that we present the following pages, outlining the commitments, goals, milestones and priorities that will take us to the next level this year. The Annual Learning and Operating Plan is what keeps us on track and accountable to our mission and vision. The interconnectedness of these goals recognizes that we create the conditions that allow learners to succeed and thrive, to see themselves and be themselves, and to shape and fulfill their own goals and dreams on each of their unique paths.

Thank you to our Senior Leadership Team, our Board of Trustees, our school leaders, our system and support staff, families and school communities for being such important partners and collaborators on this journey of learning. We express our sincerest gratitude to you in helping shape these plans and showing what's possible for students and learning in Grand Erie.

Handwritten signature of JoAnna Roberto in black ink.

Handwritten signature of Susan Gibson in black ink.



Our Vision

Learn

Lead

Inspire

Our Mission

Together, we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.

Our Collective Priorities

Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

Well-being

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Belonging

We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL MATHEMATICS

Increase mathematics learning outcomes for all students.

STRATEGIES IN ACTION

- Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement:
 - Provide professional learning for educators to support drawing explicit connections to engage in the curriculum and use proven instructional and assessment practices (high-impact instructional practices)
- Engage in ongoing learning to strengthen mathematics content knowledge for teaching:
 - Provide classroom embedded coaching support in schools to support the development of a comprehensive understanding and precise implementation of the mathematics curriculum
 - Engage educators in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning
- Know the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive:
 - Provide professional development and student task moderation to support educators understanding of the mathematics strengths, needs and interests of all students to inform their instructional decisions and support student inclusion and engagement

SUCCESS CRITERIA

- The percentage of students achieving the provincial math standard on 2023-24 EQAO will improve by 5% for Grade 3, 4% for Grade 6 and 6% for Grade 9
- Grade 3, 6 and 9 students achieving level 3 and 4 in math, as indicated on report card data, will increase by 2% from the previous year
- Coaching support will regularly occur in 100% of all Grade 3, 6 and 9 classrooms to deepen knowledge of mathematics curriculum, instructional starting points, and interventions
- 100% of educators will be engaged in mathematics professional learning, focused on math content development, assessment and high-impact instructional practices, including the use of the Math Long Range Plan and engaging in student task moderation
- Student confidence Grades 1-9, as indicated by math survey, will improve by 5%





GOAL LITERACY

Increase the overall reading proficiency of all students (with a focus on Grades 1-3).

STRATEGIES IN ACTION

- Continue to provide professional learning and classroom embedded coaching support for the Early Literacy Assessment Tool (ELAT) for Grade K-2 educators to support the implementation of the ELAT to build teachers' understanding of systematic and explicit instruction of phonemic and phonological awareness
- Provide classroom-embedded literacy coaching in schools to support educators in their implementation of responsive instruction based on student data gathered from classroom assessments
- Provide professional learning pertaining to the effective use of the Benchmark Assessment System (BAS) to identify student instructional and independent reading levels in Grade 7, 8, and 9 in order to support responsive instruction

SUCCESS CRITERIA

- 100% of educators who are new to K-1 and Grade 2 educators will receive professional learning using the ELAT to support the delivery of responsive instruction resulting in improved reading skills of all students
- 100% of elementary schools will receive support from literacy coaches
- 100% of students receiving reading resource intervention support will increase by one or more BAS levels
- 100% of grade 7, 8 classroom teachers and grade 9 English teachers will receive professional learning for BAS



Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL GRADUATION

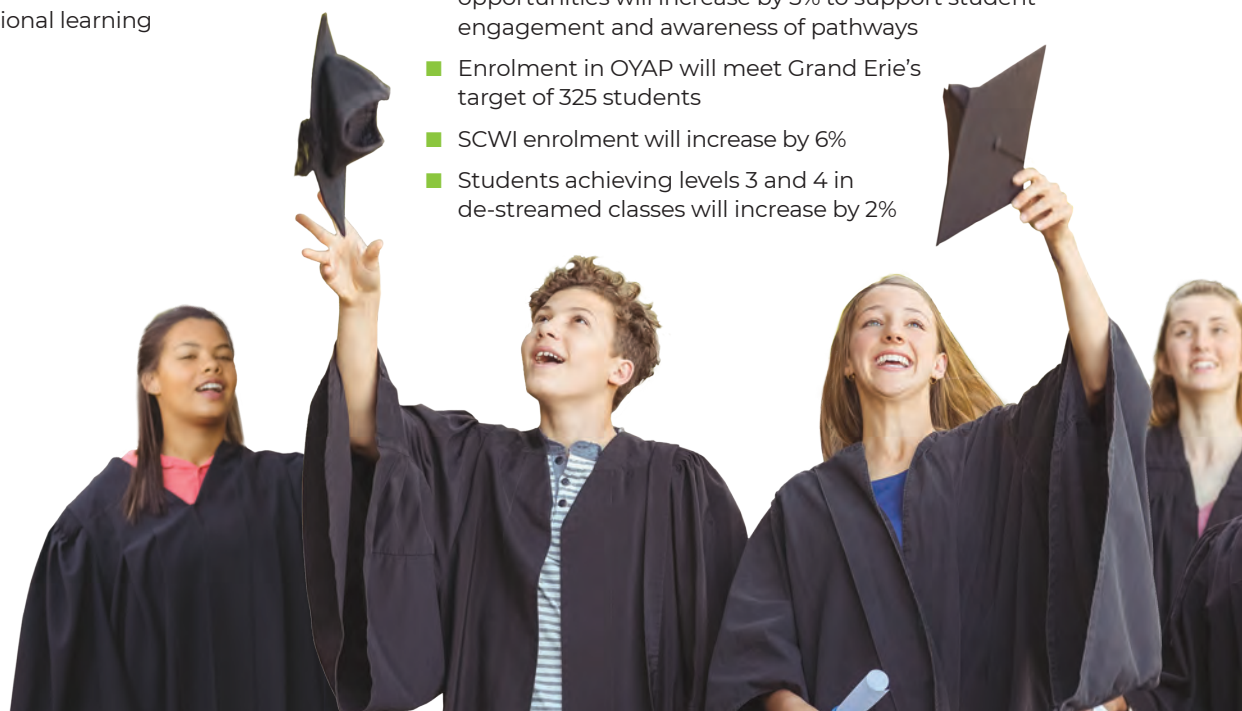
Prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace).

STRATEGIES IN ACTION

- Provide professional learning opportunities to educators to support the implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), School College Work Initiative (SCWI) and experiential learning, including students from equity-deserving groups, through promotion and experiential learning opportunities
- Provide support for educators of de-streamed courses in assessment for learning and responsive instruction through job embedded instructional coaching and professional learning

SUCCESS CRITERIA

- The overall number of students earning either their Ontario Secondary School Diploma, Ontario Secondary School Certificate or Certificate of Accomplishment will increase by 3%
- Credit accumulation will increase by 3% across Grades 9-12
- Experiential learning opportunities by educators will increase by 20% from 2022-23
- There will be a 5% increase in the usage of experiential learning kits by elementary classes
- SHSM Completion rate will increase by 12% from 2022-2023
- Elementary school participation in experiential learning opportunities will increase by 5% to support student engagement and awareness of pathways
- Enrolment in OYAP will meet Grand Erie's target of 325 students
- SCWI enrolment will increase by 6%
- Students achieving levels 3 and 4 in de-streamed classes will increase by 2%





GOAL SPECIALIZED SERVICES

Increase the knowledge and skills of staff to better support learners with special education needs in an inclusive classroom.

STRATEGIES IN ACTION

- Provide resources to support educators in their understanding and use of Tiered Interventions
- Deliver professional development and provide classroom-embedded coaching in schools to support educators in their understanding and implementation of Tiered Interventions, Universal Design for Learning, and Differentiated and Responsive Instruction and Assessment
- Pilot new Individual Education Plan (IEP) software
- Students in secondary vocational programs will enroll in at least one credit bearing course (student voice and choice)
- Implement Skillbuilding programs in three elementary schools
- Expand the Project SEARCH program

SUCCESS CRITERIA

- 100% of Learning Resource Teachers will participate in monthly learning sessions and share the learning back at their schools
- Classroom educators will build their capacity in Tiered Interventions, Universal Design for Learning and Differentiated and Responsive Instruction and Assessment to support the development of effective IEPs
- IEPs (accommodated/modified) will be reviewed
- 100% of classroom teachers who currently teach students enrolled in secondary vocational programs will build their capacity in Tiered Interventions, Universal Design for Learning and Differentiated and Responsive Instruction and Assessment
- The number of credits earned by students in vocational programs will increase from 135 to 200
- 100% of classroom educators who teach students in Skillbuilding programs will build their capacity in Tiered Interventions, Universal Design for Learning and Differentiated and Responsive Instruction and Assessment
- Students enrolled in Skillbuilding programs will increase their time in the general education classroom to two or more instructional blocks by the end of the school year
- 75% of students graduating from Project SEARCH programs will achieve gainful employment
- Open Project SEARCH Haldimand site

Well-Being

Priority: We build a culture of **well-being** to support the cognitive, social, emotional and physical needs of each learner.

GOAL SCHOOL CULTURE AND WELL-BEING

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being. Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

STRATEGIES IN ACTION

- Engage in a learning pilot with schools, focused on trauma-informed practices, the impact of poverty on student availability for learning, and an understanding of alternatives to suspension
- Provide school-based learning opportunities for staff and students in elementary schools, focused on the implementation Social-Emotional Learning (SEL) strategies in classrooms
- Provide learning opportunities for staff and students related to equity, inclusion, the role of the bystander, and the building of community
- School Culture and Well-Being Champions will facilitate year-round student-led initiatives supporting equity, inclusion, mental health and well-being
- Conduct a School Climate Survey to support schools in creating a stronger sense of belonging, specifically in the areas of engagement, environment, safety, and well-being
- Analyze attendance data across the district to develop school specific attendance strategies

SUCCESS CRITERIA

- Staff participating in the pilot will gain an increased understanding of trauma and its effects on student availability for learning and associated behaviour
- Staff and students will share their experiences related to social-emotional skills learning in their classrooms and schools through videos, surveys, reflections, and testimonials
- Staff and students will have more knowledge to respond appropriately during situations involving discrimination
- 100% of schools will showcase their learning throughout the year through school-based and district-wide events and channels
- School Climate Survey data from 100% of schools will inform individual school supports and board initiatives
- Overall student attendance will improve by 2%





Belonging

Priority: We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

GOAL INDIGENOUS EDUCATION

Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

STRATEGIES IN ACTION

- Deliver professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action
- Promote and participate in reconciliation community engagement opportunities through authentic learning with Indigenous peoples, communities, and perspectives
- Facilitate learning about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives to build student (and staff) capacity for intercultural understanding, empathy, and mutual respect
- Increase classroom content that presents Indigenous experiences and identities to allow all students to see themselves reflected in their curriculum materials, including land-based learning
- Collaborate with school teams and system supports (Indigenous Education, Specialized Services, Program, Safe Schools) to ensure all resources are used to support student success

SUCCESS CRITERIA

- All schools and departments will participate in First Nations, Métis and Inuit Additional Qualification courses, reconciliation events and/or cultural competency training
- Learning opportunities to support community engagement will increase from six to eight sessions
- Opportunities for staff and students to learn through experiences and perspectives in a variety of communication and learning platforms will result in a participation rate of at least 50% of schools
- Indigenous language and curriculum offerings across the district will increase by 10% from 152 course selections to 168
- Land-based learning opportunities will be provided to schools across Grand Erie
- Credit accumulation for Grade 9 Indigenous students will increase by 6% (from 54% to 60%), Grade 10 Indigenous students will increase credit accumulation from their previous year by 5% (from 54% to 59%)



Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL BUSINESS SERVICES

Enhance business proficiency in Grand Erie.

STRATEGIES IN ACTION

- Convert paper-based processes into digital formats
- Launch the new Enterprise Finance System

SUCCESS CRITERIA

- 40% of schools will use Key-based online forms
- Printing will be reduced by 25% from previous year
- Complete all 5 phases of product development on time:
 1. Initiation: October 2023
 2. Mapping: October to November 2023
 3. Solution definition: December 2023 to March 2024
 4. Training and testing: May to August 2024
 5. Go live: September 2024

GOAL COMMUNICATIONS

Enhance Grand Erie's position in its communities as a learning, leading and inspiring organization.

STRATEGIES IN ACTION

- Support system growth through robust Kindergarten and Transitions campaigns
- Support community awareness and engagement in learning, well-being and belonging at Grand Erie Schools
- Support the effectiveness and accessibility of communication with all communities

SUCCESS CRITERIA

- Multi-channel, system-wide and school specific campaigns will be evident across Grand Erie
- Engagement across all social media channels will increase by 5% compared to 2022-23
- 12 student journalism pieces will be published on the website
- 10 specific good news stories will be pitched to local and regional media
- A new website in the 2023-24 school year
- The number of translated information pieces will increase by 20% over 2022-23



GOAL FACILITY SERVICES

Establish physical and environmental standards across the system to increase the overall sense of belonging for all staff and students.

STRATEGIES IN ACTION

- Develop and establish baseline Customer Service Key Performance Indicator (KPI) data for maintenance work orders
- Complete modernization renovations to a select number of schools

SUCCESS CRITERIA

- Report monthly KPI data to better understand our progress toward better Customer Service and reduce the duration of days for work orders
 - KPI definition: October 2023
 - Reporting commences: November 2023
 - Establish improvement by June 2024
- One major school renovation and two minor school renovations will be completed by the fall of 2024



Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL HUMAN RESOURCES

Revise and improve the employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and supports our diverse population.

STRATEGIES IN ACTION

- Provide tools and resources to support Administrators and Supervisors with efficient and effective recruitment and selection practices
- Continued professional learning to support fair, equitable and inclusive hiring practices

SUCCESS CRITERIA

- Workflow checklists will be established for all employee groups
- Interview questions will be updated to reflect a diversity, equity and inclusion lens
- A demographic questionnaire will be implemented at the point to hire, and a work force census rolled out
- A Professional Learning Environment will be developed for Administrators and Supervisors with training resources on equitable and effective teacher hiring practices, unconscious bias, job screen criteria and developing interview questions and workplace accommodations





GOAL INFORMATION TECHNOLOGY

Embed technology opportunities for staff and students through professional learning and access to enhanced technology tools.

STRATEGIES IN ACTION

- Provide technology modernization tools
- Provide technology resources and embedded professional learning to educators

SUCCESS CRITERIA

- 100% of educators will access Compass for Success student profiles to increase data literacy and support educators' ability to be responsive to learners
- User attempts to click on phishing scams through training campaigns will be reduced by 5%
- Multifactor Authentication technology will be used by 100% of Grand Erie employees who require access to technology resources for their daily work to enhance cyber security
- Access points will be replaced at all elementary schools to enhance WiFi connectivity
- All educators will have access to learning opportunities and classroom visits by Technology for Learning and Innovation consultants to support implementation of digital tools



Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL LEADERSHIP

Identify future leaders, actively develop new leaders and responsively support current leaders.

STRATEGIES IN ACTION

- Promote participation in Additional Qualification (AQ) courses to increase educator knowledge and confidence in content and instructional pedagogy
- Provide professional development and mentorship opportunities to all new teachers through the New Teacher Induction Program (NTIP)
- Provide professional development opportunities covering a wide range of knowledge and skills to enable new and current leaders to manage responsibilities and be effective within their roles
- Provide mentorship opportunities to new principals and vice-principals to support leadership development
- Facilitate learning opportunities through LeadGEDSB program to encourage and support new and aspiring leaders
- Facilitate learning opportunities at monthly administrator meetings and through school visits to support school administrators in the implementation and impact of school improvement efforts

SUCCESS CRITERIA

- 300 educators will participate in AQ courses
- 100% of teachers enrolled in NTIP will participate in a combination of mentorship and professional development sessions throughout the year based on their interests and needs
- 100% of first year contract teachers will complete the NTIP requirements
- 100% of new principals and vice-principals will participate in the mentorship program and experience an increase in knowledge and confidence in their ability to lead in their new role as indicated by reflections and testimonials
- Increase participation by 10 employees from previous year and gather participant input to further enhance and support program offerings
- 100% of school improvement plans will include a math, attendance and/or graduation goal



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OCTOBER 2023





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