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# Annual Learning and Operating Plan for 2022-23

## Mid-Term Update





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## Director's Message

There's a quote that says, "begin and you're halfway there." Now, at the actual halfway point of our school year, we can see that it was setting the right goals at the outset that gave us this positive head start, and those shared goals continue to buoy us along as we work towards realizing them.

It is my pleasure to present this Mid-Term Update on behalf of Grand Erie District School Board as we reflect on our progress part way through a plan rooted in building a culture of Learning, Well-Being and Belonging. These priorities guide all our actions, and allow us to grow along the way together. With just as much in front of us as behind, it is a time to reflect on our many accomplishments.

The update shows inspiring progress and unlimited potential. Our learners' success is our success, and it is through a collaborative, responsive approach that we are seeing increased graduation rates and making gains in areas such as mathematical instruction and Indigenous education. These are just a few examples among many others points of pride that demonstrate our commitment to students' growth as they strive to reach their own goals.

This year, our Equity Action Plan, Mental Health Plan, early math strategies, and ongoing professional development has brought new awareness and insights, tools to work with, and clearer steps forward. We have strong, dedicated leadership, inspiring and well-maintained spaces to learn and grow, and a collective commitment to removing the obstacles that can stand in the way of that growth.

My gratitude to the Board of Trustees, Senior Team, educators, support staff, and the school communities who have made this progress possible. We may be at the midpoint, but thanks to your contributions and dedication, we're more than halfway there.



JoAnna Roberto, Pd.D.

Director of Education, Secretary of the Board



## Our Vision

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## 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.



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# Learning

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

## GOAL MATHEMATICS

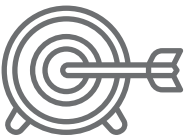
**Increase mathematics learning outcomes for all students.**

### STRATEGIES IN ACTION


- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy (CRRSP) in all mathematics professional learning and support models
- Expand mathematics professional learning opportunities for educators and administrators
- Continue to support educators in assessment for learning and responsive mathematics instruction through job- and classroom embedded instructional coaches, including educators new to the MTH 1W course
- Continue to refine and promote the digital Grand Erie Math Long Range Plan as a resource for educators

### SUCCESS CRITERIA

- Students will build confidence and enjoyment in mathematics and see themselves as capable math learners by increasing their ability to successfully develop, select, articulate and apply problem-solving strategies they use
- By the end of the year, students will demonstrate improvement in mathematics as evidenced through summative data
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to mathematics
- Educators will use assessment for learning strategies to identify student learning needs and develop instruction cycles that respond to individual student's learning strengths and needs

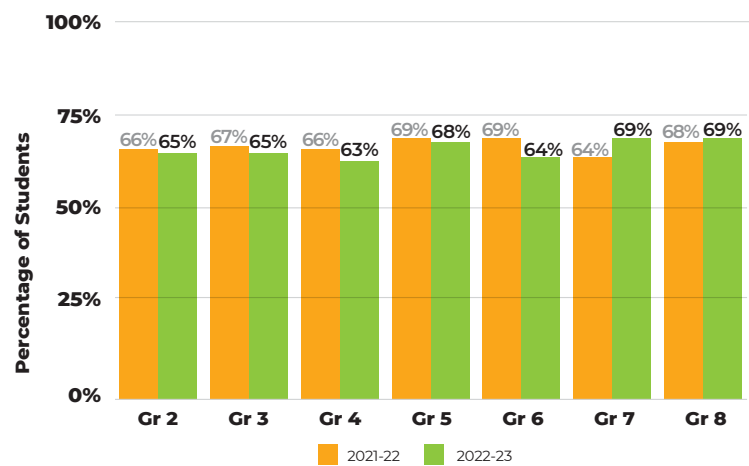


**253**  
educators  
completed Math AQ



**10**  
instructional  
coaches supporting  
educators with  
math curriculum  
and assessment

### Term 1 Math Report Card Data – Achieving Level 3 and 4 – Comparing Cohort Data







### PROGRESS MATHEMATICS

- Increased number of staff engaged in Dr. Alex Lawson professional learning to support early numeracy skill development by 150%
- Engaged 51 Grade 7 and 8 educators and administrators in 29 schools in Building Thinking Classrooms professional learning to support responsive instruction and engage students in deep thinking
- Increased number of teachers registered in the Math Long Range Plans PLE to a total of 830
- Invested in resources:
  - 775 classes registered with Knowledgehook
  - 165 classes active with Zorbits, 50,000 levels completed by 2,500 active students
  - Intermediate students received additional math materials and resources

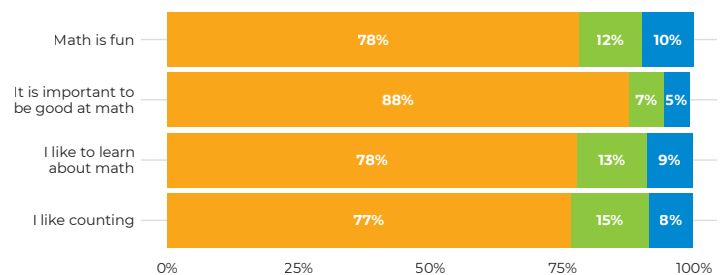
#### Educator testimonials on Building Thinking Classrooms:

“ Student engagement and thinking skyrockets when students are sharing their thinking. ”

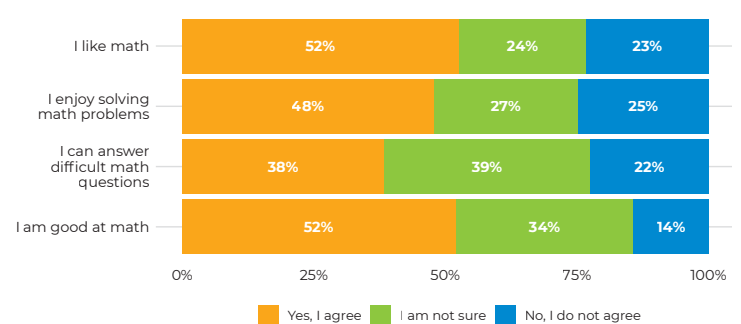
“ I noticed that students are answering more complex problems in math class. They can teach themselves concepts. ”

#### Student Confidence and Enjoyment

##### Primary Math Attitudes



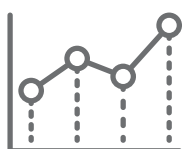
##### Junior/Intermediate Math Attitudes



#### Semester 1 Grade 9 Math (MTH 1W) Mark Distribution



**19%**  
of students  
Achieved Level 3



**35%**  
of students  
Achieved Level 4



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# Learning

## GOAL LITERACY

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

### STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy (CRRSP) in all literacy professional learning and support models
- Develop and introduce an early literacy assessment portfolio through focused professional learning and job- and classroom embedded instructional coaching supports
- Facilitate professional learning for Kindergarten and primary educators so that they can effectively use the early literacy assessment tools to gather data around student's strengths and needs
- Continue to provide classroom-embedded coaching support in schools to support educators in their implementation of responsive instruction based on student data gathered from classroom assessments

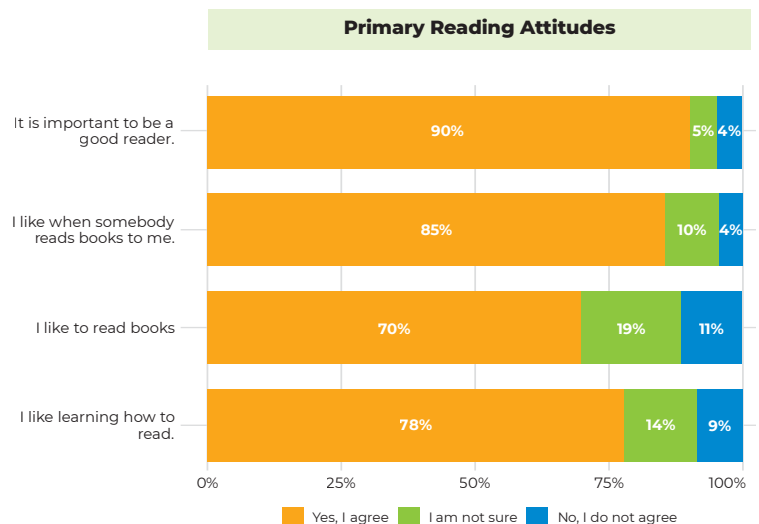
### SUCCESS CRITERIA

- Students will build confidence and enjoyment in reading and see themselves as effective readers by increasing their ability to successfully access, analyze, synthesize and think critically about texts that they have read and articulating the strategies they use
- By the end of the year, students will demonstrate improvement in literacy skills as evidenced by growth through summative data (with a focus on grades 1-3)
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to literacy
- Educators will use the data collected from early literacy assessment tools to inform and provide learning opportunities responsive to students' literacy learning needs

### The Three Pillars of CRRSP



### Student Confidence and Enjoyment



# Annual Learning and Operating Plan 2022-23 Mid-Term Update



## PROGRESS LITERACY

- Increased reading achievement for Grades 1 and 3 compared to Term 1, 2021-22
- Supported schools and Multilingual Language Learners with 400 elementary and 95 secondary classroom visits from Multilingual Language Resource Teachers
- Invested in resources to support all elementary schools:
  - Heggerty Resources (K-1)
  - Heggerty Digital Licenses (K-1)
  - Shifting The Balance (K-3)

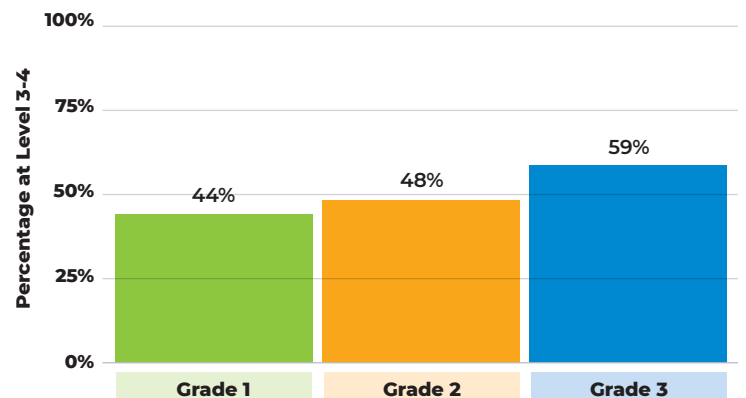
**450**  
educators registered in Kindergarten PLE

**113**  
educators completed Reading AQ Part 1 or Part 2

**319**  
educators trained in Early Literacy Assessment Tool



### Term 1 Report Card Data for Reading – Level 3 & 4





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# Learning

## GOAL GRADUATION

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

### STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all secondary professional learning and support models
- Provide ongoing support for Student Success teams (including through access to Instructional Coaches), to lead their school community in the implementation of de-streamed courses in Grade 9
- Expand K-12 experiential learning opportunities for students with a skilled trades and technologies focus
- Provide professional learning opportunities to educators to support their implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in Specialist High Skills Major, Ontario Youth Apprenticeship Programs, School College Work Initiative and experiential learning, including students from equity-deserving groups
- Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students

### SUCCESS CRITERIA

- Increase the number of students earning the Ontario Secondary School Diploma, Ontario Secondary School Certificate and Ontario Secondary School Certificate of Accomplishment with a focus on students from equity deserving groups
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to instruction in secondary courses
- Grade 9 students will be engaged and successful in their de-streamed courses
- Students and families will have an increased awareness of the learning opportunities in Grand Erie connected to skilled trades
- Educators will independently design experiential learning opportunities for their students

#### Elementary educator testimonial:

“ Definitely a great hands-on project for the students to get an introduction to a possible trades career. ”





# Annual Learning and Operating Plan 2022-23 Mid-Term Update



## PROGRESS GRADUATION

- Re-engaged 75 students and graduated seven
- Engaged 90 students in Reach Ahead credits
- Embedded principles of CRRSP in all professional learning
- Added a de-streaming, cross-curricular coach
- Enhanced experiential learning as 1126 Grade 7 students used the Trebuchet Kit, 835 Grade 8 students used the Wind Turbine Kit and all collectively learned about OYAP, apprenticeships, and SHSM programs
- Increased participation in secondary programs: 385 students in OYAP program, 540 in SHSM programs



**1,900**  
students registered for skilled trades presentations and learning opportunities



**290**  
users accessing de-streaming PLE

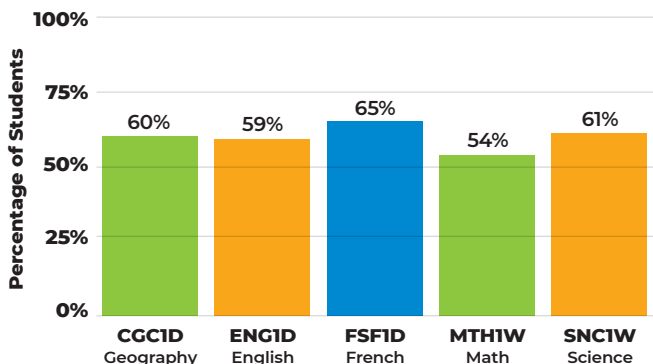


**319**  
Grade 8 students participated in Organized Kaos (hands-on trades learning)

### Grade 9 Course Success Rate

#### Secondary Core Courses

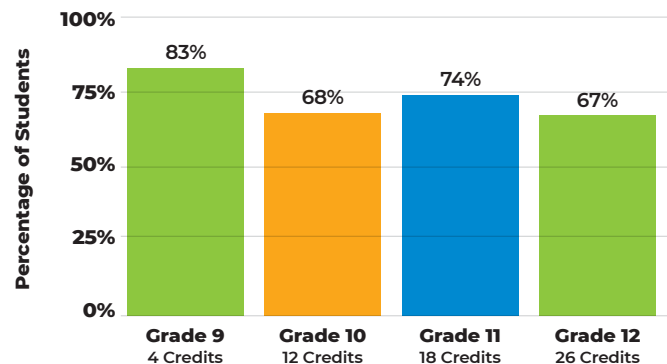
Percentage at Level 3-4 (70% or Higher) - Semester 1



### Graduation Credit Accumulation

#### Students on Track to Graduate

Semester 1





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# Well-Being

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

## GOAL MENTAL HEALTH 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.**

### STRATEGIES IN ACTION

- Embed Child and Youth Workers (CYWs) and Social Workers (SWs) more closely in the classroom and attend in-school team meetings in order to build the capacity of educators to provide identity-affirming and evidence-based knowledge and support to enhance student well-being and belonging.
- Develop a robust interactive online presence for Mental Health and Well-Being in Grand Erie.
- Continue to grow professional learning in Self-Reg Schools for administrators, school staff, and support staff.
- Support school administrators to develop a deeper understanding of SMHO resources and website.

### SUCCESS CRITERIA

- CYWs and SWs will attend regularly scheduled in-school meetings and co-lead mental health learning in classrooms
- Classroom educators will demonstrate that their capacity to lead mental health learning in their classroom has increased
- Grand Erie Mental Health web content will be reviewed and improved
- Grand Erie Mental Health and Wellness social media presence will be increased
- Usage tracking will show an increased use of the Mental Health website and PLE by staff and students
- The number of schools trained in Self-Reg will increase
- Staff members' capacity to understand and implement Self-Reg strategies in their schools will increase
- School administrators will complete the Mental Health Literacy School Mental Health Ontario (SMHO) course

#### Administrator testimonial:

“ The SMHO course was a great opportunity to validate what is currently happening in schools and gave me supportive tools and frameworks to consider when working with students. It made me think about ways to incorporate social-emotional learning into everyday programming. ”



# Annual Learning and Operating Plan 2022-23 Mid-Term Update



## PROGRESS MENTAL HEALTH AND WELL-BEING

- Delivered eight Social Justice sessions for Grades 6-8 through CYWs and classroom teachers
- Trained intermediate students through a self-regulation and conflict resolution recess program and an additional 24 elementary schools trained in Self-Reg
- Developed framework and process to build content for a robust online presence for Mental Health and Well-being and the Mental Health and Well-Being PLE
- Established Wellness Champions in 34 schools
- Developed and launched Educator's Guide to Anxiety, developing Educator's Guide to Self-Reg
- Developed and released Grand Erie Mental Health Strategy 2022-23 and the Grand Erie Multi-Year Accessibility Plan

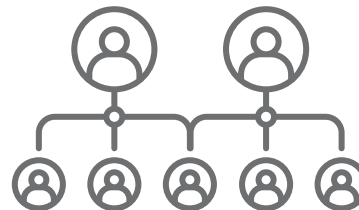


Publications available on [granderie.ca](http://granderie.ca)



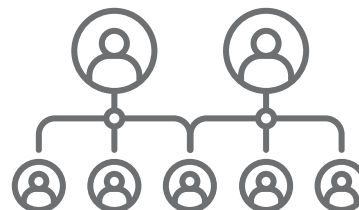
**10**  
administrators  
participating in  
SMHO learning

SWs attended in-school team meetings:



**130**  
elementary  
**151**  
secondary

CYW's attended in-school team meetings:



**73**  
elementary  
**217**  
secondary



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# Belonging

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

## GOAL SAFE AND INCLUSIVE SCHOOLS

**Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.**

### STRATEGIES IN ACTION

- Continue to gather and share the voices of students and staff with lived experience in equity-deserving groups to support effective decision making
  - Finalize and communicate the learnings from the Grand Erie Equity Action Plan with all stakeholders
  - Conduct a proactive, external, evidence-based review of the police programs in Grand Erie schools
- Continue to share equity and inclusion focused resources to support equitable learning opportunities for every student
  - Create a Trauma-Informed Classroom Support Team to assist school staff with understanding the impact of traumatic events on students
  - Create an Alternatives to Suspension resource for school staff to reduce lost instructional time for at-risk students
  - Implement the Anti-Sex Trafficking protocol, including training for all staff, to identify and support vulnerable students

### SUCCESS CRITERIA

- Through professional development, all staff will be familiar with the Equity Action Plan areas of focus and how it supports their learning
- The School Resource Officer Program review report will include an analysis of information gathered from all sources by identifying perspectives, the critical issues, and an analysis of the impact of these programs, with a focus on the impact on students, staff, and community members from equity-deserving groups. Recommendations will ensure equity of outcomes for all students and educational tools and alternative practices will be provided to support equity
- All Incidents involving the Trauma-Informed Classroom Support Team will be tracked and staff will apply a trauma-informed lens to traumatic incidences
- Staff will receive the Alternatives to Suspension resource and implement a range of strategies as alternatives to suspension
- All staff will receive training in the Anti-Sex Trafficking protocol and recognize and apply protocol direction with support

Training session participant:

“I enjoyed your presentation on inclusive language. It’s a difficult subject for some, and I thought you presented in a non-threatening, non-confrontational way.”

Grade 12 student following anti-racism presentation at North Park:

“It was great to have the opportunity to talk to the other students, tell them how we feel and allow them to ask us questions. I’d rather that they ask questions than make assumptions.”



## PROGRESS SAFE AND INCLUSIVE SCHOOLS

- Completed and rolled out the Equity Action Plan, with accompanying videos, implementation plans, presentations, guiding questions and resources
- Created and launched staff, student and community surveys for the Police in Schools program review
- Delivered additional training to Trauma-Informed Classroom Support Team (TICST) to increase the capacity of school staff to apply a trauma-informed lens
- Selected Don't Suspend Me! as the Alternatives to Suspension resource, and delivered two training sessions in Restorative Practices to 20 administrators
- Completed a Student Census to support school and system decision-making by increasing awareness of student demographics and school experiences.



**100%**  
of teaching staff  
received training in  
Anti-Sex Trafficking  
protocol



**110**  
parents/caregivers  
received Anti-Sex  
Trafficking information



**134**  
referrals to TICST  
from 42 schools



Moms & Tots Tea Party at Houghton Public School



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# Belonging

## 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

- Continue professional development to address, adopt and act on the Truth and Reconciliation Commission's Calls to Action
- Promote and participate in reconciliation and engagement opportunities through authentic learning with Indigenous peoples, communities, and perspectives
- Facilitate learning about contemporary and traditional First Nations, Métis, and Inuit (FNMI) cultures, histories, and perspectives among all students
- Increase classroom content that presents Indigenous experiences and identities to allow all students to see themselves reflected in their curriculum materials
- Design and implement a tool to track key indicators for each cohort and use the data to help individual students successfully reach their chosen post-secondary destination



Makyah, a student in the Nations/New Start program.

### SUCCESS CRITERIA

- Increase participation in First Nations, Métis and Inuit Additional Qualification courses and in reconciliation events and cultural competency training
- Increase opportunities for staff and students to voice their experiences and perspectives in a variety of communication and learning platforms
- Increase of Indigenous resources within schools across Grand Erie, and build student (and staff) capacity for intercultural understanding, empathy, and mutual respect
- Increase Indigenous language and curriculum offerings across the district
- Ensure students make a successful transition to their post-secondary destination, resulting in increased 4-and 5-year graduation rates (OSSD, OSSC, and OSSCA) and a decrease in number of early leavers



Rock Your Mocs.

## PROGRESS INDIGENOUS EDUCATION

- Continued offering of FNMI AQ courses, completed by 64 educators
- Delivered an Indigenous Speakers Series focused on land-based learning
- Established Indigenous Student Hub on Brightspace to support student success, 260 regular users



Artwork from the Grade 8 class at Princess Elizabeth, created by combining art and storytelling

# 3,042

students participated in Woodland Cultural Centre virtual visits



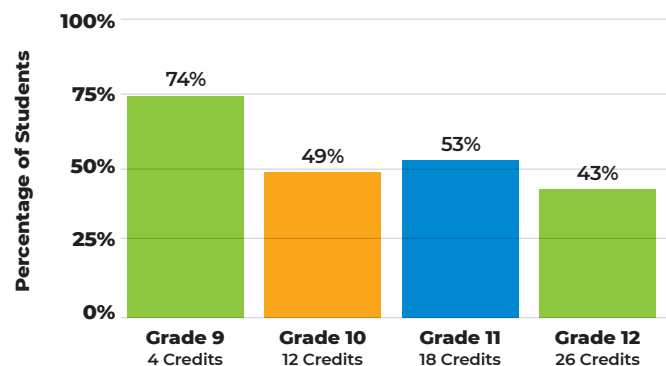
# 149

# 18

Indigenous course sections  
language courses

## FNMI Graduation Credit Accumulation

Students on Track to Graduate  
Semester 1









### GOAL BUSINESS SERVICES

Develop flexible resource allocation strategies to provide equitable enhancements to learning environments resulting in positive classroom cultures that foster individual and collective well-being.

#### STRATEGIES IN ACTION

- Convert paper-based and email-based processes into system-based processes
- Map out financial software implementation plan
- Collect customer service experiences and develop a satisfaction index

#### SUCCESS CRITERIA

- New applications are in place to better support the system and system processes
- Implement first phase of digital forms for data collection
- Significant reduction in volume of printing and photocopying
- Collect customer service experiences and develop a satisfaction index
- Positive customer service experiences for system will increase

### PROGRESS BUSINESS SERVICES

- Completed roll out of mileage application
- Processed 93 per cent of claims through new app
- Installed a new module to SchoolCash Online to streamline filling and processing of school forms; targeting September 2023 for testing and selection of pilot schools
- Developed a customer satisfaction index for September 2023 launch
- Developed an internal framework to assess the outcomes of a provincial procurement process for Financial ERP Software providers



**one tree**

In half a year, Grand Erie saved 11,250 sheets of paper with new mileage app



**<10**

Mileage claims now take less than 10 minutes to process



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# Support Services

## 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






- Review two completed projects from 2021-2022 and determine which components should be prioritized and transformed into a standardized menu for schools
- Develop an environmental sustainability framework

### SUCCESS CRITERIA

- One major school renovation and one minor school renovation will be completed by the fall of 2023 based on the standards established
- Environmental standards will be established through development of policy and goals

## PROGRESS FACILITY SERVICES

- Awarded \$1.4 million through 146 Price of Place projects
- Completed Seneca Central Public School renovation as part of Classroom Modernization initiative

	<b>22</b> painting projects
	<b>17</b> stage curtain projects
	<b>15</b> bathroom upgrades
	<b>13</b> security camera projects
	<b>7</b> gymnasium upgrades



Seneca classroom



Seneca main entrance



### GOAL HUMAN RESOURCES

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

#### STRATEGIES IN ACTION

- Review and enhance recruitment practices to reflect the importance of lived experiences and enable the hiring of Indigenous staff as well as staff representative of diverse communities
- Provide professional learning to those who hire staff so that the hiring processes are fair, equitable and inclusive
- Initiate implementation of the HR Workflow Optimization Priorities

#### SUCCESS CRITERIA

- Equitable and inclusive practices will be embedded throughout the hiring and onboarding process
- All hiring managers will be trained in fair, equitable and inclusive hiring practices
- A demographic questionnaire at the point of hire will be implemented

### PROGRESS HUMAN RESOURCES

- Provided professional learning for new school administrators on job screening criteria and effective interview questions, ensuring that practices align with bias free interviewing training
- Reduced barriers in teacher recruitment by moving to Apply to Education platform and eliminating fees for applicants
- Streamlined recruitment of support staff by updating employment opportunities website with new functionality that improves efficiency and applicant tracking
- Negotiated enhanced staffing language to provide system consistency and predictability for support staff job postings and transfers
- Transferred HR files into an electronic document management system

**549** educators and support staff hired





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# Support Services

## GOAL INFORMATION TECHNOLOGY SERVICES

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

### STRATEGIES IN ACTION

- Provide technology modernization tools
- Provide technology resources and embedded PD to educators

### SUCCESS CRITERIA

- Implementation and training for Compass for Success
- Online registration and verification will be completed
- Cybersecurity processes will be further enhanced
- Educators will use technology resources and implement instruction strategies that support the learning styles of their students



Eight 3D printers to elementary schools.

Educator testimonial from tech-focused SHSM event:

“ I loved how it got students to interact and share knowledge and how they were engaged and learning more about technology and different workplaces. ”

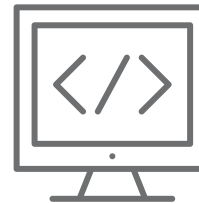


## PROGRESS INFORMATION TECHNOLOGY SERVICES

- Completed online registration for K-8
- Implemented multi-factor authentication for relevant staff, ongoing cyber-security training
- Deployed 29 smartphones with language app
- Completed the Disaster Recovery Site migration to the cloud
- Updated access points and Aruba Central Management Software (Aruba Central) for all Secondary school sites and administrative buildings



**100%**  
of schools trained on  
Compass for Success



**92**  
educators  
participated in after-  
school technology/  
coding learning  
sessions



72 Energy Discovery Coding kits to all secondary schools and 33 elementary schools.

Educator testimonial on language app:

“ He used it to say مدرسة (madrassa) in Arabic, translated to “school” in English. The next day, he was excited to tell his teacher “I love school!” ”



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# Support Services

## GOAL LEADERSHIP

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

### STRATEGIES IN ACTION

- Implement differentiated, job-embedded coaching supports and system professional development for new and aspiring leaders
- Implement differentiated, job-embedded coaching supports and system professional development for current leaders

### SUCCESS CRITERIA

- New and future leaders will gain the knowledge and skills that will enable them to pursue leadership opportunities with confidence
- Current leaders will create the conditions to support the successful implementation of the strategic goals in the areas of learning, well-being, belonging in departments and schools across the district

## PROGRESS LEADERSHIP

- Graduated the first cohort of LEAD part 1 and 2 participants
- Delivered capacity building for 23 administrators with Dr. Steven Katz, focused on school improvement and instructional leadership practices
- Enrolled 197 educators in additional qualification courses, including First Nations, Métis, and Inuit Peoples, Mathematics Primary/Junior Part 1, 2 and Specialist, Reading Part 1 and 2, Special Education Part 1 and Special Education for administrators
- Delivered 18 “Sunrise” learning sessions to administrators covering a variety of topics



**>500**  
participants in system wide professional learning for clerical, information technology, facilities staff and educational assistants

#### LEAD participant testimonial:

“The LEAD program has given me the confidence to push my leadership abilities, step out of my comfort zone, and make connections with others. (I) hope to inspire others to be part of this program in the future.”



# Annual Learning and Operating Plan 2022-23 Mid-Term Update



Students at Onondaga-Brant Social Studies Summit



BCHS Foundation Read4BCHS Award recipients at Walter Gretzky Elementary School



Grand Erie presents Imam Abu Noman Tarek with a Learn Lead Inspire Award



## **Grand Erie District School Board**

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