

Annual Learning and Operating Plan for 2021-22



Final Report

October 2022



A message from the Director of Education



JoAnna Roberto, Ph.D.
DIRECTOR OF EDUCATION,
SECRETARY OF THE BOARD

It is with great pride that I present the following report on behalf of the Grand Erie District School Board, the results of which speak to our collective mission and vision as we conclude the first year of our Multi-Year Strategic Plan.

Our Annual Learning and Operating Plan works in tandem with our Multi-Year Strategic Plan, bringing to life our priorities and goals by providing specific, measurable targets and results that allow us to reflect, revise and strive to be better. At the mid-point of this process, I likened this work to building a house, brick by brick, and now we can be proud of the solid foundation we have in place. The strength of that foundation is represented in the content of this report, and now as we move into the second year of our Multi-Year Strategic Plan, we can do so knowing the house we're building together is structurally sound.

The positive outcomes of the past year are the result of many dedicated individuals working toward diverse but interrelated goals. What unites these activities is a focus on building a culture of Learning, Well-Being and Belonging to inspire each learner. These are the bricks we continue to use, as they allow us to make strides in reaching the ambitious goals we've set for ourselves.

My sincerest thanks to our Board of Trustees, senior team, educators, support staff and students who are all reflected in the following pages. I can't think of a better team to be completing this work. I hope you share in the pride I have as we conclude the 2021-22 year, and look with hope and optimism to what's ahead.

A message from the Grand Erie Board Chair



Susan Gibson
CHAIR,
GRAND ERIE DISTRICT
SCHOOL BOARD

On behalf of the Board of Trustees, I'm thrilled to share the Annual Learning and Operating Plan with you, detailing the results of our strong commitment to achieve the goals set during the past year. Together, we created a roadmap to guide and keep us accountable to meeting these goals. Now is the time to review and reflect on these accomplishments.

Last year, we launched our Multi-Year Strategic Plan, a bold plan that outlines our vision to Learn, Lead and Inspire, along with our mission to build a culture of Learning, Well-Being, and Belonging. Together, we are proud to share that we are achieving those results.

The following pages show our progress in living up to the mission and vision. This report is vital in ensuring we are shaping the spaces where learners can explore, achieve and thrive, while we support the staff members who help students Learn, Lead and Inspire! It also ensures that as we move into the next year, we do so knowing we are on course to continued success.

Much goes on behind the scenes of a classroom, and that is reflected in the following pages as well. Our strategic plan was created thanks to the input of staff, students, families, and community partners. We have them to thank for the progress made thus far, and their continued collaboration will shape what's to come.

My gratitude to all who have shaped these goals and the achievements that have resulted. As we continue on this path, we can do so with confidence and pride.



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.

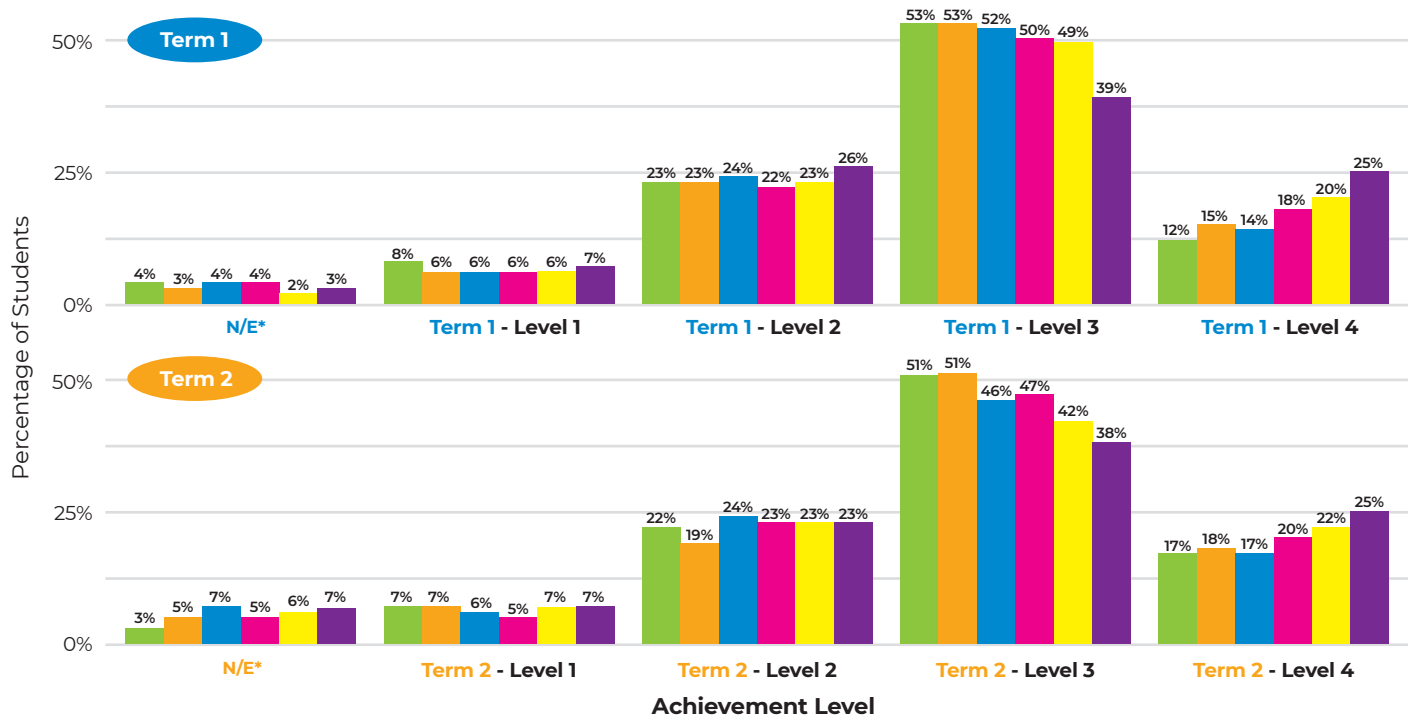
STRATEGIES IN ACTION

- Provide professional learning pertaining to assessment for learning strategies and responsive instruction to effectively implement the Ontario Mathematics curriculum.
- Provide coaching to support the implementation of effective instruction and assessment strategies to develop students' mathematical skills.

SUCCESS CRITERIA

- Educators will use data to design and deliver responsive instruction to support the mathematical skill development of all students.
- By the end of the year, students will demonstrate improvement in mathematics as evidenced through summative data.

Term 1 to Term 2 Mathematics



■ Grade 1 ■ Grade 2 ■ Grade 3 ■ Grade 4 ■ Grade 5 ■ Grade 6 *N/E: Not enough evidence, students withdrew, in alternative ed., left district



OUTCOMES MATHEMATICS

- Improved student math results
- Increased engagement, confidence and agency in students as observed by classroom educators and central coaches
- Enhanced math content knowledge for educators through opportunities for co-planning, co-teaching, co-reflecting, and co-learning with school-embedded coaches, as reported through survey feedback and instructional coach feedback
- Engaged attendance by 70 SK - Grade 3 educators, LRTs, and administrators from 10 schools in five full in-person learning days with Dr. Alex Lawson and Heather Wark to build their understanding of early numeracy skill development and responsive instruction
- Facilitated 73 staff meetings and 14 Lunch and Learns focused on the revised Ontario Mathematics curriculum, effective math instruction and assessment
- Completed the digital Long Range Mathematics Plan resource, which has become the most-used digital resource by educators (495 registered, 6,000+ site visits)
- Offered seven Additional Qualification (AQ) sessions for various mathematics levels with 144 participants

144

educators completed math AQs

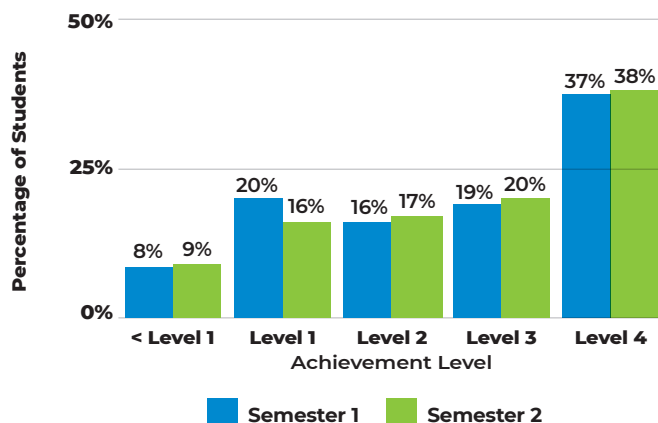


“ The Math Part 1 AQ was a unique opportunity to explore, collaborate in a learning community of Grand Erie educators, and I am continuing to apply the strategies, and problem-solving perspectives I learned into my daily practice. ”

MATH PART 1 AQ PARTICIPANT.

Grade 9 Mathematics (MTH 1W)

Percentage of students at achievement levels



Learning

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

GOAL LITERACY

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

STRATEGIES IN ACTION

- Provide professional learning pertaining to the effective use of the Benchmark Assessment System (BAS) to identify student instructional and independent reading levels.
- Provide coaching to support the implementation of effective instruction and assessment strategies to develop students' reading skills (with a focus on grades 1-3).

SUCCESS CRITERIA

- Educators will use data to design and deliver responsive instruction resulting in improved the reading skills of all students.
- By the end of the year, students will demonstrate improvement in reading as evidenced through summative data (with a focus on grades 1-3).





OUTCOMES LITERACY

- Students demonstrated increasing interest and confidence in their reading abilities
- Students demonstrated increasing interest and confidence for students in reading abilities
- Enhanced understanding and application of Benchmark Assessment System (BAS) to collect and respond to data on student reading skills
- Delivered BAS and literacy resources to all schools
- Launched Elementary Literacy Professional Learning Environment (PLE), with comprehensive literacy resources for educators

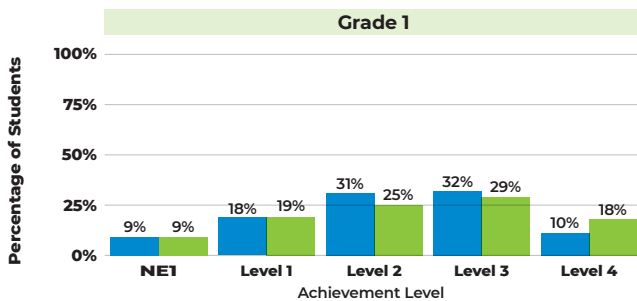
300+ educators engaged in targeted BAS training



200+ new users registered to Elementary Literacy PLE

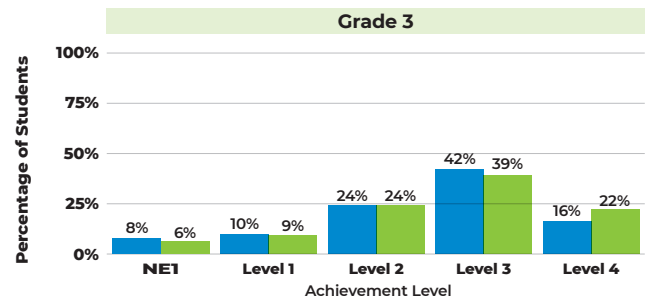
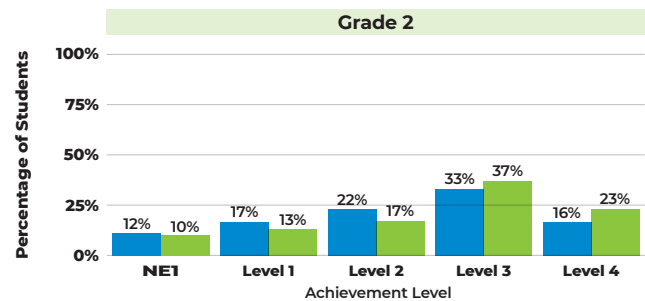


Term 1 and Term 2 Reading



*N/E: Not Enough Evidence

■ Term 1 ■ Term 2



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 pertaining to culturally relevant, responsive and sustaining pedagogy and the effective use of data related to key indicators to support students' readiness for their chosen postsecondary destination.
- Develop a centrally-designed tool for use by school teams to track key indicators for each cohort (e.g. mark distribution, attendance, engagement, credit accumulation, community hours, literacy requirement), and use the data to develop supports for individual students to successfully reach their chosen post-secondary destination.

SUCCESS CRITERIA

- Educators will implement responsive pedagogy to support each learner and identify and implement strategies to support students in attaining the formal requirements for entrance to their chosen post-secondary destination.
- School teams regularly gather data to track student progress towards their chosen post-secondary destination.
- All students make a successful transition to their post-secondary destination, resulting in increased 4- and 5-year graduation rates (Ontario Secondary School Diploma (OSSD) and Ontario Secondary School Certificate (OSSC) and a decrease in number of early leavers.

3,000+ elearning credits granted

Re-Engagement

91

students re-engaged grades 9-12+

28

students graduated



1,657

students earned OSSD

209

students received SHSM certificate

21

students earned OSSC

11

students earned OSSCA



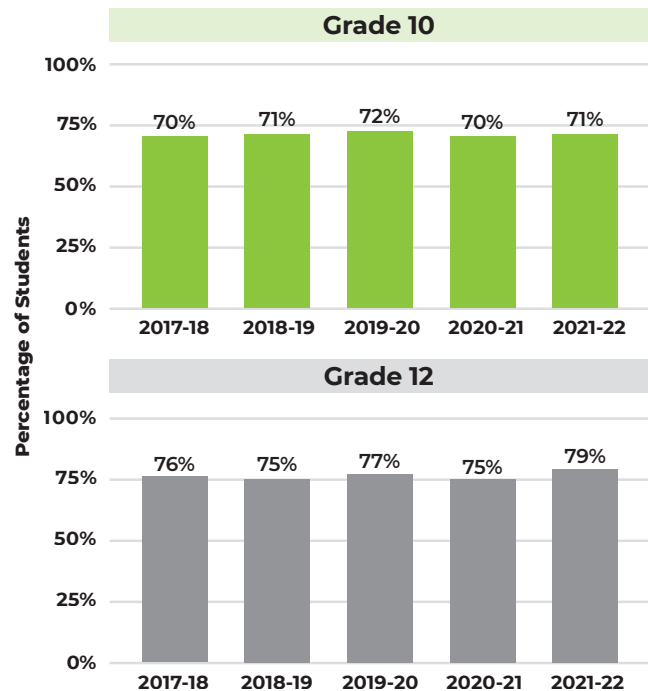
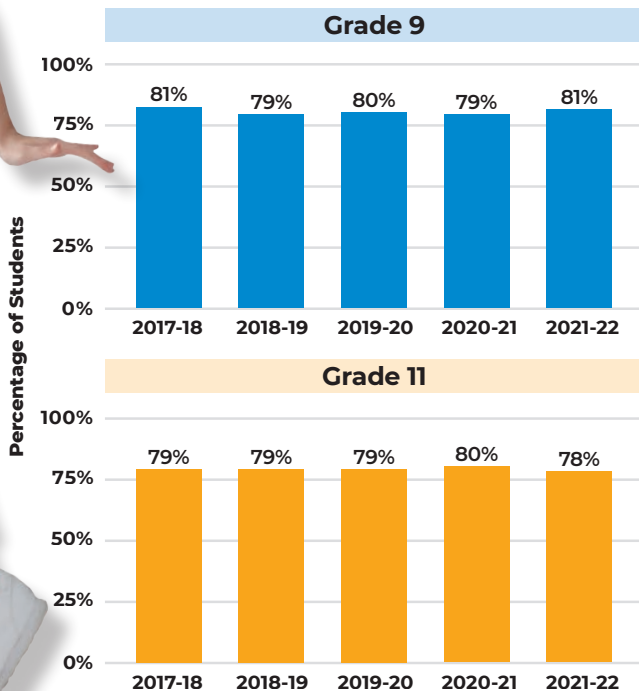


OUTCOMES GRADUATION

- Increased four and five year graduation rates by 3% and 0.2% respectively compared to previous year
- Increased credit accumulation levels to, at, or above pre-pandemic levels for Grades 9, 10, and 12
- Engaged secondary educators, through school teams, in learning for culturally relevant, responsive and sustaining pedagogy, data literacy and de-streamed course implementation
- Focused learning delivered to educators in future Grade 9 de-streamed courses
- Designed and implemented a tool to track key indicators for individual student and cohort success to better support post-secondary choices
- Provided many experiential learning opportunities for students to engage in hands-on experiences and build transferable skills
- Expanded elearning opportunities for all grades during school year and summer
- Demonstrated deeper understanding of culturally relevant, responsive and sustaining pedagogy, and data gathering and analysis necessary to support equity-deserving students

Students on Track - Credit Accumulation

Grade 9: 8 Credits | **Grade 10:** 16 Credits | **Grade 11:** 22 Credits | **Grade 12:** 30 Credits



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

- Professional learning focused on the School Mental Health Ontario Aligned and Integrated Model (AIM) to establish welcoming and inclusive school environments that promote student mental health, mental health literacy, and an understanding of social-emotional learning.
- Combine research and the development of a baseline data set to inform effective practices to implement targeted support and interventions for all students.
- Differentiated, job-embedded coaching supports and system professional development from Child and Youth Workers will be part of In-School Teams, staff meetings and professional learning opportunities to support a tiered approach to wellness.
- Child and Youth Workers will provide tier one social-emotional and wellness resources for staff.

SUCCESS CRITERIA

- Improved outcomes based on the understanding of social-emotional learning, mental health literacy and stress management and community and hospital pathways to care.
- Positive trend demonstrating students' increased capacity to tend to their own well-being.
- Members of the school team will demonstrate their learning about the tiered approach to wellness as evidenced by their participation in In-School Teams and their access to resources.

“ These sessions were really fun and I learned a lot. I really liked the online one because the kindness wall felt great! ”

MENTAL HEALTH PROGRAM STUDENT PARTICIPANT.





OUTCOMES

MENTAL HEALTH AND WELL-BEING

- Developed the Complex Suicide Protocol between MacMaster University Hospital and Grand Erie
- Increased delivery of Dr. Shanker Self Reg Schools, Developmental Assets and/or third path professional learning from 15 to 21 elementary Schools
- Opened 5 High School Wellness Rooms that acted as resource and drop-in centres for youth seeking support around Mental Health and Wellness
- Focused Child and Youth Worker (CYW) role on providing Tier 1 services
- Delivered Social Emotional Learning and Mental Health Programs in 769 elementary classrooms and 132 secondary classrooms
- Enhanced involvement of CYWs in the classroom with CYWs participating in 324 in-school team meetings
 - Increased access to mental health resources with 497 educators accessing the Mental Health and Well-being PLE over 3,000 times



1560

Classrooms received focused Tier 1 Mental Health and Social Emotional Learning programs



180

Mental Health Week classroom lessons delivered by CYW's



“ Last night my son was having some difficulty getting to sleep. This morning he came down and said “Mom I fixed the problem last night! I did some belly breaths and super stretches and then I could go to bed myself.” What awesome skills and self-awareness to be learning openly at a young age! ”

PARENT/CAREGIVER.

Belonging

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

GOAL SAFE AND INCLUSIVE SCHOOLS

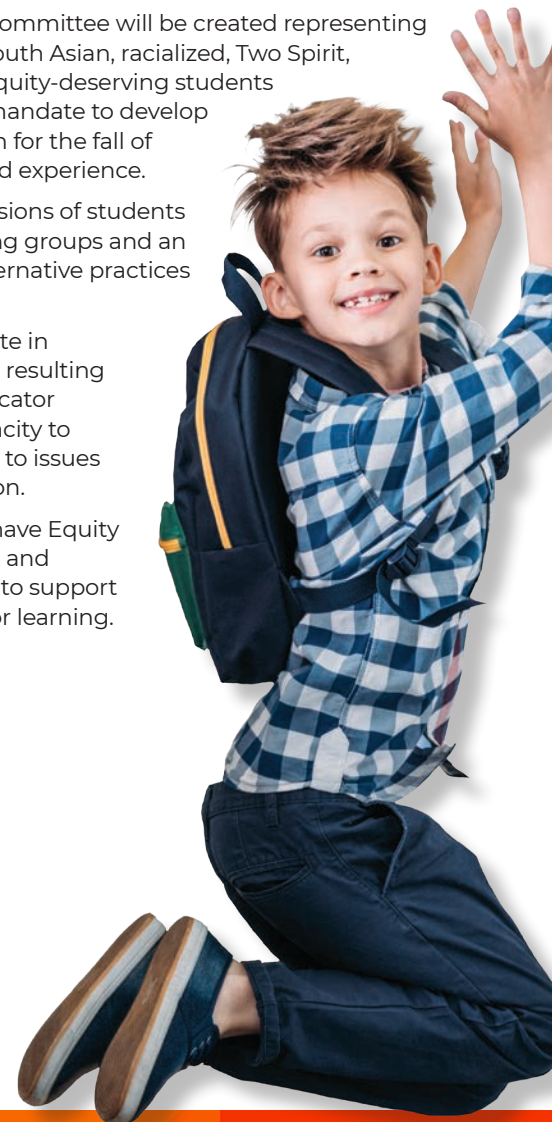
Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

STRATEGIES IN ACTION

- Invite a greater diversity of community voices to increase capacity and deepen understanding at the Board and school level in the areas of culturally responsive learning, anti-racism, anti-oppression, equity and human rights matters, and the removal of systemic barriers.
- Deliver staff census survey and analyze and act on staff census survey.
- Implement effective practices to support leader learning in implementing practices and responses to student behaviour that are trauma informed and reflect an anti-racist, anti-oppressive, equity and human rights lens.
- Provide system-level professional development for staff in areas of anti-racist, anti-oppressive, equity and human rights matters, enhancing belonging and culturally relevant pedagogy to meet the diverse needs of all learners.
- Enhance the Equity Champion program by placing trained individuals at the school level to provide timely and relevant support, capacity enhancement and resource sharing.

SUCCESS CRITERIA

- An Equity Advisory Committee will be created representing Indigenous, Black, South Asian, racialized, Two Spirit, LGBTQ+ and other equity-deserving students and families with a mandate to develop an Equity Action Plan for the fall of 2022 reflective of lived experience.
- Reduction in suspensions of students from equity-deserving groups and an increase in use of alternative practices (e.g., restorative).
- All Staff will participate in professional learning resulting in an increase of educator confidence and capacity to identify and respond to issues of equity and inclusion.
- 100% of schools will have Equity Champions to report and highlight work done to support student and educator learning.

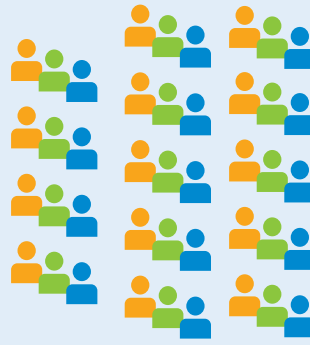




OUTCOMES

SAFE AND INCLUSIVE SCHOOLS

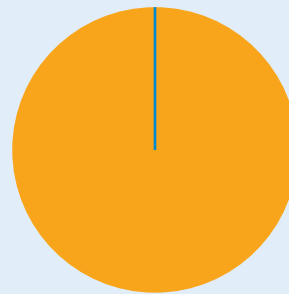
- Developed draft Equity Action Plan through work of Equity Advisory Group (EAG)
- Created an anti-racism video – featuring Grand Erie students and staff – to complement existing equity resources
- Developed draft tool for use in K-3 classes through the Alternatives to Suspension working group
- Created new channels for the voices of equity-deserving groups to be heard, valued and included in decision making
- Increased staff awareness of equity, inclusion and human rights considerations
- Developed and rolled out Anti-Sex Trafficking Protocol



14
representatives
from diverse
communities
in EAG



12
focus groups to
inform Equity
Action Plan



100%
of schools
engaged
with Equity
Champions

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

- Professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action.
- Promote and participate in reconciliation community engagement opportunities.
- Engage in authentic learning with Indigenous peoples, communities, and perspectives.
- Deliver Indigenous courses that allow students to see themselves in their own learning (language, culture, etc.).

SUCCESS CRITERIA

- Increased participation in First Nations, Métis and Inuit Additional Qualification courses and in reconciliation events and cultural competency training.
- Increased opportunities for staff and students to voice their experiences and perspectives in a variety of communication and learning platforms.
- Increased 4- and 5-year graduation rates (OSSD and OSSC) and a decrease in number of early leavers.
- Increase of Indigenous resources within schools across Grand Erie.
- Increase Indigenous language and curriculum offerings across the district.

“ This has reinforced my understanding that we need to be responsive to the understandings our students bring to class and to build my practice from them. ”

NOT A DAY BUT A WAY PARTICIPANT





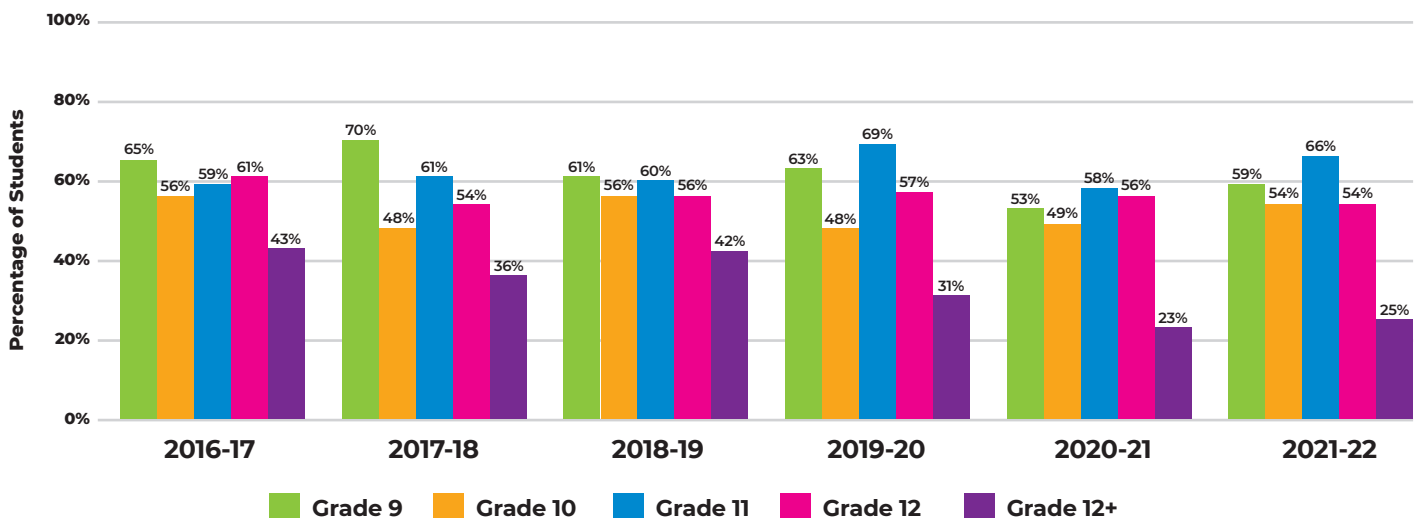
OUTCOMES INDIGENOUS EDUCATION

- Engaged whole system through Not a Day but a Way: professional development using Indigenous knowledge and culturally relevant and responsive pedagogy in School Improvement Planning
- Enhanced every school with an Indigenous book collection for learning commons - more than 400 across the district - and additional educational resources to support educators
- Offered new Indigenous language and curriculum: Kanienkeha Circle (certifying Mohawk language instructors), online and in-person hybrid Mohawk language classes, introductory Conversational Ojibway, Cayuga, and Mohawk language courses, iPad supports for language development
- Engaging in-person learning support for students taking summer programs on reserve through cultural mentors and educators



The United Indigenous Student Council year-end event at Pauline Johnson Collegiate and Vocational School.

Students on Track After Semester 2



Support Services

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

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

- Financial supports will be redirected where possible to promote and enhance well-being in school learning environments for staff and students.

SUCCESS CRITERIA

- Enhanced learning conditions for students and staff as a result of additional school-based projects supported by the Business department in consultation with Superintendents of Family Schools.

OUTCOMES BUSINESS SERVICES

- Redirected savings from efficient business management allowed for:
 - Facility upgrades
 - New school equipment and technology
 - Additional education staff to support students in the classroom
 - \$25,000 in savings allowed for purchase of 24 Technology Tubs
 - \$125,000 in savings allowed for new devices for Educational Assistants
 - \$120,000 in savings allowed for new laptop computers for secondary tech labs
 - \$20,000 in savings allowed the purchase of 3D printers



60%

of Learning Commons projects completed

Nine more planned for 2022-23





GOAL COMMUNICATIONS

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

STRATEGIES IN ACTION

- Drive stakeholder engagement in Vision and consistently connect communications to the Vision.
- Focus on data-driven decision-making tools and opportunities.
- Support effectiveness of communication with all communities.

SUCCESS CRITERIA

- Schools, departments and communities embrace our Vision and Mission.
- Streamlined communication across all channels with appropriate volume, focus and timing.
- Communications channels are simple, targeted and understood.

OUTCOMES COMMUNICATIONS

- Delivered three separate vision-inspiring promotional campaigns across the district
- Created Social Media strategy, and implementing improvements across channels
- Supported operational process and community awareness through more than 100 messages sent to school families
- Enhanced reputation through 73 positive print media hits in response to outreach

1,000+%

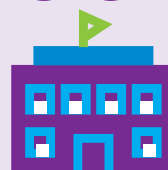


engagement rate increase on Instagram

“ Branding – nailed it... you would be hard pressed to find a student or staff member who does not know about Learn Lead Inspire. ”

ELEMENTARY ADMINISTRATOR

100%



of schools displaying vision and mission materials for new brand

Support Services

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

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

- Establish a working group comprised of members from Facilities, school leaders, educators, students, Information Technology Services, Business Services, Curriculum and Special Education, Mental Health and Well-being.
- Develop standards and utilize best practices across sectors (data) to support the re-design standards for Grand Erie Schools. The focus would include main entrances, classrooms, gymnasiums, lighting, flooring and colours.

SUCCESS CRITERIA

- The development of an articulate framework that will enable schools to have a voice in the selection of their own design elements that are reflective of unique cultures and perspectives in each school community.
- Standards will be established in a menu-style format available to all schools.
- At least one school will undergo a major renovation by the fall of 2022 based on the standards established.

OUTCOMES FACILITY SERVICES

- Initiated School Modernization project with key projects at Princess Elizabeth and Seneca
- Delivered numerous upgrades and renovations across the district – no school untouched
- Completed 43 Learning Commons projects, with 29 remaining
- Increased sense of belonging for staff and students through refreshed spaces and schools

Princess Elizabeth Elementary School Gym



Before



After



60 major projects completed



104 Pride of Place projects completed



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 representatives of diverse communities. This will include the implementation of demographic questionnaires at the point of hire.
- Provide professional learning to those who hire staff, so that the hiring processes are fair, equitable and inclusive.

SUCCESS CRITERIA

- All hiring managers will be trained in fair, equitable and inclusive hiring practices.
- Human Resources will develop a bank of equitable and inclusive interview questions, accessible to hiring managers.
- Equity and Inclusive recruitment and selection practices will be embedded throughout the hiring and onboarding process.
- Develop a baseline of quantitative data related to diverse backgrounds of new hires to Grand Erie.

OUTCOMES HUMAN RESOURCES

- Completed the HR Workflow Optimization Review conducted by KPMG that assessed recruitment and hiring workflows, identified opportunities for efficiency, recommendations for embedding Diversity, Equity and Inclusion (DEI)
- Developed and completed bias-free interviewing training for the new administrator program and a spring sunrise session for all Administrators.
- Initiated a new applicant management process for support staff positions
- Supported opportunities for practicum placements to assist with future teacher recruitment.
- Recruited and onboarded hundreds of permanent and occasional staff

616 educators and education support staff hired



Top priorities from HR Workflow Optimization:

- Reinforce DEI principles and leading practices into recruitment process
- Improve application tracking and reporting
- Optimize leave request workflows and batch absence reviews

Support Services

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

GOAL INFORMATION TECHNOLOGY SERVICES

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

STRATEGIES IN ACTION

- Educators will use technology resources, engage in professional learning and implement instructional strategies to support the learning styles of their students.
- Provide technology modernization tools that will optimize administrative functions and effective learning practices.

SUCCESS CRITERIA

- Educator feedback based on professional learning opportunities will indicate how technology resources optimizes effective educator/student interaction, engagement, pedagogy and differentiation to support learning style of students.
- Successful implementation of a phased-in rollout of digital tools to improve efficiency and increase security to support educators and student learning as measured by regular usage.
 - Safe Arrival Absence Tracking Tool
 - Online Field Trip Application
 - Device Refresh
 - Cyber Security
 - Data Literacy -Compass for Success, a data analysis tool



100%

of schools using Safe Arrival app



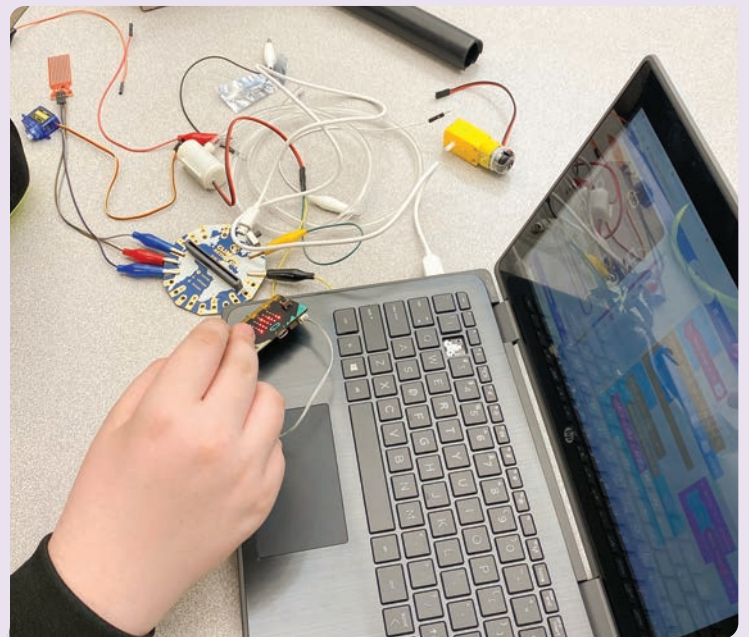
OUTCOMES

INFORMATION TECHNOLOGY SERVICES

- Completed roll-out of the Safe Arrival tool, supporting efficiency, and peace of mind for parents, caregivers and school staff
- Delivered the Online Field Trip App for more efficient field trip management with safety checks and balances built in
- Engaged staff in cybersecurity training, resulting in noticeable decrease in related calls to the Help Desk and reports of cybersecurity issues
- Delivering on Compass for Success program, now integrated with PowerSchool, validated, and training rolling out

196 educators engaged in coding in the math classroom

01010101 10111001 1001011



Students explored coding using Climate Action Kits, designed to educate students on how climate change relates to the United Nations Sustainable Development Goals and empowering them to take action to make the world a better place.

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

- Differentiated, job-embedded coaching supports and system professional development for Grand Erie Staff throughout the organization.

SUCCESS CRITERIA

- Future and new leaders will develop 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 and belonging.

“To know that service can be part of leadership reaffirms that I do lead, just not in the typical definition of the word.”

LEADGEDSB PARTICIPANT





OUTCOMES LEADERSHIP

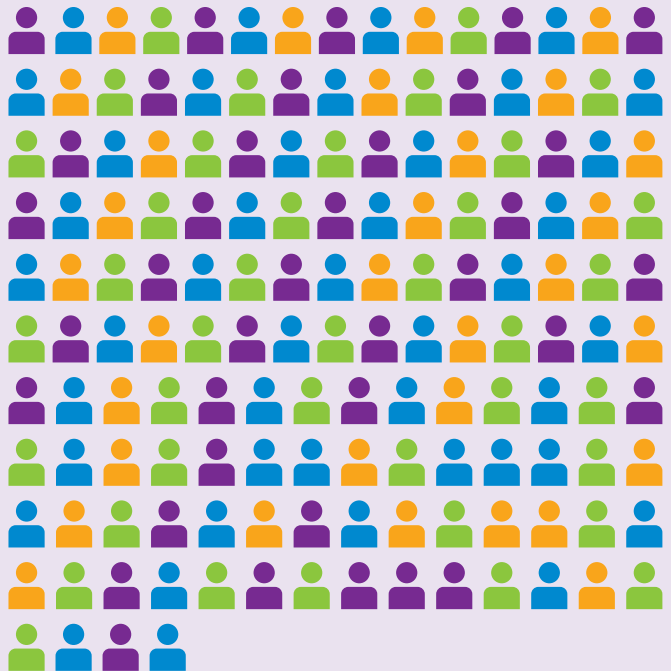
- 21 LeadGEDSB participants developed new leadership skills
- Delivered 18 learning sessions aligned with Grand Erie's vision and mission in the inaugural Summer Institute
- Supported leadership develop through Administrator mentorship program for 29 new Administrators
- Engaged 100 per cent of schools in School Improvement Process

“ It was inspiring to see people from various roles across GEDSB, and the opportunities that we can create for ourselves in a leadership capacity. ”

LEADGEDSB PARTICIPANT

150

Summer Institute learners





Grand Erie District School Board

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