



Board Improvement and Equity Plan



Achievement



**Mental Health,
Well-Being
and Engagement**



**Pathways &
Transitions**



**Learning
Recovery
& Renewal**



**Human Rights
& Equity**

2022-2023

The GECSB Board Improvement and Equity Plan

The *Board Improvement and Equity Plan (BIEP)* establishes educational priorities, goals and performance indicators to support continuous quality improvement as to achievement, equity and well-being for all students.

The BIEP is intended to be a demographic data-driven tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and /or special education needs (non-gifted), 2SLGBTQIA+ students and students from low-income households.

Please note that the GECSB will be collecting demographic student data which will be available in the Spring of 2022. At that time goals may be altered as baseline disaggregated data will allow for greater specificity in setting aspirational targets and indicators for success.



Goals	Progress
Provide teachers with "The First 10-Days", "Start Well" and other activities from School Mental Health Ontario and Mindful Schools to incorporate into their classroom instruction	-
Provide professional learning on topics related to student mental health. Training will include ASIST, Safe Talk, VTRA and Mindfulness Foundations - Mindful Schools.	-
Increase staff access to mental health and well-being teaching and learning resources through resource hub in Brightspace D2L.	-
Initiate an 8-week Mindful Classroom Pilot Project which consists of weekly visits to the same classrooms in 11 designated schools. Lessons include neuroscience and mindful practice. Teachers will build "Toolboxes" or "Anchor" bulletins to visually highlight new strategies and practice daily with students. Resources and lesson plans from SMHO are shared in the classrooms as follow up and next steps for teachers to further support and bolster mentally healthy classrooms.	-

Early Reading & Math

Goals	Progress
100% of Kindergarten and Primary students will receive targeted early reading supports. Marker students will be assessed to monitor progress via pre (Fall 2022) and post (Spring 2023) assessments. The goal is that 70% of students will demonstrate a 10% increase on a phonemic/phonics assessment.	-
100% of primary kindergarten and primary educators will receive targeted early reading support (PD and resources) in the Fall (2022) aligned to the Science of Reading.	-
Improve reading fluency and comprehension for 100% of marker students to a minimum of one grade level in Lexia by June 2023.	-
Improve student mathematics performance in number sense and numeration and operations. There will be a 5% increase of Grade 3 and Grade 6 student math scores (Level 3 and Level 4) on the EQAO assessment in the fall of 2023)	-
Implement an after-school, in-person tutoring program for Indigenous students in Intermediate grades who are identified as having a Learning Disability and/or who are struggling readers. There will be a demonstrated increase in reading performance demonstrated by data gathered through Lexia Core5 and Power Up.	-
Implement Academic Support Teachers for Indigenous students in select schools, there will be a demonstrated increase in performance based on literacy and numeracy diagnostic assessments (Quick Phonics Screener, PRIME and Leaps and Bounds).	-
Provide summer learning opportunities for students (elementary and secondary) to support literacy and mathematics learning as well as varied pathways. Summer learning opportunities need to include specialized programs for students of various lived experience	-
Implement tutoring opportunities for students (elementary and secondary) to support improved literacy and mathematics academic performance. Include tutoring for Indigenous and Black students. Include options for both face to face and virtual tutoring, school based during the day and after school.	-



Re-Engaging Students

Goals	Progress
100 % of schools will have an intentional strategy to keep students in school (this can be achieved through character education, mental wellness activities, health, and physical education, extra-curriculars, community involvement, student leadership and positive school culture).	-
Continue with a decolonization of school library learning commons with a review of Pan Asian resources by December 2023.	-



Provincial Priority:

Achievement

Improve Math Achievement

Goals	Progress
By October 2023, the success rate of our Grade 9 students writing the EQAO math test will meet or exceed the provincial average.	-
Through a MOE pilot project, increase student engagement by preventing learning gaps in mathematics for students with Special Education needs and students identified as struggling in math and support students to be prepared for the transition to de-streamed Grade 9 mathematics. This pilot program was renewed for the 2022-23 school year.	-

Improve Literacy Achievement

Goals	Progress
By October 2023 there will be a 5% increase in students' reading performance (Level 3 and 4) in Grade 3 and Grade 6 on the EQAO assessment.	-
By October 2023, there will be a 5% increase in Grade 3 and Grade 6 student writing scores (Level 3 and 4) on the EQAO assessment.	-
By June 2023, the success rate of our Grade 10 students writing the Ontario Secondary School Literacy Test will meet or exceed the provincial average.	-
Implement an after-school Lexia Core5/Power Up pilot tutoring program for Black students in Intermediate grades who are identified as having a Learning Disability and/or who are struggling readers (launch Fall 2022). The goal would be a demonstrated increase in reading performance demonstrated by data gathered through the program.	-

Improve Conditions for Learning

Goals	Progress
Develop a strategy for the implementation of an African Studies Course in secondary school with pilot implementation for Fall of 2022.	-
Establish a plan in partnership with St. Clair College and the University of Windsor to create an annual conference for Indigenous and Black youth to understand pathways to post-secondary education.	-

Goals	Progress
This conference will be inclusive of a student voice forum on students views to reflections as to a responsive education partnership between the district and local post-secondary programming.	
<p><i>Technology – Classroom Devices:</i> Increase equitable access to mobile devices that connect students and staff to the resources on the internet and facilitate communication and collaboration. Currently the staff/device ratio is 1:1 for teachers. Develop a plan for a stable, sustainable student/device ratio by April 2023 - there are currently 27 000 student devices in the system due to device deployment during the pandemic and school need.</p>	-
<p><i>Technology – Classroom Software:</i> Ensure digital learning content and tools that can be used to design and deliver engaging learning experiences are available to all students (e.g. Edsby, Brightspace, Lexia, Edwin, Knowledgehook, and Zorbits, etc.). Offer professional development yearly, in these software programs to increase teacher efficacy. Provide continued access to all staff and students to the Microsoft suite of products for use at school and home.</p>	-
<p>Technology- Digital Responsibility: Develop guidelines to safeguard students' and, staff personal information, and provide a secure infrastructure to support teaching and learning. By the end of the 22-23 school year, all devices will have end point content filtering built in to guard students from inappropriate content.</p>	-
<p>Draft a plan to conduct equity walks following an equity continuum. Use the Centre for Urban School (OISE- University of Toronto) Equity Continuum: Action for Critical Transformation in Schools and Classrooms and a Motivational Framework for Culturally Responsive Teaching.</p>	-
<p>Develop a multi-year plan for the review of all English literacy resources 4-12 classrooms and remove items that are oppressive in the use of language or the depiction of characters.</p>	-



Provincial Priority: **Human Rights & Equity**

Build Human Rights and Equity Capacity Through Representative Accountable and Ethical Leadership

Goals	Progress
GECDSB will conduct a student census (Winter 2023) to help inform future interventions.	-
Develop a mandatory module as to Culturally Relevant and Responsive Pedagogy for all new teachers to be piloted during the 2022-23 school with full implementation in the 2023-24 school year.	-
Deliver professional development in Justice Inclusion, Equity and Diversity+ (JIED+) for staff (build staff capacity and understanding of social issues and impact in underserved communities) on Board designated professional development days.	-
Deliver an implementation plan to cyclically provide training for all educators as to culturally relevant pedagogy with a focus on increasing educator sensitivity to cultural, linguistic and world views and perspectives.	-
All educational support staff, in both the elementary and secondary panels, will participate in PD that will explore the fundamental right of students to learn in a bias-free environment and the role that ECEs, EAs, DSWs and CYWs should play in fostering equitable classrooms in partnership with the school community. The PD will examine the link between unconscious bias, anti-oppression pedagogy (teaching approaches) and human rights.	-
Conduct an Employment Systems Review to evaluate the formal and informal policies and practices related to the following employment systems: <ul style="list-style-type: none">• Recruitment• Organizational Culture• Accommodation and Workplace• Accessibility	-
By June 2023 develop an overarching Staff Wellness Strategy to: <ul style="list-style-type: none">• Improve staff well-being• Enhance coping skills• Increase productivity• Reduce stigma• Mitigate psychological risk	-
All senior officers and school- based administrators will engage in professional development focused on Anti-Oppressive Language before May 2023.	-

Goals	Progress
Provide school educators professional development focused on Anti-Oppressive Language before June 2023.	
Provide a subsidy annually (designated amount each year) to support teachers with completing the Anti-Black Racism AQ.	-
Provide professional development to site-based leaders trained to support Justice Inclusion Equity and Diversity+ (JIED+). This will include several modules. Subsequent to this year newly appointed leaders are required to attend training in the first year of their placement.	-
Develop a comprehensive plan of professional development in the area of human rights, diversity, equity and inclusion for school-based staff to be launched in Fall of 2022.	-
Develop a comprehensive plan for professional development of non-educator staff in the area of Justice, Inclusion, Equity and Diversity+ (JIED+).	-

Support the Implementation of De-Streaming

Goals	Progress
Collect baseline data in the inaugural year of de-streaming math to monitor increased achievement as to the provincial standard in Grade 9 EQAO.	-
Monitor the number of students in Grade 9 and 10 locally developed compulsory credit courses do not increase. The goal is either to maintain or decrease numbers. There should be no increase with the implementation of the de-streamed Grade 9 math course	-

Reduce Discretionary Student Discipline

Goals	Progress
Develop a framework for progressive discipline through an equity and anti-racist lens.	-
100% of Supervisory Officers and school-based administrators will have, as part of their human rights training, professional development that supports fair and non-discriminatory student discipline practices.	-

Address Human Rights Complaints and Hate-Based Incidents

Goals	Progress
Roll out the directive of the Prohibited Use of the N-Word in GECDSD environments during the Fall of 2023 with all educators.	-

Goals	Progress
Develop the GECDSDS Guidelines as to the Non-Use of Racial and Other Epithets. Launch in the Fall 2023.	-
Develop a draft mandatory early intervention and response requirements for school administration in response to human rights and hate incidents or concerns. For implementation in September 2023.	-



Provincial Priority: **Mental Health, Well-Being and Engagement**

Improve Student Mental Health & Well-Being

Goals	Progress
Increase mental health knowledge and mental health literacy for staff and students across the GECDSDS. Assist students transitioning back to school by providing students with strategies they can use inside and outside of the school. Survey data for both staff and students on use and perceptions.	-
Increase presence of School Mental Health Ontario Resources and "Where to get Help" community resources on board website and social media platforms.	-

Improve Student, Parent and Community Engagement

Goals	Progress
<p>Increase access to Board social media and website by:</p> <p>Continuing to promote timely, relevant and up-to-date news through our social channels:</p> <ul style="list-style-type: none"> • The communication departments continue to work closely with senior administration and various teacher consultants to create an ongoing content calendar that reflects the diversity of our region and ensures that all students and staff of the GECDSDS are acknowledged throughout the year. • The communication calendar is shared with school-level administrators to help them anticipate days or events that may be relevant in their school community. • The calendar continues to reflect the Board's Strategic Plan, highlighting events and messages that align with our strategic priorities-Creating confident learners, engaging communities and demonstrating ethical stewardship. 	-

Goals	Progress
Increase parent/caregiver and student engagement with wrap around community agencies through online webinar series and/or community seminars on relevant mental health topics with district mental health experts and community partners.	-
Create a parent/guardian mentally healthy return to school feature on the Board website which includes School Mental Health Ontario Resources focused on strategies that can be provided from home to support positive mental health.	-



Provincial Priority: **Pathways & Transitions**

Improve Graduation Rates

Goals	Progress
Increase in the number of students graduating with an OSSD by 5% within 5 years of starting grade 9 (increase of 76.70% to 81.70%).	-
Increase graduation rates of Indigenous students by 5% based on the graduation stats from June 2022.	-

Improve Student Readiness for Future Success

Goals	Progress
Increase in the number of students participating in job skills programs by 5% (including co-op, specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits) (39% to 44%).	-
Increase in the number of students enrolled in STEM-related courses (Math, Science, Computer Science and Technological Education Curricula in Grades 11 & 12) by 5% (53% to 58%).	-

GREATER ESSEX COUNTY District School Board
even BIG Plans for Your **and**
we LITTLE ...and for a **GREAT Future!**

www.publicboard.ca

