

## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

			Goal	Action Steps	Expected Measurable Outcomes	Achieved Outcomes	Staff Responsible
X	X	-	<b>LEARNING RECOVERY AND RENEWAL</b>  <b>Increase Mental Health and Well-Being knowledge and literacy for staff and students across the GECDSB</b>	<ul style="list-style-type: none"> <li>Provide teachers with “The First 10-Days”, “Start Well” and other activities from School Mental Health Ontario (SMHO) and Mindful Schools to incorporate into their classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>Students will have a greater personal perception of their knowledge of and growth in mental-health knowledge and literacy, and ability to use well-being strategies</li> </ul>	<ul style="list-style-type: none"> <li>All teachers were provided with “The First 10 Days” and “Start Well” resources and were given time to delve into the resources on the September 1<sup>st</sup> PD day</li> </ul>	S. Querbach/ S. Duben
X	-	-		<ul style="list-style-type: none"> <li>Provide professional learning on topics related to student mental health. Training will include ASIST, Safe Talk, VTRA and Mindfulness Foundations - Mindful Schools</li> </ul>	<ul style="list-style-type: none"> <li>Staff participation will be tracked and reported</li> </ul>	<ul style="list-style-type: none"> <li>Staff participation is as follows:               <ul style="list-style-type: none"> <li>o VTRA Level 1 – 31 staff trained</li> <li>o VTRA Level 2 – 28 staff trained</li> <li>o ASIST – 17 staff trained</li> <li>o Mindfulness Foundations (101) – 144 staff completed training, 7 currently participating</li> <li>o Mindfulness Foundations (201) – 21 staff trained, 9 currently participating</li> <li>o Mindfulness Foundations – Summer Learning – 24 staff trained</li> <li>o safeTALK – Summer Learning – 11 staff trained</li> </ul> </li> </ul>	S. Querbach/ S. Duben
X	-	-		<ul style="list-style-type: none"> <li>The 8-week Mindful Classroom Pilot Project consists of weekly visits to the same classrooms in 11 designated schools for weeks. Science-based lessons include</li> </ul>	<ul style="list-style-type: none"> <li>Pre/post data collection will be conducted to explore teacher/student perception of the efficacy of the project</li> </ul>	<ul style="list-style-type: none"> <li>Total participation: 10 schools, 56 teachers, 1315 students from all grades</li> <li>Results were very positive</li> </ul>	S. Querbach/ S. Duben



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				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	<ul style="list-style-type: none"> <li>Data will also explore students perceptions of their development skills to support regulation of attention and emotion</li> </ul>	<ul style="list-style-type: none"> <li>High percentage of students reported that their ability to focus at school improved and has improved their ability to cope with emotions</li> <li>High percentage of teachers reported that the project helped students decrease overall stress and anxiety at school and that students have a better ability to self-regulate and focus</li> <li>Teachers also felt a personal reduction in overall daily stress/anxiety in the classroom.</li> </ul>	
X	-	-	<b>Improve Early Reading and Math</b>	<ul style="list-style-type: none"> <li>All Kindergarten and Primary students will receive targeted early reading supports. Marker students grades K to 2 will be assessed to monitor progress via pre and post assessments in ten identified schools</li> </ul>	<ul style="list-style-type: none"> <li>70% of students will demonstrate a 10% increase on a phonemic/phonics assessment</li> <li>5% increase of students reading performance (Level 3 and Level 4) in grade 3 and grade 6 on the EQAO assessment compared to the most recent assessment (2019)</li> </ul>	<ul style="list-style-type: none"> <li>97% of sample students working with intervention teachers demonstrated growth</li> <li>17.6% average increase in reading performance for students using the Quick Phonics Screener</li> <li>Grade 1 and 2 marker students in high priority schools demonstrated a progression to benchmark (Acadience Progression Scale)</li> <li>Kindergarten students showed a decline</li> <li>EQAO data is yet to be released</li> </ul>	C. Howitt C. Mills
X	-	-		<ul style="list-style-type: none"> <li>Provide a comprehensive professional development program to support educators in the Science of Reading (SOR), Lexia Academy and preparation for the Grade 3 and 6 EQAO assessments</li> </ul>	<ul style="list-style-type: none"> <li>Participating students will increase at least one grade level as indicated by Lexia Core5 data</li> </ul>	<ul style="list-style-type: none"> <li>Of the students from Gr. 1-5 who met usage of Lexia Core5 this year, 1610 (85%) advanced at least one grade level of material.</li> </ul>	C. Howitt C. Mills



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X	X	-	-	<ul style="list-style-type: none"> <li>Provide summer learning opportunities for students to support literacy and mathematics learning as well as varied pathways. Summer learning opportunities will include specialized programs for students of various lived experience</li> </ul>	<ul style="list-style-type: none"> <li>Increased foundational reading skills as measured by the pre-post assessment</li> </ul>	<p><b>Camp Wonder, Lingo, Migizi</b></p> <ul style="list-style-type: none"> <li>81% of marker students demonstrated growth (Quick Phonics Screener- QPS) in the ability to develop skills to decode unfamiliar words when reading and to identify syllables and segment familiar and unfamiliar words when listening. Average growth was 7%</li> <li>80% of marker students Demonstrated growth (Diagnostic Reading Assessment – DRA) in developing language comprehension skills, using background knowledge, vocabulary and literacy knowledge. Average growth 10%</li> <li>There was a focus on Grade 1 and 2 subtraction expectations related to decomposing, counting back, separating, comparing and relating addition and subtraction. 78% of the marker student demonstrated growth in the use of mental math strategies and relationships between numbers to solve subtraction problems involving whole numbers. Average growth was 13%</li> </ul> <p><b>Camp Mervielle</b></p> <ul style="list-style-type: none"> <li>There was a focus of word recognition for grade 2 and 3</li> </ul>	C. Howitt C. Mills J. Canty



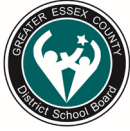
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Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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						<p>students in this camp. 97% of the marker students demonstrated growth (French Pilot Assessment) in developing skills to decode unfamiliar words when reading and developing skills to identify syllables and segment familiar and unfamiliar word when listening. Average growth 13%.</p> <p><b>Camp Discovery</b></p> <ul style="list-style-type: none"> <li>• 93% of students improved their skills based on Quick Spelling Survey (QSS) pre and post-tests. Average growth was 8%.</li> <li>• 93% of students improved their skills based on Quick Phonics Screener (QPS) pre and post-tests. Average growth was 11%.</li> <li>• 87% of students rated their Academic Self-Efficacy as moderate or high. 93% of students rate their Persistence, as well as their Mastery Orientation as moderate or high</li> <li>• Student data shows that a significant number of student scores dropped from week 1 to week 3.               <ul style="list-style-type: none"> <li>➤ 33% of student self-efficacy rankings dropped a category</li> <li>➤ 47% stayed the same</li> <li>➤ 20% increased.</li> </ul> </li> </ul>	



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						<ul style="list-style-type: none"> <li>➤ 40% of student persistence and mastery orientation rankings also dropped a category</li> <li>➤ 40% stayed the same</li> <li>➤ 20% increased.</li> <li>• As students were engaged in many different activities during the camp, it would be difficult to attribute this regression to only the literacy portion of their experience.</li> </ul>	
X	-	-	<b>Re-Engage Students</b>	<ul style="list-style-type: none"> <li>• All schools will have an intentional strategy to keep students in school (strategies may include character education, mental wellness activities, health and physical education, extra-curriculars, community involvement, student leadership and positive school culture)</li> </ul>	<ul style="list-style-type: none"> <li>• All schools will be tracked for participation and measurable goals that may include both quantitative and qualitative data</li> </ul>	<ul style="list-style-type: none"> <li>• All schools included one or more strategies to keep students in school and promote greater engagement in the school community</li> <li>• A variety of measurement tools/strategies were used across the system to determine impact</li> <li>• Examples of re-engagement strategies included special presentations, greater collection and response to student voice, mindfulness programming, character education, the arts, physical activity, support from parent councils and community involvement.</li> <li>• Each individual school conducted internal pre and post surveys (either quantitative or qualitative or combined to measure impact)</li> </ul>	C. Howitt



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Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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						<p><b>Camp Mkeka and Camp Nia</b></p> <ul style="list-style-type: none"> <li>• 96% of participants expressed a strong sense of belonging during their time at the camp.</li> <li>• All participants (100%) indicated that they thoroughly enjoyed the learning experiences and activities provided.</li> <li>• Every student (100%) emphasized the significance of a camp like the Summer Learning Program for Black Students.</li> <li>• The majority of students (over 50%) highlighted that one enduring takeaway from the program was gaining a deeper understanding of their cultural heritage.</li> <li>• Within Camp Nia, 44% of students found the African History Lessons conducive to their personal growth and understanding of the world, while 50% found the presentations led by community facilitators instrumental in developing a positive self-identity.</li> <li>• All students (100%) enrolled in this camp due to their desire for a sense of community and a deeper exploration of their Black history.</li> <li>• Within Camp Mkeka, 55% of students enrolled to further their knowledge of their history, and 44% enrolled because they heard the</li> </ul>	



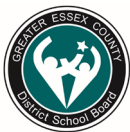
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Creating Confident Learners

Engaging Communities

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Stewardship

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						<p>camp was enjoyable and offered an opportunity to make new friends.</p> <ul style="list-style-type: none"> <li>Every parent (100%) expressed their intention to re-enroll their child in this program.</li> <li>85.7% of parents reported that their hopes and expectations for the program were fully met.</li> <li>All parents (100%) appreciated that their child had the opportunity to learn about their history at the camp, as well as the provision of free programming and lunches, which contributed to their child's sense of belonging.</li> <li>71.4% of parents stated that they valued the camp for the positive impact it had on their child's literacy and numeracy skills.</li> <li>42.9% of parents shared that the camp played a pivotal role in their child's more positive perception of literacy and numeracy.</li> <li>85.7% of parents indicated that the camp significantly boosted their child's self-esteem and self-image.</li> <li>All staff members (100%) reported that the field trips and guest speakers were effective in helping students grasp the material and stimulated their critical thinking.</li> </ul>	



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X	-	-	<b>ACHIEVEMENT</b> <b>Improve Math Achievement</b>	<ul style="list-style-type: none"> <li>Provide professional development to classroom teachers and administrators focused on the updated math curriculum with a focus on number sense and operations</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of marker students (thirteen identified schools) in Grades 3-8 will demonstrate an improvement of at least 10% between the pre and post assessment in Knowledgehook</li> <li>5% increase for Grade 3 and 6 student math scores (Level 3 and Level 4) on the EQAO assessment</li> </ul>	<ul style="list-style-type: none"> <li>Knowledgehook pre and post assessments for priority schools                             <table border="1" style="margin-top: 10px; font-size: small;"> <thead> <tr> <th>Grade</th> <th>PRE</th> <th>POST</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>53%</td> <td>64%</td> <td>11%</td> </tr> <tr> <td>4</td> <td>57%</td> <td>60%</td> <td>3%</td> </tr> <tr> <td>5</td> <td>53%</td> <td>57%</td> <td>4%</td> </tr> <tr> <td>6</td> <td>57%</td> <td>62%</td> <td>5%</td> </tr> <tr> <td>7</td> <td>49%</td> <td>54%</td> <td>5%</td> </tr> <tr> <td>8</td> <td>48%</td> <td>55%</td> <td>7%</td> </tr> </tbody> </table> </li> <li>EQAO information has yet to be released.</li> </ul>	Grade	PRE	POST	Growth	3	53%	64%	11%	4	57%	60%	3%	5	53%	57%	4%	6	57%	62%	5%	7	49%	54%	5%	8	48%	55%	7%	C. Howitt
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X	-	-		<ul style="list-style-type: none"> <li>Provide professional development and support in Getting to Know Your Learner, Minilessons, Context for Learning, Math Up, Coding, Zorbits and Knowledgehook</li> </ul>	<ul style="list-style-type: none"> <li>Ensure central office sessions are conducted and school-based sessions are tailored to educator learning needs</li> <li>Exit surveys demonstrate increased teacher confidence, knowledge and implementation of resources</li> </ul>	<ul style="list-style-type: none"> <li>Central office led sessions occurred for school-based math educators.</li> <li>Results of exit surveys indicate increased educator confidence, excitement to teach math and excitement about resources to support their teaching and student learning.</li> <li>86.32% of participants agreed or strongly agreed that they have an increased understanding of the content of the elementary math curriculum and resources</li> </ul>	C. Howitt																												
X	-	-		<ul style="list-style-type: none"> <li>Build capacity with math teachers in the intermediate grades and grade 9 to differentiate instruction and use instructional strategies to meet the needs of all learners</li> </ul>	<ul style="list-style-type: none"> <li>Success rate of our grade 9 students writing the EQAO math test will meet or exceed the provincial average</li> <li>Professional Development will be delivered to secondary teachers on differentiation and the triangulation of assessment data to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>EQAO information has yet to be released.</li> <li>In September, secondary math teachers were invited to participate in one of two professional development sessions based around Knowledgehook. The first session was geared towards those who were new to the program and the second for teachers looking for</li> </ul>	J. Canty																												





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					<ul style="list-style-type: none"> <li>Provide professional learning opportunities for the School Numeracy Improvement Team</li> <li>Provide school-based learning days for school teams to work in their professional learning teams</li> <li>Teachers will plan in response to student profiles, including Individual Education Plans (IEPs)</li> <li>Continue promotion and use of Knowledgehook</li> </ul>	<ul style="list-style-type: none"> <li>alternative ways to further use Knowledgehook in their classrooms.</li> <li>The intermediate math coach and teacher consultant continued ongoing support and promotion of the Knowledgehook remediation material with teachers, as well as the use of missions and GameShows as a tool for formative assessment.</li> <li>During the 2022-2023 school year secondary math students had access to online tutors through Knowledgehook to further aid in learning gaps. At home, students could choose 1 on 1 sessions with a qualified math teacher or access questions specific remediation videos.</li> </ul>	
X	-	-	-	<ul style="list-style-type: none"> <li>Implement MOE pilot project to increase student engagement, prevent learning gaps in math for Junior students with Special Education needs and/or students identified as struggling in math, supporting students to be prepared for the transition to de-streamed Grade 9 math</li> </ul>	<ul style="list-style-type: none"> <li>Through the utilization of aimswebPlus screener, data will demonstrate a reduction or closing of learning gaps for marker students in math</li> </ul>	<ul style="list-style-type: none"> <li>At the beginning of the project most of the marker students began well below grade level. Screener results compared the level of students in each tier in the Fall and then again in the Spring after working with Symphony or KeyMath3 programs.</li> </ul> <p><b>Grade 4</b> Tier 1 increased 3% Tier 2 increased 2% Tier 3 decreased 5%</p> <p><b>Grade 5</b> Tier 1 increased 13% Tier 2 increased 7%</p>	C. Mills



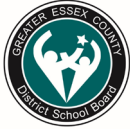
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Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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						Tier 3 decreased 20% <b>Grade 6</b> Tier 1 increased 17% Tier 2 increased 8% Tier 3 decreased 25% <ul style="list-style-type: none"> <li>Teachers supporting the program through a blended model had students with the highest gains and usage rates. Student absenteeism affected success of the program.</li> </ul>	
X	X	-	<b>Improve Literacy Achievement</b>	<ul style="list-style-type: none"> <li>Implement after-school tutoring opportunities utilizing Lexia Core5/Power Up reading intervention tools for both Black and Indigenous students in Grades 7 and 8 who are formally identified as having a Learning Disability and/or who are struggling readers <i>Dismantling Anti-Black Racism Strategy - Action 4.3</i></li> </ul>	<ul style="list-style-type: none"> <li>Participating students will increase at least one grade level as indicated by Lexia Core5 data</li> </ul>	<ul style="list-style-type: none"> <li>Data from Lexia for the After School Tutoring Program is not available currently</li> </ul>	C. Mills
X	-	-		<ul style="list-style-type: none"> <li>Provide professional learning opportunities for educators on the resources Writing Revolution, and From Striving to Thriving Writers</li> </ul>	<ul style="list-style-type: none"> <li>Over 60% of markers students in Grade 4 and Grade 7 will increase by at least one level in Thinking and Communication between pre and post assessments in thirty identified schools</li> <li>5% increase in reading performance (Level 3 and 4) in Grade 3 and 6 on the EQAO Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Due to lack of occasional teacher coverage this action step needed to be postponed until the 2023-24 school year.</li> </ul>	C. Howitt



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Creating Confident Learners

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X	-	-		<ul style="list-style-type: none"> <li>Provide professional learning, support and release time for Literacy Committees who provide specific interventions for students identified through the student achievement analysis</li> <li>Provide professional learning opportunities for the School Literacy Committees, including digital tutorials and virtual meetings</li> </ul>	<ul style="list-style-type: none"> <li>The success rate of our grade 10 Literacy Test will meet or exceed the provincial average</li> <li>Professional Development will be delivered to secondary teachers on differentiation and the triangulation of assessment data to support student learning</li> <li>Build the capacity with secondary school teachers who are teaching grade 9 and 10 courses to differentiate literacy instruction and use instructional strategies to meet the needs of all learners through ongoing support of SALT (Special Assignment Literacy Teacher) team</li> <li>Promote the continued use of Lexia PowerUp in Applied and Locally Developed courses</li> </ul>	<ul style="list-style-type: none"> <li>OSSLT Results have yet to be released.</li> <li>During the 2022-23 school year, a series of professional learning sessions was delivered in secondary schools that focused on assessment practices and supporting students through the transition back to post-pandemic learning environments. In consultation with school administrators, each session was designed to promote discussions about student learning needs and the need for consistent, school-wide practices that help students learn.</li> <li>First semester: secondary teachers were invited to participate in an online learning series based on chapters from <i>The Writing Revolution</i> - a text that focuses on practical writing strategies that range from writing effective sentences to planning well-organized paragraphs. Bi-weekly sessions were held on Teams after school, and summaries of chapters are available here: <a href="https://www.youtube.com/playlist?list=PLi_HqCtQI_kEnhHrNoCD6bxFySkFVwzNk">https://www.youtube.com/playlist?list=PLi_HqCtQI_kEnhHrNoCD6bxFySkFVwzNk</a></li> </ul>	J. Canty



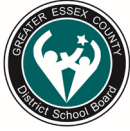
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Creating Confident Learners

Engaging Communities

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						<p>Second semester: teachers of Locally Developed English classes collaborated in a professional learning session that focused on effective literacy instruction practices and resources to engage students as they work towards demonstrating reading and writing proficiency.</p> <ul style="list-style-type: none"> <li>• The team of five Special Assignment Literacy Teachers worked with 61 teachers across different subject areas during semester 1, and 58 teachers during semester 2. As a result of collaboration with the SALT, 78% of teachers reported increased engagement in their classes, and 71% reported increased student understanding of content, and improved skills.</li> <li>• More than 500 Lexia licenses were allocated to students in Applied, Locally Developed and ESL classes across the GECDSB: 24 classes used Lexia in semester 1 and 18 classes used Lexia in semester two.</li> <li>• Achievement Highlights:               <ul style="list-style-type: none"> <li>➤ student in ENG2L: more than 1100 minutes and completed 297 units (W.F. Herman Academy)</li> </ul> </li> </ul>	



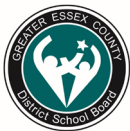
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						<ul style="list-style-type: none"> <li>➤ student in ENG2P: more than 1200 minutes and completed 304 units (W.F. Herman Academy)</li> <li>➤ student in ENG2P: more than 1700 minutes and completed 503 units (W.F. Herman Academy)</li> <li>➤ student in ENG2P: more than 2800 minutes and completed 611 units (W.F. Herman Academy)</li> </ul>	
X	X	-	<b>Improve Conditions for Learning</b>	<ul style="list-style-type: none"> <li>• Develop a strategy for the implementation of an African Studies Course in secondary schools with pilot implementation to commence in fall of 2023</li> </ul>	<ul style="list-style-type: none"> <li>• Create a framework for a scaffolded implementation of the African Studies Course</li> </ul>	<ul style="list-style-type: none"> <li>• Two secondary schools offered CHE20 during the 2022-23 school year and will continue to offer in 2023-24</li> <li>• CHE30 will be added to myBlueprint planning for the 2024-25 school year with a focus on more schools offering the course.</li> <li>• Further advocacy is being conducted with the MOE to allow for greater choice in the compulsory history course offerings</li> </ul>	C. Howitt
X		X	-	<ul style="list-style-type: none"> <li>• Develop a plan for a stable, sustainable student/device ratio. Intentional focus on priority schools</li> </ul>	<ul style="list-style-type: none"> <li>• By April of 2023, the ratio and focus will be complete through collaboration with Elementary and Secondary Technology Use Committees (ETUC and STUC)</li> </ul>	<ul style="list-style-type: none"> <li>• Current student device ratio is approximately 2:1 (students to devices). This is inflated due to devices distributed during the pandemic. The sustainable ratio that the Information Technology department is aiming for is 6:1 and in compensatory schools this will be</li> </ul>	K. Bryant



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						lower contingent on funding in the next few years.	
X	-	-	-	<ul style="list-style-type: none"> <li>Develop guidelines to safeguard students' and staff personal information, and provide a secure infrastructure to support teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2022-23 school year, all devices will have end point content filtering built into guard students from inappropriate content</li> </ul>	<ul style="list-style-type: none"> <li>End point content filtering for students was necessary to investigate during the pandemic. With the decreasing numbers of remote learners, the need for this program has diminished.</li> <li>Teacher version is currently in testing mode and we are working with the third party provider to determine next steps.</li> </ul>	K. Bryant
X	-	-	-	<ul style="list-style-type: none"> <li>Conduct Equity Walks using the Centre for Urban School Equity Continuum: Action for Critical transformation in Schools and Classrooms and a Motivational Framework for Culturally Responsive Teaching (OISE – University of Toronto)</li> </ul>	<ul style="list-style-type: none"> <li>Create a framework for equity walks and pilot schools both in the elementary and secondary panel during the 2022-23 school year</li> </ul>	<ul style="list-style-type: none"> <li>Developed Equity Walks Framework based on the review of the Centre for Urban Schools Equity Continuum and the CARE Framework (Centre for Anti-Racist Education). Both frameworks are founded on the understanding of Culturally Responsive and Relevant Pedagogy (CRRP)</li> <li>A pilot was conducted in one elementary school with the secondary school being postponed until the 2023-24 school year.</li> </ul>	C. Howitt
X	X	-	-	<ul style="list-style-type: none"> <li>Develop a multi-year plan for the review of all English literacy resources grade 4-12 classrooms and remove items that are oppressive in the use of language or the depiction of characters <i>Dismantling Anti-Black Racism Strategy – Action 2.3</i></li> </ul>	<ul style="list-style-type: none"> <li>Pilot a section and remove items that are oppressive in the use of language or the depiction of characters and add items to reinvigorate the library collections</li> </ul>	<ul style="list-style-type: none"> <li>Resource kits were flagged 'review' based on the contents of the kits.</li> <li>The structure for the FNMI, Black and Asian review of library resources was used to determine the items which needed to be retired from circulation. 73 literature</li> </ul>	C. Howitt



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

			Goal	Action Steps	Expected Measurable Outcomes	Achieved Outcomes	Staff Responsible
						<p>kits were removed from circulation due to outdated information.</p> <ul style="list-style-type: none"> <li>During the summer a team of teachers reviewed social studies kits and suggested new resources for purchase.</li> <li>17 social studies kits were removed from circulation.</li> <li>A list of contemporary replacement resources was developed by the team to align with the revised curriculum.</li> <li>Teacher librarians have been trained on assessing texts in their collections and creating a database of texts which should be removed due to offensive language or character depictions. This list is a living document and continually updated with titles which have caused concern.</li> </ul>	
X	X	-	-	<ul style="list-style-type: none"> <li>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. This conference will be inclusive of a student voice forum on students' views and reflections as to a responsive education partnership between the district</li> </ul>	<ul style="list-style-type: none"> <li>Meet with St. Clair College and University of Windsor to plan for this partnership. Potentially the launch may be in the spring of 2023 depending on the plan</li> </ul>	<ul style="list-style-type: none"> <li>As a result of discussions, the OVIN Project (Ontario Vehicle Innovation Network) will be offered in schools with higher IBPOC populations.</li> <li>Collaboration meetings will continue in 2023-24.</li> </ul>	C. Howitt



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

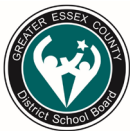
Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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				and local post-secondary programming			
X	X	-	-	<ul style="list-style-type: none"> <li>Partner with universities to create a program that identifies Black elementary students who are interested in becoming teachers, and nurture and support them all the way through high school and into university</li> </ul> <i>Dismantling Anti-Black Racism Strategy - Action 5.5</i>	<ul style="list-style-type: none"> <li>This is specifically from the DABR and the working committee. This is focused specifically on teaching</li> </ul>	<ul style="list-style-type: none"> <li>Met with Black Student Advisory Council and Camp Nia students</li> <li>Committee met three times</li> </ul>	V. Houston J. Hillman
X	X	-	-	<ul style="list-style-type: none"> <li>The Employee Wellness Advisory Committee (EWAC) in partnership with School Boards Cooperative Inc (SBCI) will conduct the Guarding Minds at Work Survey</li> </ul>	<ul style="list-style-type: none"> <li>The EWAC will work with the SBCI to implement the recommendations from the Guarding Minds at Work survey administered in November 2022</li> </ul>	<ul style="list-style-type: none"> <li>Completed Guarding Minds at Work survey</li> <li>Analyzed results</li> <li>Shared with the system and identified three top priorities</li> <li>Created GECWELL logo</li> </ul>	V. Houston
	X	-	-	<ul style="list-style-type: none"> <li>Advocate with the Board's Employee Assistance Program to ensure that it can provide Black staff with access to Black therapists and culturally responsive resources and supports</li> </ul> <i>Dismantling Anti-Black Racism Strategy - Action 5.4</i>	<ul style="list-style-type: none"> <li>Meet with the Board's Employee Assistance Program to discuss the potential to provide Black staff with access to Black therapists and culturally responsive resources and supports</li> </ul>	<ul style="list-style-type: none"> <li>In progress</li> </ul>	V. Houston
X	X	-	-	<ul style="list-style-type: none"> <li>Create a Black Employee Network</li> </ul> <i>Dismantling Anti-Black Racism Strategy - Action 5.3</i>	<ul style="list-style-type: none"> <li>The Black Employee Network (BEN) will be established to give feedback on the implementation of our DABR Strategy</li> </ul>	<ul style="list-style-type: none"> <li>The BEN was established and met 3 times this year to provide input on our DABR Strategy and to consult with each other in a safe space.</li> </ul>	J. Canty
X	X	-	-	<ul style="list-style-type: none"> <li>Through NTIP, partner new Black teachers with experienced Black teachers, where possible</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers from our BEN will be asked to provide mentorship for Black NTIP teachers</li> </ul>	<ul style="list-style-type: none"> <li>BEN staff members met 3 times to network, collaborate and provide support for each other.</li> </ul>	J. Canty





## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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				<i>Dismantling Anti-Black Racism Strategy - Action 5.7</i>			
-	X	-	-	<ul style="list-style-type: none"> <li>Initiate the development of a protocol on human rights accommodation</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on human rights accommodation principles is readily available to support staff in responding appropriately to accommodation requests and needs</li> </ul>	<ul style="list-style-type: none"> <li>Key duty to accommodate concepts, topics and questions were identified and built into 4-hours of training on the duty to accommodate which was rolled out to principals in the 2022-2023 school year.</li> <li>The training framework will form the basis of the protocol to be developed in the 2023-2024 school year.</li> </ul>	R. Salvador
X	X	-	-	<ul style="list-style-type: none"> <li>Develop a robust Equity and Inclusive Education Policy and Regulation to guide the board's work and decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Implement the Policy and Regulation</li> </ul>	<ul style="list-style-type: none"> <li>A robust Policy and Regulation was drafted and refined in the 2022-2023 school year in preparation for internal and external consultations in the 2023-2024 school year.</li> </ul>	R. Salvador
-	X	-	-	<ul style="list-style-type: none"> <li>Create accessible information for families about human rights in school and how to address human rights concerns</li> </ul> <i>Dismantling Anti-Black Racism Strategy – Action 2.6 and 3.4</i>	<ul style="list-style-type: none"> <li>Students and families can easily access information on addressing human rights concerns</li> </ul>	<ul style="list-style-type: none"> <li>Information letter sent to families March 2023 regarding discriminatory conduct not permitted and how to raise concerns.</li> <li>Human rights webpage launched September 2023 including steps to address human rights concerns with updated information</li> </ul>	R. Salvador



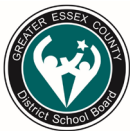
## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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X	X	-	<b>HUMAN RIGHTS &amp; EQUITY</b>  <b>Build Human Rights and Equity Capacity Through Representative Accountable and Ethical Leadership</b>	<ul style="list-style-type: none"> <li>Conduct a student census to help inform future interventions <i>Dismantling Anti-Black Racism Strategy – Action 4.1</i></li> </ul>	<ul style="list-style-type: none"> <li>Constitute a Working Committee to plan the census with the assistance of Tana Turner, and its administration in April 2023</li> </ul>	<ul style="list-style-type: none"> <li>Census was planned and consultation took place through the winter with internal and external stakeholders.</li> <li>Census administered in April 2023 with 30% overall participation (18% elementary, 58% secondary)</li> </ul>	V. Houston J. Canty K. Bryant
X	X	-	-	<ul style="list-style-type: none"> <li>Provide ongoing professional development and support to senior leaders to ensure they are able to effectively lead the implementation of this strategy and lead staff in applying an anti-racist/anti-oppressive lens (with a focus on anti-Black racism) to their work <i>Dismantling Anti-Black Racism Strategy – Action 1.1</i></li> </ul>	<ul style="list-style-type: none"> <li>All Supervisory Officers and school-based administrators will participate in anti-oppression language training</li> </ul>	<ul style="list-style-type: none"> <li>Training for Supervisory officers and school-based leaders led by Turner Consulting focused on micro-aggressions in language</li> <li>Book talks occurred with both school-based leaders and the senior team. Senior team read “Getting into Good Trouble,” and Principals and Vice Principals read “Building Equity.”</li> </ul>	C. Howitt J. Canty
X	X	-	-	<ul style="list-style-type: none"> <li>Provide training to assist senior leaders to lead with a human rights/equity lens</li> </ul>	<ul style="list-style-type: none"> <li>All Supervisory Officers and school-based administrators will participate in duty to accommodate training</li> <li>School administrators will participate in PD-day sessions on privilege, Truth and Reconciliation, and anti-Black racism/ bias in education.</li> </ul>	<ul style="list-style-type: none"> <li>Delivered 4 hours of training over 3 sessions to principals on the duty to accommodate students. Vice-Principals received 2.5 hours over 2 sessions.</li> <li>Delivered human rights training from an anti-Black racism perspective to school staff as part of our Dismantling Anti-Black Racism Strategy, with additional instruction and guidance for school administrators.</li> </ul>	C. Mills V. Houston R. Salvador  C. Howitt R. Salvador



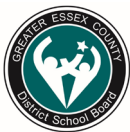
## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

			Goal	Action Steps	Expected Measurable Outcomes	Achieved Outcomes	Staff Responsible
						<ul style="list-style-type: none"> <li>• Provided guidance to principals and vice-principals on responding to human rights concerns impacting students.</li> </ul>	
			<b>Support the Implementation of De-Streaming</b>	<ul style="list-style-type: none"> <li>• Collect baseline data in the inaugural year of de-streamed math to monitor increased achievement as to the provincial standard in grade 9 EQAO</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline data collected from 2021-2022</li> <li>• Working with Math Team to analyze data and develop Professional Development for teachers moving forward</li> </ul>	<ul style="list-style-type: none"> <li>• Ten of our secondary schools, including our three priority schools, received support from the special assignment math teacher. These supports included coding support, 3 for 30 student support, co-teaching / co-planning and in-class support.</li> <li>• In April, teachers attended a half-day math and science subject specific session hosted by the University of Windsor. Teachers broke off into small group learning sessions with topics including: 1W open discussion, coding, Gizmos, and STEAM.</li> <li>• In collaboration with our Experiential Learning SAT, three priority schools had instructors from CodeNinjas come in to their 1W classes to learn Python programming. This allowed classroom teachers to begin to make connections to how coding can be implemented into their math classes moving forward.</li> </ul>	J. Canty



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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X	X	-	-	<ul style="list-style-type: none"> <li>Deliver professional development in the area of human rights, diversity, equity and inclusion for school based staff with a strong focus on anti-Black racism to support the implementation of the Dismantling Anti-Black Racism Strategy</li> </ul>	<ul style="list-style-type: none"> <li>During professional learning days during the 2022-23 school year all school-based educators will receive instruction on human rights, privilege, Truth and Reconciliation, and anti-Black racism/bias in education</li> </ul>	<ul style="list-style-type: none"> <li>September 2022 PD focused on Justice, Inclusion, Equity and Diversity (JIED) with a very specific focus on privilege, bias and Truth and Reconciliation. 1108 exit surveys were completed.</li> <li>November PD Day focused on anti-Black racism including the prohibition against the use of the n-word, and a continued focus on bias and privilege. 1820 exit surveys were completed.</li> <li>February PD Day focused on the Ontario Human Rights Code. 1927 exit surveys were completed.</li> <li>June PD Day focused on Mental Health and Well-being. 942 exit surveys were completed.</li> <li>Responses to exit survey questions ranged from:               <ul style="list-style-type: none"> <li>➤ 63% to 94% of respondents strongly agree or agree</li> <li>➤ 7% to 30% somewhat agree</li> <li>➤ 1% to 7% disagree</li> </ul> </li> </ul>	C. Howitt R. Salvador J. Canty
X	X	-	-	<ul style="list-style-type: none"> <li>Develop a cyclical plan of training for all educators as to culturally relevant pedagogy with a focus on increasing educator sensitivity to cultural, linguistic and world views and perspectives <i>Dismantling Anti- Racism Strategy – Action 2.2</i></li> </ul>	<ul style="list-style-type: none"> <li>Pilot the training with Secondary English teachers during the 2022-23 school year. Gather feedback on teacher deepened knowledge and confidence with culturally relevant pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>All secondary English Teachers participated in training during the 2022-23 school year</li> <li>Pre data collected revealed that 55% of participants agreed or strongly agreed that they were familiar with CRRP with 34% disagreeing and 11%strongly disagreeing. A total of 51% of</li> </ul>	C. Howitt



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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						<p>participants indicated that they were comfortable exploring the components of CRRP with 33% disagreeing and 17% strongly disagreeing.</p> <ul style="list-style-type: none"> <li>Post data collected revealed that 79% of participants agreeing or strongly agreeing that they are now more familiar with CRRP with 16 % disagreeing and 5% strongly disagreeing. A total of 88% of participants agreed or strongly agreed they will include ideas and strategies discussed during the training in their English classroom with 10% disagreeing and 2% strongly disagreeing. 69% of participants agreed or strongly agreed that they are now comfortable in exploring the components of culturally responsive and relevant pedagogy in their English classroom with 23% disagreeing and 8% strongly disagreeing.</li> </ul>	
X	X	-	-	<ul style="list-style-type: none"> <li>Conduct an Employment Systems Review to evaluate the formal and informal policies and practices related to the following employment systems: Recruitment, Organizational Culture, and Accommodation and Workplace Accessibility</li> </ul>	<ul style="list-style-type: none"> <li>A completed Employment Systems Review Final Report</li> <li>Created an Implementation Plan based on the recommendations from the Employment Systems Review</li> </ul>	<ul style="list-style-type: none"> <li>Completed the Employment System Review</li> <li>Received final report from Turner Consulting</li> <li>Reviewed recommendations of the Employment System Review to develop the implementation plan</li> </ul>	V. Houston K. Bryant



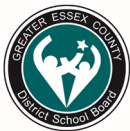
## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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				<i>Dismantling Anti-Black Racism Strategy – Action 5.8</i>			
X	X	X	-	<ul style="list-style-type: none"> <li>Provide a subsidy annually to support teachers with completing the Anti-Black Racism Additional Qualification (AQ) course</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with educators the opportunity for subsidy to complete the Anti-Black Racism AQ. A limited number of subsidies will be provided this year. Based on interest, an increase to subsidies may be available.</li> </ul>	<ul style="list-style-type: none"> <li>16 teachers were approved for a subsidy for the ABR AQ course.</li> <li>14 teachers received a subsidy to participate in a university level course with a focus on the Holocaust</li> </ul>	C. Howitt
X	X	-	-	<ul style="list-style-type: none"> <li>Develop guidance for students and various staff groups, specific to their roles and responsibilities, on how to consistently and immediately interrupt and address human rights concerns that they witness or have been made aware of</li> </ul> <i>Dismantling Anti-Black Racism Strategy – Action 2.10</i>	<ul style="list-style-type: none"> <li>A guide for students and staff will be developed during the 2022-23 school year and implemented by September 2023</li> </ul>	<ul style="list-style-type: none"> <li>After consultation took place with various stakeholders the final draft of the “Expected Practices for Responding to Discrimination” was developed</li> <li>Implementation will take place September 2023</li> <li>Developed Draft Guideline for the Non-Use of Discriminatory Slurs and Epithets</li> <li>Consultation is ongoing</li> </ul>	S. Querbach/ S. Duben / R. Salvador
X	X	-	-	<ul style="list-style-type: none"> <li>Develop a mandatory early intervention and response requirement for school administrators in response to human rights and hate incidents or concerns</li> </ul> <i>Dismantling Anti-Black Racism Strategy – Action 2.9</i>	<ul style="list-style-type: none"> <li>A protocol for staff to report, and for senior leaders to respond to and fully address human rights concerns affecting students in schools will be developed and implemented by September 2023</li> </ul>	<ul style="list-style-type: none"> <li>Protocol has been developed</li> <li>Implementation is on going</li> </ul>	R. Salvador
X	X	-	-	<ul style="list-style-type: none"> <li>Develop a mandatory module as to Culturally Relevant and Responsive Pedagogy (CRRP) for all new NTIP teachers</li> </ul>	<ul style="list-style-type: none"> <li>This module will be developed during the 2022-23 school year and piloted with a group of new teachers. This module will become part of the mandatory</li> </ul>	<ul style="list-style-type: none"> <li>NTIP modules were developed with a CRRP lens and piloted with a sample group of NTIP teachers in the spring of 2023.</li> </ul>	C. Howitt



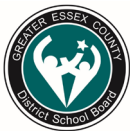
## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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						training for the 2023-24 school year and forward.	<ul style="list-style-type: none"> <li>Modules will be part of mandatory training moving forward.</li> </ul>	
X	X	-	-		<ul style="list-style-type: none"> <li>Review dress codes, school names, and school mascots through an anti-racist lens <i>Dismantling Anti-Black Racism Strategy - Action 2.11</i></li> </ul>	<ul style="list-style-type: none"> <li>Provide a report to the Board of Trustees with recommendations for the review of school mascots and school names</li> <li>Board dress code policy and regulation will be reviewed and updated through a process of consultation</li> </ul>	<ul style="list-style-type: none"> <li>Provided a report on the school mascots and schools names to Trustees at the January 17<sup>th</sup>, 2023 Board meeting. Trustees tabled the report.</li> <li>Developed Draft Guidelines for Student Dress</li> <li>Planned consultation with various stakeholders which will take place in the fall of 2023</li> </ul>	<p>C. Howitt</p> <p>S. Querbach/ S. Duben</p>
X	-	-		<b>Support the Implementation of De-Streaming</b>	<ul style="list-style-type: none"> <li>Collect baseline data in the inaugural year of de-streamed math to monitor increased achievement as to the provincial standard in grade 9 EQAO</li> </ul>	<ul style="list-style-type: none"> <li>Baseline data collected from 2021-2022</li> <li>Working with Math Team to analyze data and develop Professional Development for teachers moving forward</li> </ul>	<ul style="list-style-type: none"> <li>Ten of our secondary schools, including our three priority schools, received support from the special assignment math teacher. These supports included coding support, 3 for 30 student support, co-teaching / co-planning and in-class support.</li> <li>In April, teachers attended a half-day math and science subject specific hosted by the University of Windsor. Teachers broke off into small group learning sessions with topics including: 1W open discussion, coding, Gizmos, and STEAM.</li> <li>In collaboration with our Experiential Learning SAT, three</li> </ul>	J. Canty



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

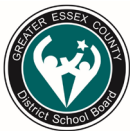
Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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						priority schools had instructors from CodeNinjas come in to their 1W classes to learn Python programming. This allowed classroom teachers to begin to make connections to how coding can be implemented into their math classes moving forward.	
X	-	-		<ul style="list-style-type: none"> <li>Ensure the number of students in grade 9 and 10 locally developed compulsory credit courses do not increase</li> </ul> <i>Dismantling Anti-Black Racism Strategy - Action 4.8</i>	<ul style="list-style-type: none"> <li>Monitoring enrolment data in locally developed courses to ensure there is no increase as a result of de-streaming</li> </ul>	<ul style="list-style-type: none"> <li>Increases occurred in the Locally Developed classes from 2022-2023:               <ul style="list-style-type: none"> <li>➤ SNC1L – 1.98% increase (171-211 students)</li> <li>➤ MAT1L – 0.96% increase (256-266 students)</li> <li>➤ ENG1L – 2.62% increase (163-220 students)</li> </ul> </li> </ul>	J. Canty
X	X	-		<ul style="list-style-type: none"> <li>Conduct an external review of Community Police Programs, which including High School Resource Officers (HSRO), and two programs: Bullying, Relationships, Alcohol, Drugs (B-RAD for Grade 9) and Values, Influences and Peers (VIP for Grade 6).</li> <li><i>Dismantling Anti-Black Racism Strategy - Action 2.8</i></li> </ul>	<ul style="list-style-type: none"> <li>Review with recommendations to be completed by the end of Fall 2022</li> </ul>	<ul style="list-style-type: none"> <li>Completed external review of Community Police Programs</li> <li>Recommendations were brought to the January 17<sup>th</sup>, 2023 Board Meeting.</li> <li>An ad hoc committee was formed to review the report and make recommendations regarding how to implement items from the report</li> <li>Committee was led by Jeff Hillman and Kari Bryant has met 4 times to date.</li> </ul>	S. Querbach/ S. Duben
X	X	-	<b>Reduce Discretionary Student Discipline</b>	<ul style="list-style-type: none"> <li>Develop a framework for progressive discipline through an equity and anti-Racist lens.</li> </ul>	<ul style="list-style-type: none"> <li>Framework to be developed by June 2023</li> </ul>	<ul style="list-style-type: none"> <li>Developed draft Equitable Framework for Progressive Discipline</li> </ul>	S. Querbach/ S. Duben





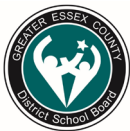
## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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						<ul style="list-style-type: none"> <li>Planned consultation with various stakeholders which will take place in the fall of 2023.</li> </ul>	
-	X	-	<b>MENTAL HEALTH, WELL-BEING AND ENGAGEMENT</b>  <b>Provide Regular Mental-Health and Well-Being Resources for Parents and Families</b>	<ul style="list-style-type: none"> <li>Increase presence of School Mental Health Ontario Resources and “Where to Get Help” community resources on the board website and social media platforms</li> </ul>	<ul style="list-style-type: none"> <li>Total posts and website features on student mental health and well-being will increase</li> </ul>	<ul style="list-style-type: none"> <li>Specific statistics are available on each of the posts/website features regarding number of engagements, likes, shares, comments, and reach.</li> <li>For the 20 “events” related to Mental Health, the “reach” for each social media platform is as follows:               <ul style="list-style-type: none"> <li>➤ Instagram 10,233</li> <li>➤ Facebook 27,327</li> <li>➤ Twitter 32,940</li> <li>➤ Engagement rates ranged from 3.7-5.2%</li> </ul> </li> <li>Mental Health Special Assignment teacher also sent messages regularly on Mindfulness through social media platforms and through Edsby.</li> </ul>	S. Querbach/ S. Duben
-	X	-		<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>In-person evening seminars to be provided in both city and county locations between February and April 2022.</li> <li>Feedback survey data will be collected from participants</li> </ul>	<ul style="list-style-type: none"> <li>Due to changes in personnel these presentations were not completed.</li> </ul>	S. Querbach/ S. Duben



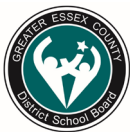
## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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	X		<b>Improve Parent and Community Engagement</b>	<ul style="list-style-type: none"> <li>Consistently and effectively engage with GECDSB parent/guardian communities through a variety of electronic means (website, social media, Edsby and virtual communications)</li> </ul>	<ul style="list-style-type: none"> <li>Increase reach and followers on social media platforms by 5% on Twitter and Facebook and 10% on Instagram</li> <li>EDSBY – Goals to be determined based on results from 2021-2022</li> </ul>	<ul style="list-style-type: none"> <li>Facebook: <b>+10%</b> followers and <b>+69%</b> reach</li> <li>Twitter: <b>+4%</b> followers and <b>-38%</b> reach</li> <li>Instagram: <b>+41%</b> followers and <b>+88%</b> reach</li> </ul>	Director's Office
	X		-	<ul style="list-style-type: none"> <li>Implement the 2022-2023 Communications Calendar on all platforms and consistently update to reflect the needs of GECDSB families</li> </ul>	<ul style="list-style-type: none"> <li>Implement 90% of content in the yearly calendar on Board channels</li> <li>Monthly calendar shared with school-level administration every month for 2022-2023</li> </ul>	<ul style="list-style-type: none"> <li>Calendar was implemented and shared in 2022-23 and will continue in 2023-24</li> </ul>	Director's Office
-	X	-	-	<ul style="list-style-type: none"> <li>Utilize accessibility features on social media platforms to reach a wider audience (Alternate Text)</li> </ul>	<ul style="list-style-type: none"> <li>Use ALT text feature on 100% of social media posts</li> </ul>	<ul style="list-style-type: none"> <li>Social media accessibility features are being utilized</li> </ul>	Director's Office
-	X	-	-	<ul style="list-style-type: none"> <li>Implement text message functionality on SchoolMessenger</li> </ul>	<ul style="list-style-type: none"> <li>Text message functionality implemented</li> </ul>	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Director's Office
-	X	-	-	<ul style="list-style-type: none"> <li>Effectively utilize the new website to increase engagement and reach</li> </ul>	<ul style="list-style-type: none"> <li>Increase web users and sessions by 5%</li> <li>Decrease bounce rate by 5%</li> </ul>	<ul style="list-style-type: none"> <li>2M users (Sept 2022-Aug 2023) +486K returning users. 1m20s average engagement time</li> </ul>	Director's Office
-	X	-	-	<ul style="list-style-type: none"> <li>Advocate with the main universities and colleges from which GECDSB hires to embed anti-racism/anti-oppression training into their curriculum and develop the racial literacy of new teachers and other</li> </ul>	<ul style="list-style-type: none"> <li>Share the goals with the Dean of the Faculty of Education – UWindsor</li> <li>Advocate at the UWindsor TEAC (Teacher Education Advisory</li> </ul>	<ul style="list-style-type: none"> <li>This year, St. Clair College (School of Community Studies) developed a comprehensive course for Child and Youth Care (CYC) students focused on issues of oppression, equality and privilege, and ability. This</li> </ul>	J. Hillman C. Mills



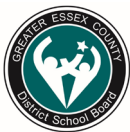
## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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				staff in order to increase their ability to create Black-affirming learning environments <i>Dismantling Anti-Black Racism Strategy – Action 1.4</i>	Committee) for the identified goals <ul style="list-style-type: none"> <li>• Advocate at St. Clair College Program Advisory Committees for the identified goals</li> <li>• Connect with relevant university and college committees or departments to advocate for these goals</li> </ul>	course was developed as a result of direction from their Ministry and ongoing discussions and input from the various Program Advisory Committees (PACs) which includes staff from the GECDSB and various community agencies (PACs). <ul style="list-style-type: none"> <li>• Similar courses continue to be developed specifically for the School of Community Studies programs from which we hire our Educational Support Staff.</li> <li>• GECDSB will continue to participate and provide input as members of the PACs this upcoming year.</li> </ul>	
-	X	-	-	<ul style="list-style-type: none"> <li>• Work with Turner Consulting to produce and initiate our DABR Strategy in consultation with members of the Black Community <i>Dismantling Anti-Black Racism Strategy – Action 3.1</i></li> </ul>	<ul style="list-style-type: none"> <li>• Implementation Plan being developed, and Working Groups engaged for our work in the 2022-23 school year</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Working Groups were engaged with community members and senior team members.</li> <li>• Working Groups met 4-6 times and reported back to the Implementation Committee 4 times.</li> </ul>	J. Canty
X	-	-	<b>PATHWAYS AND TRANSITIONS</b> <b>Improve Graduation Rates</b>	<ul style="list-style-type: none"> <li>• Continue to implement the Student Success Strategy in providing opportunities for students to pursue their initial post-secondary destination and graduate within 5 years of beginning secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• 5% increase in the number of students graduating with an OSSD within 5 years of starting grade 9 (78.5% to 83.5%)</li> <li>• Provide on-going professional development in support of the Student Success Strategy to school-based Student Success Teams</li> <li>• Student Success Teams to use the Indicator Data to identify their</li> </ul>	<ul style="list-style-type: none"> <li>• This data has not been released.</li> </ul>	J. Canty



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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					greatest area of need for their school <ul style="list-style-type: none"> <li>• Provide ongoing identification, monitoring and counselling of students considered to be in-risk or at risk of not graduating</li> </ul>		
X	X	-	-	<ul style="list-style-type: none"> <li>• Indigenous graduation coach will support self-identified students in achieving the requirements for an OSSD</li> </ul>	<ul style="list-style-type: none"> <li>• 5% increase in graduation rates of Indigenous students based on 2022 graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>• 6% increase of Indigenous students achieving the requirements for an OSSD in 2023</li> </ul>	C. Howitt
X	-	-	<b>Improve Student Readiness for Future Success</b>	<ul style="list-style-type: none"> <li>• Provide teacher leads the required support to keep more students engaged in training and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 5% increase in the number of students participating in job skills programs</li> <li>• Promote alternative education programs within our school community – Principals, Vice-Principals, SSTs, LSTs, guidance, attendance, and CYFs, graduation coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of registered OYAP (Ontario Youth Apprenticeship Program) students (Increase 87 students) engaging in the apprenticeship pathway for the 2022/23 school year.</li> <li>• Increased number of OYAP participants (Increase of approx. 100 students). OYAP participants are students who have participated in a coop experience in one of the skilled trades sectors.</li> <li>• Provided several pathways events highlighting the enhanced OYAP programs throughout the GECDSD.               <ul style="list-style-type: none"> <li>➤ Build a Dream “Skilled Trades Event” - showcased skilled trades for students who identify as female.</li> <li>➤ Indigenous skilled trades event – highlighted skilled trades</li> </ul> </li> </ul>	J. Canty



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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						<p>opportunities for students who identify as Indigenous.</p> <ul style="list-style-type: none"> <li>➤ Express to Trades event – Provided all students the opportunity to see the various apprenticeship pathway opportunities that exist in the GECDSB: Enhanced OYAP programs, Technological Education programs, SHSM programs.</li> </ul>										
X	-	-		<ul style="list-style-type: none"> <li>• Provide participating students meaningful and engaging sector-relevant opportunities training</li> </ul>	<ul style="list-style-type: none"> <li>• Working with St. Clair College and industry partners to provide experiential learning opportunities for students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Organized and facilitated opportunities board wide for all students: Manufacturing Day, Construction Day, Indigenous Skilled Trades Career Fair, Skilled Trades competitions.</li> <li>• Safety training opportunities at Local 494 – job readiness and preparation for various trade sectors: Construction, Manufacturing, Transportation, Hospitality, etc.</li> <li>• 4% increase in the number of students enrolled in STEM-related courses (78.8% to 83%)</li> </ul>	J. Canty									
X	-	-		<ul style="list-style-type: none"> <li>• Provide STEM teacher leads the required support to keep more students engaged in STEM training and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 4% increase in the number of students enrolled in STEM-related courses (78.8% to 83%)</li> <li>• Working with St. Clair College and industry partners to provide</li> </ul>	<p><b>SHSM Growth:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 20%;"># of Programs</th> <th style="width: 20%;"># of Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2021-22</td> <td style="text-align: center;">65</td> <td style="text-align: center;">1291</td> </tr> <tr> <td style="text-align: center;">2022-23</td> <td style="text-align: center;">67</td> <td style="text-align: center;">1375</td> </tr> </tbody> </table>	Year	# of Programs	# of Students	2021-22	65	1291	2022-23	67	1375	J. Canty
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Engaging Communities

Demonstrating Ethical Stewardship

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				<ul style="list-style-type: none"> <li>Provide STEM students meaningful and engaging sector-related opportunities and training</li> </ul>	<p>experiential learning opportunities for students and staff</p>	<p>COOP Growth:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 80%;"># of COOP Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2021-22</td> <td>1779 (plus 259 in summer)</td> </tr> <tr> <td style="text-align: center;">2022-23</td> <td>1961 (not including summer)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Worked with St. Clair College and industry partners to provide experiential learning opportunities for students and staff</li> <li>SHSM worked with St. Clair College, UWindsor, Local 494, AV Gauge, InvestWindsor Essex, United Way, Caldwell First Nation, ERCA, Point Pelee and many others to provide SPEs (Sector Partnered Experiences) and training opportunities for our students.</li> <li>These events ranged from overnight conferences at Camp Henry (Point Pelee) for Environment (61 students, 9 staff), Non-Profit (72 students, 6 staff) and Hospitality and Tourism students (51 students, 7 staff). Full-day student conferences at St. Clair College for Business (186 Students, 13 staff), Health &amp; Wellness (202 students, 14 staff), and Arts &amp; Culture (112 students, 11 staff). Poverty simulation took place with United Way at the Ciociaro Club (76 students, 9 staff)</li> </ul>	Year	# of COOP Students	2021-22	1779 (plus 259 in summer)	2022-23	1961 (not including summer)	
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## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

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Engaging Communities

Demonstrating Ethical Stewardship

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						Sector Partnered Experience (SPE) was run with AV Gauge for Manufacturing SHSM students (59 Students, 6 staff). SPE was run with InvestWindsor Essex at their VR Cave for Transportation SHSM students (42 students, 8 staff)	
X	-	X	<b>ENVIRONMENTAL STEWARDSHIP</b>  <b>Become an environmental stewardship leader in our community</b>	<ul style="list-style-type: none"> <li>Develop a Climate Action Plan</li> <li>Conduct waste audits</li> <li>Conduct student education awareness of environmental stewardship</li> <li>Reduce energy consumption</li> </ul>	<ul style="list-style-type: none"> <li>Issue a 5-year Climate Action Plan with greenhouse gas reduction targets and action steps by June 2023</li> <li>Conduct 10 waste audits across school sites with and develop a plan for the reduction of recyclables in the garbage stream (diversion rate) and reduction of contamination in the recycling stream</li> <li>Hold assemblies or virtual sessions in schools in collaboration with the Environmental Outdoor Education teacher consultants</li> <li>Procurement of real-time metering with a phased implementation plan over 3 years</li> <li>2% annual reduction in energy intensity (ekWh/ft<sup>2</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>Climate Action Plan was issued and shared with Trustees on June 20, 2023.</li> <li>Completed 10 waste audits.</li> <li>Waste diversion plan to be developed in 2023-24 per the Climate Action Plan.</li> <li>Completed 43 assemblies with the Environmental Outdoor Education teacher consultants</li> <li>Deferred until 2023-24 as the OECM is completing its tendering process.</li> <li>Annual reduction target - Energy Intensity (weather normalized was stable at 15.61 ekWh/ft<sup>2</sup> compared to the previous school year of 15.41 ekWh/ft<sup>2</sup>)</li> </ul>	S. Armstrong C. Howitt
-	-	X	<b>OTHER</b>  <b>Incorporate social procurement into the Board's</b>	<ul style="list-style-type: none"> <li>Research social procurement policies across the broader public sector</li> </ul>	<ul style="list-style-type: none"> <li>Revised Procurement policy, regulation and administrative procedures</li> <li>Revised RFP documents</li> </ul>	<ul style="list-style-type: none"> <li>Climate Action Plan was issued in June 2023 with specific action steps over the upcoming years.</li> <li>Procurement practices, including sustainable procurement, policy</li> </ul>	S. Armstrong



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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			<b>procurement policy and regulations</b>	<ul style="list-style-type: none"> <li>Investigate implications to existing Procurement policy, regulation and administrative procedure</li> <li>Investigate implication to RFP process</li> </ul>		<p>changes and amendments to the RFP process will occur in 2023-24, in conjunction with the Climate Action Plan.</p> <ul style="list-style-type: none"> <li>Two staff obtained the Social Procurement Professional Certificate from Buy Social Canada.</li> </ul>	
X	X	X	<b>Negotiate successful Collective Agreements that are aligned to the Strategic Priorities of the Board with a focus on equity for all employees</b>	<ul style="list-style-type: none"> <li>Participate in Collective Bargaining with respective groups</li> <li>Focus on interest-based negotiations</li> <li>Bargain in good faith</li> <li>Adhere to all terms and timelines outlined in the School Boards Collective Bargaining Act, 2014</li> <li>Implement changes to Collective Agreements</li> </ul>	<ul style="list-style-type: none"> <li>Maintain respectful relationships with each bargaining group</li> <li>Employees feel confidence throughout the bargaining process</li> <li>Language in Collective Agreements is inclusive, respects the diversity of our employees</li> </ul>	<ul style="list-style-type: none"> <li>Negotiated agreements with CUPE 1348 and CUPE 27.</li> <li>Held a few bargaining sessions with OSSTF OT</li> <li>One bargaining session held with OSSTF TBU</li> </ul>	V. Houston
-	X	-	<b>Improve active transportation to and from school</b>	<ul style="list-style-type: none"> <li>Continue to implement new strategies and provide resources to the initial 5 pilot schools</li> <li>Develop criteria to determine an additional 5 schools for the active transportation initiative</li> <li>Partner with various organizations such as the Health Unit, Police, City of Windsor, Municipalities, etc.</li> <li>Walkability and Bikeability checks</li> <li>Promotions through EDSBY, social media</li> <li>Develop Active Transportation tool kits</li> <li>Conduct pre/post surveys</li> </ul>	<ul style="list-style-type: none"> <li>Increased active transportation to and from school</li> <li>Decreased traffic congestion before and after school</li> <li>An increased awareness of active transportation measured through the survey</li> <li>Increased partnerships with various organizations within the community</li> <li>Improved active transportation resources provided</li> </ul>	<ul style="list-style-type: none"> <li>10 schools are now a part of Active Transportation</li> <li>8% increase in biking to and from school</li> <li>All schools provided improved resources with newsletters, crosswalks, bike racks, signage</li> <li>Post survey showed a 57% increase in awareness of Active Transportation</li> <li>Increased participation in Active Transportation to and from school based on the number of ticket incentives given to students</li> </ul>	T. Awender





## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

Creating Confident Learners

Engaging Communities

Demonstrating Ethical Stewardship

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				<ul style="list-style-type: none"> <li>• Provide bike training sessions at the schools</li> <li>• Provide student, parent/guardian education awareness of active transportation</li> </ul>			
X	-	-	<b>Enhance secondary arts programming with a social justice lens</b>	<ul style="list-style-type: none"> <li>• Develop a plan for units of study that include Indigenous cultural and techniques, environmental stewardship and equity through visual arts programming</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot lessons with the 2022-23 school year with training for the 2023-24 school year</li> </ul>	<ul style="list-style-type: none"> <li>• After consultation with visual arts teachers, training was developed with an overall focus of Justice, Inclusion, Equity and Diversity as well as Accessibility</li> <li>• Conducted a series of professional development sessions in the spring of 2023</li> </ul>	C. Howitt