

## 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>	-	S. Querbach
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>	-	S. Querbach
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 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</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> <li>Data will also explore students perceptions of their development skills to support regulation of attention and emotion</li> </ul>	-	S. Querbach



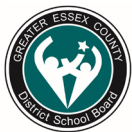
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Stewardship

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				bolster mentally healthy classrooms			
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>	-	C. Howitt M. Wilcox
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> <li>Increased and consistent level of implementation of strategies</li> </ul>	-	C. Howitt M. Wilcox
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>	-	C. Howitt M. Wilcox J. Canty
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</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>	-	C. Howitt



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Stewardship

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				activities, health and physical education, extra-curriculars, community involvement, student leadership and positive school culture)			
X	-	-	<b>ACHIEVEMENT 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>	-	C. Howitt
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, Zorbis 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>	-	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</li> </ul>	-	J. Canty



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Stewardship

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					assessment data to support student learning <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>		
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>	-	M. Wilcox
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</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>	-	M. Wilcox



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				<i>Dismantling Anti-Black Racism Strategy - Action 4.3</i>			
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>	-	C. Howitt
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</li> </ul>	-	J. Canty



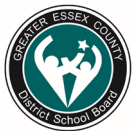
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Creating Confident Learners

Engaging Communities

Demonstrating Ethical  
Stewardship

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					and Locally Developed courses		
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 2024</li> </ul>	<ul style="list-style-type: none"> <li>Create a framework for a scaffolded implementation of the African Studies Course</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>	-	K. Bryant
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>	-	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>	-	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</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</li> </ul>	-	C. Howitt



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Creating Confident Learners

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Stewardship

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				<p>that are oppressive in the use of language or the depiction of characters</p> <p><i>Dismantling Anti-Black Racism Strategy – Action 2.3</i></p>	add items to reinvigorate the library collections		
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 and local post-secondary programming</li> </ul>	<ul style="list-style-type: none"> <li>Meet with St. Clair College and University of Windsor partners to plan for this partnership. Potentially the launch may be in the spring of 2023 depending on the plan</li> </ul>	-	C. Howitt
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> <p><i>Dismantling Anti-Black Racism Strategy - Action 5.5</i></p>	<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>	-	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)</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</li> </ul>	-	V. Houston



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Creating Confident Learners

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Stewardship

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				will conduct the Guarding Minds at Work Survey	survey administered in November 2022		
	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>	-	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>	-	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> <i>Dismantling Anti-Black Racism Strategy - Action 5.7</i>	<ul style="list-style-type: none"> <li>Volunteers from our BEN will be asked to provide mentorship for Black NTIP teachers</li> </ul>	-	J. Canty
-	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>	-	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>	-	R. Salvador





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-	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>	-	R. Salvador
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</li> </ul> <i>Dismantling Anti-Black Racism Strategy – Action 4.1</i>	<ul style="list-style-type: none"> <li>Constituted a Working Committee to plan the census with the assistance of Tana Turner, and its administration in April 2023</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</li> </ul> <i>Dismantling Anti-Black Racism Strategy – Action 1.1</i>	<ul style="list-style-type: none"> <li>All Supervisory Officers and school-based administrators will participate in anti-oppression language training</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</li> </ul>	-	M. Wilcox V. Houston R. Salvador  C. Howitt R. Salvador



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					sessions on privilege, Truth and Reconciliation, and anti-Black racism/ bias in education.		J. Canty
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>	-	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</li> </ul> <p><i>Dismantling Anti-Black Racism Strategy – Action 2.2</i></p>	<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>	-	C. Howitt
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> <p><i>Dismantling Anti-Black Racism Strategy – Action 5.8</i></p>	<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>	-	V. Houston K. Bryant



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Stewardship

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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</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 <i>Dismantling Anti-Black Racism Strategy – Action 2.10</i></li> </ul>	<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>	-	S. Querbach
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 <i>Dismantling Anti-Black Racism Strategy – Action 2.9</i></li> </ul>	<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>	-	R. Salvador
X	X	-	-	<ul style="list-style-type: none"> <li>Develop a mandatory module as to Culturally Relevant and Responsive Pedagogy 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 training for the 2023-24 school year and forward.</li> </ul>	-	C. Howitt



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Creating Confident Learners

Engaging Communities

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Stewardship

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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>	-	C. Howitt  S. Querbach
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>	-	J. Canty
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 <i>Dismantling Anti-Black Racism Strategy - Action 4.8</i></li> </ul>	<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>	-	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>	-	S. Querbach



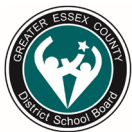
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X	X	-	<b>Reduce Discretionary Student Discipline</b>	<ul style="list-style-type: none"> <li>Develop a framework for progressive discipline through an equity and anti-Racist lens.</li> </ul>	<ul style="list-style-type: none"> <li>Framework to be developed by June 2023</li> </ul>	-	S. Querbach
-	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>	-	S. Querbach
-	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>	-	S. Querbach
	X		<b>Improve Parent and Community Engagement</b>	<ul style="list-style-type: none"> <li>Consistently and effectively engage with GECD SB 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>	-	Director’s Office



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Engaging Communities

Demonstrating Ethical  
Stewardship

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	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 GECD SB 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>	-	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>	-	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>	-	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>	-	Director's Office
-	X	-	-	<ul style="list-style-type: none"> <li>Advocate with the main universities and colleges from which GECD SB hires to embed anti-racism/anti-oppression training into their curriculum and develop the racial literacy of new teachers and other staff in order to increase their ability to create Black-affirming learning environments</li> </ul> <p><i>Dismantling Anti-Black Racism Strategy – Action 1.4</i></p>	<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 Committee) for the identified goals</li> <li>Advocate at St. Clair College Program Advisory Committees for the identified goals</li> <li>Connect with relevant university and college</li> </ul>	-	J. Hillman M. Wilcox



## 2022-2023 OPERATIONAL PLAN STRATEGIC PRIORITIES

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			Goal	Action Steps	Expected Measurable Outcomes	Achieved Outcomes	Staff Responsible
					committees or departments to advocate for these goals		
-	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>	-	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 greatest area of need for their school</li> <li>Provide ongoing identification, monitoring and counselling of students considered to be in-risk or at risk of not graduating</li> </ul>	-	J. Canty



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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>	-	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>	-	J. Canty
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>	-	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> <li>Provide STEM students meaningful and engaging sector-related opportunities and training</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 experiential learning opportunities for students and staff</li> </ul>	-	J. Canty
X	-	X	<b>ENVIRONMENTAL STEWARDSHIP</b>  <b>Become an environmental stewardship</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</li> </ul>	-	S. Armstrong C. Howitt





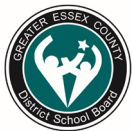
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			Goal	Action Steps	Expected Measurable Outcomes	Achieved Outcomes	Staff Responsible
			<b>leader in our community</b>		develop a plan for the reduction of recyclables in the garbage stream (diversion rate) and reduction of contamination in the recycling stream <ul style="list-style-type: none"> <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>		
-	-	X	<b>OTHER</b> <b>Incorporate social procurement into the Board's procurement policy and regulations</b>	<ul style="list-style-type: none"> <li>Research social procurement policies across the broader public sector</li> <li>Investigate implications to existing Procurement policy, regulation and administrative procedure</li> <li>Investigate implication to RFP process</li> </ul>	<ul style="list-style-type: none"> <li>Revised Procurement policy, regulation and administrative procedures</li> <li>Revised RFP documents</li> </ul>	-	S. Armstrong
X	X	X	<b>Negotiate successful Collective Agreements that are aligned to the Strategic Priorities of the</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> </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> </ul>	-	V. Houston



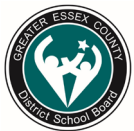
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			Goal	Action Steps	Expected Measurable Outcomes	Achieved Outcomes	Staff Responsible
			<b>Board with a focus on equity for all employees</b>	<ul style="list-style-type: none"> <li>Adhere to all terms and timelines outlined in the School Boards Collective Bargaining Act, 2014</li> <li>Implement changes to Collective Agreements</li> </ul>	<ul style="list-style-type: none"> <li>Language in Collective Agreements is inclusive, respects the diversity of our employees</li> </ul>		
-	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> <li>Provide bike training sessions at the schools</li> <li>Provide student, parent/guardian education awareness of active transportation</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>	-	T. Awender



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			Goal	Action Steps	Expected Measurable Outcomes	Achieved Outcomes	Staff Responsible
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>	-	C. Howitt