









**BOARD IMPROVEMENT AND EQUITY PLAN
& STUDENT ACHIEVEMENT PLAN
2023-2024**

The Strategic Plan is what guides WRDSB's directions and priorities as a learning organization. The Board Improvement and Equity Plan (BIEP; formally the Operational Plan) is what supported the implementation and achievement of the WRDSB strategic directions in the 2023-2024 school year. The WRDSB BIEP is integrated with the requirements of the Ministry mandated [Student Achievement Plan](#). Indicator data for the Student Achievement Plan (with the exception of EQAO results) is provided by the Ministry of Education and represents data from the 2021-22 school year. Student Achievement Plan indicators are marked with an asterisk (*) throughout this report.

The following shows the connection between the strategic directions placed alongside the areas of the BIEP we feel have the strongest connection to each of the 6 strategic directions.

Strategic Directions		BIEP Areas
	<p>Centring Students All students' voices are important</p>	<p>Achievement Sovereignty, Human Rights & Equity Mental health, Well-being and Engagement Pathways and Transitions</p>
	<p>Support for Student and Staff Well-being Students and staff experience positive well-being as part of a caring and inclusive community</p>	<p>Sovereignty, Human Rights & Equity Mental health, Well-being and Engagement</p>
	<p>Equitable Opportunities and Outcomes Create opportunities for everyone to succeed</p>	<p>Achievement Sovereignty, Human Rights & Equity Mental health, Well-being and Engagement Pathways and Transitions</p>
	<p>Strengthen Connections Through Family and Community Engagement Create opportunities for everyone to succeed</p>	<p>Mental health, Well-being and Engagement Pathways and Transitions</p>
	<p>Increase Student Learning Through Engagement Ensure student learning opportunities lead to a meaningful sense of satisfaction and accomplishment</p>	<p>Achievement Sovereignty, Human Rights & Equity Mental health, Well-being and Engagement Pathways and Transitions</p>
	<p>Collaboration and Compassion for Transformation Working together to bring change</p>	<p>Achievement Sovereignty, Human Rights & Equity Mental health, Well-being and Engagement Pathways and Transitions</p>

The 2023-2024 Board Improvement and Equity Plan outlines the desired results, key indicators, strategies and examples of the actions being taken by staff to help “turn the curve” for the identified key indicators. The following are the definitions of the different components of the Board Improvement and Equity Plan:







Results	The outcomes we desire for every WRDSB student and staff member.
Indicators	Measures which help us to gauge our progress to achieving the desired result (e.g., ACHIEVEMENT - Every student will succeed academically)
Strategies	Approaches that are most likely to have a positive influence (an impact) on an indicator.
Actions	Descriptions of the work that is taking place to make the strategies a reality in classrooms, schools, and the district.

For this final report, we have included a status for each of the strategies listed:

Completed	Strategy and related actions were carried out in the 2023-2024 school year
Paused	Strategy and related actions were paused in the 2023-2024 school year

ACHIEVEMENT



Every student will succeed academically

Indicators	Strategies & Status	Examples of Actions
<p>% of students who are reading at grade level by the end of Grade 2</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">70%</p> <p style="text-align: center;">Grade 2 Language (N=4,500)</p>	<ul style="list-style-type: none"> Implement the Structured Literacy Multi-Year Plan Build administrator and educator capacity Implement and monitor evidence-based reading practices in classrooms <p style="text-align: center;">Completed</p>	<ul style="list-style-type: none"> Implemented educator training on using an early reading screener Provided professional learning for administrators and staff with a focus on structured literacy Placed Reading Resource Teachers in 37 elementary schools to support the development of early reading skills Delivered professional learning for educators on implementing reading intervention programs (i.e., Lexia, Empower) Shared the Structured Literacy Multi-Year Plan
<p>23-24 Grade 3 EQAO: % of WRDSB Students Who Meet or Exceed Provincial Standard</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>68%</p>  <p>Reading (N=4,067)</p> </div> <div style="text-align: center;"> <p>60%</p>  <p>Writing (N=4,074)</p> </div> <div style="text-align: center;"> <p>58%</p>  <p>Mathematics (N=4,073)</p> </div> </div>	<ul style="list-style-type: none"> Implement the Math Achievement Action Plan <p style="text-align: center;">Completed</p>	<ul style="list-style-type: none"> Placed mathematics facilitators in Grade 3 and 6 classrooms in schools identified by the Ministry of Education Implemented professional learning for administrators and staff with a focus on mathematics and structured literacy
<p>23-24 Grade 6 EQAO: % of WRDSB Students Who Meet or Exceed Provincial Standard</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>82%</p>  <p>Reading (N=4,161)</p> </div> <div style="text-align: center;"> <p>81%</p>  <p>Writing (N=4,174)</p> </div> <div style="text-align: center;"> <p>52%</p>  <p>Mathematics (N=4,163)</p> </div> </div>	<ul style="list-style-type: none"> Build administrators and educator capacity in using high-yield instructional strategies <p style="text-align: center;">Completed</p>	<ul style="list-style-type: none"> Provided support for the implementation of the revised Language curriculum Supported educators to complete the math part 1 additional qualifications course Shared the Math Achievement Action Plan



ACHIEVEMENT

Every student will succeed academically

Indicators	Strategies & Status		Examples of Actions
<p>% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">52%</p> <p style="text-align: center;">Mathematics (N=4,206)</p>	<ul style="list-style-type: none"> Implement the Math Achievement Action Plan 	<p>Completed</p>	<ul style="list-style-type: none"> Provided job-embedded support and professional learning with Itinerant Math Coaches in secondary schools Placed Math and Literacy intervention specialists in schools to support Grades 7 to 10 classrooms Shared educator and administrator resources on the WRDSB de-streaming website
<p>% of first-time eligible, fully participating students who are successful on the Ontario Secondary School Literacy Test (OSSLT)*</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p style="font-weight: bold; font-size: 1.2em;">85%</p>  <p>First Time Eligible (N=4,309)</p> </div> <div style="text-align: center;"> <p style="font-weight: bold; font-size: 1.2em;">58%</p>  <p>Previously Eligible (N=1,149)</p> </div> </div>	<ul style="list-style-type: none"> Build administrator and educator capacity in using high-yield instructional strategies 	<p>Completed</p>	<ul style="list-style-type: none"> Provided job-embedded support with itinerant teachers, focused effective instructional strategies and assessment practices in de-streamed classrooms Delivered differentiated professional learning opportunities for staff (e.g., instructional support days, blended learning days) Applied tiered intervention model to support student learning

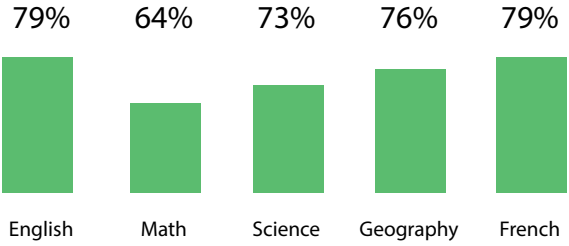
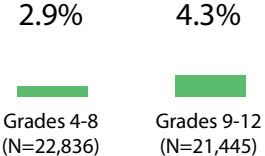
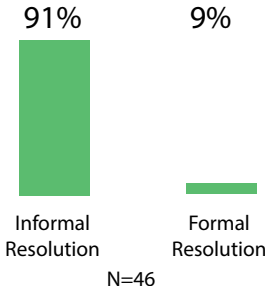
Supporting student achievement in practice: Teachers who completed professional learning reported feeling more comfortable teaching a structured approach to literacy. They benefited from having more time to learn about the resources. Teachers are feeling more competent with how to facilitate the diagnostic assessments. There has been an increase in the number of educators engaging in the implementation of evidence-based approaches to literacy. During implementation, 95% of students assessed in one of the WRDSB evidence-based reading intervention initiatives (Lexia) showed improvement in their reading skills.

To support students' success in math, WRDSB placed Grades 7 & 8 math intervention specialists in targeted schools. Math intervention specialists worked to build administrator and educator capacity in high-yield instructional strategies and to build capacity in implementing a tiered learning approach to math programs.



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every student and staff member has equitable opportunities in an environment free from discrimination

Indicators	Strategies & Status		Examples of Actions												
<p>% of students achieving the provincial standard in de-streamed courses</p>  <table border="1"> <caption>Provincial Standard Achievement in De-streamed Courses</caption> <thead> <tr> <th>Subject</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>79%</td> </tr> <tr> <td>Math</td> <td>64%</td> </tr> <tr> <td>Science</td> <td>73%</td> </tr> <tr> <td>Geography</td> <td>76%</td> </tr> <tr> <td>French</td> <td>79%</td> </tr> </tbody> </table>	Subject	Percentage	English	79%	Math	64%	Science	73%	Geography	76%	French	79%	<ul style="list-style-type: none"> Build administrator and educator capacity in delivery of de-streamed/single streamed curriculum, assessment and evaluation 	<p>Completed</p>	<ul style="list-style-type: none"> Provided job-embedded support with itinerant teachers focused on effective instructional strategies and assessment practices in de-streamed classrooms Provided subject-specific learning series for educators & department heads Implemented intervention strategies including Math Intervention Specialists, Empower and Lexia Offered credit rescue and credit recovery interventions in secondary schools
Subject	Percentage														
English	79%														
Math	64%														
Science	73%														
Geography	76%														
French	79%														
<p>% of grade 4-12 students suspended or expelled from school at least once*</p>  <table border="1"> <caption>Suspension/Expulsion Rates by Grade</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Grades 4-8</td> <td>2.9%</td> <td>22,836</td> </tr> <tr> <td>Grades 9-12</td> <td>4.3%</td> <td>21,445</td> </tr> </tbody> </table>	Grade	Percentage	Sample Size (N)	Grades 4-8	2.9%	22,836	Grades 9-12	4.3%	21,445	<ul style="list-style-type: none"> Build administrator and educator capacity in a progressive discipline approach Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging 	<p>Completed</p>	<ul style="list-style-type: none"> Provided an elementary and secondary administrator learning series with a focus on Safe Schools, including the use of mitigating factors as articulated in the Education Act and relevant regulations Implemented professional learning on Training Active Bystanders in intermediate schools. Provided professional learning on Dismantling Anti-Black Racism 			
Grade	Percentage	Sample Size (N)													
Grades 4-8	2.9%	22,836													
Grades 9-12	4.3%	21,445													
<p>% human rights complaints resolved informally and formally</p>  <table border="1"> <caption>Human Rights Complaint Resolution</caption> <thead> <tr> <th>Resolution Type</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Informal Resolution</td> <td>91%</td> </tr> <tr> <td>Formal Resolution</td> <td>9%</td> </tr> </tbody> </table> <p>N=46</p>	Resolution Type	Percentage	Informal Resolution	91%	Formal Resolution	9%	<ul style="list-style-type: none"> Implement and monitor a Human Rights complaints process 	<p>Completed</p>	<ul style="list-style-type: none"> Initiated process for developing a new case management system to track and manage complaints submitted to the Human Rights Branch 						
Resolution Type	Percentage														
Informal Resolution	91%														
Formal Resolution	9%														



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every student and staff member has equitable opportunities in an environment free from discrimination

Indicators	Strategies & Status		Examples of Actions
<p>% of students receiving special education accommodations and/or modifications</p> <p>Data Forthcoming*</p>	<ul style="list-style-type: none"> Build administrator and educator capacity in understanding the WRDSB Student Support Process Implement and monitor assessment, evaluation and evidence-based intervention practices 		<p>Completed</p> <ul style="list-style-type: none"> Provided professional learning for administrators and Special Education teachers on the Student Support Process Refined the Student Support Process Delivered professional learning for educators on literacy interventions (i.e., Lexia, Empower) Offered weekly sessions for educators to consult with central staff about ways to support early learners
<p>Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB</p> <p>50% 4% 7% 41% 5% 10%</p> <p>Qualified Applicants (N=371) Hired (N=195)</p> <p>Identities of candidates for Elementary Occasional Teacher Positions</p> <ul style="list-style-type: none"> Indigenous/Racialized Disability 2SLGBTQ+ 	<ul style="list-style-type: none"> Update and implement practices that support equitable application, hiring and promotion processes 		<p>Completed</p> <ul style="list-style-type: none"> Updated questions and rubrics that are used as part of the hiring process Hosted and attended job fairs

*Data validation is required before this indicator data can be published. This data point will be updated when the data is reconciled.

SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every student and staff member has equitable opportunities in an environment free from discrimination

Indicators	Strategies & Status	Examples of Actions
<p>Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB</p> <p>46% 4% 8% 40% 3% 8%</p> <p>Qualified Applicants (N=283) Hired (N=179)</p> <p>Identities of candidates for Secondary Occasional Teacher Positions</p>	<ul style="list-style-type: none"> Strategies related to this indicator are reported on previous page 	<p>Actions for this indicator are reported on previous page</p>

Sovereignty, Human Rights & Equity in practice: System Navigators supported more than 100 African, Caribbean and Black identifying students through the provision of safe and affirming drop-in spaces where diverse stories, experiences, cultures and ways of being are welcomed/supported. One-to-one support was provided for students experiencing identity harm and those experiencing academic anxiety as they approach post-secondary studies (supported by guidance, social work and Black-led community supports).

Professional development sessions were offered for special education resource teachers (SERTs) from all WRDSB schools. Sessions focused on Universal Design for Learning, Differentiated Instruction, Tiered Instruction, and the Student Support Process.

Administrator and teacher professional learning was implemented on the Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, including Land-based education; Community connections; Indigenous Pedagogies (developing practice); and Culturally Responsive, Relevant and Sustaining pedagogies. This included 9 school-based sessions and 6 central board sessions. 90% of teachers in these sessions expressed increased knowledge of Indigenous practices and pedagogies with a focus on teaching Indigenous Brilliance.



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

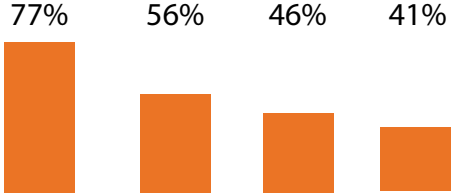
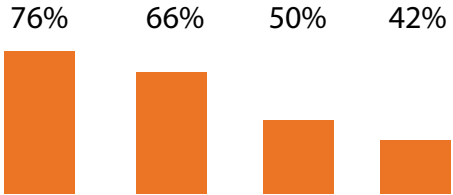
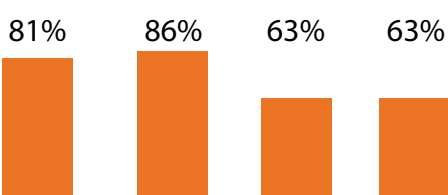
Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies & Status	Examples of Actions												
<p>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health*</p> <table border="1"> <caption>Awareness of Mental Health Supports</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>60%</td> <td>4,035</td> </tr> <tr> <td>Grade 9</td> <td>65%</td> <td>3,452</td> </tr> <tr> <td>Grade 10</td> <td>66%</td> <td>4,239</td> </tr> </tbody> </table>	Grade	Percentage	Sample Size (N)	Grade 6	60%	4,035	Grade 9	65%	3,452	Grade 10	66%	4,239	<ul style="list-style-type: none"> • Build student knowledge and understanding of mental wellness • Build educator capacity to support student mental health literacy 	<p>Completed</p> <ul style="list-style-type: none"> • Established student wellness teams at secondary schools. • Hosted the annual student wellness conference. • Provided ongoing support to school wellness teams, including building capacity to learn about mental health. • Offered professional learning sessions related to resources from School Mental Health Ontario (SMHO). • Provided learning opportunities for staff to develop mental health literacy led by school mental health clinicians
Grade	Percentage	Sample Size (N)												
Grade 6	60%	4,035												
Grade 9	65%	3,452												
Grade 10	66%	4,239												
<p>% of students in Grades 4-12 who feel their school is a safe, inclusive environment as reported through the Safe, Caring and Inclusive School survey</p> <table border="1"> <caption>Safe and Inclusive School Environment</caption> <thead> <tr> <th>Grades</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Grades 4-6</td> <td>68%</td> </tr> <tr> <td>Grades 7-8</td> <td>47%</td> </tr> <tr> <td>Grades 9-12</td> <td>41%</td> </tr> </tbody> </table> <p>% of students who agreed "I feel like I am important to this school" on the MDI</p>	Grades	Percentage	Grades 4-6	68%	Grades 7-8	47%	Grades 9-12	41%	<ul style="list-style-type: none"> • Build student knowledge and understanding of mental wellness • Build staff capacity to support student mental health literacy 	<p>Completed</p> <ul style="list-style-type: none"> • Supported students through Social Workers/Attendance Counsellors • Provided job-embedded learning for educators on mentally healthy classrooms • Delivered in-class presentations in support of student mental health and well-being • Provided mental health literacy professional learning sessions for grade 7 and 8 educators <p>Actions for this indicator are continued on the following page.</p>				
Grades	Percentage													
Grades 4-6	68%													
Grades 7-8	47%													
Grades 9-12	41%													



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

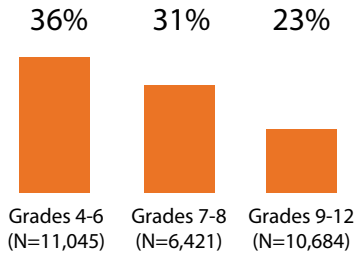

Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies & Status	Examples of Actions																								
<p data-bbox="128 399 684 456">% of students in Grades 4-6 who report they have never been bullied during the school year</p>  <table border="1" data-bbox="180 472 630 665"> <tr> <td>Cyber</td> <td>Physical</td> <td>Social</td> <td>Verbal</td> </tr> <tr> <td>77%</td> <td>56%</td> <td>46%</td> <td>41%</td> </tr> </table> <p data-bbox="128 686 684 711">Cyber Physical Social Verbal</p> <p data-bbox="128 753 684 810">% of students in Grades 7-8 who report they have never been bullied during the school year</p>  <table border="1" data-bbox="180 826 630 1019"> <tr> <td>Cyber</td> <td>Physical</td> <td>Social</td> <td>Verbal</td> </tr> <tr> <td>76%</td> <td>66%</td> <td>50%</td> <td>42%</td> </tr> </table> <p data-bbox="180 1040 630 1065">Cyber Physical Social Verbal</p> <p data-bbox="128 1107 684 1164">% of students in Grades 9-12 who report they have never been bullied during the school year</p>  <table border="1" data-bbox="197 1180 642 1373"> <tr> <td>Cyber</td> <td>Physical</td> <td>Social</td> <td>Verbal</td> </tr> <tr> <td>81%</td> <td>86%</td> <td>63%</td> <td>63%</td> </tr> </table> <p data-bbox="197 1395 642 1419">Cyber Physical Social Verbal</p>	Cyber	Physical	Social	Verbal	77%	56%	46%	41%	Cyber	Physical	Social	Verbal	76%	66%	50%	42%	Cyber	Physical	Social	Verbal	81%	86%	63%	63%	<ul data-bbox="747 899 1144 956" style="list-style-type: none"> Strategies related to this indicator are reported on previous page 	<p data-bbox="1392 643 1955 724">These actions are a continuation of actions related to the indicator ‘% of students in Grades 4-12 who feel their school is a safe, inclusive environment.’</p> <ul data-bbox="1392 756 1976 1182" style="list-style-type: none"> Implemented professional learning sessions for educators related to vaping and cannabis and the connection to mental wellness Delivered class and school presentations on vaping and cannabis and the connection to mental wellness Created a social emotional learning (SEL) team to review current and emerging practices Provided administrator and educator learning on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism Supported school-based groups (e.g., Affinity Groups, GSAs, Student well-being teams) Hosted student conferences (e.g., Black Brilliance, February 12-16, 2024)
Cyber	Physical	Social	Verbal																							
77%	56%	46%	41%																							
Cyber	Physical	Social	Verbal																							
76%	66%	50%	42%																							
Cyber	Physical	Social	Verbal																							
81%	86%	63%	63%																							



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

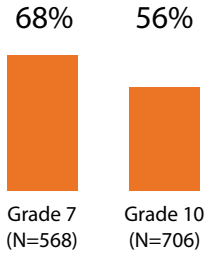

Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies & Status	Examples of Actions												
<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey</p>  <table border="1"> <thead> <tr> <th>Grade Group</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Grades 4-6</td> <td>36%</td> <td>11,045</td> </tr> <tr> <td>Grades 7-8</td> <td>31%</td> <td>6,421</td> </tr> <tr> <td>Grades 9-12</td> <td>23%</td> <td>10,684</td> </tr> </tbody> </table> <p>% of students who report high well-being (optimism, happiness, self-esteem, absence of sadness and general health) on the MDI</p>	Grade Group	Percentage	Sample Size (N)	Grades 4-6	36%	11,045	Grades 7-8	31%	6,421	Grades 9-12	23%	10,684	<ul style="list-style-type: none"> Build student and family knowledge and understanding of mental wellness and well-being Build staff capacity to support and enhance student well-being 	<p>Completed</p> <ul style="list-style-type: none"> Coordinated community engagement tables that include grass root community organizations to participate in wraparound supports for students Delivered in-class presentations on social-emotional learning and mental health strategies Hosted lunch and learn sessions for families Implemented professional learning for educators with a focus on student mental health and well-being Established student wellness teams at each secondary school Hosted the annual student wellness conference (April 16, 2024)
Grade Group	Percentage	Sample Size (N)												
Grades 4-6	36%	11,045												
Grades 7-8	31%	6,421												
Grades 9-12	23%	10,684												
<p><u>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*</u></p>  <p>Grades 1-8 (N=35,666)</p> <p>% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 per cent</p>	<ul style="list-style-type: none"> Build staff capacity in supporting students' attendance at school 	<p>Completed</p> <ul style="list-style-type: none"> Offered training to Social Workers/Attendance Counsellors from the Ontario Association of Attendance Counsellors Continued to monitor and support students' attendance by Social Workers/Attendance Counsellors Revamped the Attendance Counselling procedure 												



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies & Status		Examples of Actions
<p>% of students who feel engaged at their school as reported through a student survey</p>  <p>68% 56%</p> <p>Grade 7 (N=568) Grade 10 (N=706)</p> <p>% of students who report they “often” or “Always” feel engaged in school on the student engagement survey</p>	<ul style="list-style-type: none"> Implement and monitor strategies high-yield strategies to engage students 	<p>Completed</p>	<ul style="list-style-type: none"> Supported implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams) Provided outdoor education opportunities Land-Based Learning (WONAA) for students Hosted student conferences (e.g., Black Brilliance)
<p>% of staff who report workplace as psychologically and socially supportive on Guarding Minds at Work.*</p>  <p>2022-23</p>	<ul style="list-style-type: none"> Build system leader capacity to support them in creating a psychologically and socially supportive workplace 	<p>Completed</p>	<ul style="list-style-type: none"> Implemented Employee and Family Assistance Program. Provided system leaders and managers with professional learning on reinforcement. Offered network learning opportunities for educators and administrators (e.g., Aspiring Leaders, Administrator Mentoring Program, Network Learning Series) Delivered professional learning for system leaders on disability management and accommodation

*The Guarding Minds at Work survey was paused during the 2023/24 school year to allow for the completion of the WRDSB Workforce Census. The WRDSB plans to publicly release Workforce Census results later in the 2024/24 school year.

MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Every student and staff member will learn and work in environments that engage them and support their mental health and well-being

Indicators	Strategies & Status		Examples of Actions
<p>% of staff who report that their work environment protects their physical safety on Guarding Minds at Work*</p> <p style="font-size: 2em; color: #e67e22; text-align: center;">62%</p> <p style="text-align: center;">2022-23</p>	<ul style="list-style-type: none"> Build system leader capacity to support them in ensuring the protection of physical safety within the workplace 	<p>Completed</p>	<ul style="list-style-type: none"> Implemented training for system leaders and new members of workplace inspection teams Provided personal protection equipment, consultations, education and support to staff Supported an effective Internal Responsibility System with support from joint union-management Health and Safety Committee Provided ongoing Behaviour Management System (BMS) training for staff
<p>% of staff who report feeling engaged at work on Guarding Minds at Work*</p> <p style="font-size: 2em; color: #e67e22; text-align: center;">91%</p> <p style="text-align: center;">2022-23</p>	<ul style="list-style-type: none"> Build system leader and staff capacity in supporting their well-being at work Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey 	<p>Completed</p> <p>Paused</p>	<ul style="list-style-type: none"> Provided Road to Resiliency training for all staff Offered professional learning for service leaders to build capacity on foundational leadership competencies Develop resources for the Leadership Development website Engaged staff through Aspiring Leaders program, On-Boarding of Administrators program, Administrators Mentoring Program

*The Guarding Minds at Work survey was paused during the 2023/24 school year to allow for the completion of the WRDSB Workforce Census. The WRDSB plans to publicly release Workforce Census results later in the 2024/24 school year.

Mental Health, Well-Being & Engagement in practice: Active wellness teams from WRDSB secondary schools attended the Student Wellness Conference to learn about ideas to take back and implement at their own schools. Activities at each school varied and ranged from wellness bulletin boards and resource sharing to wellness fairs prior to exams.

The WRDSB continues to engage with community partners to support mental health and well-being in schools. For example, over 4000 Grade 7 and 8 students were reached through the “Sources of Strength” session coordinated with the Waterloo Region Suicide Prevention Council.

Professional sessions that support a Psychologically Safe Workplace were delivered to system leaders at the System Leaders Conference. Over 80% of the system leaders (e.g., principals, managers, and superintendents) in attendance (57 in total) indicated that they would incorporate a new strategy to support a Psychologically Safe Workplace with their teams.

PATHWAYS AND TRANSITIONS

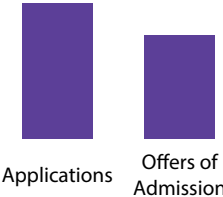
Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway

Indicators	Strategies & Status		Examples of Actions
<p>% of students who earn 16+ credits by the end of Grade 10*</p> <p>82%</p> <p>2021-22 (N=4,489)</p>	<ul style="list-style-type: none"> Implement high-yield strategies focused on credit accumulation 	<p>Completed</p>	<ul style="list-style-type: none"> Provided Grade 6 to 7 and Grade 8 to 9 transition support to students Provided opportunities for Grade 8 students to earn “reach ahead” credits Offered credit rescue and credit recovery interventions in secondary schools Placed Graduation Coach to support Black students
<p>% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*</p> <p>86%</p> <p>2021-22 (N=4,581)</p>	<ul style="list-style-type: none"> Implement programs to support students to earn credits towards their diploma 	<p>Completed</p>	<ul style="list-style-type: none"> Engaged in credit accumulation monitoring Offered credit rescue and credit recovery interventions in secondary schools Offered “build a credit” program to student Offered e-learning opportunities to earn credits Expanded offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education
<p>% of students enrolled in alternative programming (e.g., ACE students) who receive an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA)</p> <p>86%</p> <p>2023-24 (N=55)</p>	<ul style="list-style-type: none"> Build staff capacity to support students on alternative pathways 	<p>Completed</p>	<ul style="list-style-type: none"> Delivered professional learning for alternative program (ACE) educators



PATHWAYS AND TRANSITIONS

Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway

Indicators	Strategies & Status		Examples of Actions
<p>% of students enrolled in at least one Grade 12 Math or Grade 11 or 12 Science course*</p> <p>60%</p> <p>2021-22 (N=12,525)</p>	<ul style="list-style-type: none"> Implement supports for students to engage in different pathways 	<p>Completed</p>	<ul style="list-style-type: none"> Provided single streaming of core courses in Grade 10 to ensure all pathway options remain open to students when they enter Grades 11 and 12 Continued implementation of tiered intervention model to support student learning
<p>% of Grade 11 or 12 students participating in at least one job skills program (SHSM, Dual Credits or OYAP)*</p> <p>14%</p> <p>2021-22 (N=10,898)</p>	<ul style="list-style-type: none"> Implement and expand programs to support students on different pathways 	<p>Completed</p>	<ul style="list-style-type: none"> Dual Credit (College) programs offered Offered School Within a College (SWAC) program with Conestoga College Expanded offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education Offered summer school Cooperative Education opportunities
<p>% of students earning an OSSD who applied or received an offer of admission to an Ontario educational experience after secondary school (i.e., apprenticeship, college, or university)</p> <p>64% 55%</p>  <p>Applications Offers of Admission</p> <p>2023-24 (N=4,066)</p>	<ul style="list-style-type: none"> Implement programs to support students on different pathways 	<p>Completed</p>	<ul style="list-style-type: none"> Launched Exit survey for graduating students Dual Credit (College) programs offered Offer School Within a College (SWAC) program with Conestoga College Expanded offerings available through Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education

PATHWAYS AND TRANSITIONS

Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway

Indicators	Strategies & Status		Examples of Actions												
<p>% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)*</p> <table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> <th>Sample Size (N)</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>57%</td> <td>4,037</td> </tr> <tr> <td>Grade 9</td> <td>67%</td> <td>3,435</td> </tr> <tr> <td>Grades 10</td> <td>67%</td> <td>3,307</td> </tr> </tbody> </table>	Grade	Percentage	Sample Size (N)	Grade 6	57%	4,037	Grade 9	67%	3,435	Grades 10	67%	3,307	<ul style="list-style-type: none"> Implement supports for students to successfully transition to the next steps in their learning experience 	<p>Completed</p>	<ul style="list-style-type: none"> Provided Grade 6 to 7 and Grade 8 to 9 transition support to students Continued partnership with the Smart Waterloo Region Innovation Lab (SWIRL) to engage students in innovative learning opportunities Launched a transition survey for students in Grades 7-11 Launched exit survey for graduating students
Grade	Percentage	Sample Size (N)													
Grade 6	57%	4,037													
Grade 9	67%	3,435													
Grades 10	67%	3,307													

Pathways & Transitions in practice: Our “Reach Ahead” program saw an increase in enrollment in 2024, as 130 students began Grade 9 with 1 credit completed towards their OSSD. Nearly 3000 students completed an eLearning course in Summer School. This provided them with more flexibility in their 2024-25 timetables.

In coordination with Conestoga College, the WRDSB offered dual credit opportunities in 15 different programs in Semester 1 and 21 different programs in Semester 2. Students in these programs came from across 16 WRDSB high schools, as well as the Alternative Education program and the Education and Community Partnership Program.