



BOARD IMPROVEMENT AND EQUITY PLAN 2022 - 2023

ACHIEVEMENT

Every student will succeed academically

Indicators	Strategies	Examples of Actions
<p>% of students who are reading at grade level by the end of Grade 2 *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity in structured literacy • Implement and monitor evidence-based reading practices in classrooms 	<ul style="list-style-type: none"> • Provide monthly administrator learning series on structured literacy • Deliver professional learning for Educators, Itinerant Teachers and Educational Assistants on supporting multilingual learners • Placement of Reading Resource Teachers in 38 elementary schools • Provide Heggerty resource in all schools • Pilot a early reading screening tool in 42 classes
<p>% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading, writing and math *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies • Implement and monitor tutoring programs 	<ul style="list-style-type: none"> • Provide administrator learning series with a focus on equitable math teaching and learning • Provide job-embedded “wraparound” sessions in 26 elementary schools • Provide job embedded support to Grade 7 and 8 teachers focused on math • Coordinate delivery of tutoring programs by external partners for elementary students • Provide educator learning series on First Nations, Métis, and Inuit Voices in elementary schools • Provide support for educators to complete math part 1 additional qualifications course
<p>% of first time eligible fully participating students who are successful on the OSSLT *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies 	<ul style="list-style-type: none"> • Provide OSSLT practice resources available to educators • Provide administrator learning series with a focus on destreaming
<p>% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies 	<ul style="list-style-type: none"> • Provide job-embedded support and professional learning with Itinerant Math Coaches • Share educator and administrator resources on the WRDSB de-streaming website • Provide professional learning for educators with Peter Liljedahl on Building Thinking Classrooms to support achievement in math

*= with disaggregation (i.e., analyze results by student/staff identities as per direction from the Ministry of Education)



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

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

Indicators	Strategies	Examples of Actions
% of students achieving the provincial standard in de-streamed courses *	<ul style="list-style-type: none"> Build administrator and educator capacity in delivery of de-streamed/single streamed curriculum, assessment and evaluation 	<ul style="list-style-type: none"> Provide targeted credit rescue opportunities to students Provide job-embedded support and professional learning with Itinerant Coaches Provide subject specific learning series for educators Implement elementary intervention strategies including Math Intervention Specialists, Empower, Lexia and Dreambox
% of suspension and expulsions across grades 4-12 *	<ul style="list-style-type: none"> Build administrator and educator capacity in the area of transformative and restorative practices, in addition to the work on progressive discipline. Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging 	<ul style="list-style-type: none"> Provide elementary and secondary administrator learning series with a focus on Safe Schools Provide network and individual supports for administrators Provide job-embedded professional learning with safe schools consultants at specific schools who are participating in the Ministry of Education Keeping Students in School Pilot Project
# of human rights complaints	<ul style="list-style-type: none"> Build system leader and staff capacity to develop a just, inclusive and equitable working and learning environment 	<ul style="list-style-type: none"> Provide professional learning for staff with a focus on understanding and working within the protected groups under the Ontario Human Rights Code Launch Human Rights Procedures Provide professional learning for all staff about WRDSB's Human Rights policy and procedures
% human rights complaints resolved (informally and formally)	<ul style="list-style-type: none"> Implement and monitor a Human Rights complaints process Build system leader and staff capacity in restorative practices 	<ul style="list-style-type: none"> Process in place to address and resolve human rights complaints Develop and implement policy and procedure to support the formal and informal resolution of complaints

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SOVEREIGNTY, HUMAN RIGHTS & EQUITY

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Indicators	Strategies	Examples of Actions
<p>% of students receiving special education accommodations and/or modifications *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity in understanding in the WRDSB Student Support Process • Implement and monitor assessment, evaluation and evidence-based intervention practices 	<ul style="list-style-type: none"> • Provide professional learning for administrators and Special Education department staff on the Student Support Process • Develop criteria to ensure identified interventions are achieving their desired results
<p>% of multilingual learner students who are receiving modifications *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity in supporting the learning and achievement of multilingual learners • Implement and monitor assessment, evaluation and evidence-based intervention practices 	<ul style="list-style-type: none"> • Provide administrator learning series specific to multilingual learners, understanding the Steps To English Proficiency process and assessment and evaluation • Create an educator resource guide • Provide interpretation and translation services • Deliver the Elementary Accelerated Basic English (ABLE) Program • Develop online course as a resource for educators

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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	Examples of Actions
<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>	<ul style="list-style-type: none"> • Build administrator, educator and staff capacity in sovereignty affirming and equity competencies • Monitoring implementation of the competencies from learning to embedded practice 	<ul style="list-style-type: none"> • Provide job-embedded learning for administrators with a focus on sovereignty affirming and equity competencies • Provide administrator and educator learning series on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism • Fill staff positions (i.e., System Navigators, Social Workers with an Indigenous Focus) • Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams) • Host student conferences (e.g., Black Brilliance) • Develop and launch system campaign to address mental health
<p>% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey *</p>	<ul style="list-style-type: none"> • Build administrator and educator capacity to support and enhance student well-being • Develop and implement a student voice and agency plan 	<ul style="list-style-type: none"> • Develop community engagement tables that include grass root community organizations to participate in wraparound supports for students • Deliver in class presentations on social-emotional learning and mental health strategies • Host parent lunch and learns • Provide professional learning for all administrators and educators with a focus on trauma informed practices
<p>% of staff who report the workplace as psychologically and socially supportive through the Guarding Minds at Work survey *</p>	<ul style="list-style-type: none"> • Build system leader staff capacity to support them to system leaders in creating a psychologically and socially supportive workplace 	<ul style="list-style-type: none"> • Provide system leader professional learning on the sovereignty affirming and equity competencies • Launch the National Standard for Psychological Health & Safety awareness campaign • Provide system leaders with professional learning on disability management and accommodation • Provide administrator professional learning on trauma informed leadership • Provide network learning opportunities for educators and administrators (e.g., Aspiring Leaders, Administrator Mentoring Program, Network Learning Series)

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MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

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Indicators	Strategies	Examples of Actions
<p>% of staff who report that their work environment protects their physical safety *</p>	<ul style="list-style-type: none"> Build system leader capacity to support them in ensuring the protection of the physical safety within the workplace 	<ul style="list-style-type: none"> Provide training for system leaders and new members of workplace inspection teams Develop and provide one-to-one professional learning sessions for system leaders on reporting tools Provide personal protection equipment, consultations, education and support to staff
<p>% of students who feel engaged at their school as reported through a student survey *</p>	<ul style="list-style-type: none"> Implement and monitor strategies high-yield strategies to engage students Support and ensure WRDSB learning environments are culturally relevant and responsive 	<ul style="list-style-type: none"> Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams) Fill staff positions (i.e., Indigenous Social Worker, Well-being and Equity officers.) Develop and communicate smudging guidelines in WRDSB Provide outdoor education opportunities for students Host student conferences (e.g., Black Brilliance)
<p>% of staff who feel engaged at work as reported through the Guarding Minds at Work survey *</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 	<ul style="list-style-type: none"> Provide Road to Resiliency training for all staff Provide learning series for staff with a focus on well-being as a leader Conduct comprehensive learning needs assessment for service leaders Develop resources for the Leadership Development website Engage staff through Aspiring Leaders program , On-Boarding of Administrators program, Administrators Mentoring Program
<p>% of families who feel engaged in their child(ren)'s learning</p>	<ul style="list-style-type: none"> Develop and implement a family and community engagement plan 	<ul style="list-style-type: none"> Develop a better understanding of what family engagement means to the WRDSB community Identify gaps in service to students and families through the work of System Navigators and community partners

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PATHWAYS AND TRANSITIONS

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

Indicators	Strategies	Examples of Actions
% of students finishing Grade 10 with 16 credits *	<ul style="list-style-type: none"> Implement high-yield strategies focused on credit accumulation 	<ul style="list-style-type: none"> Placement of Student Success Teachers at all secondary schools Offer Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools Offer credit rescue and credit recovery programs Provide Grade 8 to 9 transition support to students Create intentional Grade 9 timetables Provide opportunity for students to earn “reach ahead” credits and high skills activities
% of students graduating with an Ontario Secondary School Diploma within four or five years of starting Grade 9 *	<ul style="list-style-type: none"> Implement programs to support students to earn credits towards their diploma 	<ul style="list-style-type: none"> Engage in credit accumulation monitoring Offer Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools Offer credit rescue and credit recovery programs Offer “build a credit” program to students Offer e-learning opportunities to earn credits Offer programs such as Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education Presence of social workers and child and youth workers in schools
% of students on an alternative pathway who receive an Ontario Secondary School Certificate or Certificate of Accomplishment *	<ul style="list-style-type: none"> Build administrator and staff capacity to support students on alternative pathways 	<ul style="list-style-type: none"> Provide professional learning for administrators with a focus on the student support process Offer the Inclusive Community Access and Navigation (iCan) Program
% of students entering university, college or apprenticeship training after high school *	<ul style="list-style-type: none"> Implement programs to support students on different pathways 	<ul style="list-style-type: none"> Offer Dual Credit (College/University) programs Offer School Within a College (SWAC) program with Conestoga College Offer programs such as Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education

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