BOARD IMPROVEMENT AND EQUITY PLAN 2022 - 2023
## ACHIEVEMENT

Every student will succeed academically

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strategies</th>
<th>Examples of Actions</th>
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</table>
| % of students who are reading at grade level by the end of Grade 2 | • Build administrator and educator capacity in structured literacy  
• Implement and monitor evidence-based reading practices in classrooms | • 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 |

| % of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading, writing and math | • Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies  
• Implement and monitor tutoring programs | • 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 |

| % of first time eligible fully participating students who are successful on the OSSLT | • Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies | • Provide OSSLT practice resources available to educators  
• Provide administrator learning series with a focus on destreaming |

| % of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics | • Build administrator and educator capacity in utilizing EQAO results and high-yield instructional strategies | • 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

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| % of students achieving the provincial standard in de-streamed courses | • Build administrator and educator capacity in delivery of de-streamed/single streamed curriculum, assessment and evaluation | • 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 | • 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 | • 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 | • Build system leader and staff capacity to develop a just, inclusive and equitable working and learning environment | • 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) | • Implement and monitor a Human Rights complaints process  
• Build system leader and staff capacity in restorative practices | • 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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**Indicators**

- % of students receiving special education accommodations and/or modifications
- % of multilingual learner students who are receiving modifications

**Strategies**

- Build administrator and educator capacity in understanding in the WRDSB Student Support Process
- Implement and monitor assessment, evaluation and evidence-based intervention practices
- Build administrator and educator capacity in supporting the learning and achievement of multilingual learners
- Implement and monitor assessment, evaluation and evidence-based intervention practices

**Examples of Actions**

- 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
- 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

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| % 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 * | • Build administrator, educator and staff capacity in sovereignty affirming and equity competencies  
• Monitoring implementation of the competencies from learning to embedded practice | • 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 |
| % of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey * | • Build administrator and educator capacity to support and enhance student well-being  
• Develop and implement a student voice and agency plan | • 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 |
| % of staff who report the workplace as psychologically and socially supportive through the Guarding Minds at Work survey * | • Build system leader staff capacity to support them to system leaders in creating a psychologically and socially supportive workplace | • 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

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

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<td>% of staff who report that their work environment protects their physical safety</td>
<td>• Build system leader capacity to support them in ensuring the protection of the physical safety within the workplace</td>
<td>• Provide training for system leaders and new members of workplace inspection teams</td>
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<td>• Develop and provide one-to-one professional learning sessions for system leaders on reporting tools</td>
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<td>• Provide personal protection equipment, consultations, education and support to staff</td>
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<td>% of students who feel engaged at their school as reported through a student survey</td>
<td>• Implement and monitor strategies high-yield strategies to engage students</td>
<td>• Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams)</td>
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<td>• Support and ensure WRDSB learning environments are culturally relevant and responsive</td>
<td>• Fill staff positions (i.e., Indigenous Social Worker, Well-being and Equity officers.)</td>
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<td>• Develop and communicate smudging guidelines in WRDSB</td>
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<td>• Provide outdoor education opportunities for students</td>
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<td>• Host student conferences (e.g., Black Brilliance)</td>
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<td>% of staff who feel engaged at work as reported through the Guarding Minds at Work survey</td>
<td>• Build system leader and staff capacity in supporting their well-being at work</td>
<td>• Provide Road to Resiliency training for all staff</td>
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<td>• Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey</td>
<td>• Provide learning series for staff with a focus on well-being as a leader</td>
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<td>• Conduct comprehensive learning needs assessment for service leaders</td>
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<td>• Develop resources for the Leadership Development website</td>
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<td>• Engage staff through Aspiring Leaders program , On-Boarding of Administrators program, Administrators Mentoring Program</td>
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<td>% of families who feel engaged in their child(ren)’s learning</td>
<td>• Develop and implement a family and community engagement plan</td>
<td>• Develop a better understanding of what family engagement means to the WRDSB community</td>
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<td>• Identify gaps in service to students and families through the work of System Navigators and community partners</td>
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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

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<td>% of students finishing Grade 10 with 16 credits</td>
<td>• Implement high-yield strategies focused on credit accumulation</td>
<td>• Placement of Student Success Teachers at all secondary schools&lt;br&gt;&lt;br&gt;• Offer Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools&lt;br&gt;&lt;br&gt;• Offer credit rescue and credit recovery programs&lt;br&gt;&lt;br&gt;• Provide Grade 8 to 9 transition support to students&lt;br&gt;&lt;br&gt;• Create intentional Grade 9 timetables&lt;br&gt;&lt;br&gt;• Provide opportunity for students to earn “reach ahead” credits and high skills activities</td>
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<tr>
<td>% of students graduating with an Ontario Secondary School Diploma within four or five years of starting Grade 9</td>
<td>• Implement programs to support students to earn credits towards their diploma</td>
<td>• Engage in credit accumulation monitoring&lt;br&gt;&lt;br&gt;• Offer Learning Strategies and General Learning (GLE, GLS) credit opportunities in all WRDSB secondary schools&lt;br&gt;&lt;br&gt;• Offer credit rescue and credit recovery programs&lt;br&gt;&lt;br&gt;• Offer “build a credit” program to students&lt;br&gt;&lt;br&gt;• Offer e-learning opportunities to earn credits&lt;br&gt;&lt;br&gt;• Offer programs such as Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education&lt;br&gt;&lt;br&gt;• Presence of social workers and child and youth workers in schools</td>
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<td>% of students on an alternative pathway who receive an Ontario Secondary School Certificate or Certificate of Accomplishment</td>
<td>• Build administrator and staff capacity to support students on alternative pathways</td>
<td>• Provide professional learning for administrators with a focus on the student support process&lt;br&gt;&lt;br&gt;• Offer the Inclusive Community Access and Navigation (iCan) Program</td>
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<tr>
<td>% of students entering university, college or apprenticeship training after high school</td>
<td>• Implement programs to support students on different pathways</td>
<td>• Offer Dual Credit (College/University) programs&lt;br&gt;&lt;br&gt;• Offer School Within a College (SWAC) program with Conestoga College&lt;br&gt;&lt;br&gt;• Offer programs such as Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), Magnet programs and Cooperative Education</td>
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