

# Actions our School Board will take to Improve:

## **Goal: Improve students' literacy learning and achievement**

### **Goal: Improve students' math learning and achievement**

1. Literacy Coaches to support educators with small group interventions; supporting new curriculum
2. Implementing a new reading screener for Fall 2025; new social studies program that is culturally responsive (Fall 2025)
3. Implementing Story Champs across the district in all Kindergarten Classrooms with the support of Speech Language Pathologists to target oral language skills necessary for language comprehension. The Board is in year 2 of a three-year plan.
4. Use Lexia software and intervention lessons to build literacy skills with 250 candidates each year across the district.
5. Implementing Empower Reading in 13 of our elementary schools. In the fall of 2024, all elementary schools will be trained to deliver Empower. In our initial year (2023-2024), 75 students have been enrolled in the program.
6. 2.4 Math Facilitators, supporting 15 schools in Grades 3 and 6 (modelling, small group, coaching interventions, high impact strategies)
7. Supporting administrator learning with High Impact Strategies in math
8. Launched a 3-year Math Achievement Action Plan focusing on priority schools
9. Secondary destreaming coaches in Grade 9 classes (12 sections across all schools)
10. Two transition teachers supporting 7-10 across the system Improve students' math learning and achievement
11. Implementing Key Math 3 with all Special Education Resource Teachers to assess, monitor and provide targeted interventions to fill gaps in mathematical achievement.
12. Embarked on a district-wide IEP Math Modification Audit for all elementary students receiving math modifications. Results of the audit have provided school teams with next steps in eliminating or reducing math modifications and targeting math deficits with consistent programming across the district.
13. Developed a Math Modification Memo giving less flexibility for school teams to modify math curriculum for students without proof of sustained, evidence-based interventions, over time.
14. Transition planning with Federal Schools for Indigenous schools, focused on consistent expectations for core skills.

### **Goal: Improve students' graduation rates and preparedness for future success**

1. SHSM programming and OYAP programs across the system
2. New school focusing on tech and skilled trades coming soon
3. Student Success Teachers and Transition Teachers focusing on credit accumulation
4. Opportunities for Guidance Counsellors to learn about career options; exposure to skilled trades and SHSM programming in action.
5. Audited the success rate of our self-contained elementary transition classrooms for

students with an identification of Intellectual: Mild Intellectual Disability. The audit prompted the closure of these classes for 2024-2025 as graduation outcomes, secondary and post-secondary outcomes demonstrated these environments to be obstacles to student achievement and future success.

6. Secondary Self-Contained Programs are prioritizing the pursuit of a minimum of one credit bearing course for most students in Grade 9 during IPRC placement decisions.

7. Indigenous Leads work with Guidance Counsellors and Student Success Teachers to track credit accumulation and provide specialized support for Indigenous Students.

**Goal: Improve students' participation in class time and learning**

**Goal: Improve student well-being**

1. Full time Attendance Counsellor – assisting those with significant barriers to attending school.
2. Full time Indigenous Social Worker- assisting students who identify with Indigenous heritage and are experiencing social/emotional difficulties or with attendance
3. Secondary School ALERT meetings- each Secondary School has a multi-disciplinary team who meet weekly, to troubleshoot matters of attendance.
4. Ready to Launch – Grade 8-9 classroom engagement sessions provided to all Grade 8 classrooms by CYWs to aid in the transition to high school.
5. Child and Youth workers (in partnership with social work/attendance counsellor) available at elementary schools to provide life space support for students struggling with transitioning/remaining in school
6. Attendance Campaign- psycho-educational sessions for Administrators, focused on matters of attendance (Fall & Winter)
7. Weekly Attendance Data Captures –weekly reports providing Administrators with absenteeism rates.
8. Equity and Inclusion: training with Dr. Nicole West Burns provided to administrative staff and Catholic Equity Leads (representatives from each of the schools) to gain a better understanding of student behaviours, resulting in informed responses/consequences to actions.
9. Equity projects at each school to improve safety and inclusion in schools
10. Self-Awareness Cultural Humility Tool- all staff provided with this tool to help address implicit bias; Intentionally centering students lived experience and identity to making meaningful connections and lifting systemic barriers to student wellbeing.
11. Grade 10 students provided with No Problem Too Big or Too Small Resource in the fall of 2023 to learn about mental wellness, meet the school social worker, and learn how to access school & community mental health supports when needed.
12. Secondary School students provided with information session during Suicide Awareness Day (First week of School) whereby all students were provided with information about mental health services/support available at school.
13. Elementary classrooms: Child and Youth Workers provide Social Emotional Learning and community building opportunities to ALL students through Classroom Engagement sessions.

14. Child and Youth Workers provide elementary students with support in the life space if experiencing social, emotional challenges
15. Kids Help Phone Classroom engagement sessions provided to students Grades 6-8.
16. Grade 7 and 8 students provided with mandatory mental health literacy lessons within the Health and Phys. Ed curriculum.
17. Self- Regulation training offered across the system to help the understanding of a student's behaviour (stress response) and positive ways to support intervention
18. Non-Violent Crisis Intervention Training teaches techniques and communication strategies that may limit the triggers associated with miscommunication amongst the learner and support staff.
19. PD day dedicated to equity, mental health and well-being offered every Spring
20. Restorative circles and practices will continue to be used within schools and classrooms to support and promote positive behaviours.
21. Child and Youth Workers to deliver culturally responsive Classroom Engagement Sessions regarding conflict resolution and healthy communication.
22. John Howard Society and members of Student Support Services to lead formal circles to aid in repairing harm when needed.
23. Where applicable, CLA(I)M - How to respond when you have caused harm (smho-smso.ca) resource to be used with student groups.
24. Restorative Circles training to administrative and school staff, and the Leadership group to support new learning.
25. Specialized transition planning for Indigenous students entering our secondary schools.
26. Indigenous Students Advisory Council provided advocacy and supports for Indigenous students.
27. Student demographic survey and school climate survey data are used in school and board improvement planning.
28. Student lead well-being groups promote well-being and engagement in elementary and secondary school.