

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 screen all students from Year 2 Kindergarten to Grade 2 for early reading skills, provide interventions for struggling students, and support educators in implementing the 2023 Language Curriculum.
2. 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 3 of a 4 Year Plan.
3. Use Lexia software and intervention lessons to build literacy skills with 300 candidates each year across the district, supported by Special Education. An additional 100 Multilingual Learners in the ESL/ELL program are also supported by Lexia.
4. Implementing Empower reading in 25 elementary schools.
5. Math facilitators support 12 schools in Grades 3 and 6, providing educator modelling, and small group interventions for students in these priority schools.
6. Supporting administrator learning with High Impact Instructional Practices (HIIPs) in math continues.
7. Continuing the work of the Math Achievement Action Plan, Year 2 of a 3 Year Plan.
8. Continue to implement Key Math 3 with all special education resource teachers as an elementary intervention to assess, monitor, and provide targeted interventions to fill gaps in math achievement. Key Math is also being used in Secondary Job Skills Programs.
9. Math facilitator support with Grade 3 and 6 students and administrator support with learning HIIP in math, and implementation of Key Math 3 with Special Education Resource Teachers, will address mathematical achievement gaps for Indigenous students.
10. Following the district-wide IEP Math modification audit conducted in 2023-2024, the next steps were monitored for completion.
11. IEP modification guidelines for all subject areas have been adjusted, giving less flexibility for school teams to modify below grade level without proof of sustained, evidence-based interventions, over time.
12. Transition planning with Federal schools for Grade 7 and 8 Indigenous students, focused on consistent expectations for Core Skills.
13. NTIP consultant collaborates with all new educators to ensure fidelity to the Ontario Curriculum and use of vetted, Board supported instructional resources.

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

1. SHSM programming and OYAP programs, including OYAP Fast, are promoted to all students across the system.

2. Committed dedicated Board funds for tech renewal to ensure all students have access to new and innovative technology programming and resources.
3. Student Success Teachers continue to support the transition from Grade 8 to Grade 9 to ensure success for all students.
4. Continued opportunities for Guidance Counsellors to learn about career options; exposure to skilled traded and SHSM programming in action.
5. 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.
6. Newly hired Indigenous Student Support staff track credit accumulation and provide specialized support for Indigenous students.
7. Promote various career pathways for Indigenous students through opportunities such as Co-Op, OYAP, and Skilled Trades Fair Events held on Six Nations of the Grand River and Mississaugas of the Credit First Nations communities.
8. Offering ESL credit courses in all Secondary Schools to support Multilingual Learners with language acquisition, success on OSSLT, and smooth transition into English courses.
9. Enable access to experiential learning opportunities, from K-12, so students can benefit from hands-on learning outside of the classroom.
10. Career Coaching programs are implemented for students in Grade 9 and 10 from all secondary schools, exposing them to a variety of pathways and career options.
11. Provide access to Dual Credit Programs so students can access College level skills training and be better prepared to transition out of high school to College, Apprenticeship, or World of Work.
12. Provide opportunities for students to develop an entrepreneurial mindset and the skills needed to launch a small business or social enterprise, e.g., Student Biz Program.

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. Provide 2 Indigenous Focused Social Workers to students who identify with Indigenous heritage and are experiencing social/emotional difficulties or issues with regular attendance.
3. Secondary School ALERT meetings at each secondary school have a multi-disciplinary team who meet weekly, to troubleshoot matters of attendance.
4. Transition support is provided to all Grade 8 students to support a smooth transition to secondary school.

5. Child and Youth Workers (in partnership with social work/attendance counsellor) available at elementary schools to provide life skill support for students struggling with transition/remaining in school.
6. Board attendance practices are reviewed each Fall with administrators.
7. Equity and Inclusion: administrators will review educational modules created by Dr. Nicole West Burns to enhance EDI work within the schools.
8. Grade 9 students provided with *No Problem Too Big or Too Small* resource to learn about mental wellness and how to access school and community mental health support when needed.
9. Child and Youth Workers provide social emotional learning and community building opportunities through elementary classroom engagement sessions.
10. *Kids Help Phone* classroom engagement sessions provided to students in Grades 6-8.
11. Self- Regulation training continues to be offered across the system to help understand student stress responses and positive ways to respond.
12. Restorative practices continue to be used within schools and classrooms to support and promote positive behaviours.
13. Addition of Indigenous Advisor/Cultural Mentor (K-6) and Indigenous Education System Teacher (7-12) to support the academic success, cultural connections, and wellbeing of Indigenous students.
14. Provide various PD opportunities for staff to support cultural competency and understanding of Indigenous learners, Indigenous worldviews, land base, and issues facing Indigenous students.
15. Strengthened partnership with YMCA Settlement Workers in schools to welcome students and families to the Ontario school system and support settlement in school communities.
16. Audited the effectiveness and individualization of transition plans across the district on all elementary IEPs, all secondary special class IEPs, and random sampling of secondary mainstream IEPs to ensure that transition plans reflect the needs of the students.