

Actions our School Board will take to Improve 2025-2026:

Goal: Improve students' literacy learning and achievement

Goal: Improve students' math learning and achievement

1. 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.
2. 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.
3. Implementing Empower reading intervention program in 25 elementary schools.
4. Implementing Readtopia, an evidence-based, comprehensive literacy program designed specifically for students with complex communication and learning profiles in all Community Living, PAL, and Spectrum Abilities Classrooms.
5. Elementary Literacy and Numeracy Consultants support priority schools in Grade 1 Reading and Grade 6 Math, providing educator modelling and small group interventions for students in these priority schools.
6. 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.
7. 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.
8. Transition planning with Federal schools for Grade 7 and 8 Indigenous students, focused on consistent expectations for Core Skills.
9. Grade 9 De-streamed Math Consultants work with teachers and students in all secondary schools to support improved student achievement in Grade 9 Math.
10. Intermediate Literacy Consultant works with teachers and students in high priority secondary schools to support improved student success on the OSSLT.
11. NTIP leadership team provides professional learning and mentorship to all new educators to ensure fidelity to the Ontario Curriculum and use of vetted, Board supported instructional resources.
12. Monthly newsletters provide classroom teachers with information relating to best practices in literacy and numeracy, as well resources and professional learning opportunities.
13. School administrator Professional Learning Communities are focused on developing administrator capacity in leading and monitoring effective instruction in all schools.

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

1. SHSM programs are promoted to all students across the system regardless of destination or academic level of study.
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, including additional and/or specialized supports for those students who need them.
4. Continued opportunities for Guidance Counsellors to learn about career options in all pathways, including exposure to skilled trades and the apprenticeship pathway, tours of local businesses/ employers.
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. Hosting annual Parent Engagement Nights to educate families on opportunities for Special Education students beyond secondary school.
7. Indigenous Student Support staff monitor credit accumulation and provide specialized support for Indigenous students.
8. 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.
9. Offering ESL credit courses in all Secondary Schools to support Multilingual Learners with language acquisition, success on OSSLT, and smooth transition into English courses.
10. Enable access to experiential learning opportunities, from K-12, so students can benefit from hands-on learning outside of the classroom.
11. Career Coaching programs are implemented for students in Grade 9 from all secondary schools, exposing them to a variety of pathways and career options.
12. 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.
13. 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. Board-wide focus on improving student attendance includes regular monitoring of attendance rates by school administrators and superintendents, and regular sharing of best practices for schools to encourage positive attendance.
2. Full-time Attendance Counsellor assists those with significant barriers to attending school.
3. Two Indigenous-focused Social Workers are available to students who identify with Indigenous heritage and are experiencing social/emotional difficulties or issues with regular attendance.
4. Secondary School ALERT meetings at each secondary school include a multi-disciplinary team who meet weekly, to troubleshoot matters of attendance.
5. Child and Youth Workers (in partnership with social work/attendance counsellor) available at elementary schools to provide support for students struggling with transition/remaining in school.
6. All staff are engaged in a series of Equity and Inclusion learning modules that strengthen district-wide capacity to foster inclusive and equitable learning environments for all students.
7. Students participate in educator-led Mental Health modules in Grade 6, 7, 8 Health and Phys. Ed., and Grade 10 careers.
8. Kindergarten classes to embed Social Emotional Learning through evidence-informed programming such as Mind UP.
9. Child and Youth Workers in elementary schools support students in their life space through Mental health promotion and prevention, and early intervention and support.
10. Balanced Device Use Program to be delivered to all Grade 6 students by Child and Youth Workers
11. Grade 3 classes to engage in School SNAP via Child and Youth Workers addressing topics such as managing anger, handling group/peer pressure, and dealing with bullying.
12. Secondary social workers visit all Grade 9 classes during first few weeks of September, ensuring students are aware of school-based and community mental health resources.
13. Social workers continue to provide evidence based mental health services to students with parental consent.
14. Self- Regulation and trauma-informed practices continue to be endorsed across the system to help students understand stress responses and positive ways to respond.
15. Restorative practices continue to be used within schools and classrooms to support and promote positive behaviours.
16. 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.

17. Various, ongoing PD opportunities are provided for staff to support cultural competency and understanding of Indigenous learners, Indigenous worldviews, land base, and issues facing Indigenous students.
18. Strengthened partnership with organizations such as YMCA Settlement Workers in schools to welcome students and families to the Ontario school system and support settlement in school communities.
19. 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.