



Annual Learning and Operating Plan 2022-23



Final Report

October 2023

A message from the Director of Education and the Chair of the Board of Directors



JoAnna Roberto, Ph.D.
DIRECTOR OF EDUCATION,
SECRETARY OF THE BOARD



Susan Gibson
CHAIR,
GRAND ERIE DISTRICT
SCHOOL BOARD

As we reflect on the 2022-23 school year and renew our commitments to our goals and priorities, it's a chance to take stock of what we've achieved together.

We've learned a lot. We've learned from other leaders, from each other, and from our students. Professional learning has deepened our understanding and commitments, and informal learning has built networks of support around our shared priorities. As a result, we've gained tools, resources and next steps in the classroom to boost confidence and skills in math and literacy, apply new strategies to increase engagement and interest, and instill the same lifelong learning mindsets in our students that we've embraced.

As a learning organization, these opportunities allow us to grow into the leaders we are. The past year has reflected that – our educators, administrators, system staff and support staff have led the way. That's opened doors for learners to discover new ways to solve problems, feel safe to take chances, to try again after setbacks, and to forge their own unique paths to success.

Our achievements this past year, detailed on the pages to come, are the inspiration propelling us forward. As we move into the final two years of our multi-year strategic plan, we renew our commitments to fostering equitable, inclusive spaces that allow each learner to find opportunity. Our pride in these milestones is matched by a desire to continue striving. That work is rooted firmly in our collective priority of building a culture of Learning, Well-Being and Belonging in our schools and workspaces.

Thank you for continuing to be such an important part of this learning journey.

A handwritten signature in black ink that reads "JoAnna Roberto".

A handwritten signature in black ink, appearing to be "SG".

Multi-Year Strategic Plan 2021-26



Our Vision

Learn

Lead

Inspire

Our Mission

Together, we build a culture of **learning**, **well-being** and **belonging** to inspire each learner.

Our Collective Priorities

Learning

We build a culture of learning to nurture curiosity and opportunity for each learner.

Well-Being

We build a culture of well-being to support the cognitive, social, emotional and physical needs of each learner.

Belonging

We build a culture of belonging to support an equitable, inclusive and responsive environment for each learner.

Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL MATHEMATICS

Increase mathematics learning outcomes for all students.

STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all mathematics professional learning and support models
- Expand mathematics professional learning opportunities for educators and administrators
- Continue to support educators in assessment for learning and responsive mathematics instruction through job- and classroom-embedded instructional coaches, including educators new to the MTH 1W course
- Continue to refine and promote the digital Grand Erie Math Long Range Plan as a resource for educators

SUCCESS CRITERIA

- Students will build confidence and enjoyment in mathematics and see themselves as capable math learners by increasing their ability to successfully develop, select, articulate and apply problem-solving strategies they use
- Students will demonstrate improvement in mathematics as evidenced through summative data
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to mathematics
- Educators will use assessment for learning strategies to identify student learning needs and develop instruction cycles that respond to individual student's learning strengths and needs





OUTCOMES MATHEMATICS

- Increased educator engagement (by 144% from 2021-22) and understanding in math content through Dr. Alex Lawson professional learning
- Increased enrolment in the Math Long Range Plan by 55% since 2022-23 Mid-term Update
- Provided math kits and manipulatives to 100% classrooms in support of learning
- Increased use of digital tools in the classroom by an average of 30% since March 2023 to support math learning

“ My students enjoyed the Lawson games as one of our regular math centre rotations this year. It felt great being able to meet their individual needs while they were engaged and having fun.”

Math Educator

Grade 9 Math (MTH 1W) Mark Distribution



18%

of students Achieved Level 3



33%

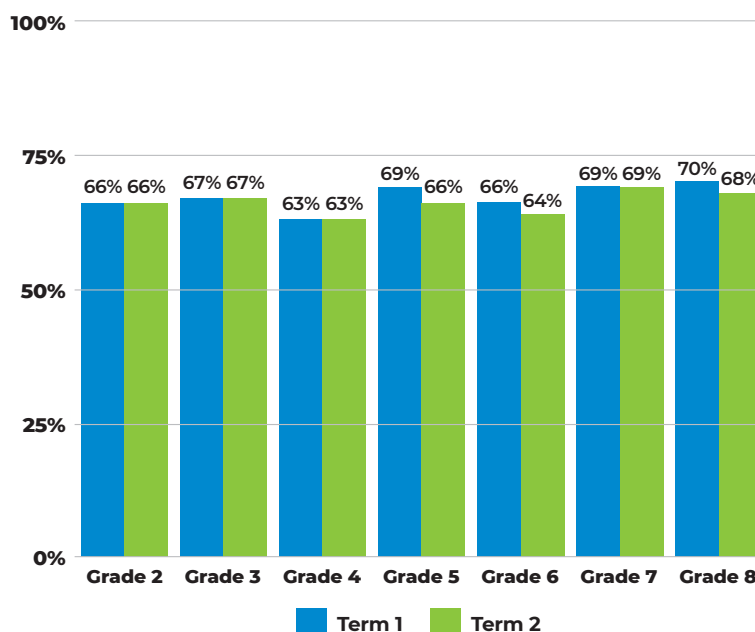
of students Achieved Level 4

“ This year, for me, the biggest ‘aha’ moments involved Building Thinking Classrooms. This resource alone has changed my entire math programming and the way I think about math.”

Math Educator

2022-23 Term 1 and Term 2 Mathematics Report Card Marks

Percentage of Students at Level 3-4



Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL LITERACY

Increase the overall reading proficiency of all students (with a focus on Grades 1-3).

STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all literacy professional learning and support models
- Develop and introduce an early literacy assessment portfolio through focused professional learning and job- and classroom-embedded instructional coaching supports
- Facilitate professional learning for Kindergarten and primary educators so that they can effectively use the early literacy assessment tools to gather data around student's strengths and needs
- Continue to provide classroom-embedded coaching support in schools to support educators in their implementation of responsive instruction based on student data gathered from classroom assessments

SUCCESS CRITERIA

- Students will build confidence and enjoyment in reading and see themselves as effective readers by increasing their ability to successfully access, analyze, synthesize and think critically about texts that they have read and articulating the strategies they use
- Students will demonstrate improvement in literacy skills as evidenced by growth through summative data (with a focus on Grades 1-3)
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to literacy
- Educators will use the data collected from early literacy assessment tools to inform and provide learning opportunities responsive to students' literacy learning needs

“ I have been grateful to have the resources both online and through training sessions this year as well as access to the Literacy Coach who has been a wonderful support on the implementation of new ideas and next steps. ”

Literacy Educator





OUTCOMES LITERACY

- Increased reading achievement in Grade 1 by 6% and Grade 3 by 2% compared to 2021-22 end of year report card data
- Increased early literacy skills overall across cohort using Early Literacy Assessment Tools (ELAT)
- Increased the use of digital literacy resources by 79%

Reading Resource Itinerant Teachers supported learning for 154 students:

- 20% of students moved up at three levels
- 25% moved up two levels
- 41% moved up at least one level
- 14% maintained level



Reading Growth

Based on Benchmark Assessment System Instructional Levels

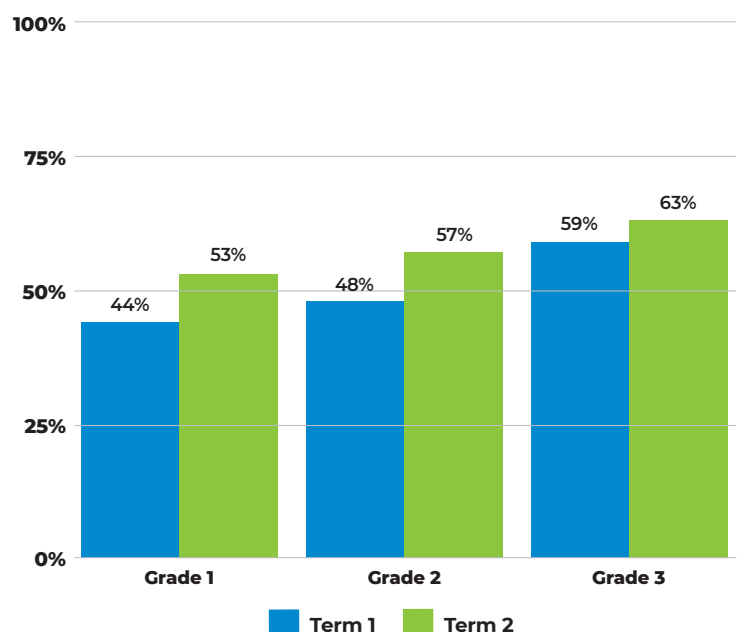
■ Maintain ■ Up 1 Level ■ Up 2 Levels ■ Up 3+ Levels

“ I feel like these (ELAT) tools are helping all my students, especially the ones who struggle with reading/writing the most. They see and ‘feel’ successful. ”

Literacy Educator

2022-23 Term 1 and Term 2 Reading Report Card Marks

Percentage of Students at Level 3-4



Learning

Priority: We build a culture of **learning** where curiosity and opportunities are nurtured for each learner.

GOAL

GRADUATION

Prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace).

STRATEGIES IN ACTION

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all secondary professional learning and support models
- Provide ongoing support for Student Success Teams (including through access to Instructional Coaches), to lead their school community in the implementation of de-streamed courses in Grade 9
- Expand K-12 experiential learning opportunities for students with a skilled trades and technologies focus
- Provide professional learning opportunities to educators to support their implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in Specialist High Skills Major, Ontario Youth Apprenticeship Programs, School College Work Initiative and experiential learning, including students from equity-deserving groups
- Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students

SUCCESS CRITERIA

- Increase the number of students earning the Ontario Secondary School Diploma, Ontario Secondary School Certificate and Ontario Secondary School Certificate of Accomplishment with a focus on students from equity-deserving groups
- Educators will increase their understanding and implementation of culturally relevant, responsive, and sustaining pedagogy as it pertains to instruction in secondary courses
- Grade 9 students will be engaged and successful in their de-streamed courses
- Students and families will have an increased awareness of the learning opportunities in Grand Erie connected to skilled trades
- Educators will independently design experiential learning opportunities for their students
- Student enrollment in SHSM programs, Dual Credits and the Ontario Youth Apprenticeship program will increase, including the number of students from equity-deserving groups
- First Nations, Métis and Inuit students will be successful in reaching their chosen post-secondary pathway

28% increase in students enrolled in SHSMs

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OUTCOMES GRADUATION

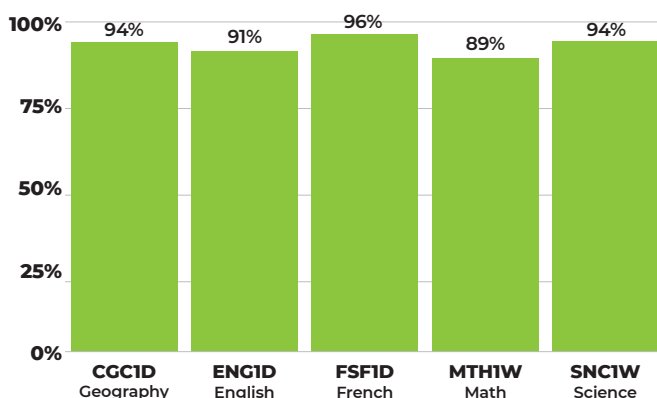
- Increased staff use of the Destreaming Professional Learning Environment (PLE) by 300%
- Increased the number of students graduated with Specialist High Skills Major Red Seal by 27%
- Exceeded Ministry expectations for Ontario Youth Apprenticeship Program (OYAP) participation with 363 students enrolled, 38 higher (10.5%) than the target number
- Enhanced pathway opportunities through skilled trades and technology programs:
 - 1,245 Grade 8 students participated in the Mobile Trades Unit
 - 700 intermediate students attended EPIC Jobs skilled trades event
 - Seven schools participated in Skills Ontario competitions
 - 270 students participated in Summer Skills Camps (welding, construction, hospitality)



87% of re-engaged students graduated or continue engagement

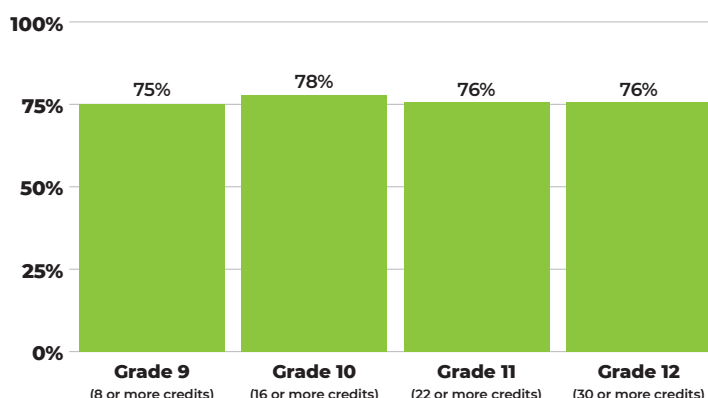
Grade 9 Destreamed Courses 2022-23

Percentage of Students Achieving Credit



2022-23 Credit Accumulation

Percentage of Students on Track to Graduate



Well-Being

Priority: We build a culture of **well-being** to support the cognitive, social, emotional and physical needs of each learner.

GOAL MENTAL HEALTH AND WELL-BEING

Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being.

STRATEGIES IN ACTION

- Embed Child and Youth Workers (CYWs) and Social Workers (SWs) more closely in the classroom and attend in-school team meetings in order to build the capacity of educators to provide identity-affirming and evidence-based knowledge and support to enhance student well-being and belonging
- Develop a robust interactive online presence for Mental Health and Well-Being in Grand Erie
- Continue to grow professional learning in Self-Reg Schools for administrators, school staff, and support staff
- Support school administrators to develop a deeper understanding of School Mental Health Ontario (SMHO) resources and website

SUCCESS CRITERIA

- CYWs and SWs will attend regularly scheduled in-school meetings and co-lead mental health learning in classrooms
- Classroom educators will demonstrate that their capacity to lead mental health learning in their classroom has increased
- Grand Erie Mental Health web content will be reviewed and improved
- Grand Erie Mental Health and Wellness social media presence will be increased
- Usage tracking will show an increased use of the Mental Health website and PLE by staff and students
- The number of schools trained in Self-Reg will increase
- Staff members' capacity to understand and implement Self-Reg strategies in their schools will increase
- School administrators will complete the Mental Health Literacy SMHO course



“ The ‘Helping Young People Learn Self-Regulation’ program was fantastic. Students were engaged, and genuinely dedicated to learning with you! I’ve seen them using strategies you have given them in social and recess situations. ”

Educator



OUTCOMES

MENTAL HEALTH AND WELL-BEING

- Introduced 120 Administrators to the Shankar Self-Reg school program resulting in an increase in the number of schools trained in self-regulation from 24 to 35 (46% increase)
- Delivered parent/caregiver workshops on Anxiety and the Transition Back to School
- Launched inaugural Mental Health Instagram account at the Wellness OutLoud Event
- Tripled Mental Health web page visits following redevelopment and refinement
- Increased the number of Administrators actively engaged in the SMHO Mental Health literacy course from 10 to 50

“ Having the recess program at our school this year has greatly benefitted the students by providing leadership opportunities for older students and by giving younger students the opportunity to practice being a good sport and learning problem solving skills. ”

Educator

154

intermediate students trained through self-regulation and conflict resolution recess program



Child and Youth Workers supported:

242 91

elementary team meetings

secondary team meetings

Social Workers supported:

176 171

elementary team meetings

secondary team meetings

Belonging

Priority: We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

GOAL SAFE AND INCLUSIVE SCHOOLS

Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

STRATEGIES IN ACTION

- Continue to gather and share the voices of students and staff with lived experience in equity-deserving groups to support effective decision making
- Finalize and communicate the learnings from the Grand Erie Equity Action Plan with all stakeholders
- Conduct a proactive, external, evidence-based review of the police programs in Grand Erie schools, through a human rights and equity lens, using focus groups, surveys and interviews
- Continue to share equity and inclusion focused resources with Grand Erie staff to support equitable learning opportunities for every student
- Create a Trauma-Informed Classroom Support Team to assist school staff with understanding the impact of traumatic events on students
- Create an Alternatives to Suspension resource for school staff to reduce lost instructional time for at-risk students
- Implement the Anti-Sex Trafficking protocol, including training for all staff, to identify and support vulnerable students

SUCCESS CRITERIA

- Through professional development, all staff will be familiar with the Equity Action Plan areas of focus and how it supports their learning
- The School Resource Officer Program review report will include an analysis of information gathered from all sources by identifying perspectives, the critical issues, and an analysis of the impact of these programs, with a focus on the impact on students, staff, and community members from equity-deserving groups. Recommendations will ensure equity of outcomes for all students and educational tools and alternative practices will be provided to support equity
- All incidents involving the Trauma-Informed Classroom Support Team will be tracked and staff will apply a trauma-informed lens to traumatic incidences
- Staff will receive the Alternatives to Suspension resource and implement a range of strategies as alternatives to suspension.
- All staff will receive training in the Anti-Sex Trafficking protocol and recognize and apply protocol direction with support





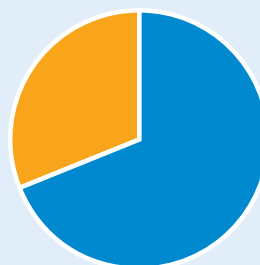
OUTCOMES SAFE AND INCLUSIVE SCHOOLS

- Delivered the Police in Schools Program Review to stakeholders and Board, grounded in results from 6,400 surveys (community, staff, students) and individual surveys and focus groups with police representatives, staff and student groups
- Enhanced employee training regarding equity issues through the presentation of the Inclusive Language guide to 172 staff from all support and central services departments
- Supported the school-level implementation of the Anti-Racism videos as a staff professional development tool by providing training and resources to all Administrators
- Delivered additional Trauma-Informed Classroom Support Team (TICST) training to 142 staff
- Facilitated presentations and workshops on building community through anti-racist, anti-oppressive, and restorative practices in support of the Equity Action Plan in 11 schools reaching 900 students

The Anti-RACISM Project



Delivered TICST supports to:



69%
of all Grand Erie
schools

43%

of secondary
schools

76%

of elementary
schools

>3,000

total students

“Wow! The visit from Garth was so impactful! I am completely blown away by how the kids opened up and what they took away from the circles. The teacher of the Grade 7 class he worked with said that after he left, the kids were the nicest to each other she'd seen all year!”

Educator

Belonging

Priority: We build a culture of **belonging** to support an equitable, inclusive and responsive environment for each learner.

GOAL INDIGENOUS EDUCATION

Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

STRATEGIES IN ACTION

- Continue professional development to address, adopt and act on the Truth and Reconciliation Commission's Calls to Action
- Promote and participate in reconciliation and engagement opportunities through authentic learning with Indigenous peoples, communities, and perspectives
- Facilitate learning about contemporary and traditional First Nations, Métis, and Inuit cultures, histories, and perspectives among all students
- Increase classroom content that presents Indigenous experiences and identities to allow all students to see themselves reflected in their curriculum materials
- Design and implement a tool to track key indicators for each cohort and use the data to help individual students successfully reach their chosen post-secondary destination

SUCCESS CRITERIA

- Educator participation in First Nations, Métis and Inuit Additional Qualification courses and in reconciliation events and cultural competency training will increase
- Opportunities for staff and students to voice their experiences and perspectives in a variety of communication and learning platforms will increase
- Additional Indigenous resources within schools across Grand Erie will build student (and staff) capacity for intercultural understanding, empathy, and mutual respect
- Increase Indigenous language and curriculum offerings across the district
- Students make a successful transition to their post-secondary destination, resulting in increased 4- and 5-year graduation rates (Ontario Secondary School Diploma, Ontario Secondary School Certificate and Ontario Secondary School Certificate of Accomplishment) and a decrease in number of early leavers



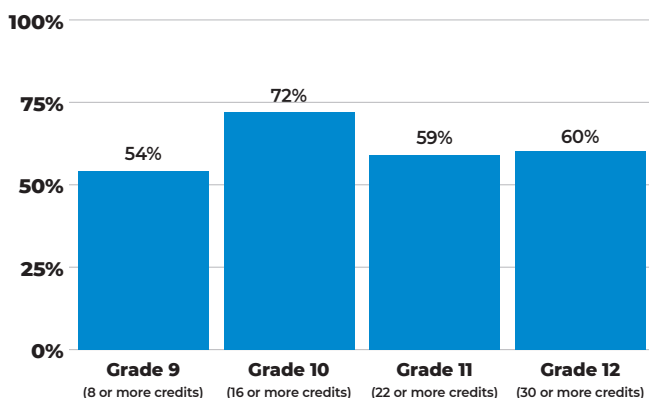
OUTCOMES INDIGENOUS EDUCATION

- Enhanced Indigenous knowledge and understanding, bringing 96 educators through FNMI Additional Qualifications programs and 160 educators and system staff through Cultural Competency training
- Supported awareness of Indigenous ways of knowing for more than 500 employees, students and community members through a land-based learning Speaker Series
- Increased student engagement in the Indigenous Student Hub by 17% since mid-year 2022-23
- Increased Indigenous language program offerings by 100% and Indigenous course selections by 41% from 2021-22, and established Grand Erie's first Indigenous language eLearning classes (Cayuga, Mohawk, Ojibwe)



2022-23 Credit Accumulation

Percentage of Indigenous Students on Track to Graduate in Four Years



Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL BUSINESS SERVICES

Develop flexible resource allocation strategies to provide equitable enhancements to learning environments resulting in positive classroom cultures that foster individual and collective well-being.

STRATEGIES IN ACTION

- Convert paper-based and email-based processes into system-based processes
- Map out financial software implementation plan
- Collect customer service experiences and develop a satisfaction index

SUCCESS CRITERIA

- New applications are in place to better support the system and system processes
- Implement first phase of digital forms for data collection
- Significant reduction in volume of printing and photocopying
- Collect customer service experiences and develop a satisfaction index
- Positive customer service experiences for system will increase

OUTCOMES BUSINESS SERVICES

- Saved time, paper and expenses through strong adoption of mileage application
- Increased productivity and reduced resource consumption through using electronic signatures in DocuSign, resulting in a 739% increase in usage from 2020-21 to 2022-23
- Reduced photocopying from 33.6 million copies in 2018-19 to 23.9 million copies in 2022-23.
- Launched SchoolCash Online Forms module in August 2023 to streamline parent/caregiver required forms process, with 60 schools participating in this pilot effort

94% of claims processed through mileage app

Printing reduction saved



804 trees per year since 2018-19

GOAL COMMUNICATIONS

Enhance Grand Erie's position in its communities as a learning, leading and inspiring organization.

STRATEGIES IN ACTION

- Drive stakeholder engagement in the vision and mission and consistently connect communications to the vision and mission
- Enhance data-driven decision making through the continued implementation of data gathering and analysis
- Support the effectiveness of communication with all communities

SUCCESS CRITERIA

- Schools, departments and communities show they embrace and understand our vision and mission through displays of the brand and positive feedback
- Increased engagement with key audiences on key channels
- Communications channels are effective, simple, focused and understood

OUTCOMES COMMUNICATIONS

- Embedded vision and mission across the district through promotional materials in use in schools, social media channels, templates for staff use, website
- Supported staff engagement in important initiatives, learning and organizational strategy through the relaunch of employee newsletter with a 60% average interaction rate
- Launched a student journalism initiative to build channel engagement and amplify student voice through four website and social media-based stories
- Supported profile and reputation in communities through media management, placing 60 positive media stories, sharing 100+ messages with school communities and posting and sharing more than 50 positive stories online
- Grew relevance of all social media channels, including an engagement increase on Instagram of more than 5,000%

56 videos produced, edited
676 social posts
312 school-focused projects



Support Services

Connected to all priorities: **Learning**, **Well-Being** and **Belonging**.

GOAL FACILITY SERVICES

Establish physical and environmental standards across the system to increase the overall sense of belonging for all staff and students.

STRATEGIES IN ACTION

- Review two completed projects from 2021-22 and determine which components should be prioritized and transformed into a standardized menu for schools
- Develop an environmental sustainability framework

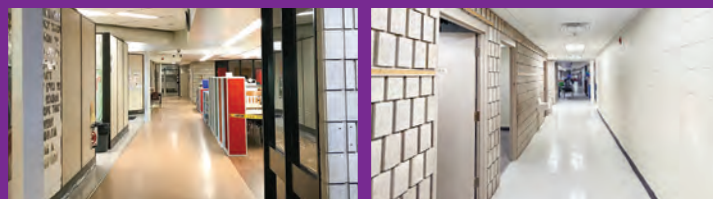
SUCCESS CRITERIA

- One major school renovation and one minor school renovation will be completed by the fall of 2023 based on the standards established
- Environmental standards will be established through development of policy and goals

OUTCOMES FACILITY SERVICES

- Supported a sense of belonging and well-being through 110 Pride of Place projects and 50 construction/renovation projects. Highlights included:
 - Completion of Brier Park Phase 1 of the open concept enclosure
 - Gym renovation and tennis courts at Pauline Johnson CVI
 - Gym refresh at Waterford District High School
 - Classroom upgrades at Dufferin
- Enhanced environmental sustainability across the district through programs and initiatives that certified eight schools as ECO Schools (one Platinum level, five Gold, one Silver, one Bronze)

Brier Park Public School



BEFORE

AFTER



École Dufferin



GOAL HUMAN RESOURCES

Revise and improve the employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and responds to our diverse population.

STRATEGIES IN ACTION

- Review and enhance recruitment practices to reflect the importance of lived experiences and enable the hiring of Indigenous staff as well as staff representative of diverse communities
- Provide professional learning to those who hire staff so that the hiring processes are fair, equitable and inclusive.
- Initiate implementation of the HR Workflow Optimization Priorities

SUCCESS CRITERIA

- Equitable and inclusive practices will be embedded throughout the hiring and onboarding process
- All hiring managers will be trained in fair, equitable and inclusive hiring practices
- A demographic questionnaire at the point of hire will be implemented

OUTCOMES HUMAN RESOURCES

- Achieved the lowest elementary teacher unfilled rate in five years through innovative and creative programs for hiring
- Improved staffing efficiencies by launching an application to simplify and streamline the job selection process for Educational Assistants
- Improved workload for HR staff through technology enhancements to the absence reporting system

832 employees hired in 2022-23



Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL

INFORMATION TECHNOLOGY SERVICES

Embed technology opportunities for staff and students through professional learning and enhanced technology tools.

STRATEGIES IN ACTION

- Provide technology modernization tools such as Compass for Success, online registration and verification and cybersecurity processes that will optimize administrative functions and effective instruction
- Provide technology resources and embedded PD to educators that will optimize effective educator/student interaction, engagement, pedagogy and differentiation

SUCCESS CRITERIA

- Implementation and training for Compass for Success, online registration and verification will be completed and cybersecurity processes will be further enhanced
- Educators will use technology resources and implement instruction strategies that support student learning styles



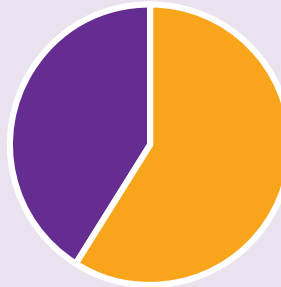
OUTCOMES

INFORMATION TECHNOLOGY SERVICES

- Fully implemented an online registration process for families of students in K-8 resulting in 1612 online registrations in 2022-23
- Reduced user clicks on phishing scams from 18% to 4% as a result of information and training campaign
- Reduced the number of unwanted emails entering mailboxes by 54% through implementation of a new email gateway
- Increased educator usage of 3D printers, coding kits and other tech resources through full day of training for Technology educators



39%
increase in
Technology and
Innovation PLE
registrants



41%
increase in
Digital Coding
Binder PLE
registrants

2



coding kits provided to each school

Support Services

Connected to all priorities: **Learning**, **Well-being** and **Belonging**.

GOAL

LEADERSHIP

Identify future leaders, actively develop new leaders and responsively support current leaders.

STRATEGIES IN ACTION

- Implement differentiated, job-embedded coaching supports and system professional development for new and aspiring leaders in Grand Erie
- Implement differentiated, job-embedded coaching supports and system professional development for current Grand Erie leaders

SUCCESS CRITERIA

- New and future leaders will gain the knowledge and skills that will enable them to pursue leadership opportunities with confidence
- Current leaders will create the conditions to support the successful implementation of the strategic goals in the areas of learning, well-being, belonging in departments and schools across the district



Job-embedded learning with Shelley Moore to support current leaders in establishing strategic goals around Belonging.

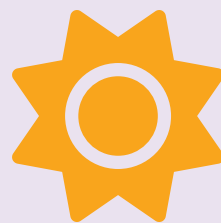
OUTCOMES LEADERSHIP

- Supported learning growth and instructional practice for 319 educators through Additional Qualification courses including reading, math, special education, First Nations, Métis and Inuit Peoples, and French
- Enhanced system effectiveness by delivering Instructional Coaching Institute programming to 88 educators and support staff
- Supported integration and skill development for 152 new elementary and secondary teachers through learning and mentorship sessions as part of the New Teacher Induction Program
- Enhanced the leadership skills of 51 employees through the LeadGEDSB program



“Attending Lead helped me grow professionally and personally. We challenged our own thinking about ourselves as leaders (and) I feel more confident in my opportunities as a leader.”

LeadGEDSB Participant



145

participants in
Summer Learning
Institute for
employees



21

new Administrators
participated
in mentorship
program



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