



# Annual Learning and Operating Plan 2022-23



## A message from the Director of Education



**JoAnna Roberto, Ph.D.**

DIRECTOR OF EDUCATION,  
SECRETARY OF THE BOARD,  
GRAND ERIE DISTRICT SCHOOL BOARD

Here we go! It is with great enthusiasm, pride and renewed optimism that I present the following pages, outlining our goals, commitments and priorities in the year ahead. As we move into the second year of our Multi-Year Strategic Plan, we have the benefit of seeing the road behind us as well as the journey ahead. Moving us forward on this journey is our willingness to embrace change, be ambitious in the goals we set for ourselves, and collaborate constantly so we can leverage our knowledge, skills and lived experiences. This is what will ensure our students have the best possible educational outcomes in environments that are inclusive, supportive and recognize them for who they are.

The road that we've travelled so far has been guided by our vision to Learn, Lead and Inspire, and our shared mission to create a culture of Learning, Well-Being and Belonging. Our vision and mission, and our collective responsibility to them, remain unchanged and unwavering. The Annual Learning and Operating Plan is what keeps our eyes on the road – it is how we are accountable to our commitments.

My sincerest thank you to all those who have helped us shape these ambitious goals, and who will keep us on the right track as we work to fulfill them in the year to come. To our Board of Trustees, our senior team, administrators, educators and support staff, you have my gratitude and my confidence as we map out what's to come together.

## A message from the Grand Erie Board Chair



**Susan Gibson**

CHAIR,  
GRAND ERIE DISTRICT SCHOOL BOARD

On behalf of the Board of Trustees, I'm proud to share Grand Erie's Annual Learning and Operating Plan for the 2022-23 year.

It is the passion and purpose of so many in this board that allows us to dream big in the goals we set for ourselves and the commitments we make to empower the learners who will shape the future. The following pages reflect that passion and purpose. They also reflect our collective responsibility in staying accountable to the targets we've set in terms of how we measure our progress and success.

As we move into the second year of Learn, Lead, Inspire, the vision embedded in our Multi-Year Strategic Plan that forms the basis of the priorities and strategies that follow, we can take pride in the successes so far while continuing to strive to be even better. Being learners, leaders and inspiring others means being collaborators. When we ask ourselves how we'll achieve our goals, how we'll be better than we were before, the answer is through collaborating together. Together these plans were made, and together we are doing the work required to realize the conditions that allow students to continue to achieve and thrive.

We are together in this work with our wider communities too – with our families, communities, partners in learning and learners themselves. These goals were set with their expectations and outcomes in mind, and they are the inspiration behind them.

My sincerest thanks for that continued collaboration and the trust you place in us as we move further along in the work we are doing.



## 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

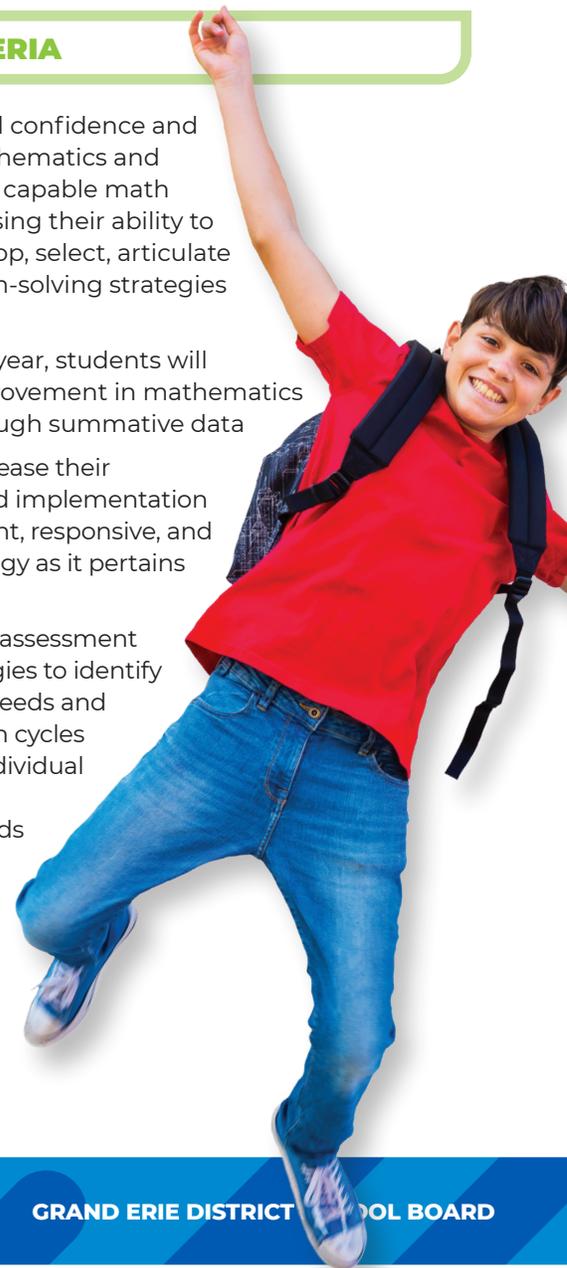
Increase mathematics learning outcomes for all students.

#### 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
- By the end of the year, 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





## 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
- By the end of the year, 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

## 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





## 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 identify-affirming and evidence-based knowledge and support to enhance student well-being and belonging
- Develop of 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

# Belonging

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

## GOAL SAFE AND INCLUSIVE SCHOOLS

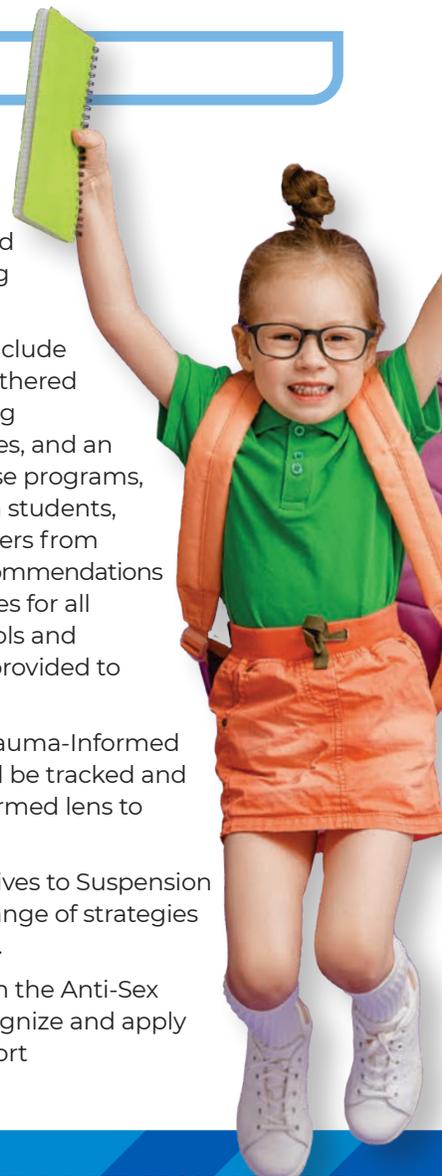
Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

### 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





## 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 (OSSD, OSSC, and OSSCA) and a decrease in number of early leavers

## Support Services

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

### GOAL BUSINESS SERVICES

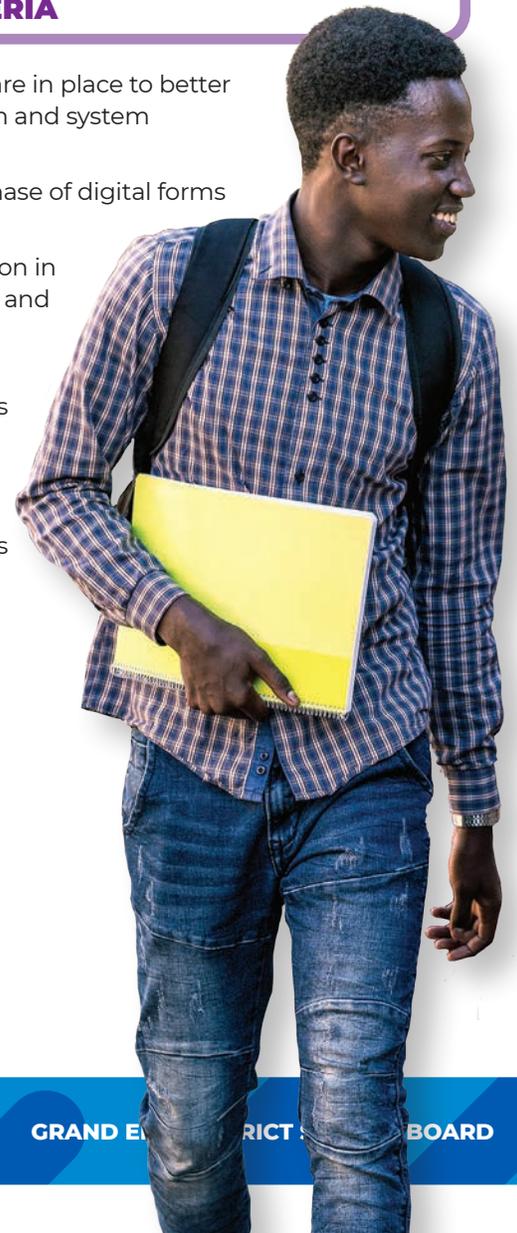
Enhance system support by reducing administrative and manual processes, and deploying more effective technology and collaboration.

#### 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





## 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



## 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 2021-2022 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





## 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



## Support Services

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

### GOAL INFORMATION TECHNOLOGY

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 the learning styles of their students to support student learning styles





## 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



## Grand Erie District School Board

349 Erie Avenue, Brantford, Ont., N3T 5V3

**Telephone:** 519-756-6301 | **Toll Free:** 1-888-548-8878 | **Email:** [info@granderie.ca](mailto:info@granderie.ca) | [granderie.ca](http://granderie.ca)



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