

**GRAND ERIE DISTRICT SCHOOL BOARD**

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TO: JoAnna Roberto, Director of Education & Secretary

FROM: Linda De Vos, Superintendent of Education  
Denise Martins, Superintendent of Education  
Liana Thompson, Superintendent of Education

RE: **2020-21 Grand Erie's Plan for Student Achievement and Well-Being: Success for Every Student**

DATE: October 26, 2020

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the 2020-21 Grand Erie's Plan for Student Achievement and Well-Being as information.</p>
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**Background**

The Grand Erie Plan for Student Achievement and Well-Being Leadership Committee met in the fall of 2020 to examine the data and to discuss next steps in the development and evolution of the 2020-21 plan given the current educational climate. We continue to align the focus of the plan with our Multi-Year Plan goals and Ministry's Mathematics strategy.

**Additional Information**

The single page plan references the Achievement and Well-Being section of the Multi-Year Plan and is truly reflective of our K-12 journey. The plan communicates the story of our focus to all stakeholders, making links between what we do and how we do it, to impact achievement and well-being. The plan demonstrates the cyclical nature of school improvement; and, aligns with the Board's focus as a system.

The Grand Erie Plan for Student Achievement and Well-Being is considered a living document and changes can be made throughout the school year based on identifying, reflecting and responding to system needs to ensure a focused, intentional improvement plan.

The Grand Erie Student Achievement and Well-Being Leadership Committee will continue to meet throughout the 2020-21 school year to monitor, measure and reflect on our progress.

**Next Steps**

1. The plan will be communicated with the Ministry of Education Student Achievement Division on October 30, 2020.
2. The plan will be shared with Administrators.
3. Trustees will be updated on the Grand Erie Plan for Student Achievement and Well-Being Plan during the mid-year update.

Respectfully submitted,

Linda De Vos, Superintendent of Education  
Denise Martins, Superintendent of Education  
Liana Thompson, Superintendent of Education



# Grand Erie's Plan for Student Achievement and Well-Being:

## Success for Every Student 2020-21

### Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them
- Create and promote an enabling environment where all students can participate fully in their education.

#### Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.

#### Where Are We Now?

##### Needs Assessment Findings

Our focus will be to recognize overarching conceptual understandings across the strands to deepen our knowledge of spatial, proportional, and algebraic reasoning. Social emotional learning skills continue to need to be developed to help students develop confidence, cope with challenges and think critically. Students need to see themselves as capable and confident learners of mathematics.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the knowledge and skills to assess individual student needs and provide responsive, differentiated mathematics instruction. This provides opportunities for all students to understand mathematical concepts and processes that lay the foundation for problem-solving. Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health, productive disposition and well-being, while maintaining high expectations for mathematics achievement in the classroom.

Individual student learning gaps will continue to be identified and addressed with a continued focus on differentiated instruction and assessment in literacy. This focus enables students to develop explicit and implicit meaning in their reading and writing skills that are necessary to be successful in working towards the completion of the literacy credential required for graduation.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the skills to assess individual student needs and provide responsive differentiated literacy instruction.

#### How Did We Do?

##### K-12

Percentage of Grade 3 & 6 students achieving level 3 or 4 in Reading, Writing and Oral Language on report cards.

Percentage of Grade 3 & 6 students achieving level 3 or 4 in **Mathematics** on report cards.

Percentage of Grade 7 & 8 students achieving level 3 or 4 in **Mathematics** on report cards.

Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT.

Percentage of students achieving 6/8 and 8/8 credits by the end of Grade 9.

Percentage of students achieving 12/16 and 16/16 credits by the end of Grade 10.

Monitor and measure the impact of the continued focus on tiered supports and strategies.

Monitor and measure the impact of the implementation of evidence-based Social-Emotional Learning programs on student well-being and achievement.

Narrative Data

**School Effectiveness Framework Components & Indicators:** 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.

1.1 - Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

#### How Will We Get There?

**Professional, and Collaborative Learning** – Superintendents and Central Teams will support/guide Principals and their multi-disciplinary teams through learning about and implementation of curriculum; supports, tools and resources to use effective differentiated instruction; ongoing assessment and reflection on student responses to instruction and feedback.

**Mathematics Support for Ministry Identified Schools**—The Principal Leaders, K-12 Board Math Lead; Board Math Facilitators; Elementary Consultants; and Secondary Math Facilitator will support **elementary educators** and **Grade 9 Applied Teachers** with their learning and implementation.

**Principal and school multi-disciplinary learn teams** will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective differentiated classroom instruction and assessment to meet individual student learning.

**Wrap-around Support Staff will work directly with educators and students to build capacity in mental health literacy and social-emotional well-being.**

**Individual student needs:** In maintaining and striving for high expectations in achievement and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

#### How Will We Know?

**The focus is on improved mathematics achievement. All of the following practices are expected to be evident for school based literacy achievement.**

Educators implement effective differentiated instructional and assessment practices in a tiered response to individual student needs, supported by the leadership of the Principal.

Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

**Staff members will develop skills in mental health literacy and an awareness of their own mental health.**

**Students know when to access and use calming strategies for their own emotional well-being.**

#### How Are We Doing?

##### System

Family of Schools Superintendent and System Multi-Disciplinary Teams Learning Observations; Conversations.

##### Schools

Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.

Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).

Principal and teacher dialogue and feedforward regarding taking initiative for implementation of their own professional learning goals and growth.

**Evidence of continued implementation of Tier 1 interventions and classroom-based strategies before accessing outside supports.**

##### Classroom

Triangulated student evidence in a variety of forms (observation, conversation, and products).

**Students demonstrate social emotional learning skills that lead them to see themselves as capable and confident learners that cope with challenges and think creatively**

Evidence of implementation of Tier 1 strategies to support Universal Design for Learning and the full participation of all students.