

2021-26 MULTI-YEAR STRATEGIC PLAN

Vision: We strive to ensure all members of our educational community contribute to a thriving and inclusive culture of student achievement and well-being.

EXCELLENCE IN TEACHING AND LEARNING

EXCELLENCE IN INNOVATION

EXCELLENCE IN RELATIONSHIPS

EXCELLENCE IN COMMUNICATION

STUDENT ACHIEVEMENT AND WELL-BEING

BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING

2021-2026 OBJECTIVES

Student Achievement in Literacy

Student Achievement in Mathematics

Equity and Well-Being

A CULTURE OF INNOVATION AND CONTINUOUS IMPROVEMENT

- Build capacity and collective efficacy in school teams to identify precise literacy goals that acknowledge both leading and lagging student achievement and well-being indicators.

- Build capacity and collective efficacy in school teams to identify precise mathematics goals that acknowledge both leading and lagging student achievement and well-being indicators.

- Develop capacity in school teams to create the conditions that allow all students to feel respected and successful, personally and academically, regardless of background, mental health, identity or personal circumstances.

EXCELLENCE IN TEACHING AND LEARNING

- Improve student literacy achievement with a specific focus on the core literacy skills in service of reading and writing.
- Deepen teacher understanding of high impact teaching practices and refine instruction to improve “core literacy skills” and achievement across the curriculum.

- Improve student achievement in mathematics with a specific focus on fundamental math skills.
- Increase confidence in teaching new curriculum content, and using high-impact instructional and assessment strategies, equitable and culturally relevant and responsive pedagogy in math, and differentiated practices.

- Align instruction, assessment, evaluation and reporting policies and practices with the principles of equity and inclusive education to meet the diverse needs of all students and their families.
- Build awareness for parents about what/how their children are learning in school – increasing student, family and community engagement.

THE SUCCESS AND WELL-BEING OF ALL LEARNERS

- Deliver precise, personalized and differentiated literacy learning opportunities for students (Universal Design for Learning).
- Support effective collection and use of assessment data to inform responsive instruction and intervention practices.

- Deliver precise, personalized and differentiated math learning opportunities for students (Universal Design for Learning).
- Support effective collection and use of assessment data to inform responsive instruction and intervention practices.

- Implement wrap-around supports to ensure every student has the opportunity to succeed personally and academically, regardless of background, mental health, identity or personal circumstances.
- Improve access to learning and support services, including virtual care and innovative K-12 programming, through enhanced infrastructure and broad access to technology.

Student Achievement in Literacy

Objectives:

A CULTURE OF INNOVATION AND CONTINUOUS IMPROVEMENT	EXCELLENCE IN TEACHING AND LEARNING	THE SUCCESS AND WELL-BEING OF ALL LEARNERS
<ul style="list-style-type: none"> Build capacity and collective efficacy in school teams to identify precise literacy goals that acknowledge both leading and lagging student achievement and well-being indicators. 	<ul style="list-style-type: none"> Improve student literacy achievement with a specific focus on the core literacy skills in service of reading and writing. Deepen teacher understanding of high impact teaching practices to refine instruction to improve “core literacy skills” and achievement. 	<ul style="list-style-type: none"> Deliver precise, personalized and differentiated literacy learning opportunities for students (Universal Design for Learning). Support effective collection and use of assessment data to inform responsive instruction and intervention practices.

Actions: What are the strategic actions we will take to meet these goals?

<ul style="list-style-type: none"> Implement School Improvement Planning (SIP) tools and processes that allow school teams to identify strategic goals and measures to improve literacy outcomes. Engage in iterative (6-week) cycles of planning, acting, monitoring and responding to student learning needs. 	<ul style="list-style-type: none"> Develop educator capacity (including FSL, ESL and NSL educators) to deliver comprehensive literacy instruction and “tiered” approaches to prevention and intervention, including differentiated support for students with special education needs and students facing systemic barriers in their literacy learning. Invest in tools and resources for students, parents, teachers, and leaders to advance student learning and confidence and support staff in responding to diverse literacy learning needs. 	<ul style="list-style-type: none"> Implement literacy assessment tools, resources and practices that support classroom, school and system use of evidence/data to inform planning, intentional instruction and targeted intervention. Establish baseline data and ongoing data collection processes (or evidence) to inform individual student, class cohort, whole school and system observations of growth.
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Outputs: What are the Indicators for Success? (School Effectiveness Indicators)

<ul style="list-style-type: none"> Iterative school improvement cycles will analyze data to identify strengths and gaps in literacy achievement and to determine and monitor learning goals for school-wide improvement. (1.6) School Improvement Plans articulate whole school, interdisciplinary, timely and tiered interventions, supported by a team approach, that respond to individual student learning needs and well-being. (4.7) 	<ul style="list-style-type: none"> Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. (2.4) Professional learning is continuous and responsive to student learning needs, identified by a wide range of data and informed by ministry policy, resource documents and board guidelines. (2.2) 	<ul style="list-style-type: none"> A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps. (1.2) Data collection tools are administered consistently across the system. (1.1)
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Outcomes & (SMART) Performance Measures

Kindergarten – Grade 6	Grade 7 – Graduation	Staff	Families and Community Partners
<ul style="list-style-type: none"> The percentage of students FDK-Grade 6, in both French Immersion and Regular Track Programs, reaching suggested targets in Reading and Writing as outlined in the NNDSB Assessment Guideline will increase. Increase in number of grade 1 students, in both French Immersion and Regular Track Programs, who demonstrate early foundational literacy skills as measured by assessments of phonemic awareness, phonics, vocabulary, fluency and comprehension. Increase the number of primary and junior students achieving “provincial standard” (level 3 or higher) in Reading and Writing reflected in both report card data and standard provincial assessment data. 	<ul style="list-style-type: none"> Increase the number of grade 7 and 8 students achieving “provincial standard” (level 3 or higher) in Reading and Writing – based on school assessment data. <ul style="list-style-type: none"> 68% Writing strand 70% Reading strand The percentage of students in the NNDSB achieving provincial standard on the Grade 10 OSSLT assessment of literacy will meet or exceed provincial average. Increase graduation rates across all student populations, including those from systemically underperforming groups. Precise goals and measures will be determined using demographic data. 	<ul style="list-style-type: none"> Increase teacher efficacy and confidence in teaching Early Literacy. (<i>Teacher efficacy survey</i>) Increase teacher efficacy and confidence in differentiating literacy learning based on precise learning needs and gap closing. Increase the number of Junior and Intermediate Language/English teachers who feel “I had the opportunity to participate in decisions about the school’s improvement goals.” – EQAO Teacher Questionnaire 	<ul style="list-style-type: none"> Families will become increasingly aware of the resources they can access to support their child in learning literacy at home. Families benefit from regular cycles of communication from school staff. On the NNDSB public webpage, unique page views for literacy resources will increase.

Improve Student Achievement in Mathematics

Objectives:

A CULTURE OF INNOVATION AND CONTINUOUS IMPROVEMENT	EXCELLENCE IN TEACHING AND LEARNING	THE SUCCESS AND WELL-BEING OF ALL LEARNERS
<ul style="list-style-type: none"> Build capacity and collective efficacy in school teams to identify precise mathematics goals that acknowledge both leading and lagging student achievement and well-being indicators. 	<ul style="list-style-type: none"> Improve student achievement in mathematics with a specific focus on number and operations. Increase confidence in teaching new curriculum content, and using high-impact instructional and assessment strategies, equitable and culturally relevant and responsive pedagogy in math, and differentiated support for students. 	<ul style="list-style-type: none"> Deliver precise, personalized and differentiated math learning opportunities for students (Universal Design for Learning). Support effective collection and use of assessment data to inform responsive instruction and intervention practices.

Actions: What are the strategic actions we will take to meet these goals?

<ul style="list-style-type: none"> Implement School Improvement Planning (SIP) tools and processes that allow school teams to identify strategic goals and measures to improve mathematics outcomes. Engage in iterative (6-week) cycles of planning, acting, monitoring and responding to student learning needs. 	<ul style="list-style-type: none"> Develop capacity to deliver equitable and culturally relevant and responsive pedagogy in math, including differentiated support for students with special education needs and students facing systemic barriers in their math learning. Invest in tools and resources for students, parents, teachers, and leaders to advance student learning and confidence in math. 	<ul style="list-style-type: none"> Implement Mathematics assessment tools, resources and practices that support classroom, school and system use of evidence/data to inform planning, instruction and intervention. All Grade 8 educators and those educators who will be teaching Grade 9 de-streamed math will receive curriculum specific professional learning including teaching in multi-level classrooms. Develop educators' ability to grow and assess students' social emotional learning skills.
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Outputs: What are the Indicators for Success? (School Effectiveness Indicators)

<ul style="list-style-type: none"> Iterative school improvement cycles will analyze data to identify strengths and gaps in numeracy achievement and to determine and monitor learning goals for school-wide improvement. (1.6) School Improvement Plans will articulate whole school, interdisciplinary and intervention strategies to support improved outcomes. (2.2) 	<ul style="list-style-type: none"> Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. Professional learning is continuous and responsive to student learning needs, identified by a wide range of data and informed by ministry policy, resource documents and board guidelines. (2.2) 	<ul style="list-style-type: none"> A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and to determine next steps. (1.2) Data collection tools are administered consistently across the system. (1.1)
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Outcomes & (SMART) Performance Measures

Kindergarten – Grade 6	Grade 7 – Graduation	Staff	Families and Community Partners
<ul style="list-style-type: none"> Student attitudes and confidence in math will increase – measured by the NNDSB Number Sense Interview. The percentage of students ELK-Grade 6 solving grade appropriate problems (accurately and efficiently) will increase from pre- to post- diagnostic assessments. Increase in the number of primary and junior students achieving “provincial standard” (level 3 or higher) in Mathematics as measured by report card data and standard provincial assessment data. 	<ul style="list-style-type: none"> Increase in the number of grade 7 and 8 students achieving “provincial standard” (level 3 or higher) – based on report card data. Grade 7 and 8 student attitudes and confidence in math will increase – measured by the NNDSB Number Sense Interview Grade 9 de-streamed math achievement demonstrates equitable outcomes for all students, regardless of demographic background, identity or personal circumstances. The percentage of students who answer the questions "I like Mathematics" and "I am good at Mathematics" will increase at the applied level by 5% and at the academic level by 3%. Enrollment/demographic data in grade 11 University and College math courses will reflect equitable access to pathways. 	<ul style="list-style-type: none"> Through professional learning exit surveys and efficacy measures, increase the percentage of teachers and principals who report high confidence in the following areas: <ul style="list-style-type: none"> teaching new curriculum content using high-impact instructional and assessment strategies practicing equitable and culturally relevant and responsive pedagogy in math Increase the number of Junior and Intermediate math teachers who feel “I had the opportunity to participate in decisions about the school’s improvement goals.” – EQAO Teacher Questionnaire 	<ul style="list-style-type: none"> Families will become increasingly aware of the resources they can access to support their child in learning math at home. Families benefit from regular cycles of communication from school staff. On the NNDSB public webpage, unique page views for Math resources will increase. Increase the number of students/families accessing Mathify (virtual math tutoring).

Create equitable and inclusive learning environments that enable all students to reach their full potential.

Objectives:

A CULTURE OF INNOVATION AND CONTINUOUS IMPROVEMENT	EXCELLENCE IN TEACHING AND LEARNING	THE SUCCESS AND WELL-BEING OF ALL LEARNERS
<ul style="list-style-type: none"> Develop capacity in school teams to create the conditions that allow all students to feel respected and be successful, personally and academically, regardless of background, mental health, identity or personal circumstances. 	<ul style="list-style-type: none"> Align instruction, assessment, evaluation and reporting policies and practices with the principles of equity and inclusive education to meet the diverse needs of all students and their families. Build awareness for parents about what/how their children are learning in school – increasing student, family and community engagement. 	<ul style="list-style-type: none"> Implement wrap-around supports to ensure every student has the opportunity to succeed personally and academically, regardless of background, mental health, identity or personal circumstances. Improve access to learning and support services, including virtual care and innovative K-12 programming, through enhanced infrastructure and broad access to technology.

Actions: What are the strategic actions we will take to meet these goals?

<ul style="list-style-type: none"> Implement School Improvement Planning (SIP) tools and processes that allow school teams (and stakeholders) to identify strategic goals and measures and effectively remove barriers to student achievement and well-being. Develop a clear plan to ensure that data collection, analysis and reporting processes are in place to monitor progress toward well-being, inclusion and equity targets (including de-streaming) and report on all outcomes and indicators. 	<ul style="list-style-type: none"> Increase educator capacity to deliver culturally responsive instruction, assessment, and evaluation in diverse, de-streamed, multi-level classrooms to create equitable outcomes. Develop capacity in school teams to promote and implement mental health literacy, evidence-based, universal and “Tier 1” SMHO preventative programming. Provide multiple and varied learning opportunities, resources and supports to help parents and families stay informed and engage meaningfully in their child’s learning. Develop staff understanding and use of the Safe Schools Framework with an emphasis on citizenship and community; conflict resolution; and bullying awareness and prevention. 	<ul style="list-style-type: none"> Develop targeted, transition plans (including student profiles) for vulnerable and underserved students (i.e. Indigenous, Black and racialized students, students from low-income households, and students with disabilities and other students with special education or mental health needs). Demographic data is collected in regular intervals and supports the monitoring of vulnerable and underserved students. Ensure that policies, guidelines and practices reflect a lens of equity and inclusion by upholding our shared obligation to promote human rights and mental health literacy.
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Outputs: What are the Indicators for Success? (School Effectiveness Indicators)

<ul style="list-style-type: none"> Students’ stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs). (3.2) Individual Student Profiles are created to support transition plans and effectively used by educators in developing multi-level, differentiated programming in Grade 9 courses. (4.7) School Improvement Planning in all schools will establish specific goals and measures related to “Tier 1” SMHO preventative programming. 	<ul style="list-style-type: none"> The teaching and learning environment reflects individual student strengths, needs, learning preferences and cultural perspectives. School staff, students and families are aware of enhanced mental health pathways to/through/from care. The Safe Schools Framework is consistently applied to all members of the school community with an emphasis on citizenship and community; conflict resolution; and bullying awareness and prevention. 	<ul style="list-style-type: none"> Educators collaborate to identify and implement evidence-based conditions that support the intellectual engagement of all students. Families will understand secondary course pathways and have fully participated in selecting student Grade 9 course choices. Students are aware of and access programs and services available to them in their school and community to support their social, emotional, cognitive and physical development. (6.3)
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Outcomes & (SMART) Performance Measures

Kindergarten – Graduation	Staff	Families and Community Partners
<ul style="list-style-type: none"> Increase the percentage of students achieving 16 credits by the end of grade 10. Programs focused on Social Emotional Learning skills (Zones of Regulation, Mind UP, Learning2BREATHE) will be implemented in all elementary and secondary schools and evolve from ‘awareness/initiating’ stages of implementation to ‘extending/refining’ as measured by Stages of Implementation Rating Scales Increase the number of students accessing math and literacy summer programs, and before/after-school learning opportunities. The number of students who report learning about the experiences or achievements of historically underrepresented groups related to gender/race/disability/faith/sexuality will increase from those reported in the 2018 School Climate Survey. Decrease the number of students who answer, ‘yes’ to the question “Do you feel that there are barriers to your learning?” on the School Climate Survey. Attendance data will reflect positive trends connected to diverse populations of students with a particular focus on any groups of students experiencing poorer outcomes as measured by attendance data. Equitable, preventative, collaborative and progressive discipline strategies are applied to decrease student suspension rates and the duration of suspensions as measured by ONSiS reporting data. Indigenous Grad Coaches report increased collaboration among First Nation Education authorities and increased student engagement among Indigenous learners as measured by credit accumulation and graduation rates. 	<ul style="list-style-type: none"> Staff report increased levels of self-efficacy and confidence using “Tier 1” SHMO preventative programming to remove barriers to student achievement and well-being as measured by teacher efficacy survey. Increase staff confidence and use of communication and assessment tools to support student, family and community engagement - teacher efficacy/system analytics. Decrease the number of staff who report barriers to student learning as measured by the School Climate Survey. By 2023, demographic data is collected in regular intervals and effectively integrated into analysis, reporting and monitoring of system and school plans. 	<ul style="list-style-type: none"> Decrease the number of parents who respond, ‘yes’ to the question “Does your child ever feel unwelcomed or uncomfortable at school because of gender/race/language/socio-economics/disability/sexuality/faith” <ul style="list-style-type: none"> (38.6% reported in 2018 on the School Climate Survey) Increase the response rate/participation in the Identity-based data survey <ul style="list-style-type: none"> (2019, grade K-6 13% and grade 7-12 66%). Increase parent confidence and use of communication tools to support student and parent engagement as measured by user login/system analytics.

