



MYSP 2022-2023 SEMI ANNUAL REPORT

Abstract

Information for the Board of Trustees as requested by the MYSP Committee
Mid-Year 2022/2023.
Includes information regarding efforts to saturate the MYSP priorities and goals in the
creation of a shared vision and shared process.

The MYSP committee meets four times per year. The committee provides two semi-annual reports in January and June to the Board of trustees and the Near North District School Board community. The progress report is based upon current progress as provided to the MYSP committee at quarterly meetings. The committee follows two data metrics per each of the four MYSP priorities (as seen in figure 1) over the 5 year term of the plan.

The quantitative data found on pages 4 through 11, is not an exhaustive collection. It is meant to provide stakeholders with a view of some of the key indicators for the year; a few among the many initiatives in a multi-pronged approach that NNDSB Staff have undertaken in alignment with the specific goals established for 2022/23 within the Four Priorities of the Multi-Year Strategic Plan.

Overall Direction: A Shared Vision

Although the 2021-2026 MYSP has been introduced, it will take some time to embed it in the culture of the board. 2021-2022 actions included multiple methods of embedding the 4 priorities into all aspects of NNDSB. Systemic alignment processes will solidify the shared vision over the next three years.

It is also important to point out that "culture" is not a static entity but continues to evolve, change, adapt etc.

Implementation of the MYSP includes alignment of practice with the four priorities. Historically this has not been an NNDSB approach. Therefore, 2022 - 2023 will be a critical year in implementing changes that align board actions toward meeting MYSP priorities.

Implementation will involve a parallel process whereby staff are gaining an understanding of the importance of the MYSP, while at the same time adjusting practice to strive toward the shared goals of the MYSP.

Building of Capacity Regarding MYSP Priorities and Goals

Capacity building continued at the Leadership Conference held August 23 and 24, 2022. The conference brought managers, assistant managers, principals, and vice principals together for essential learning. The focus of the 2 day event was leadership skill building and preparation for the introduction of professional development for teachers centered on MYSP 6-week cycles in schools. Leaders were introduced to phase 2 of the reflection, planning and goal setting process and the re-establishment of the MYSP 6 week-cycle process in schools. The MYSP 6-week cycle process consists of iterative cycles of plan, act, observe and reflect in a responsive pedagogy centered on achievement for all.

The introduction to leaders involved the evolution and growth in the interest of student achievement, equity, and wellbeing as a shared vision. This change includes the expectation that all schools are engaged in the MYSP 6-week cycle process from Day 1 of the 2022-23 school year. Day one begins with getting to know the student and their readiness to learn.

Leadership meetings included:

Creating a culture of continuous improvement through the use of 6 week cycles and School Improvement plans aligned to the MYSP.

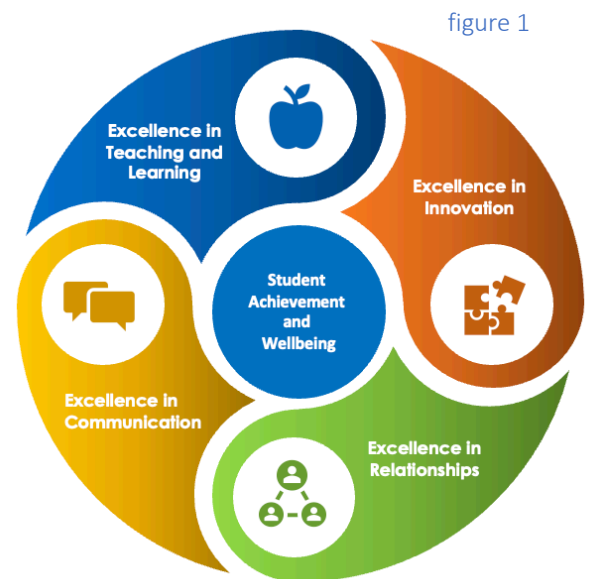
Planning to act: putting the school improvement plan into motion.

Digging deeper into School Improvement planning in collaboration with Families of schools.

Understanding the intentional moves to support the "Right to Read" and structured Literacy practices.

Supporting Educators and students in learning recovery and exploring available resources.

Student Mental Health and Well-being.



Professional development for teachers included:

Creating a culture of continuous improvement through the use of 6 week cycles and School Improvement plans aligned to the MYSP.

Creating Equity and ensuring student well-being through the student profile document.

Digging deeper into de-streamed mathematics, English and science.

Engaging in high impact math and science instructional moves K-9.

Engaging in intentional moves to support the “Right to Read”.

Engaging in early assessment and appropriate effective reading strategies.

Understanding our early assessment data in Mathematics and Literacy.

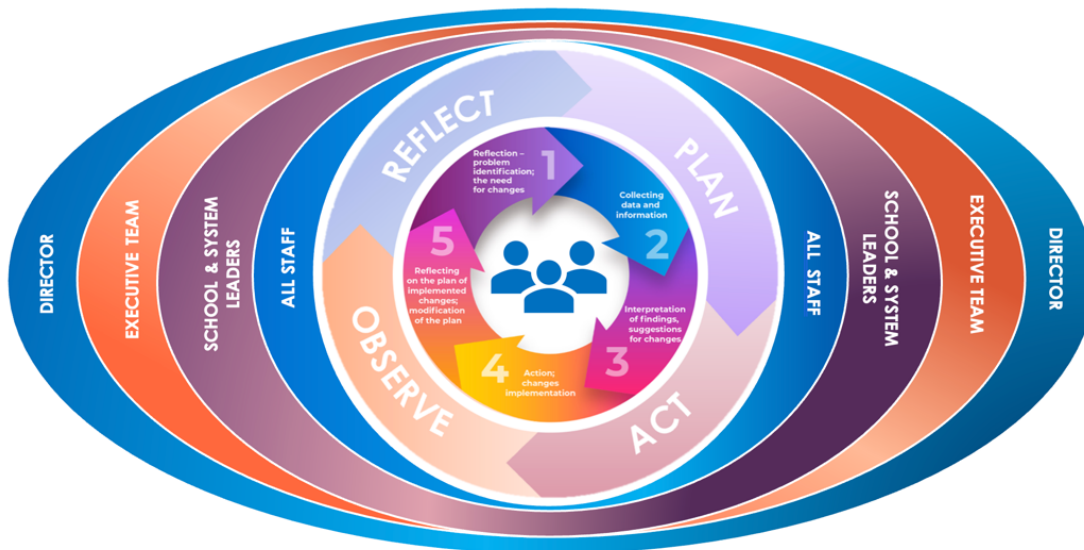
Putting the Equity coach role into practice.

Various subject related collaborative meetings, i.e., core subjects, OYAP, Indigenous Language, Guidance, etc.

Shared Process

In June of each year, system principals, department managers and their teams plan new in-year system goals aligned to Ministry objectives in Literacy, Numeracy, equity, and well-being. These are laid out or updated in the Board Improvement Plan for Student Achievement and Well-being (BIPSAWB) and the Department Improvement Plan for Student Achievement and Well-being (DIPSAWB). Plans are aligned to the MYSP priorities. System teams-principals, coordinators, and teacher facilitators, prepare to support school teams in SIPSAWB review and in setting in-year goals pertaining to strategic plans for Literacy, Numeracy, Equity Safety and Wellbeing aligned to the Four MYSP priorities.

6-WEEK ITERATIVE CYCLES OF PLAN, ACT, OBSERVE, REFLECT



6 Week Cycle Process

Common understanding of the 6-week cycle process is being built. This includes fostering responsive teacher practice and collaboration in the interest of achievement, equity and wellbeing for all, school effectiveness monitoring and support. Capacity continues to be built around how the process leads to collective efficacy, which refers to “the shared belief that through their collective action, educators can influence student outcomes and increase achievement for all students” (Donohoo 2017). The 6-week cycle process adopted across the system facilitates a shared vision and common practice in all schools which allows all staff, educational and operational, to transfer schools, classrooms, roles or departments across the system and step in with the same understandings, expectations, and timelines.

Student Profiles

In the beginning of the 6-week cycle process, the educator follows their professional judgement regarding identified marker students who will require short term, midterm, or long term supports. The educator is invited to use the Student Profile checklist template to guide their thinking and investigation into how to support their marker students. This checklist helps capture data and evidence to best frame next steps in supporting marker students and indeed all students in the classroom.

A completed checklist supports the educator in planned collaborative conversations with peers throughout every 6-week cycle. Conversations centre on how to best support all students and provide equitable opportunities to access learning. A profile for each marker student helps the teacher plan for appropriate instruction and intervention, monitor progress, and make regular adjustments based on the plan, act, observe, reflect model of inquiry. A class profile works in the same way, and it is well worth the time to gather this information.

With the introduction of the MYP 6-week cycle process at the system level, monthly department meetings have shifted their focus to alignment across the system. Collaboration amongst and between departments has increased most noticeably between HR and Finance, who are working collaboratively to clear up antiquated processes, i.e., the alignment of GL code (accounts) to staffing, resulting in efficiencies for payroll. The Facilities and Finance departments have begun collaborating over efficient use of Ministry enveloped funds.

Shared Leadership

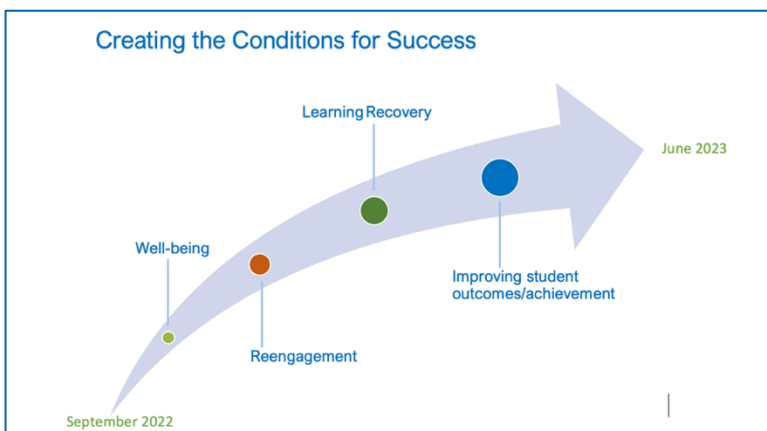
The Annual Leadership Conference

The conference brought principals, vice principals, managers, assistant managers, and superintendents together. The NNDSB Leadership Team worked in collaboration with Near North Principals Council (NNPC) to provide a meaningful two days of learning. This was an intentional shift from historical practice.

Ontario Principal's Council (OPC) Facilitators who attended the annual conference, expressed how impressed they were to see the collaboration between educational and operational leads. Feedback from both sets of leaders has been highly positive and shows increased understanding of the essential nature of all roles.

The 2022/23 school year marks a recovery period

"Over the past two years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario and across the globe. Throughout this period our collective focus has been on delivering the best educational experience while protecting schools against the spread of COVID-19. Despite these efforts, we know the pandemic has had far reaching impacts on the learning development and mental health of students, staff, and families across the province." [Learning Recovery Action Plan](#)



Guided by the "Learning Recovery Action Plan", NNDSB Teaching and Learning staff build upon the decisive action to protect student well-being, support student resilience and re-engagement to access daily learning to address learning disruption. The graphic below illustrates the continuum of focus from September 2022 to June 2023. Students must feel safe and ready to learn before they are able to access learning in meaningful ways.

It is important to recognize that 2022/23 is also a year of recovery for educators. Recovery cannot be rushed.

"If educational change is to succeed in any setting, it needs to start from where people are. If the 'gap' between what affected groups of people currently understand and what the change requires them to understand is great, then the necessary preparation for the change will need to take longer. Ultimately, short cuts do not work and introducing change initiatives that ignore this simple truth amounts, in my opinion, to little more than the symbolic triumphalist action." (Goodson, 2001)

Quantitative Data Linked to MYSP Priorities

The following data points are examples of current quantitative data gathered to determine progress toward meeting goals in each of the 4 priorities. Two predetermined metrics per priority are reported.

Excellence in Teaching and Learning

Deliver a superior educational experience for all students. Providing educational pathways that promote student choice and meet all learner requirements (trades, employability, post-secondary education, and life skills)

Quantitative Data Points

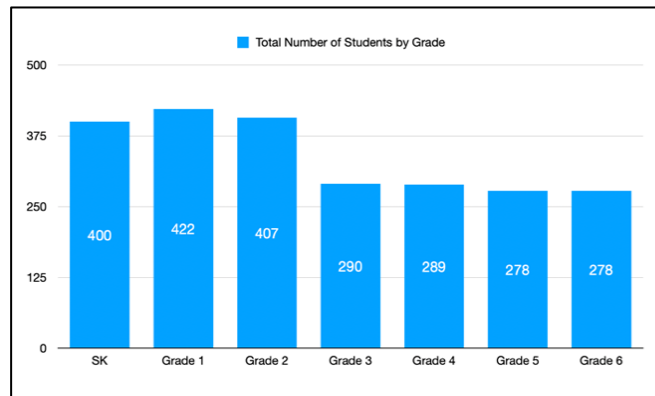
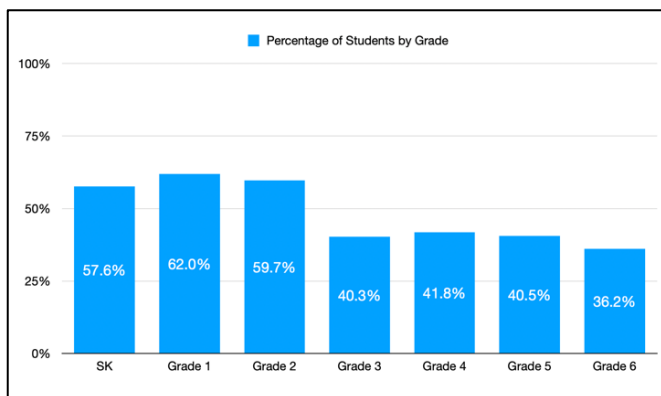
Metric #1 - Literacy

Metric #2 - Mathematics

Metric #1 - Literacy

Early Literacy Screening: Acadience K-6 Reading: **2364 assessments**

Beginning in 2023-24, the ministry will require all students in publicly funded schools in year 2 of kindergarten to Grade 2 to be screened for reading twice a year using evidence-based early screening tools. In preparation for this expectation, Near North District School Board staff have been working with educators in all elementary schools to implement the Acadience K-6 Reading assessment tools. Acadience Reading helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support. Below are “Benchmark” outcomes from



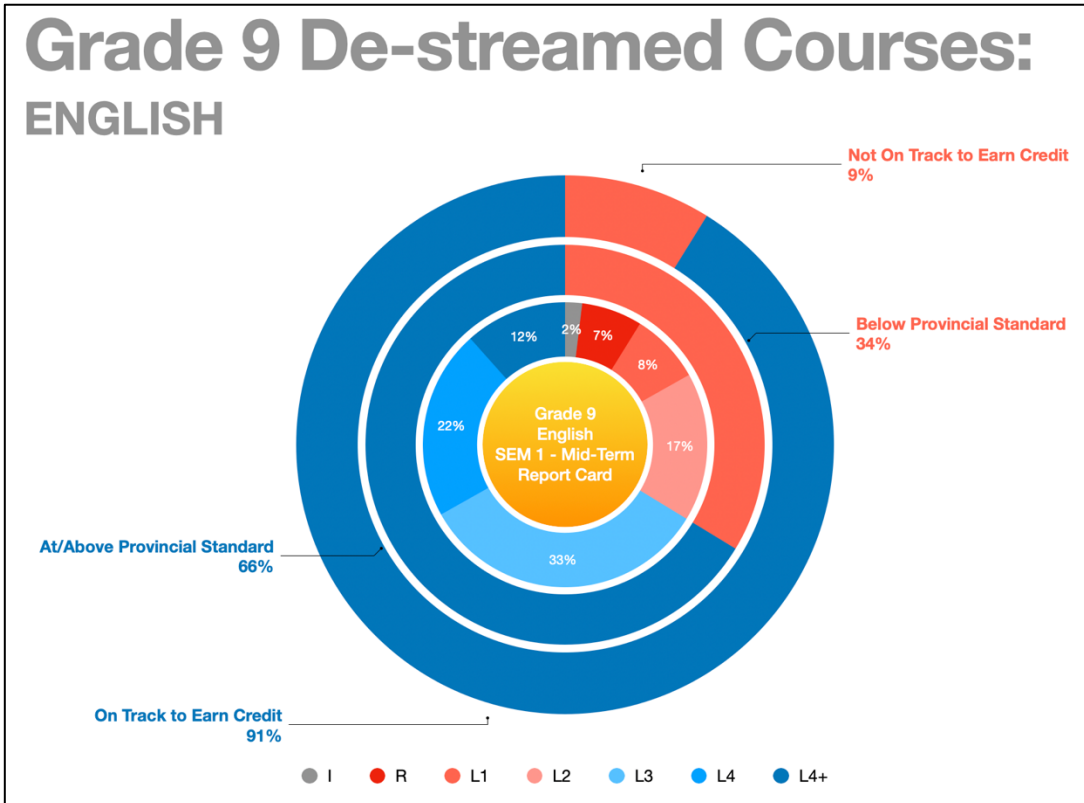
the “Beginning of Year 2022-23” assessment.



2364

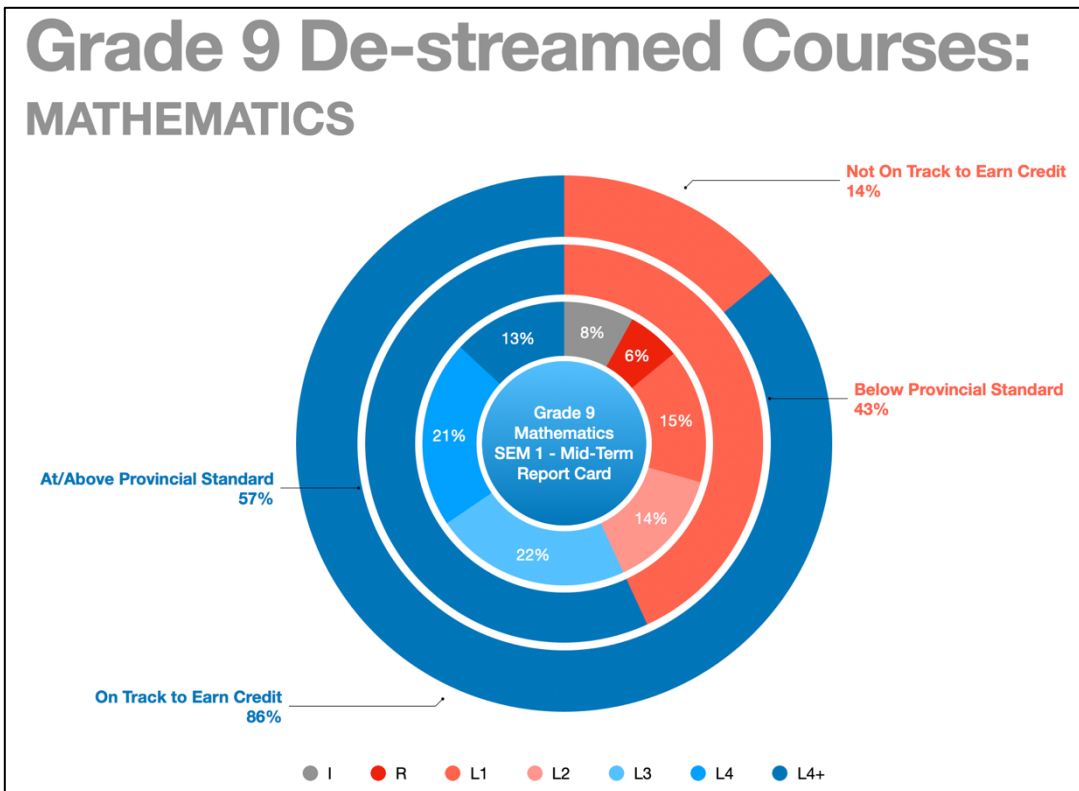
Metric #1- Literacy Cont'd

Currently 91% of NNDSB grade 9 students are on track to earn their grade 9 English credit



Metric #2- Mathematics

Currently 86% of NNDSB grade 9 students are on track to earn their grade 9 mathematics credit.



Excellence in Innovation

We engage in innovative future-oriented learning experiences that promote excellence in student achievement and well-being.

Quantitative Data Points

Metric #1 - Experiential Learning Program growth

Metric #2 - Innovative technological program growth

Metric #1 - Experiential Learning Program growth

2 New Programs

PSW Program Success and Growth

100% Employment Rate in August 2022

33% Increase in programs available with the introduction of Mattawa program

53% growth rate in student enrollment from 24 in Sept 2021 to 45 in September 2022

The first graduates of Near North District School Board's Personal Support Worker program are already filling labour gaps in local health care. The program, which began in February 2022, graduated 24 students in August 2022 and 100 per cent were hired.

The training that PSW students receive in NNDSB's living classroom settings is outlined by the Ontario Ministry of Health Long-term Care and the Ontario Ministry of Education. The quality is assured by Ontario Association of Adult and Continuing Education School Board Administrators (CESBA), the provincially funded organization that ensures adult and continuing education programs are accessible, affordable and support student success.

The program is running again in North Bay and Parry Sound and was expanded in September 2022 to include Mattawa. It is the board's intention to also run the PSW program in West Nipissing in future.

Hockey Skills Canada

The Near North District School Board is excited to be offering the NNDSB Hockey Skills Academy. The inaugural program began in September 2022 at Parry Sound High School in partnership with the Parry Sound Arena and the Town of Parry Sound. Pending interest, the program will include eligible Humphrey Public School students February 2023 in partnership with the Town of Seguin

Current exploration for expansion includes Mattawa Public School who are currently running a pilot program and Almaguin Highlands Secondary School.

Metric #2 - Innovative technological program growth

3 new and expanded information/education/technology programs since September 2022

Adoption of EMHware in mental health programs

NNDSB adopted and updated the mental health program referral process and storage of client information at the start of the 2022 – 2023 school year with the launch of EMHware, a client information management system. This secure system adheres to current industry and privacy standards and has allowed the mental health program to move to an entirely electronic storage system. EMHware provides us with the ability to provide caregivers and students with the opportunity to complete forms and screening tools electronically. The referral process is now streamlined through a link to EMHware that allows NNDSB to have one referral method for all programs offered by the mental health

program. In addition to secure storage of student information and an improved referral process, staff can track data essential to reporting and program development more easily and in greater detail.

Expansion of Lexi Power Up programming

Lexia supports NNDSB non-proficient readers in Grades 7-10. This program, and its sister program CORE 5 which is being used with some students requiring Tier 3 intervention through special education programming, helps students acquire skills in word study, grammar, and comprehension.

Increased use of Acadience K-7 and assessments to screen all students for deficits in their reading skills.

Comments from educators who are using this tool include, "Who wouldn't want to know how well all of the students in their class read?" "I love that we're diving into data now." "This screener lets me know who my students are that need monitoring and additional instruction as well as what I need to focus on or which students, I need to learn more about."

Excellence in Relationships

We build positive relationships with all members of our education community to foster an engaged and inclusive board culture. Together, we model our stated values, we practice acknowledgement of others, and we continuously meet student needs.

Quantitative Data Points

Metric #1 - Number of New Partnerships Developed

Metric #2 - New Programs developed in partnership with new or existing partners

Metric #1 - Number of New Partnerships Developed

Five new or renewed partnerships since September 2022.

Partnership with Battalion hockey team to launch anti bullying campaign

The North Bay Battalion players worked with NNDSB to create a video, lesson and activity that highlights the importance of using personal positive character traits to combat Bullying. The video supports teachers in launching the conversation with their students and helps students identify what their individual traits are, how those traits can be used to help others, and how those traits help them to achieve their goals. This initiative was launched alongside a variety of other activities as part of the NNDSB annual Bullying Awareness and Prevention week.

Two new "Living Classroom" partnership agreements signed, with Algonquin Nursing Home in Mattawa and Au Chateau in West Nipissing

With support from The Ministry of Education and the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA), NNDSB developed a Personal Support Worker program to support the North Bay and Parry Sound communities for January 2022 with the goal to expand the program to other areas within the board in 2022-23. In September 2022, the agreement was signed with Algonquin Nursing Home and the program began. In Oct 2022, the MOU was signed with Au Chateau in West Nipissing and program recruitment has begun.

Enhanced partnership and MOA with Canadore College to provide placement to ECE and mental wellness candidates.

This partnership ensures that Canadore students are offered placement in Near North Schools, thus providing added support for students, valued experiential learning for Canadore students and an opportunity to increase staffing from the community.

Enhanced partnership with Nipissing University to employ first year teaching students as tutors in the classroom. This year, 61 new teacher candidates have been employed to support students in all NNDSB schools.

Metric #2 - New Programs developed in partnership

Eight new programs developed in partnership since Sept 2022.

2 new childcare programs at Phelps and Mapleridge schools in partnership with local District Social Service Administration Boards (DSSAB's)

An increase in the number of before and after school childcare programs is made possible thanks to data obtained from the annual Childcare Viability Survey, which is supported by the Nipissing and Parry Sound Social Services Administration Boards. The results of this survey help NNDSB and its childcare operators in determining which locations demonstrate sustainable need. NNDSB recognizes that the childcare sector has been negatively impacted by a shortage of early childhood educators across the province and is thankful for operators for their continued commitment to NNDSB students, families, and communities.

2 programs in Partnership with the North Bay Multi Cultural Centre

Unlearning Bias Using Persona Dolls project

Funded by the North Bay and Area Community Foundation and adopted by Near North District School Board, the project will support students in the recognition and un-learning of bias allowing for the development of a truly welcoming and inclusive community.

Settlement Workers in Schools (SWIS)

Programming in schools welcomes newcomer youth and their families into the school system and community with support offered by settlement workers to improve outcomes for the whole family and ensure that everyone is drawn into the settlement continuum with the school acting as a mini welcome centre.

New “Seven Stones” student re-engagement program in partnership with North Bay Indigenous Friendship Centre: Re-engaging students 18 years and above

The program intends to address the needs of urban Indigenous students by supporting the completion of Ontario Secondary School Diploma (OSSD) requirements and preparing them for next steps (for example: workplace, transition to mainstream secondary schools or post-secondary education institution). This partnership program will complement NNDSB alternative programming, by offering Indigenous learners further connections to culturally relevant education.

Hockey Skills Canada

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Tutoring program in partnership with Nipissing University to employ first year teaching students as tutors in the classroom. This year 60 new teacher candidates were employed to support students in all NNDSB schools

Anti-bullying character education learning with North Bay Battalion

Students engage in self-reflection with the Battalion players in the creation of a personal hockey character card. Students reflect upon how positive characteristics support building relationships and help their community. This is the kick off to character education programming for safe and inclusive schools.

Excellence in Communication

The Near North District School Board is committed to promoting public confidence and community support in public education. Effective communication provides opportunities to share accurate and reliable information and clarity of goals as we seek to attain the vision, mission and priorities that build stronger relationships.

Quantitative Data Points

Metric #1 - Number of positive stories in the media tracked

Metric #2 - Website analytics

Metric #1 - Number of positive stories in the media tracked

76 good news stories in multiple local and national media outlets since September 1, 2022

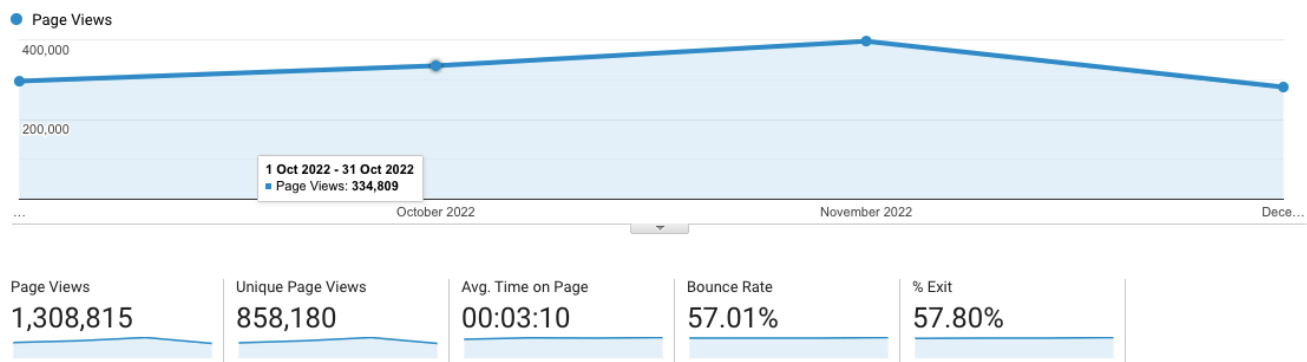
Good news included but was not limited to:

- excellence in graduation rates
- new childcare programs,
- safe schools initiatives
- anti-bullying partnership with North Bay Battalion
- Prime Minister’s Award for excellence in teaching NNDSB teacher recipient
- dual credit pathways
- summer school success
- Seven Stones School opening
- Fricker Project on time and on budget
- PSW graduation and employment
- Hockey Skills Canada Academy
- senior students prepped for living independently in universal skills
- Student Trustee achievement
- Positive News from Chair Loughheed

Metric #2- Website analytics

NNDSB Website Sept. – Dec. 2022

Total page views for the Sept. to Dec. period numbered 1,308,815 while unique page views totalled 858,180. During the same period in 2021 nearnorthschools.ca had 1,106,268 page views and 785,716 unique page views. 75.28% (985,314) of page views were of the nearnorthschools.ca landing page. The next highest page was NNDSB Shared News with 10.43% or 136,525 page views. These stats are comparable with previous analytic periods.



Facebook and Instagram reach Sept. - Dec. 2022

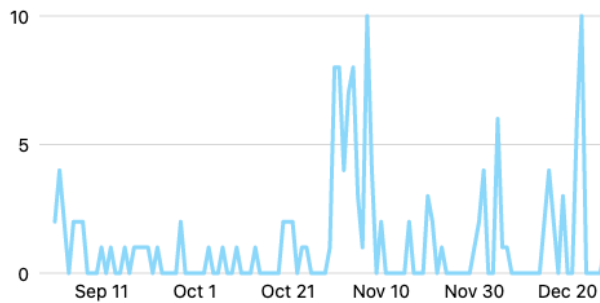
Facebook and Instagram followers increased throughout the fall. Facebook gained 143 new followers and Instagram 97 followers a 27.7% and 148.7% increase respectively over the previous period.

New page likes and followers Sept-Dec. 2022

New likes and follows

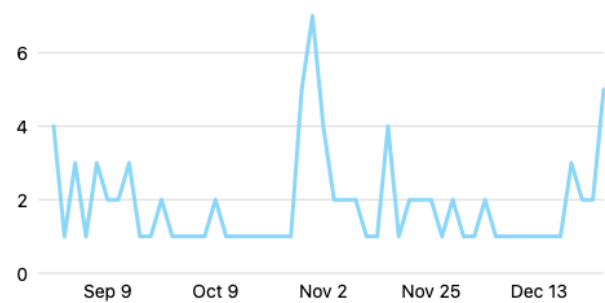
Facebook Page new likes ⁽ⁱ⁾

143 ↑ 27.7%



New Instagram followers ⁽ⁱ⁾

97 ↑ 148.7%



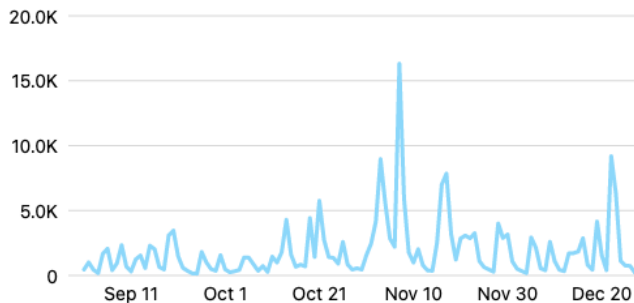
Facebook and Instagram reach

Page reach (the amount of people who saw content from our social media platform) for Facebook remained steady period with 61,272 people reached. Instagram had a modest reach of 852.

Reach

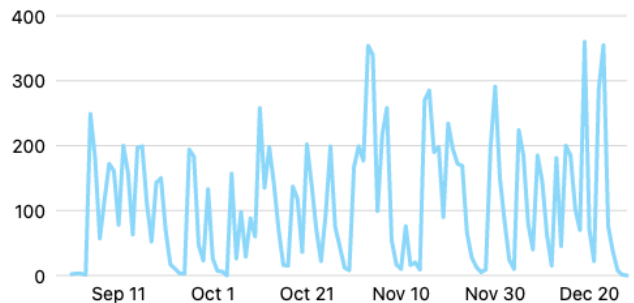
Facebook Page reach ⁽ⁱ⁾

61,272 ↑ 5.2%



Instagram reach ⁽ⁱ⁾

852 ↓ 77.7%



Twitter analytics Sept. – Dec.2022

Twitter has evolved into a multi-faceted social network. It's become a breaking news source, a customer service channel, and a networking site. Having a Twitter presence means you're able to connect one-on-one with your community while also increasing your brand recognition. Twitter impressions are one of the indicators of brand presence. Increasing positive recognition across Twitter, is indicated by how many times NNDSB Tweets have shown up in someone's timeline in a month. **Impressions** on Twitter are a total tally of all the times the Tweet has been seen.

NNDSB's Twitter account had 48,700 impressions from Sept. to Dec. This is an increase over the 20,000 impressions during the previous 3-month period. The top Tweet during the Sept. – Dec. period reached 13,496 users. The top Tweet in the previous 3-month period reached 699 users.