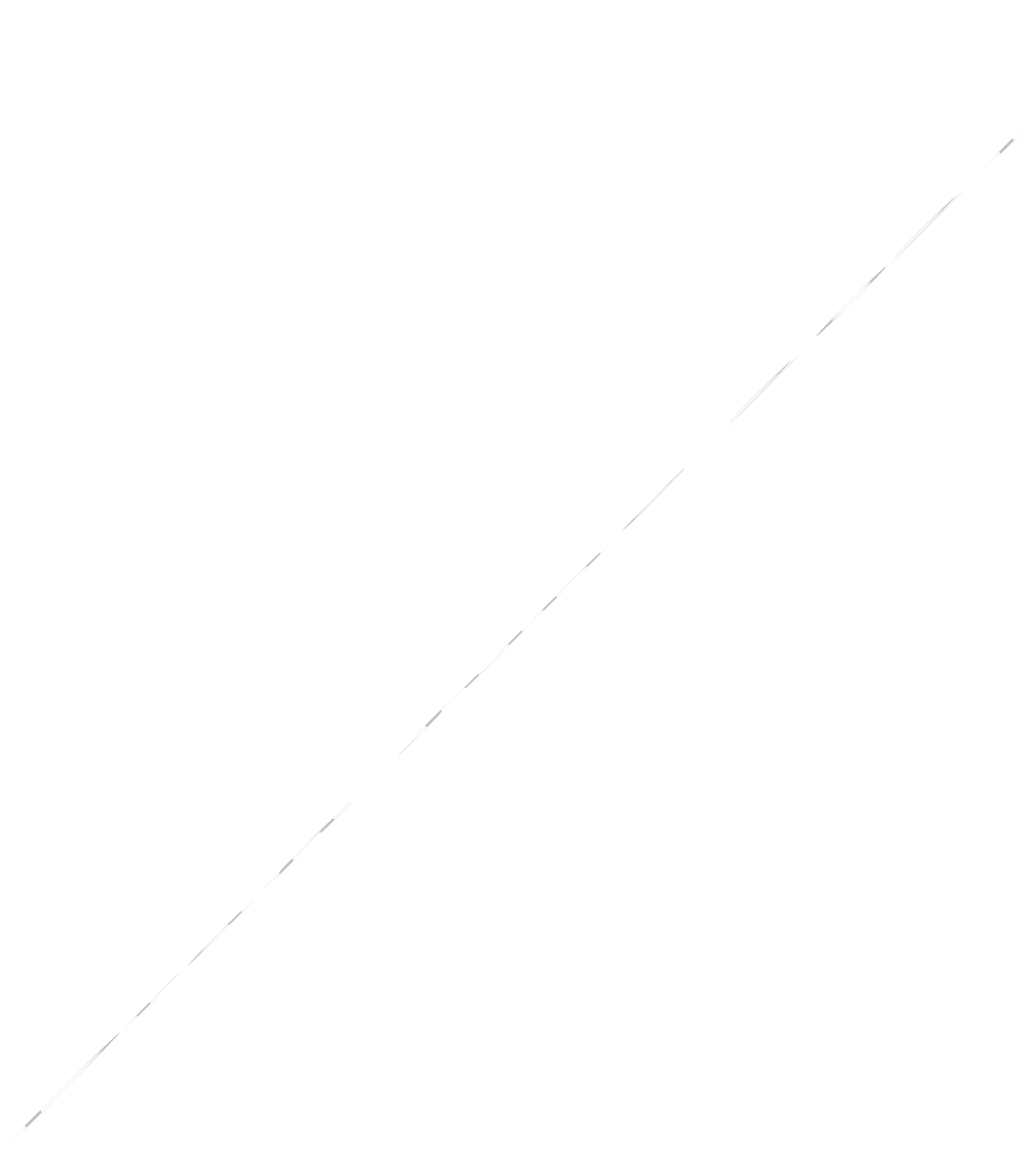




NNDSB Strategic Plan

2021 - 2026







NEAR NORTH DISTRICT SCHOOL BOARD

Near North District School Board (NNDSB) is responsible for the public education of approximately 10,000 learners from across the geographic regions of The Almaguin Highlands, North Bay, Mattawa, West Nipissing and Parry Sound. The Board serves a wide variety of communities within a 17,020 square km area and operates twenty-eight elementary schools, seven secondary schools, and a variety of alternative and continuing education programs and services.

Biindigen

Mii gwi Anishinabek wewena nkenmaaminak dependajig maa kiing.
"We acknowledge in a good way, the original people of the land here"

We value the cultures, histories and relationships with the Indigenous Peoples of Turtle Island (North America)

A photograph showing a woman on the left and two young men on the right, all smiling and playing large, round, light-colored drums. They are in a classroom setting with shelves and posters in the background. The woman is wearing a blue patterned top and a red necklace. The young man in the center is wearing a white polo shirt, and the one on the right is wearing a grey hoodie with 'AIR JORDAN 23' on it. The image is partially covered by a blue semi-transparent overlay at the bottom.

We seek to build student capacity for intercultural understanding, empathy and mutual respect and to Identify teacher-training needs relating to the above.

Truth and Reconciliation Commission of Canada: Calls to Action, 2015



A Message from the Director of Education and the Chair of the Board

In the Near North District School Board, we believe in the power of public education to improve the lives of students, make our communities stronger and the future brighter.

In January 2020 NNDSB launched a progressive and collaborative strategic planning process to engage students, staff, families and our surrounding educational communities through both face-to-face and virtual platforms. We consulted with students, staff, families and community partners about the most important areas upon which to focus to empower all learners through the provision of a thriving and inclusive culture of student achievement and well-being and to prepare all students for future success.

The 2021-2026 strategic plan is the result of many months of consultation and planning in which our communities contributed their voices to identify key priorities for Near North District School Board. NNDSB engaged Nanos Research and Ramsay Partners Inc. to help us to understand where we could change our practice to earn a high degree of public confidence. We hosted online surveys and focus group collaborations for students, parents, community members and staff, who shared their thinking about the future direction of the NNDSB. The response was overwhelming and impressive, and for that we thank you. This input, combined with Board and industry data, helped us to develop goals that align with the four strategic priorities of the plan. Our plan is exciting and bold and provides clear direction to our NNDSB learning community.

Thank you to our communities for your guidance, input and leadership.

The 2021-2026 strategic plan guides our processes and the decisions that we make, including how we align resources to support our core purpose; Student Achievement and Well-being.

We appreciate everyone's participation in this important process and are very pleased to share our 2021-2026 Strategic Plan.

Jay Aspin
Chair of the Board

Craig Myles
Director of Education

We care what you think: Background data drawn from neutral third-party advisors



Background

Before embarking upon the development of the new Multi Year Strategic Plan, it was important to hear from our stakeholders. We looked to various experts to gather information that would support us in understanding areas for improvement, and opportunities for positive change. You can see in the image above, the variety of stakeholders interviewed to gather a 360-degree view of the organization.

At the request of the Board in September 2019, Special Advisors Wayne Joudrie and Wally Easton provided a report to the Minister of Education with their observations and recommendations about how Near North District School Board could improve its governance, leadership, human resources practices and financial accountability. NNDSB has framed much of the organizational work and the goals of the Multi Year Strategic Plan on the recommendations of the Ministry advisors and on the earlier Ombudsman and Wilson reports.

On behalf of Near North District School Board (NNDSB), Nanos Research then conducted one-on-one interviews with stakeholders between April 6 and June 3, 2020. Stakeholders included those in the education sector, social services, health and children's services, unions, government (federal/provincial and local) and Indigenous partners.

Ramsay Partners Inc. was then retained to further the perspective. Michael Ramsay has consulted with a variety of school boards across the province. Ramsay partners began their consultative work by engaging in staff interviews to understand the culture of the board through staff voice and opinion. Ramsay Partners then led several focus groups to gather stakeholder opinion about the importance of future trends in education, which helped to frame thinking in the development of the Multi Year Strategic Plan.

Common Themes in the Data

Excellence in Teaching and Learning

- Stakeholders rank excellence in teaching and in the learning environment as the most important priority for the NNDSB.
- Stakeholders also indicated that this is the area in which they have the most confidence. **Nanos Research**
- Participants reinforced appreciation for all the extraordinary efforts provided by staff in their schools. **Joudrie and Easton**

Research shows that you believe in what we do for your children and your community. You can see by the data above stakeholders agreed to a level of excellence in teaching and learning. We are proud of our students and work hard to make sure that their success and well-being are the core purpose of NNDSB.

We continue to strive for excellence in the provision of innovative and equity driven programming. Key goals in teaching and learning in the 2021-2026 Multi Year Strategic Plan are built upon strategic plans in every school for the foundations of literacy, numeracy, equity and well-being. The strategic priority of **Excellence in Teaching and Learning** sets the goal to 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. It takes many staff, working as a team to ensure that schools are safe and welcoming for your children. NNDSB promises to ensure that educators receive the support they need to be confident in their practice and responsive to all students' unique strengths and needs. We will continue to provide professional development for all staff aligned with current Ministry best practice.

A Desire for Transparent Communication

- Stakeholders want NNDSB to make transparent decisions and provide sufficient information to the public. **Nanos Research**
- Participants identified communication as a significant area for improvement within the NNDSB. **Joudrie and Easton**

The Board will continue to provide transparent communication about the decisions that are being made on the journey to achieving excellence in everything that we do. The priority of **Excellence in**

Communication in the 2021-2026 Multi Year Strategic Plan demonstrates that 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.

NNDSB has implemented formal proceedings following a strict schedule for the planning and conducting of Board meetings. Formal agendas guided by parliamentary procedure have been implemented. All public meeting minutes/agendas are posted in a prominent, accessible location for stakeholders one calendar day before the meeting. Committee of the Whole agendas are released in the same manner as the Board agenda. Board minutes are posted to the website once approved by the Board. Reports are archived for at least one year after the meeting date.

[The NNDSB website is now the touchpoint for all important communication.](#)

If you have not yet explored the website, please take a few moments to do so. The site is “one stop shopping” from important Ministry announcements and emerging news to the MYSP, specialized programs, equity and inclusion, NNDSB in the news, the new online registration and more.

We continue to build public trust by sharing the amazing learning and level of care that is provided by all staff on the main site and through various social media platforms. NNDSB will continue to provide transparent communication about relevant decisions that are being made to achieve excellence in everything that we do.

Relationships: Community Partnerships

- Stakeholders want to know more about our outreach to stakeholders and partners **Nanos Research**

NNDSB continues to collaborate with community partners across a wide range of service mandates to support our students and their families. These initiatives include but are certainly not limited to: participation on the Network Advisory Council for Muskoka, Nipissing, and Parry Sound, where we proudly sit alongside Hands the Family Help Network, One Kids Place Children's Treatment Centre, the Nipissing Parry Sound Children's Aid Society, and fellow coterminous boards to support coordinated service planning.

NNDSB participates in the Nipissing Parry Sound Child and Family Network, which just celebrated the development of childcare spaces at the Dr. MacDougall Hub in North Bay for Indigenous childcare and family programs, as well as at Miigwansag Child Care Centre at the “Sound Community Hub” in Parry Sound.

NNDSB values ongoing relationships with agencies such as: The District of Nipissing and District of Parry Sound Social Administration Boards, Nipissing First Nation, Mattawa Metis Council, the North Bay Military Family Resource Centre, the YMCA of Northeastern Ontario, and Simcoe Muskoka regions. NNDSB continues to work with community partners to ensure that before and after school programs run at all schools in the Near North District School Board.

Further community partnerships include but are not limited to: YES Employment, The Canadian Ecology Centre and the Georgian Bay Biosphere, Blue Sky Network, Canadore College, Nipissing University, Regional Chambers of Commerce, the Cities of North Bay, Parry Sound, Sturgeon Falls and Mattawa and hundreds of employers who support OYAP, Coop and SHSM students by providing meaningful learning opportunities.

We thank all our community partners and recognize that we did not mention all of them here.

Leadership and Board Office Staffing

- Participants identified that the Board seemed top heavy with senior administrators and that communications and alignment of portfolios appeared to be lacking. **Joudrie and Easton**
- Examination of organizational metrics indicates that the NNDSB is operating at the extreme bottom level of organizational staffing. The Board is not staffed to meet business management requirements; resources are stretched thin and are able to only address core transactional functions. **Michael Ramsay**

Following recommendations of the special advisors and under the guidance of Ramsay Partners Inc, NNDSB has undertaken a comprehensive organizational study in order to improve our practice and to clear up the perception that NNDSB is a top-heavy organization.

Efficiencies have been found at the executive level and the number of superintendents was decreased from six to four and associated steps deployed. It is important to note that NNDSB is aware that as a result of these changes, the complexity of the superintendent role has increased. This resulted in a restructuring whereby superintendents and therefore schools are supported by system principals who are responsible for the daily implementation and monitoring of portfolio work that benefits the system.

It is clear that NNDSB has suffered under the myth of being a top-heavy organization to the point that we were critically understaffed in areas that support the well-being of all staff. Following the advice of the special advisors and the counsel of Ramsay Partners Inc, we are creating shifts in staffing and in the hiring of staff to support effective practice that ultimately makes us better.

Safety and Well-being

- Participants acknowledged the efforts within schools but felt that more resources are required. **Nanos Research**

We heard you!

All schools have been encouraged to build a strategic plan for equity, safety and well-being, and with COVID-19 restrictions, increased mental wellness supports are in place. Aligned with the new Multi Year plan, it is the expectation for all schools to have a strategic plan as they build their School Improvement Plans for Safety and Well-being (SIPSAWB)

Teams are hard at work building resources for staff and parents. In November 2020, the launch of the Safer Schools Reporting Tool kicked off a week of intensive learning for staff, students and community. These initiatives are part of a full well-being plan which provides well-being initiatives such as Thrive in a Hive, Zones of Regulation training, anti-bullying, anti-racism, and the weaving of cultural learning throughout the curriculum.

Capacity building for staff and learning for students is ongoing. The intent is to build a sustainable culture of equity, well-being and safety for all.

You told us...

We are on the Right Track

- Stakeholders are more likely to think NNSB is heading in the right direction rather than the wrong direction. **Nanos Research**
- Stakeholders identified a high degree of confidence in the board direction and in particular, the new Director. **Ramsay Partners**

NNSB is working to make every stakeholder feel certain that we are on the right track. Increased communication about our commitment to excellence is a priority within the Multi Year Strategic Plan, which is the result of many months of consultation and planning and consideration of extensive scientifically acquired data in which our communities contributed their voices to identify key priorities for the NNSB.

Community voices and partnerships are important to us in providing innovative, equitable and progressive learning to meet the strengths and needs of our students.



Vision

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

Mission

To provide opportunities that empower all learners to develop their potential by providing diverse pathways which lead students to become model citizens who achieve life goals and contribute to the betterment of society.

Values

We value respectful and welcoming teaching and learning environments that support diverse learning needs and promote achievement and well-being for all.

We value the teachings and principles of Indigenous cultures

We value equity in our diverse educational community and are accountable to the success and well-being of all.

We value community partnerships that support us.

We value your confidence in us and strive to maintain it through the delivery of excellent educational opportunities for all.

Priorities

The four overarching priorities are established based upon research obtained through stakeholder consultation and a rigorous collaborative process. Trustees and board executive examined historical practice and future trends. The priorities were set with a view toward innovative and engaging education that provides equitable opportunities for success for all.



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)

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).

Goals:

Provide an equitable and inclusive environment that champions learning opportunities for all.

Create and sustain a dynamic culture that provides a relevant and engaging learning environment that inspires excellence in everyone.

Create opportunities for equitable access to programs and services for students.

Programs and services embrace the culture and diversity of students and all partners.

More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.

Staff will demonstrate excellence in instructional practices and understanding of 21st century competencies: critical thinking, communication, collaboration, creativity and innovation.

Ensure Trustees and staff are supported with progressive human resource and professional development programs.



Excellence in Innovation

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

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

Goals:

Build technological capability to meet the requirements of integrated learning solutions.

Promote the competencies students need to succeed now and in the future: critical thinking, communication, collaboration, creativity and innovation.

Optimize learning, including the use of technological innovations and experiential learning opportunities to deepen and transform learning.

Align resources and initiatives to promote learning that meets future trends in education.



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.

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. There is a definite relationship between a culture of caring and student achievement and well-being. Creating a culture of caring also involves a celebration of our successes.

Goals:

Students, families and staff are welcomed, respected and valued as partners.

Proactively engage with our staff and parent communities to provide a culture and supportive learning environment that promotes student agency for their education, learning and well-being.

Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.

A culture of caring is achieved through a dedication to knowing, honouring and supporting students and their families, staff and members of our community.

Enhance the safety and well-being of students and staff.

Create opportunities for collaboration and partnerships. Students and all partners feel heard, valued and supported.



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.

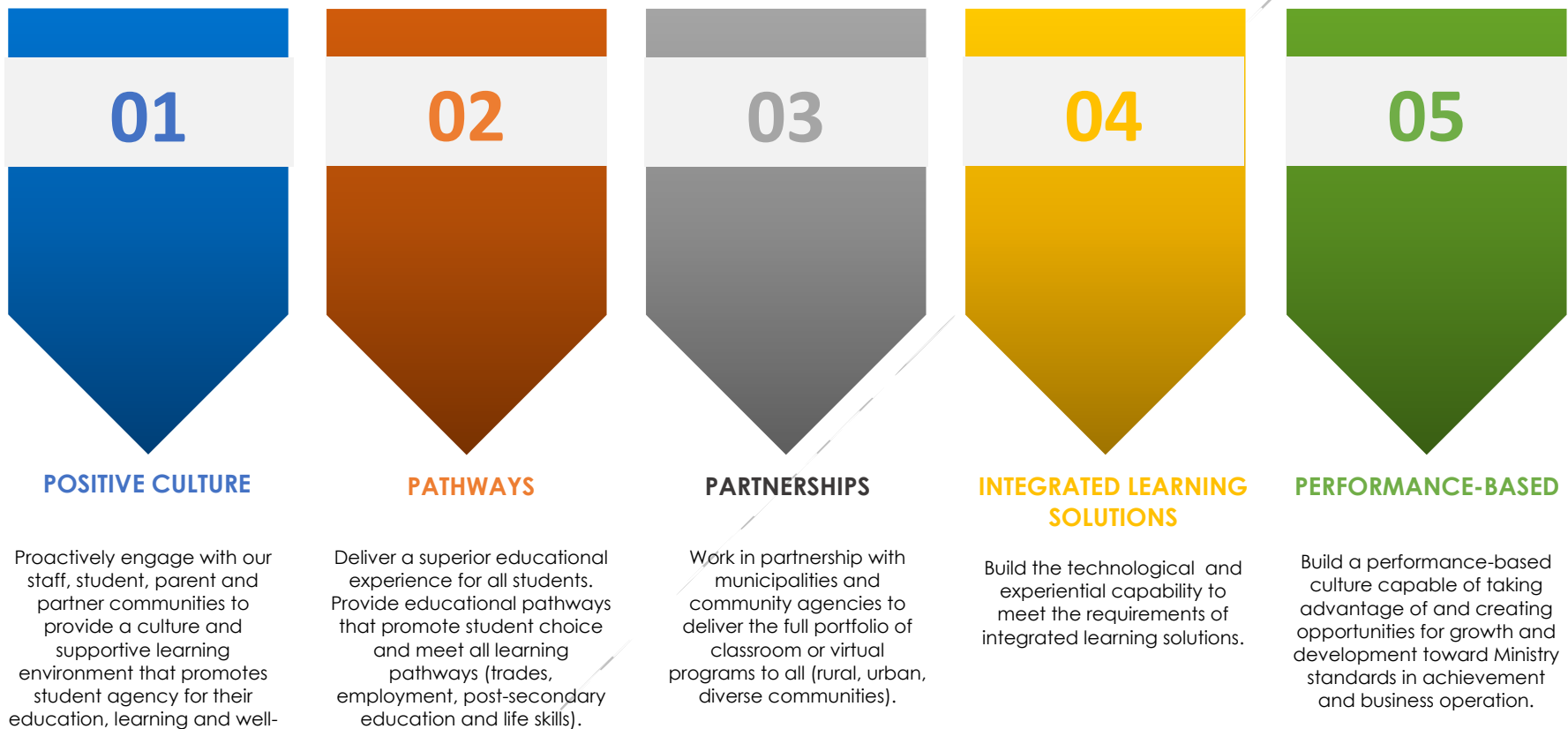
Near North District School Board is committed to promoting public confidence and community support in public education. Effective communication provides opportunities to share accurate and reliable information and clarity of goals as we seek to attain the vision, mission and priorities that build stronger relationships. Excellence in communication practices throughout our organization are vital to the success of achieving our Mission.

We are committed to promoting public confidence and community support in public education through timely, accurate, effective, and transparent communication of Board initiatives, vision and goals.

Provide opportunities for community partners to share information and ideas that build stronger community relationships.

We are committed to communication in various modes to ensure all NNDSB communities are aware of emerging events.

Strategies



The strategies listed here provide a summary view into the actions that were important to the Trustees and executive staff when establishing how the overarching priorities would be met. They address the concerns of our stakeholders and help us to reach the intent in our core purpose of student achievement and well-being.

Objectives Summary

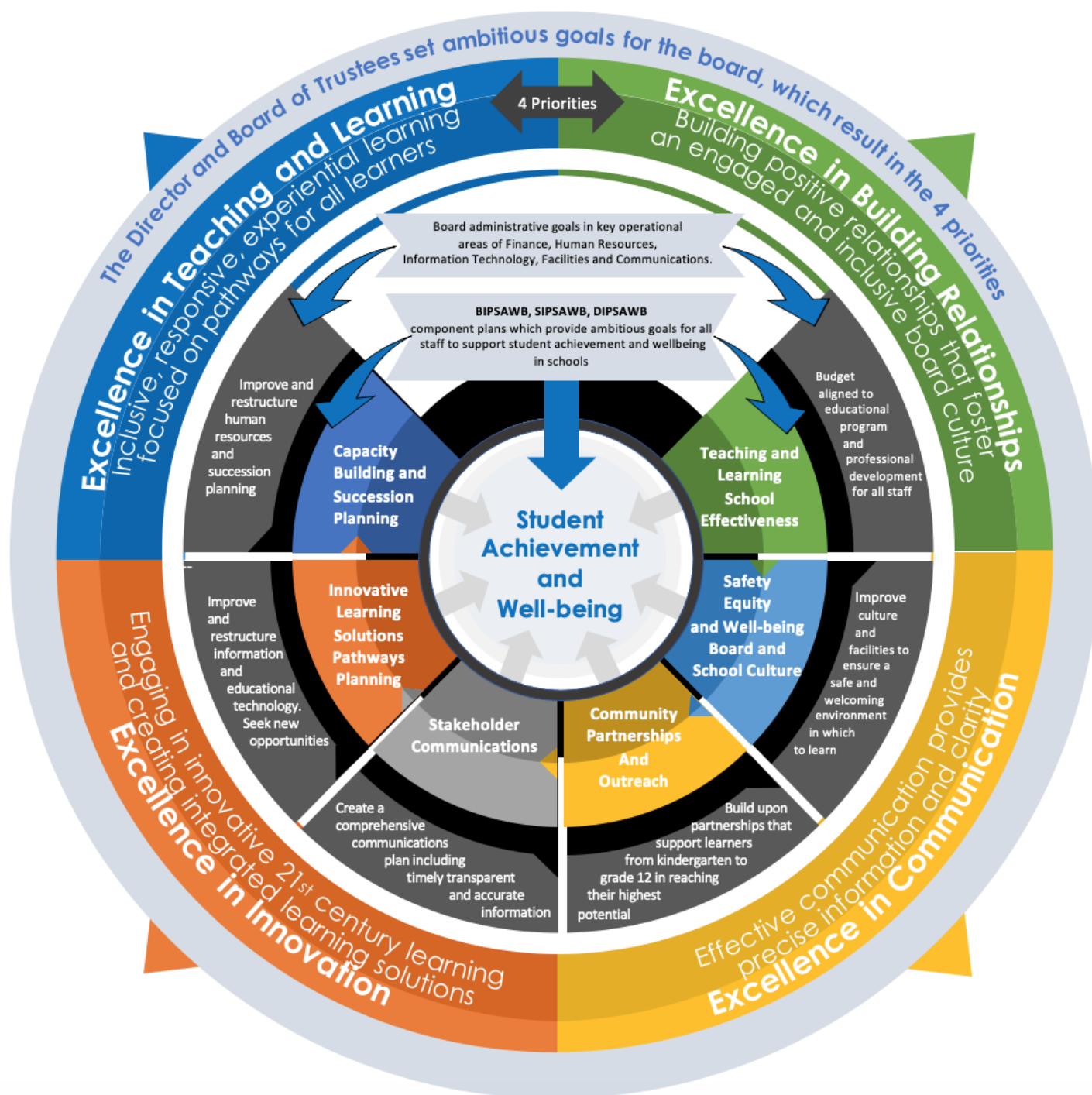
The following determines the objectives as established by the Trustees and executive council in the MYSP consultation process. The objectives as summarized here will be operationalized through extensive planning and the establishment of departmental goals and department, school and board improvement plans for Student Achievement and Well-being aligned to the MYSP vision.

	Objective
Academic	1. Ensure that NNDSB can reach all students with a full suite or portfolio of programs.
	2. Redesign learning programs to take advantage of technological capabilities and building our capacity for student ownership.
	3. Grow capacity in staff to deliver high-quality, evidence-based assessment and instruction.
Communities	4. To represent and serve all our communities equitably. NNDSB is to become a place to thrive no matter who or where you are.
	5. Build the reputation and improve the relationships of NNDSB with important stakeholder groups.
	6. Develop and maintain strong improved partnerships and collaborative relationships with education providers and community partners. Work together for a common purpose and mutual benefit.
	7. Design a decision-making process that continues and/or expands opportunities for consultation and conversation with important communities about decisions that affect them.
Processes	8. Build business (payroll, facilities, HR, IT, teaching and learning) processes that are efficient, effective and supportive of key objectives.
	9. Invest in technology to achieve efficiencies in operations, streamline tasks, remove redundancies in operations that create obstacles inefficiencies.
	10. Improve staff understanding of the role, function and values of all functions, processes and system-wide coordinating processes/mechanisms.
	11. Build efficient and effective budget planning/monitoring driven by student achievement and well-being goals.

Objective	
Organization	12. Build an effective and efficient organizational structure
	13. Build a performance organization culture characterized by accountability collaboration, teamwork and knowledge sharing.
	14. Build organizational capacity across the system to execute the MYSP teaching and learning objectives. Eliminate key person dependencies and exposure of the organization to unexpected departures through cross-training and comprehensive and intuitive succession planning.
	15. Become a data-driven, strategically managed organization.
Financial	16. Ensure that the NNDSB is managed efficiently and is financially sustainable year over year and for the long term. Make decisions that are sustainable.
	17. Ensure that NNDSB spending, and resources are aligned to the MYSP. Align revenue, spending, and resource allocation to MYSP priorities and directions and ultimately student achievement.
	18. Ensure that NNDSB meets ministry expectations / requirements for financial stewardship and accountability.
	19. Increase budget holder accountability for spending and variance
	20. Manage surplus accounts strategically. (Learn to use our surplus and reserve dollars wisely.) Plan ahead for change based on future trends. Accumulate or spend according to plan.
	21. Generate growth revenue from ancillary (non-traditional) sources.
	22. Increase the visibility of financial performance to communities/stakeholders through transparent, accurate and timely communication.

Department, school and board planning is ongoing and must be flexible to meet emerging needs of the system and the objectives as laid out by Ministry communications in regard to business operations. While there is a slight distance between the business of the board and teaching and learning, there should always be a direct line of sight to the target of student achievement and well-being at the core of every operational decision. We are, after all, in the business of teaching and learning thus the four priorities of the MYSP apply to business practice. Staff may travel different paths, but all paths lead to the same destination as articulated in the Multi Year Strategic Plan.

Multi Year Strategic Plan (MYSP): An Integrated Approach



Depicting alignment of the Multi Year Strategic Plan/ Board, School and Department Improvement Plans for Student Achievement and Well-being

Explaining The Graphic

MYSP Planning, Implementation and Monitoring

is a dynamic, organic process where all the components - board, department, and school teams set goals and actions that align to the priorities of the plan.

These entities:

- Constantly evolve and assess their results to assure alignment toward the four MYSP priorities.
- Assure every action plan has a direct line of sight toward Student Achievement and Well-being
- Fulfill the vision, mission and values of the MYSP.

NNDSB ensures that the work of every action plan has a direct line of sight to the highest intentions of the organization, All NNDSB goals should link to the vision, mission and values of the Multi Year Strategic Plan.

The Circles of Excellence:

The Outer Circle

represents the four priorities established by the Board of Trustees, the Director of Education and the senior executive team – Excellence in Communications, Excellence in Innovation, Excellence in Relationships, Excellent in Teaching and Learning. It emphasizes the priorities of the 2021-26 Multi Year Strategic Plan. The Director and Trustees set ambitious priorities and empower the board staff to implement the plans that support and enrich those priorities toward the core purpose of Student Achievement and Well-being (at the vortex). Each of these priorities is supported by a comprehensive plan for staff.

The Grey Circle

represents board practices which involve structural /business practices that support all staff. The Director and senior executive team set ambitious goals and design metrics for their progress. Goals are established for effective board practice, structure, culture, philosophies and innovation in key areas of HR, IT, finance, communications, community partnerships, teaching and learning.

The Inner Circle represents relevant staff and their contributions that more directly support student achievement and well-being. **BIPSAWB, SIPSAWB & DIPSAWB** are acronyms denoting **B**oard, **S**chool, and **D**epartment **I**mprovement **P**lans for **S**tudent **A**chievement and **W**ell-**B**eing. Senior leadership, principals, vice principals, managers and other staff develop and implement board plans (**BIPSAWB**), school plans (**SIPSAWB**) and department plans (**DIPSAWB**) to engage professional practices that move the board toward set goals in Student Achievement and Well-being.

Board Improvement Plan for Student Achievement and Well-being

PRIORITIES AND OBJECTIVES

IMPROVE STUDENT ACHIEVEMENT IN LITERACY

- 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.
- 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 across the curriculum.
- 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.

IMPROVE STUDENT ACHIEVEMENT IN NUMERACY

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

EQUITY AND WELL-BEING: ENABLE ALL STUDENTS TO REACH THEIR FULL POTENTIAL

- 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.
- 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.
- Implement wrap-around supports to ensure every student has the opportunity to succeed personally and academically.
- 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?

- 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.
- 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.
- 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.

- 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.
- 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.
- 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.

- 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 demographic data is collected in regular intervals and supports the monitoring student progress toward well-being, inclusion, and equity targets.
- 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 preventive 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.
- Develop targeted, transition plans (including student profiles) for 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.

The above is a concise summary of the NNSB Board Improvement Plan for Student Achievement and Well-being. Coming soon: View the full living document at www.nearnorthschools.ca

School Improvement Plan for Student Achievement and Well-being



Improvement Planning: <i>Guiding Questions</i>			PRIORITIES AND OBJECTIVES		
			Improve Student Achievement in Literacy	Improve Student Achievement in Numeracy	Create equitable and inclusive learning environments that enable all students to reach their full potential
ACTIONS	Objectives:	Identify precise goals that utilize both leading and lagging student achievement and well-being indicators	By June 2022,	By June 2022,	By June 2022,
	What are the strategic actions we will take to meet these goals?	<ul style="list-style-type: none"> What do we have to learn and/or do differently to achieve our goals? What educator questions or wonderings will shape our learning? What will the educator learning look & sound like? What resources will we need to invest in? Who can help us? 	<ul style="list-style-type: none"> Distinguish between tier one literacy instruction and tier two literacy prevention and intervention to ensure all students are supported in literacy learning Identify areas in which students need additional support and determine how tier two prevention/intervention will occur in class and/or with resource/student success support Outline how the school will focus on literacy capacity building with staff 	<ul style="list-style-type: none"> Address the key objectives of the math strategy Identify areas in which students need additional support and include strategies to target these areas; Outline how the school will be focusing on the fundamentals of math Describe the learning/training educators and school leaders will focus on: <ul style="list-style-type: none"> High impact instructional strategies for math, Content knowledge on the fundamentals of math, Support for students with special education needs in their mathematics learning Implementation supports for the math curriculum 	<ul style="list-style-type: none"> Consider what tools/resources/mindsets do educators require to deliver culturally responsive instruction in multi-level classrooms Determine an area of focus from Tier 1 School Mental Health preventative programming Determine what tool could be used to measure the cultural impact of Tier 1 preventions and how they contribute to the Safe Schools Framework Reflect on assessment practices to determine if they reflect a lens of equity and inclusion for all students
OUTPUTS	What are the indicators for success?	<ul style="list-style-type: none"> How will we use iterative cycles to identify strengths and gaps in achievement and well-being? How can we make the objective meaningful and relevant to our whole school, to all disciplines? Who is monitoring? When? How? What is being monitored? (leading and lagging data) What is our starting point (baseline)? 	<ul style="list-style-type: none"> Determine iterative cycles that will provide leading data for further refinement of instructional strategies Grow professional capacity in meaningful ways through inquiry based and job-embedded learning Responsive professional learning will reflect current student learning needs, as identified by iterative cycles of data review Educators have access to relevant and meaningful assessment tools for the continuous monitoring of student learning which enables strategy selection and instruction refinement 	<ul style="list-style-type: none"> Determine iterative cycles that will provide leading data for further refinement of instructional strategies Grow professional capacity in meaningful ways through inquiry based and job-embedded learning Responsive professional learning will reflect current student learning needs, as identified by iterative cycles of data review Educators have access to relevant and meaningful assessment tools for the continuous monitoring of student learning which enables strategy selection and instruction refinement 	<ul style="list-style-type: none"> Determine how student voice and choice are being gathered and reflected throughout the SIP, classrooms, and school environment Consider the best method for students, parents, and staff to participate in the creation of Student Profiles and meaningful transition planning Refinement of Progressive Discipline strategies to ensure prevention and supports are the primary focus Address the inclusion of mental health literacy and Social Emotional Learning programs in all classes and disciplines
	What are the performance measures that will demonstrate our improvement?	<ul style="list-style-type: none"> How will we know we have made an impact? How will we make meaning of this information? How does that help us respond to student needs? What are our successes? What needs still exist? What have we learned? What questions do we still have? 	<p>Include a plan to monitor progress and measure outcomes of students' and educators' literacy learning:</p> <p>Consider cycles of monitoring, collaborative inquiry, moderated assessment, etc.</p>	<p>Include a plan to monitor progress and measure outcomes of students' and educators' math learning:</p> <p>Consider cycles of monitoring, collaborative inquiry, moderated assessment, etc.</p>	<p>Include a plan to monitor progress and measure outcomes of students' and educators' equity, well-being and mental health learning:</p> <p>Consider cycles of monitoring, collaborative inquiry, moderated assessment, etc.</p>

Above: The School Improvement Plan for Student Achievement and Well-being (SIPSAWB) planning template above supports schools in their long term (5 year) and short term (1 year) goal setting in alignment with the four MYSP Priorities.

Department Planning and Alignment

Operational Plan Template - Strategic Plan Aligned to Multi-Year Strategic Plan 2021-2026

Complete
In Progress
Not Started

Name of Department		Time Period Covered:						
Goal (What)	Success Indicator (Target)	Key Activities (How)	Lead (Who)	Timelines/Completion Dates (2021)	Timelines/Completion Dates (other-2026)	Resources Required (Supports)	Status	With which strategic priority/ies does this align?
Department Goal 1:								
	Target	How	Who	When	When	Supports	In progress	Type
	Target	How	Who	When	When	Supports	Not started	Type
	Target	How	Who	When	When	Supports	Not started	Type
Strategic Direction 2:								
	Target	How	Who	When	When	Supports	In progress	Type
	Target	How	Who	When	When	Supports	Not started	Type
	Target	How	Who	When	When	Supports	Not started	Type
Strategic Direction 3:								
	Target	How	Who	When	When	Supports	In progress	Type
	Target	How	Who	When	When	Supports	Not started	Type
	Target	How	Who	When	When	Supports	Not started	Type

Operational Plan Template - CURRENT YEAR Department Initiatives-key functions-Please maintain monthly updates here

Complete
In Progress
Not Started

Name of Department:		Time Period Covered:						
Goal (What)	Alignment Component (Why)	Success Indicator (Target)	Key Activities (How)	Lead (Who)	Timelines / Completion Dates (When)	Resources Required (Supports)	Status	Comments
	Why	Target	How	Who	When	Supports	In progress	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	In progress	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	In progress	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	Not started	Type
	Why	Target	How	Who	When	Supports	Not started	Type

Above: Departments engage in long term plans aligned to MYSP priorities

Below: Departments engage in yearly focused planning.

Department Collaboration

■ Complete
■ In Progress
■ Not Started

Operational Plan Template - Core Business Operational Systems and Structures

Please complete the section that applies to your department: Time Period Covered:

Goal(What)	Success Indicator (Target)	Key Activities (How)	Lead (Who)	Timelines/Completion Dates (When)	Resources Required (Supports)	Status	Comments
Program:							
	Target	How	Who	When	Supports	In progress	Type
	Target	How	Who	When	Supports	Not started	Type
Financial Management/ Development:							
	Target	How	Who	When	Supports	In progress	Type
	Target	How	Who	When	Supports	Not started	Type
Physical Plant/ Facilities:							
	Target	How	Who	When	Supports	In progress	Type
	Target	How	Who	When	Supports	Not started	Type
IT Resources:							
	Target	How	Who	When	Supports	In progress	Type
	Target	How	Who	When	Supports	Not started	Type
Communications:							
	Target	How	Who	When	Supports	In progress	Type
	Target	How	Who	When	Supports	Not started	Type
Human Resources:							
	Target	How	Who	When	Supports	In progress	Type
	Target	How	Who	When	Supports	Not started	Type

SAWB/MYSP Meetings

Beginning in September 2021, with the launch of the 2021-2026 Multi Year Strategic Plan, Department leads, and managers will engage in regular Student Achievement and Well-being (SAWB)/ Multi Year Strategic Planning (MYSP) collaborative meetings to ensure that programs remain aligned and on track.

The above shows a collaborative template which will be introduced in September 2021 and used on an ongoing basis to plan, collaborate and monitor the progress toward meeting common goals focused on Student achievement, equity and well-being and aligned to the MYSP.

SAWB/MYSP meetings will begin in September of 2021.

A Living Document

The Multi Year Strategic Plan serves as a compass point which guides NNDSB toward the achievement of the four Strategic Priorities, excellence in teaching and learning, excellence in communication, excellence in relationships and excellence in innovation.

The What: Student achievement and well-being. The BIPSAWB goals have been set. The goals are collaboratively planned at the Board level (BIPSAWB) to guide and provide indicators of success for school-based planning (SIPSAWB) and department level planning (DIPSAWB). They state what we hope to achieve as we strive to reach the 4 Priorities in the MYSF.

Inclusion of the following foundational plans in board and school improvement planning, ensures a consistent focus on strategies that will support school and board staff in increased improvement in key foundational areas.

- Strategic plans for literacy
- Strategic plans for numeracy
- Strategic plans for equity and well-being
- Use of iterative (6-week) cycles of teaching, assessment, and collaborative review
- Methodical gathering and meaningful assessment of data
- Reference to Growing Success and the School Effectiveness Framework as indicators of responsive and effective schools.

The How: How these goals are accomplished is determined in the individual school improvement plans for student achievement and well-being. How we reach our goals may be different in each school dependent on individual staff and student strength and learning needs and styles. To reach the four priorities, schools will engage in innovative ways to support student achievement and well-being that meet the unique needs of their schools based on the guidelines set by the BIPSAWB which states the common goals for all schools.

While the board improvement plan for student achievement and well-being will guide schools and facilitate an understanding of common objectives, it must also be responsive to emerging school-based learning needs and trends in the school and board-wide data. Thus, the BIPSAWB must be a living document that is subject to adjustment based on the triangulation of data in the interest of success for all. In other words, it is important for the Board to be responsive to the needs of the schools and adjust the BIPSAWB to better fit emerging needs and trends. The BIPSAWB summary on page 20 is subject to update as the board meets the needs of schools and their learners and communities. All plans will evolve over the next five years but will align to the strategic priorities as stated in the Near North District School Board 2021-2026 Multi Year Strategic plan. We look forward to a future of “SUCCESS FOR ALL”.







Near North
District School Board

