

2024/2025

Yearly Strategic Plan Progress Review

2024-2025 School Year
Director Craig Myles

Executive Summary

The Director of Education oversees the work of all departments whose plans are aligned with and support the objectives of the Board as established on page 16 and 17 of the 2021-2026 Multi-Year Strategic Plan. In this report, the Director presents a summary in point form of some of the key initiatives and actions that he has approved to be undertaken by staff in 2024-2025 to demonstrate progress toward the 5-year goals as set by the Board of Trustees and the Director of Education under the overarching priorities.

Each MYSP objective set out in collaboration with the Board requires a multi-faceted and multi-year approach to achievement. The following summary review attempts to provide a snapshot of the actions NNDSB has taken in the 2024-25 year of the Multi-Year Strategic Plan.

Excellence in Innovation

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

Excellence in Communication

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.

Excellence in Relationships

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.

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).



The above priorities are expanded in the multi-year strategic plan to include specific directions in a 5 year mission. In the following document you will be provided brief examples of some of the critical actions taken to meet the Director’s specific 2024-2025 goals. The Director sets specific, measurable, attainable, actionable, realistic and time bound (SMART) goals for the current year. The current year goals support progress toward the overall 5 year MYSP goals as established in collaboration with the Board of Trustees. The MYSP update provided in March 2025 delivers summary indications as to how the Director has led the implementation and operationalisation of MYSP priorities above from September 2024 through to March 2025.

It is important to keep in mind that NNDSB embarked upon the first year of significant change in 2021-22, which involved introduction of the plan to stakeholders and orientation with staff to familiarize all staff with the vision, mission, goals, and directions of the plan. In April of 2022, the executive and their system leads had just been introduced to the complete MYSP 6-week cycle process and were in the beginning stages of exploration to better understand the process. Deep understanding takes time, struggle, and acceptance in a learning by doing mode. In June 2024 NNDSB completed year 3 of this change which included significant capacity building across the system to support this essential method of acting with purpose toward student equity, achievement, and well-being, communicating progression for feedback and determining next steps with the student at the nucleus of efforts.

The 2024-25 Strat Plan progress review report is followed on page 15 by the summary graphic that demonstrates alignment of goals and intentions operationalized within the MYSP 6-week Cycle process for continuous improvement. The Director and senior team have implemented this comprehensive process in two phases: phase one was introduced in 2021-22 to the executive and system (board) team. Phase two was introduced in schools in 2022-23 to ensure alignment and consistency across all departments and all schools. A consistent process is integral to improvement and progress toward the attainment of MYSP goals and establishing and permeating a shared vision in all regions, schools, staff, and departments of the board.

We are now in year 4 of a deeply embedded strategic process to monitor and support all NNDSB employees in fulfilling the objectives and priorities of the Multi-Year Strategic Plan. Day one of the new school year is day one of the MYSP 6-week continuous improvement cycles; a shared process for engaging in shared practice toward growth. The 6-week cycle processes required several iterations of learning before a marked systemic change in culture could be identified. Progress is monitored continuously with focused methods, including school visits grounded in the philosophies of the School Effectiveness Framework. Every 6 weeks, data is reviewed at the system level and analyzed for next steps. With the introduction at the school level, the same process has become normative practice. Please note, it is important to keep in mind as we moved into the 2023-24 school year, strategic planning, goals, and deliverables were subject to change based upon the parameters contained within Bill 98 Better Schools and Student Outcomes Act, as communicated by the Ministry of Education. See page 11 -14. MYSP priorities are aligned to Bill 98 priorities, which are now reflected in Board Student Achievement Plans.

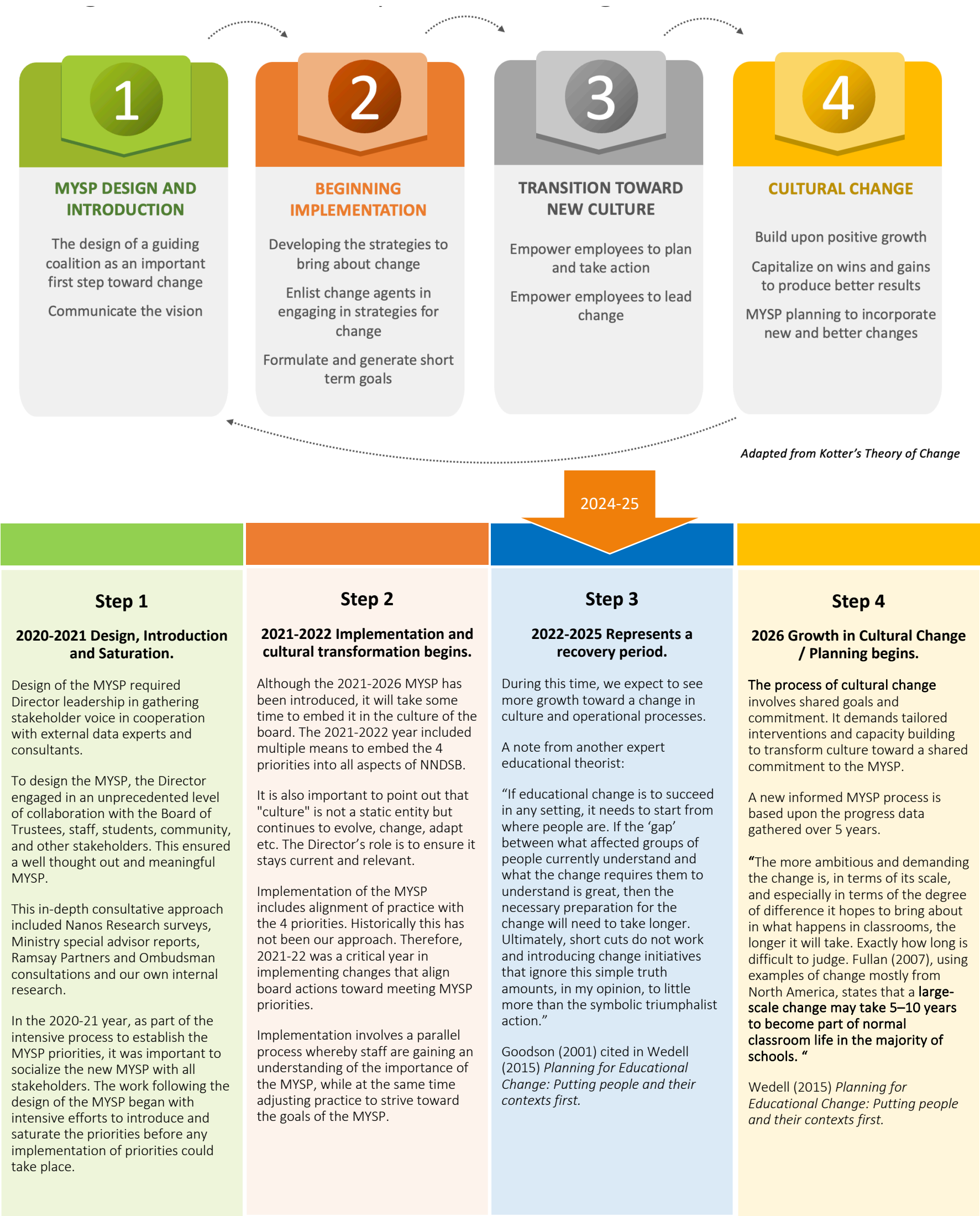


On Organizational Change

Experts in organizational growth state that positive change does not occur quickly. In order for change to occur in a large organization, there must be a continual, strategic, methodical, monitored, and flexible process of growth guided by a shared vision.

Michael Fullan, one of the foremost respected educational researchers, states that “a large-scale change may take 5–10 years in an educational setting”. He suggests that it could take even longer. The Director is encouraged by the level of comprehension and adoption of the shared vision thus far. As a reminder, after the design and acceptance of the MYSP, phase one was launched in the fall of 2021. Phase two of implementation was introduced in the latter half of 2021-22 school year and was rolled out system wide beginning in the 2022-23 school year. The transition into phase 3 began in 2023 and will continue in this phase for several years.

Acceptance of the change process is uniquely experienced by individuals across the system and cultural change will occur incrementally, with focused support and job embedded learning at a pace that is commensurate with social context and readiness to learn.



*The above timeframe is based on the September to June school Year

Shared Vision

The 2021-2026 MYSP was introduced, and work began 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 and incorporation of the 4 priorities into those processes supports us in solidifying the shared vision.

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 had not been an NNDSB approach. Therefore, 2022 - 2023 was a critical year in implementing changes that aligned board actions toward meeting MYSP priorities. Implementation involved a parallel process whereby staff were gaining an understanding of the importance of the MYSP, while at the same time adjusting practice to strive toward the shared objectives of the MYSP.

Building of Capacity Regarding MYSP Priorities and Objectives

Capacity building continues at Leadership Conferences held annually in August and in monthly leadership meetings throughout the year Leadership meetings bring managers, principals, and vice principals together for essential learning. Annual Conferences build knowledge of shared processes and prepare leaders for work with educators centered on MYSP 6-week cycles in schools and the gathering of process data. 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 and are now well versed in the MYSP 6-week cycle process which consists of iterative cycles of plan, act, observe and reflect in a responsive pedagogy centered on achievement for all.

In 2022-23, the introduction of 6-week iterative cycles of plan, act, observe, reflect to leaders took on evolution and growth in the interest of student achievement, equity, and wellbeing as a shared vision. This change included the expectation that all schools were engaged in the MYSP 6-week cycle process from Day 1 of the school year and in future. School Effectiveness visits focused on student achievement indicators aligned to the MYSP priorities.

In 2023-24 staff worked to align the 6-week cycle process and the 4 priorities of the MYSP to the new Student Achievement Plan (SAP) introduced in Bill 98 *The Better Schools and Student Outcomes Act*. On April 2, 2024, in alignment with *Education Act* (s.169.1(4)), school boards were required to publish the ministry provided Student Achievement Plan public reporting template on their webpages.

The template is pre-populated with historical data regarding progress made in relation to the provincial student achievement priorities of:

- achievement of learning outcomes in core academic skills
- preparation of students for future success
- student engagement and well-being

Staff have completed the Ministry template with defined actions, policies, programs and/or strategies to be implemented in from 2023-2026 to improve student outcomes and respond to identified trends. It is important to note that reports like these provide a snapshot in time from one lens. Staff have worked diligently to source innovative resources, engage in professional development, and create strategic plans for achievement in core academic skills. The plan, as well as strategies for all Ministry priorities can be accessed on the main page of the new NNDSB website.

Shared Process

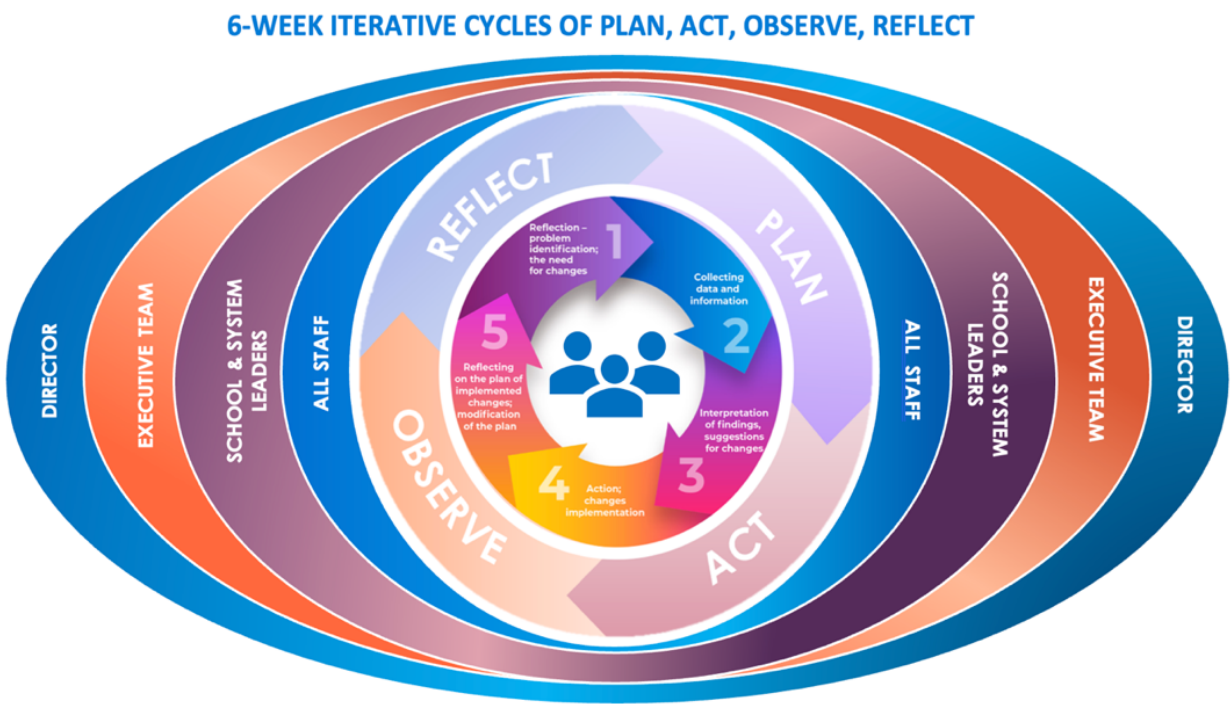
In June of each year, system principals, department managers and their teams plan new in-year system goals aligned to Ministry objectives in literacy, numeracy, equity, and well-being. As of 2023-24, these objectives and strategies are updated in the Ministry Student Achievement Plan (SAP) template. Board achievement Plan strategies for the Ministry priorities of achievement of learning outcomes in core academic skills, preparation of students for future success and student engagement and well-being are used to align processes in schools and board departments. Plans are aligned to the MYSP priorities. System teams, principals, coordinators, managers, and teacher facilitators, prepare to support school teams in School achievement planning review and setting in-year goals pertaining to strategic plans for literacy, numeracy, equity, safety, and well-being, and pathways aligned to the MYSP and Ministry priorities.

6 Week Cycle Process

Common understanding of the 6-week cycle process is typical of educational change that takes 10-15 years. The shift includes fostering responsive teacher practice and collaboration in the interest of achievement, equity and well-being, school effectiveness monitoring and support for all. 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, goals, expectations, and timelines.

With the introduction of the MYSP 6-week cycle process at the system level, monthly department meetings have shifted the focus to alignment across the system. Collaboration amongst and between departments has increased. It is imperative that we continue to dismantle silos, so that every staff member and every department in the system is working together in the service of student achievement and well-being.

The collaboration amongst departments and schools has added a layer of support and understanding amongst departments during the staffing crisis of 2023-24 which continued into 2024-25. But the crisis has also caused delays in initiative completion. If one department is suffering setbacks due to heightened absenteeism, significant staff turnover and burnout rates and inability to fill absences, all departments suffer due to the interrelatedness of core tasks. We are proud of staff who soldier through with passion and grace.



Shared Goals

School Effectiveness Framework: Monitoring and Support

The District Process

The District Process including the [“The School Effectiveness Framework”](#) (SEF) visit process is intended to promote a culture of reflection, collaborative inquiry and shared responsibility for continuous improvement at both the board and the school. The school visit process is collaborative, collegial, equitable, and inclusive. A non-evaluative, supportive stance is essential. The uniqueness of each school and the strategies undertaken to promote increased student learning, achievement and well-being provide the context for the district process which:

- builds upon the school self-assessment process including school improvement planning.
- supports schools in the complex inquiry process and ongoing self-reflection, specific to the indicators each school has identified in their school improvement plan.
- helps districts develop a deeper understanding of the strengths and areas of need in elementary and secondary schools.
- supports the notion of continuous improvement for schools and districts.
- informs board improvement planning, goal setting, professional learning supports and budget processes.
- follows a cycle that allows all schools to benefit from a district process within a reasonable timeframe (e.g., three to five years).

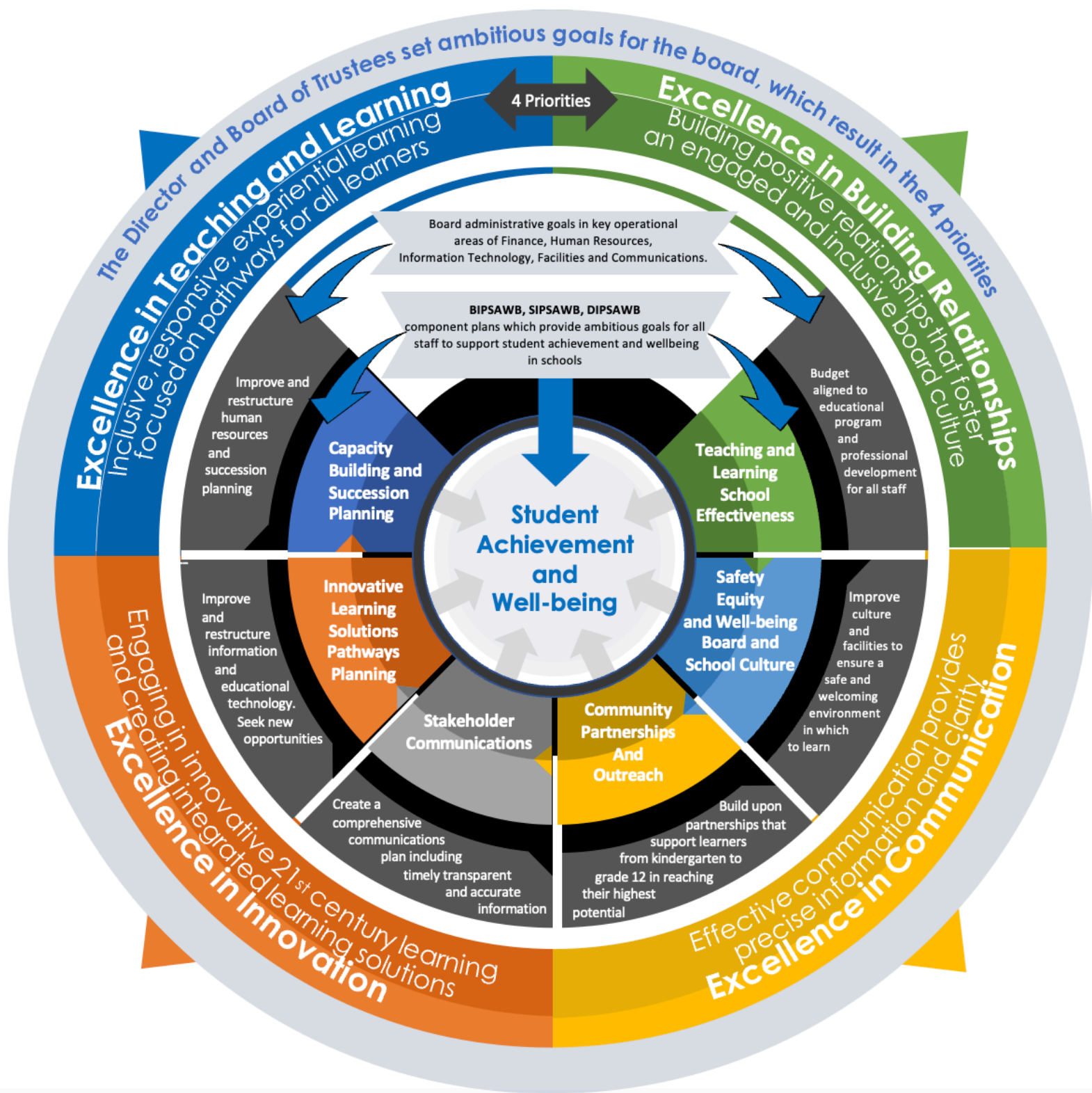
The District Steering Committee assists with the overall plan for the implementation of the School Improvement Plan (SIP) which is aligned to the philosophies of the SEF (K-12), the goals of the Multi Year Strategic Plan (MYSP) and the Student Achievement Plan (SAP) drawn from Bill 98 Better Schools and Student Outcomes Act.

The SEF document suggests the completion of one school visit per year. The NNDSB goal is for the district team to engage all schools in SEF activities at least twice per year to provide support. The District Team conducts school activities to collect data and observations to be analyzed by team members in consultation with the principal and school team. The team learns about and provides critical, positive feedback for the schools goals and the impacts of the staff’s implementation strategies.

Each school’s plan is dependent on local conditions and staff and student context. The school team and the District Team work together, using the school’s completed self-assessment to determine collaboratively the areas of focus and related evidence to be collected during the school visit. At the end of the visit, the District Team meets to discuss and consolidate observations and to prepare feedback that will be shared with staff.

The return to face-to-face teaching and learning in 2022-23 allowed NNDSB to begin rebuilding post pandemic to get back on track with the district process which is an essential part of the MYSP 6-week cycle process. By the end of June 2023, 31 elementary schools, and 6 Secondary schools had engaged in the District SEF visit process. The 2023-24 SEF plan included priorities as set by the Ministry of Education in Bill 98 and as incorporated into the Student Achievement Plan. The 2024-25 SEF plan included collaborative work amongst schools paired for like context.





ABOVE: The MYSP Alignment 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. Continuous improvement is guided by the operational MYSP 6-week cycle process.

The MYSP 6-week cycle process supports all staff to:

- Continually evolve and assess their results to assure alignment toward the four MYSP priorities.
- Assure every action plan has a trajectory 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:

Moving Inward:

The Outer Circle represents the overarching, ambitious goals as set by the Director of Education and the Board of Trustees.

The Next Circle represents the four priorities established by the Board of Trustees, the Director of Education, and the Senior Team: [Excellent in Teaching and Learning](#), [Excellence in Innovation](#), [Excellence in Relationships](#), [Excellence in Communications](#). It emphasizes the priorities of the 2021-26 Multi-Year Strategic Plan. The Director and Trustees set ambitious priorities and entrust the board staff to implement the plans that support and enrich those priorities toward the core purpose of Student Achievement and Wellbeing (at the vortex). Each of these priorities is supported by a comprehensive plan for staff.

The Next (grey) Circle represents board practices which involve structural /business practices that support all staff. The Director and Senior 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 next (Inner) Circle represents relevant staff and their contributions that more directly support student achievement and wellbeing. BIPSAWB, SIPSAWB & DIPSAWB are acronyms denoting Board, School, and Department Improvement Plans for Student Achievement and Well-Being. 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 Wellbeing.

The Centre Circle represents the number one priority of NNDSB.



Highlights

Addressing MYSP Goals

The following are just a few examples of the actions and initiatives undertaken during the 2024-2025 school year to progress toward the MYSP Objectives.

2024-2025 Actions and Updates			
The following chart outlines the Trustee Objectives as indicated in the MYSP. In the second column, we indicate just some of the ongoing actions and initiatives undertaken in 2024-25 and the current actions. The third column provides more specific details to indicate specific focus.			
	MYSP 5 year Objectives	Actions include, but are not limited to	
Academic	1. Ensure that NNDSB can reach all students with a full suite or portfolio of programs.	2024-25 Plans	Specific Focus Details and Performance Indicators
		<ul style="list-style-type: none">• Continue Indigenous education and Anishnabewan as choice for second language for grade 7,8.• Year three of NBE3 Indigenous language as core grade 11 course.• Year three of Seven Stones, Alternative Secondary School Program (ASSP) – Partnership with North Bay Indigenous Friendship Centre• Support evolution of Grad coach model addressing the needs of urban Indigenous students by supporting the completion of OSSD requirements and preparing them for next steps.• Hockey skills programs at Parry Sound High School (PSHS) and Humphrey connect to students in need of alternative programming for success and stress leadership skills. 2023-24 saw expansion to Almaguin Highlands Secondary School and FJ McElligott intermediate and senior students.• Year four Personal Support worker (PSW) in North Bay and Parry Sound with expansion to Mattawa.• Implement effective English as second language programming across the district. Establish structures, build capacity, and support educators and families in helping English Language Learners (ELLs) access and be successful with grade level content and student activities.• Review and refine the development of IEPs to ensure appropriate goals and programming for students with Special Education needs.• Each Secondary School boasts two or more Specialist High Skills Major programs.• Continue to inform students about their choices for the future and provide responsive, relevant activities and learning to address these needs in preparation for personal development of career pathways.• *Revised* Provide professional development opportunities for FSL teachers in Core, Extended and Immersion programming.• Continued implementation of newly acquired resources that target core literacy skills and are effective in both Tier 1 classroom practices and Tier 2 interventions.• *New* Focus on alongside-the-educator professional learning and direct support of Tier 1 whole class instruction, including support and modelling of Tier 2 small group instruction within the classroom setting.• *NEW* Introduction of Numeracy Intervention programming at the Primary and Junior levels to close learning gaps for students working below grade level in math.	<ul style="list-style-type: none">• Examine how Student Alternative Learning through work situations will support higher completion rates and employment.• Specific intentions in confidence, leadership skills and success across the content• Rate of success and rate of immediate employment are high.• Work with Ministry to remain compliant with red seal earnings given changes in specific SHSM regulations like program sharing.

<p>2. Redesign learning programs to take advantage of technological capabilities and building our capacity for student ownership.</p>	<ul style="list-style-type: none"> ● *Revised* Capacity building to support the implementation and use of <i>Acadience Reading</i> (Universal Screener) student data *Revised* Implementation of an entirely digital format for completion and data analysis of Acadience data for Grade 7 and Grade 8 Acadience screening ● Introduction of Science, Technology, Engineering and Math (STEM) lesson plans created for summer programs and in summer writing project undertaken by Technology enable Learning (TELT)Coordinator. ● Continue to develop public web resources to support literacy learning at home and public confidence. Student Achievement and Well-being (SAWB) Principals to develop content for web presence. ● Intentional deployment of <i>ChromeBooks</i> to support equitable access to technology enabled learning in mathematics classrooms. ● *New*Over the past 8 months full class sets of Chromebooks have been acquired, setup, configured, and deployed at several schools as identified by Math Lead. These include but not limited to Sunset Park, Parry Sound Public, Woodland, White Woods, Sundridge Centennial, and Alliance. ● *Revised* The purchase or expansion of resources and programs, including licenses (e.g., Acadience, Lexia, and Rewards Literacy Intervention Programming), to support early interventions for students with reading deficits enrolled in K-9. ● Continue to use the Grade 8 transition survey to support transitions to grade 9 alongside "Destreamed Math Survey". ● Students to complete the survey by June 8th. Educators examined data alongside student profiles in Sept ● Continue to develop, utilize, and promote central NNSB electronic supporting resources like Skills at Work, Skills Catalyst and the SHSM OneNote ● Review and Re-structuring of Grad Coach Model is ongoing 	<ul style="list-style-type: none"> ● to inform instruction and programming in both the classroom and literacy intervention space. ● Are we achieving equitable access to learning through the distribution of personal devices? ● Increasing the availability of levelled supports for Literacy intervention ● Determining levels of support required for incoming students. ● Increased focus in indigenous pathways and support post-secondary to a chosen path
<p>1. Grow capacity in staff to deliver high-quality, evidence-based assessment and instruction.</p>	<ul style="list-style-type: none"> ● Regional Indigenous Learning working groups as part of a multiyear strategic plan to ensure we continue to grow to meet the needs of learners. Language revitalization remains a top priority. ● Develop robust and well-planned Administration and lead teacher development in Indigenous Education working alongside System Principals/Teams ● Support and strengthen NBE educators in the delivery and management of the curriculum. ● *New* All Mental Health staff will be trained in Indigenous cultural mindfulness to support culturally responsive approaches with students and families. 	<ul style="list-style-type: none"> ● Continue to develop capacity in key leads. Sharing of focus group feedback is important. Barriers still exist in staffing. Partnership feedback, outcomes and participation are key sources of data in developing staff Capacity. PD sessions are voluntary due to pressures for Ministry focus on Mathematics and Literacy-Attendance rates at voluntary Pd will provide next step information
	<ul style="list-style-type: none"> ● Develop and implement Anti-racism education resources, training, tools and professional development alongside Equity Team and First Nation and Community Partners. ● Ongoing and Accessible Cultural Competency Training for all staff and Trustees ● Curate board level resources to support professional development in development of cultural competence, anti-oppression, inclusivity, and diversity. (LGBTQ2S+, Anti-Racism/Discrimination/Anti-Black Racism). 	<ul style="list-style-type: none"> ● Using student profiles to support students who are struggling. Comparing demographic data with attendance and achievement data. ● Next steps: Deepen our understanding of demographic data and how it may be used to support the identification and monitoring system and school teams to use evidence -based decision making to help eliminate systemic racism and promote racial equity and advance fair treatment.
	<ul style="list-style-type: none"> ● Training provided for all Educational Assistants (EAs) and Secondary Teachers in Emotion Coaching, a School Mental Health Ontario (SMHO) strategy designed to support the emotional regulation of students. ● Professional Development provided to all board staff on The Third Path, a relationship-based approach to education. ● Implementation of mandatory Mental Health Literacy Modules from the Ministry of Education in grades 7/8 and 10. <p>All mental health staff trained in:</p> <ul style="list-style-type: none"> ● Proactive Restorative Circles, being used as a Tier 2 classroom intervention to support Social Emotional Learning (SEL) <p>All Mental Health Clinicians received training in:</p> <ul style="list-style-type: none"> ● Play Therapy Foundational Skills to support modification of interventions to support the engagement of students. ● Training to occur end of May in Brief Solutions Focussed Therapy to support the implementation of PPM 169 directive #4 – consistent use of evidence informed brief interventions (4 – 6 sessions). <p>Regulated Mental Health Staff (MHC and BRISC) received training in:</p> <ul style="list-style-type: none"> ● PreVenture an evidence-based Tier 2 intervention shown to delay substance use and reduce the overall risk of substance use. ● PreVenture piloted in 4 schools with all grade 8 students. ● Key staff trained in Traumatic Events Systems (TES) to support best practice responses to school and system level crises and traumatic events. 	<ul style="list-style-type: none"> ● The plans remain the same and training is ongoing as new staff are hired in various roles. All staff receive the same training (for example, all CDCs trained in the same programs so that there is consistency across the regions).
	<ul style="list-style-type: none"> ● Support the use of classroom resources related to personal safety, injury prevention and cyber safety, as created by the Canadian Centre for Child Protection and the Safe Schools Team. ● Continue to provide Kindergarten educators (teachers and early childhood educators) access to the Forest School Practitioner course, which results in certified educators across our district implementing outdoor pedagogy in all Kindergarten classrooms 	<ul style="list-style-type: none"> ● Key Performance Indicators Website analytics and staff surveys will measure staff uptake and use of resources. Number of educators completing the program, participant feedback surveys and analysis of in-school implementation will be the indicators of success.
	<ul style="list-style-type: none"> ● *Revised* Literacy educators will continue to grow in confidence and ability to identify critical, evidence-based components of a comprehensive literacy program; have access to resources that align with these components and understand how to embed them into their elementary/secondary teaching and programming. ● *Revised* In 2024-25 <i>Acadience</i> collaboration with school administrators that supported meaningful analysis and use of data to support school programming and decisions. ● *Revised* FSL Professional learning: structured Literacy in the French Immersion classroom SK – 2.; action-oriented approach to learning a second language; and applying the CEFR and action-oriented approaches to teaching and assessment. ● *New* Mobilizing and implementing an integrated approach to maximize impact of evidence-informed strategies and practices in FSL teacher recruitment, hiring, professional support and retention. 	<ul style="list-style-type: none"> ● Key performance Indicators gathered by Director will be based on teacher learning and student achievement through the application of systematic, evidence-based reading intervention approaches or programs. Multiple and varied staff gathered evidence will be distilled for this purpose. ● OPSBA Funded FSL Project included multiple professional learning for administrators and educators in three FSL Streams.

		<ul style="list-style-type: none"> • *New* Development of a 3-Part Learning Series for FDK Teams in preparation for the system to receive new FDK Curriculum for 2025-26. 	
		<ul style="list-style-type: none"> • * NEW Support educators with guidelines, resources, and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans (e.g. NNDSB Scope and Sequence, 2024) • Initiate/continue classroom embedded learning opportunities with math facilitators and classroom teachers, with a focus on high impact Instructional Practices. • Build staff capacity to support students with specific learning needs/difficulties by using targeted, consistent, and evidenced-based teaching strategies. • Implement digital Math Tools (including Knowledgehook, MathUp and DreamBox) to support High Impact instructional Practices, student engagement, and responsive instruction and intervention. • *NEW Engage in regular standards-based assessments to determine class, school, and system learning needs and next steps using the Knowledgehook platform in Grade 3 and 6 priority Math classrooms. • Provide training and support to school teams around appropriate Math modifications/accommodations. • Plan iterative cycles of implementation in key classes for target students who are working below grade level in Mathematics. 	<ul style="list-style-type: none"> • Key performance indicators gathered by Director will be based on students’ achievement progression, student attendance greater than 90 percent and student reported confidence. Multiple and varied staff gathered evidence will be distilled for this purpose. • -Dreambox Dashboards used to help Grade 1-3 educators identify individual learning needs and inform classroom instruction. • *NEW-Knowledgehook Dashboard data and NNDSB “Heat Maps” used to monitor student progress every 6-weeks.
		<ul style="list-style-type: none"> • Self Contained Spec Ed Teachers will receive trainings session on IEP writing/goal setting. • Creation of exemplars and evidence-based resources to build educator understanding and capacity around IEP goal setting/monitoring. • Completion of IEP audit/evaluation to demonstrate system-wide implementation of SMART goals and alignment with report cards. • Creation of exemplars and evidence-based resources to build educator understanding and capacity around IEP goal setting/monitoring. • NEW – New School Improvement Planning (SIP) processes were introduced in 2024-25 to align with the Ministry of Education Student Achievement Plan and provincial priorities. 	<ul style="list-style-type: none"> • Self-contained Classroom Teachers received training on RISE, which is a student profile platform that supports the development of IEPs. • RISE platform contains help sections to support educators in developing an individualized student profile for each student. • Results of 2024 IEP audit indicated that IEP monitoring should continue to inform IEP development and implementation, including appropriate assessment, intervention and program planning, monitoring to help ensure that mod/alt programming is meeting the needs of students (ensuring growth and development towards appropriate goals/levels of achievement). • Math Lead Teacher curated numeracy diagnostics, tracking sheets and small group intervention tracking information for all schools for use by DLRTs and school-based educators to build capacity and understand appropriate interventions to support and monitor IEP goals. • Special Education regional coordinators continue to conduct regular check-ins with self-contained classroom teachers and administrative teams to ensure appropriate placements and monitor class enrolment as well as support access to teaching resources and tools for learning, such as specialized equipment/technology tools.
		<ul style="list-style-type: none"> • *NEW* Support staff in delivering relevant, rich experiential learning and skill-building curriculum-tied activities that reaches all students in understanding steps for their future (interests and skills) 	<ul style="list-style-type: none"> • Student engagement
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.	<ul style="list-style-type: none"> • 2024-25 Plans 	Specific Focus Details and Performance Indicators
		<ul style="list-style-type: none"> • Hockey skills programs in Parry Sound at PSHS and Humphrey connects to students in need of alternative programming for success and will stress leadership skills. • Hockey Skills Program expansion to Mattawa and Almaguin regions. • Year four PSW in North Bay and Parry Sound with expansion to Mattawa and planning for West Nipissing • Viability data reviewed continuously to determine childcare needs across the district. • Indigenous Youth Advisory circle with representation across the region was formed in 2021/22. This group formed goals and actions for 2024-25 and will again work to support revisions to the Student Achievement Plan. • Equity Advisory Circle includes representation from all regions and a large variety of community partners. EAC members share resources, set goals together and support the equity work throughout the NNDSB and our communities. • Widen and enrich Pathways local and provincial social media platforms as well promotion of pathways and transition learning activities/programs to ensure equal access to learning across the system. • Provide a wide range of accessible and engaging Pathway activities and opportunities to students across all 3 regions • ADD: Consistent communication to ensure students have access to information and tools to support pathway planning and activation. 	<ul style="list-style-type: none"> • Specific intentions in confidence, leadership skills and success across the content • Rate of success and rate of immediate employment are high. <p>New community members continue to join Equity Advisory Circle from all regions.</p>

		Three new community members joined EAC for 2024-2025.
	<ul style="list-style-type: none"> • *New* Use the alongside educator coaching model to improve the foundational literacy skills of MLL students currently on Step 1 and Step 2 of the <i>Steps to English Proficiency Continuum</i>, by equipping teachers with effective instructional and assessment practices using the STEP data, Acadience Learning Online (ALO), and other data to provide responsive literacy instruction and to measure impact. • *New* Bring external expertise (Sherrie Rain) into the district to provide direct, in-person instruction for all elementary Literacy Intervention/Reading Specialist teachers to support Tier 3 Literacy Intervention programming. • *New* Design and specify capital projects and upgrade school sites to increase accessibility of sites in accordance with AODA guidelines. • NEW – Learning partnerships with First Nation communities now support Indigenous and non-Indigenous students access to land-based learning and cultural activities. 	<ul style="list-style-type: none"> • Continue to Communicate with First Nation Partners. This will include Director meetings as well as S.O and designate Principal meetings. With First Nations Partners • Continue to refine the program in partnership with North Bay Indigenous Friendship Centre, based on withdrawal and success rates. Explore SAL opportunities as a viable option for those who withdrew. • Aligned with 24/25 COEP goals • Continue to review capital project requirements/requests and meet with stakeholders
5. Build the reputation and improve the relationships of NNDSB with important stakeholder groups.	<ul style="list-style-type: none"> • Collaborative partnerships with long term Care in Mattawa and West Nipissing to attempt to extend PSW program which is dependent on enrollment. • Multiple standing Memorandums of Understanding signed with multiple long term care providers give NNDSB the edge for placement of PSW students. • Director representation on North Bay Centennial planning • Director representation on Hospital Board 	<ul style="list-style-type: none"> • Continue to promote and monitor enrolment for both programs. • Programs at established sites began in September. They are full and in full swing.
	<ul style="list-style-type: none"> • Third year of return of TOROS theatre well attended by the theatre community who were concerned with its return. Increased collaborative efforts between theatre groups to ensure success. 	<ul style="list-style-type: none"> • Key Performance indicator will be sustainability and increased enrollment.
	<ul style="list-style-type: none"> • Memorandum of Understanding refreshed for Townships of Parry Sound, Seguin, Mattawa, and their arenas for community use. 	<ul style="list-style-type: none"> • Key Performance Indicators Almaguin and FJ McElligott programs have begun. Partners are happy
	<ul style="list-style-type: none"> • *NEW Parent Mathematics engagement materials have been developed and shared on the NNDSB Math For Families webpage. • *NEW A variety of parent/guardian information and engagement events with a focus on math education have been held over the 2023-24 and 2024-25 school years (e.g. Gr 7-12 Math Information Night, Virtual Family and School Based Math Nights). • *NEW NNDSB Math Coordinator is provincial Vice-President of the Ontario Mathematics Coordinators Association (OMCA) and supports a network of Mathematics coordinators, coaches, and consultants in boards across the province. • * NEW NNDSB Math Team presented content at the 2024 and 2025 OMCA (Ontario Mathematics Coordinators Association) and OAME (Ontario Association of Mathematics Educators) Conferences. 	<ul style="list-style-type: none"> • Key performance Indicators can be determined through improved Parent engagement and site access. -Parent/Guardian participant feedback surveys provide next steps and opportunity for follow-up with other stakeholder groups.
	<p>*New* Ongoing participation and contributions to professional learning opportunities facilitated by Dyslexia Canada and International Dyslexia Association of Ontario.</p> <p>*New* Ongoing participation and member of ONLIT.com Team which is a ministry funded vehicle to support capacity around the implementation and knowledge of the 2023 Language and ENG1W Curricula.</p> <ul style="list-style-type: none"> • *New* Participating member of provincial organization – ELCO – English Language Coordinators of Ontario. • New* Member of MLL Learning Community facilitated and supported through CODE. 	<p>These are new partnerships. Key indicator of success is qualitative sustainability of partnership in the interest of student achievement.</p>
	<ul style="list-style-type: none"> • *New* Bring recognition of the important work undertaken by our policing partners, such as North Bay Police Services and the Ontario Provincial Police, in educating students about issues related to personal safety and well-being 	<ul style="list-style-type: none"> • Key Performance Indicator: number of students/classrooms/schools participating in workshops/presentations facilitated by police partners.
	<p>Work alongside agencies including Canadian Ecology Centre, Child Nature Alliance and Health Unit in support of building capacity in all educators to engage in experiential learning and outdoor pedagogical approaches</p>	<ul style="list-style-type: none"> • Key Performance Indicator: qualitative data obtained regarding the sustainability of the partnerships, growth in teacher capacity and student engagement. Quantitative data obtained through number of educators involved in PD sessions and the number of sessions co-facilitated by partners.
	<ul style="list-style-type: none"> • *New* Communications ready to launch a friendlier first page of the web site. Work will begin to refurbish all pages. It is projected to take several years. 	
	<ul style="list-style-type: none"> • *New* Engage in activities and expenditures that will educate students, educators, parents/guardians/caregivers and the broader school community about accessibility barriers experienced by students with disabilities and special education needs in order to promote inclusive, barrier-free school environments. • NEW – A new consultative process to engage First Nation communities in the Indigenous Education Board Action Plan planning and reflection. • NEW – Student Achievement Planning processes that engage board committees and community partners in meaningful collaboration and cooperation. • 	

<p>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.</p>	<ul style="list-style-type: none"> • Provide continued opportunities to connect and engage with community partners at our Equity Advisory Circle Meetings, enabling us to learn from each other through clarification and alignment of each other’s work while centering our collective commitment to support equity and inclusion in our schools. • Strengthen connections with FNAC and Indigenous communities through collaborative approaches and projects, such as the Niigaan Gdhzaamii Grants and review of the Education Service Agreements. • All Families with ELLs will be welcomed and supported during their transition into the NNDSB. All ELLs will receive a STEPS assessment. • Continue to increase the board’s partnerships with universities offering Education programs to enhance the ability to attract and retain teacher candidates. • Grow partnership with Long Term care providers. • Nurture links to YES and Multicultural Centre • Gather data and grow coop and placement opportunities with North Bay Film Studios • Develop strong relationships with other film production agencies. • Strengthened partnership with Nipissing University to hire tutors will be of advantage in 2023-24 given Bill 98 indications regarding the use of second year students as staffing support. • Partnership with North Bay Battalion will continue in support of Bullying Prevention and Intervention • Continue work with District Social Service Administration Boards to support equitable childcare opportunities across the district. • Continue to connect and engage with community public libraries to collaborate and share ideas on materials and practices to best support our school populations. • Establishment of the Right Time, Right Care Committee with co-terminus school boards and community partners to implement seamless mental health and addictions service pathway for students. • Work alongside North Bay Police Service via school liaison officer; continue working with OPP school liaison officers to strengthen partnerships. • Work in tandem with other school boards, municipal governments, police, and social services to develop a community-based Violence Threat Risk Assessment (VTRA). • Key staff trained in VTRA Level 2. • 2023-24 Debrief with YES employment and DSSAB to ensure students are prepared for success. <p>Continue to partner with the Canadian Centre for Child Protection (C3P) to bring information to parents, resources to teachers and general increased awareness of issues impacting students related to their online presence and use of social media.</p> <p>*New* Partnerships are addressed in staff development around FASD (Anishnabek Nation) and removing barriers for students with disabilities (Community Living North Bay and Community Living Almaguin) Build staff capacity to support students with FASD, ADHD, Autism, and other neurodiversity,</p> <p>*New* Set monthly meetings for Mental Health Lead with Hands manager. Continued attendance at planning tables: Muskoka, Nipissing and Parry Sound Child and Youth Planning Table, Hub Steering Committee, Mental Health Leads and Health Unit - Attendance, Crisis Care Pathways for the Districts of Nipissing, East/West Parry Sound, and Mattawa, Centre Alliance Centre Advisory Committee. Continued meetings with North Bay Hospital CAMHU Manager to develop discharge pathway.</p> <p>*New* Provide opportunities to connect and engage with community partners through our Equity Advisory Circle and supporting school communities together, enabling us to learn from each other’s work while centering our collective commitment to support equity and inclusion in our schools., Excellence in Relationships and transparency in communication</p> <p>*New*Development of new and continued annual renewal of partnership agreements with agencies providing mental health programming within NNDSB schools."</p> <p>*New* Continued collaboration with Nipissing University Faculty of Education in order to offer Adapting Curriculum for Second Language Learners in a French as a Second Language Setting. This course focuses on effective teaching and learning strategies, differentiation and collaboration, while creating inclusive environments.</p> <p>*New* Continued collaboration with Nipissing University through Dr. Thorne, to support Family Literacy Nights across our district.</p> <ul style="list-style-type: none"> • NEW – Student Achievement Planning processes that engage board committees and community partners in meaningful collaboration and cooperation. • NEW – A new consultative process to engage First Nation communities in the Indigenous Education Board Action Plan planning and reflection. • NEW – Revised School Effectiveness Framework (SEF) activities enable qualitative data collection through school visits that include “listening campaigns” and consultative engagement processes. 	<ul style="list-style-type: none"> • Key Performance indicators are mainly qualitative in terms of established trust, ongoing good will and willingness to collaborate in mutually beneficial projects, partnership feedback, outcomes and renewal. • Quantitative indicators in some cases could be the number of positive actions taken together in the service of student achievement and well-being. <p>Multiple and varied staff gathered evidence will be distilled for this purpose.</p>
<p>7. Design a decision-making process that continues and/or expands opportunities for consultation and conversation with important communities about decisions that affect them.</p>	<ul style="list-style-type: none"> • Phase 3 of MYSP 6-week cycle process -integrate 6-week data into SEF conversations and consultations and Data dashboards • School Effectiveness Framework assessment and feedback process in all schools. • NEW Student-centred SEF activities that elevate student voice to reimagine challenges and opportunities for learning and well-being. • NEW Consultative Student Achievement Planning timelines that enable students, staff, families and community partners to contribute to transparent planning and reflection processes. • Committee Terms of References updated for the year. This process will continue every year. • Capacity building in Board Governance practice grows. • Improved and ongoing negotiations with all union partners • Consultation and staffing processes improved. • Develop a Board Indigenous Caregiver Advisory Committee Begin to develop administrative guidelines for: <ul style="list-style-type: none"> • NL alignment with the French Admin Guideline • Update Voluntary, Confidential FNMI Self Identification 	<p>New data dashboard provides a variety of rich qualitative and quantitative data drawn from 6-week cycle goals which are aligned to MYS and Ministry of Education SAP priorities.</p> <p>Specific Indicators include:</p> <ul style="list-style-type: none"> • Qualitative school summaries, aligned with provincial student achievement priorities. • Key Indicators in Core Academic Skills, Future Success and Engagement and Well-being. <ul style="list-style-type: none"> • Continue to review capital project requirements/requests and meet with stakeholders

		<ul style="list-style-type: none"> • FNAC/IEAC (Roles/Responsibilities) • Appropriation (use of Indigenous names, mascots, and imagery through anti-racism frameworks). • Cultural Practices, Protocols, and Spaces including requesting and honouring Knowledge Keepers, Elders, Cultural Advisors and Artists <ul style="list-style-type: none"> • *New* Design and specify capital projects with involvement of school and community stakeholders. Regularly provide updates or involve stakeholders in project update meetings. 	
Processes	8. Build business (payroll, facilities, HR, IT, teaching, and learning) processes that are efficient, effective, and supportive of key objectives.	2024-25 Plans <ul style="list-style-type: none"> • Finance to purchase training materials and create video training materials for current staff and include as part of onboarding moving forward extended into 2023-24 • Finance expanding credit card Option for School Cash-on-line. • Payroll - School Year Start -Up Discussions - work with Human Resources to establish school year start up processes (i.e., cross checks, validation). • Facilities and Finance working toward Joint PD and cross training. 	Specific Focus Details and Performance Indicators
	9. Invest in technology to achieve efficiencies in operations, streamline tasks, remove redundancies in operations that create obstacles inefficiencies.	<ul style="list-style-type: none"> • Human Resources and Finance collaboration to inquire with “Edsembli” regarding payroll account integration in K2-12. • Automate TIC (teacher in charge) and Split/Shift Premiums. • Automate Purchasing Card reconciliation process. • Continue to expand and improve use of <i>Powerschool</i>, and integration with other software programs. • Complete connectivity at school projects to strengthen connection for learning online as per Ministry parameters. • Implement modern Library circulation system. <ul style="list-style-type: none"> • *New* Continual improvements and enhanced functionality of existing programs/platforms and online reporting. Improve clarity of data captured, as well as create reports and forms for tracking of other operational items. • *New* Consolidation/integration of existing programs/platforms to create operational efficiencies, ease-of-access and use for end users, and reduce operating costs. 	<ul style="list-style-type: none"> • Meet with vendors in order to implement changes and updates to existing programs/platforms and review alternate products.
	10. Improve staff understanding of the role, function and values of all functions, processes, and system-wide coordinating processes/mechanisms.	<ul style="list-style-type: none"> • Continual department specific monitoring of Organizational review and realignment to incorporate efficiencies identified in the operational department. • HR work will continue over several years HR will work with all departments to review role descriptions and realign for balance in scope and responsibility creating efficiencies. <ul style="list-style-type: none"> • *New* Creation and implementation of a professional development procedure for Facilities and Operations staff. • *New* Creation and implementation of a succession planning procedures for Facilities and Operations staff. • *New* Review and implementation of staff training plans, both within the department and health and safety training requirements board wide. 	<ul style="list-style-type: none"> • Creation of AG in coordination with HR and CUPE 1165-2. • Review of existing P/VP leadership pool procedures for guidance. • Coordination with system on specific needs of different departments/programs to incorporate into training plan.
	11. Build efficient and effective budget planning/monitoring driven by student achievement and well-being goals.	<ul style="list-style-type: none"> • Working with S. O’s and Finance, OCA aligns program budgets for efficiency. • Finance and Hr continue to work closely to align appropriate GL codes for funding specific reporting specific positions in the system such as special education teachers, indigenous teachers/guidance coaches, etc. • Manager of Finance along with the Capital Projects Manager and Manager of Facilities and Operations stay in close touch in order to support the monitoring of funding and spending on major capital projects. • Purchasing Supervisor and Manager of Facilities and Operations will refine and detail requisitions/purchase orders in order that they present as the professional, legal documents they are intended to be. <ul style="list-style-type: none"> • *New* Monitoring and steering of the Facilities and Operations budget during monthly operations meeting. Re-orientation of expenditures and transferring of budgets in order to ensure on-going operations and no impacts to programming. 	<ul style="list-style-type: none"> • Review current expenditures (expressed as a %) against cost progressions • Monitor progress throughout the year, adjusting as required
Organization	12. Build an effective and efficient organizational structure	2024-25 Plans <ul style="list-style-type: none"> • Implemented the Multi-Year Strategic Plan MYSP 6-week cycle process, which aligns staff in an organizational structure of plan, act, observe and reflect. It is grounded in reflective planning based upon gathered evidence. • Succession planning framework implemented, and courses introduced to staff. • Develop TIC’s (Teacher’s in Charge) to support succession planning. <ul style="list-style-type: none"> • Admin Guidelines, interviewing, hiring, and onboarding processes were reviewed and adjusted. • Recruitment process refined resulting in the building of a leadership pool for future vacancies. • Finance and HR collaboration is clearing up GL coding issues in staffing. • Finance and Facilities collaboration regarding capital projects ensures efficiencies. <ul style="list-style-type: none"> • *New* Creation and implementation of a succession planning procedures for Facilities and Operations staff. 	Specific Focus Details and Performance Indicators
	13. Build a performance organization culture characterized by accountability collaboration, teamwork, and knowledge sharing.	<ul style="list-style-type: none"> • Leadership meetings extend out to school principals, central administrators and department leads ensuring alignment across the system. • Initiated monthly operations meetings with all department leadership and weekly Manager and Officer meetings in order to discuss issues and implement actions. • Implementation of board and department MYSP 6-week cycles. Planning, goal setting, gathering of evidence was an ongoing capacity building exercise in collaborative organizational effectiveness and accountability which will now extend to schools in 2022-23. 	<ul style="list-style-type: none"> • Ongoing learning and involvement in a performance culture. • Revisiting SMART goals to better understand accountability and efficiency as a result of collaborative work where

		<p>This work continues in twice annual SEF visits and ongoing collaboration with school administrators.</p> <ul style="list-style-type: none"> • *NEW* redesign of department planning and 6-week cycle updates to increase understanding and engagement in the process. 	responsibilities and goals are specifically defined.
	<p>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.</p>	<ul style="list-style-type: none"> • Voluntary continuation of MYSP committee meetings to allow for check points in the progression toward meeting MYSP priorities. • Regular MYSP report timeline created to allow trustees to stay informed. • MYSP 6-week cycle process implementation to align central staff in a collaborative mode focused on MYSP goals. • *New* Ongoing work in succession planning has led to an established mentorship framework and mentor support in the completion of leadership applications. • Expectation to examine role descriptions and cross training/mentoring opportunities over the next 5 years-work has begun with HR role alignment and examination of Facilities and Finance. • Leadership Development Team focuses on capacity building, mentorship, and succession planning 	<ul style="list-style-type: none"> • Ensuring that lead capacity is such that cross training and mentorship lead to then elimination of key person dependencies. • Increase understanding of the role of leaders to attract emerging talent.
	<p>15. Become a data-driven, strategically managed organization.</p>	<ul style="list-style-type: none"> • MYSP 6-week cycle planning templates and process introduced-gathering, and examination of data is essential within the process and across the system for all staff. • Development of the SAWB Dashboard to inform 6-week cycles at the school and system level. • MYSP community presentations and surveys undertaken in Spring and Fall 2021 to present • *NEW*: Engaged vendors to align Student Achievement Indicators with current analytics tools (I.e., Edsby Analytics) <ul style="list-style-type: none"> • IT and Program Staff collaboration has resulted in locally developed data collection, meaning making and visualization tools, to enable tri-level monitoring and responsive actions. • NEW – Real-time student achievement planning tools aligned with provincial priorities and indicators are used to inform district and school improvement planning processes. <ul style="list-style-type: none"> • Determine areas of learning need related to new permanent teachers as part of the New Teacher Induction Program through staff surveys • Determine areas of learning need related to building principal, vice-principal and manager capacity as part of our Leadership Development Team strategy 	<ul style="list-style-type: none"> • Student Achievement Planning processes launched August 2023. • Continuous Improvement Planning Processes
		<p><i>School Climate</i> and various student surveys implemented for close examination of next steps.</p> <p>School Climate Survey was conducted during the 2023-2024 school year to help identify priority areas related to Safe Schools and Student Well-being</p> <ul style="list-style-type: none"> • Educator evidence used to determine students in need of invitation to summer gap closing. • Childcare viability survey completed to determine childcare needs for students attending NNDSB schools. • Safe Schools will continue to increase central collection of forms and conduct data reviews to gauge areas of need (i.e. Safe Schools Incident Report Forms). • EDI Data used to inform decisions around student achievement and well-being. • *New* Using 2023 Demographic Data Collection for JK to Grade 12 students to support struggling students with attendance and student achievement and well-being. Compare demographic data with attendance and achievement data. Support school admin teams with analyzing data to support students and families in need of support. • *New* Use of electronic platforms, such as eBase, to gather data related to safe work environments and build responses in support of all employee groups (e.g., new Worker Safety Plans). • *New* Continual improvements and enhanced functionality of the eBASE online reporting platform. Improve clarity of data captured to be enable data driven decision making. 	<ul style="list-style-type: none"> • support struggling students with attendance and student achievement and well-being. Support school admin teams with analyzing data to support students and families in need of support. • gather data related to safe work environments and build responses in support of all employee groups (e.g., new Worker Safety Plans).
		<ul style="list-style-type: none"> • Train and enhance communication to school teams around Math program modifications and/or accommodations. • Plan iterative cycles of implementation in key classes for target students who are working below grade level in Mathematics. • Collection and evaluation of data around performance, interventions, and progression of students with identified learning needs in Math. • Monitoring and skill development for students who are not meeting benchmarks based on 6-week cycle assessments and math diagnostic assessments. • School visits based on School Effectiveness Framework (SEF) 	<ul style="list-style-type: none"> • Key performance indicators gathered by Director will be based on students’ achievement progression, student attendance and student reported confidence. Multiple and varied staff gathered evidence will be distilled for this purpose. <p>Please see next row for information that demonstrates the complexity of this objective, and the plans found in the left column. At any time, a variety of data sources are triangulated with school, student and staff contextual information to provide a fuller picture of the current status and next steps.</p>
	<p>Specific Data that informs student achievement and wellbeing efforts includes but is not limited to:</p> <ul style="list-style-type: none"> •EQAO,2023-24 •Report Card Data •Attendance •Teacher Efficacy Survey (09-29-2023) •School Achievement Plans •SEF Data •Reading Assessments (Acadience Reading, Core Phonics) •Anecdotal feedback received through working with administrators and teachers across the system. • Digital Math Tools (Knowledgehook, Dreambox, MathUp) • Educator Voice and participation in voluntary PD • School Math Plans 		

	<ul style="list-style-type: none">• NBE and NL teacher surveys• Educator voice (anecdotal, exit tickets, surveys)• Graduation rates• Staff participation• Student surveys• Enrolment data and course renewal• DLRT referrals		
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.	2024-25 Plans	Specific Focus Details and Performance Indicators
		<ul style="list-style-type: none">• Capital Facilities proposals to Ministry of Education for efficient use and disposal of properties. Plan looks forward to outlying areas as well to reduce costs of maintaining underpopulated buildings with declining enrollment.• Investigation of unpaid leases and antiquated agreements.• Re-engagement of NNDSB charity and its connections to the board’s communities, as well as a review of the charity’s constitution by Fall of 2024• Continued involvement of the senior team in budget discussions and obtained direction/consulted on spending new funding.• Each time a position is vacated (due to retirement or resignation), the position and its place within the organization is carefully reviewed to ensure best fit with strategic direction moving forward and determine if the position needs to be filled or can be revamped or absorbed to match future direction.	
	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.	<ul style="list-style-type: none">• In consultation with the Director, the Officer Corporate Affairs (OCA) aligns Priorities Partnership Funding (PPF) to support MYSP priorities. These decisions are brought to the senior team for discussion and alignment.• Becoming more familiar with the MYSP 6-week cycle process allowed the finance team to become familiar with the benefits of planning and alignment. In preparation for the 2023-24 budget, more time was dedicated to reviewing the enveloped areas of funding (Indigenous education, multi-disciplinary team funding, mental health funding) to ensure that the funding is spent on expenditures that meet the funding parameters, but also match with the MYSP priorities. This included multiple discussions with the SOs and their program teams to determine the vision for the positions. Further input from varying areas will be sought in preparation for the 2024-2025 budget.	
	18. Ensure that NNDSB meets Ministry expectations / requirements for financial stewardship and accountability.	<ul style="list-style-type: none">• Planning for capital projects is future focused and considers data gathered on student population, community need and property values, and investigates appropriate amalgamation options that will support less spending and a smaller carbon footprint. Anticipated changes to regulations related to property disposal and community partner involvement will be carefully monitored.• OCA provides guideline for spending parameters and indicates responsibility assignment and all relevant report dates as Priorities Partnership Funding arrives. This is updated for each amendment.• The purchasing department will update and revise the Purchasing Administrative Guideline and related processes to reflect the Building Ontario Businesses Initiative and the changes to the BPS Procurement Directive in 2023-2024.	
	19. Increase budget holder accountability for spending and variance	<ul style="list-style-type: none">• OCA alignment process allows for more timely and efficient progress checks.• Finance investigating best training mode for relevant staff in K2 12.• Finance and HR working together to assist schools with efficient staff supply replacement.• *New* Monitoring and steering of the Facilities and Operations budget during monthly operations meeting. Re-orientation of expenditures and transferring of budgets in order to ensure on-going operations and no impacts to programming.• *New* Facilities and Operations budget broken-down into allocations per Family of School (for O/FMS/FSS) and H&S (for WHSA)• *New* Identify cost saving measures, alternative product and service sources to reduce costs and increase efficient use of F&O budget	<ul style="list-style-type: none">• Review current expenditures (expressed as a %) against cost progressions• Monitor progress throughout the year, adjusting as required
	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.	<ul style="list-style-type: none">• Consistent reporting to the finance committee has been identified as critical in this area. A report template has been created, and as the finance software is improved, the variance reporting will be improved as well.• Planning for capital projects has also been taking into consideration future plans, and available accumulated surplus.• Exploring ways to generate growth revenue from ancillary (non-traditional) sources.• *New* Coordination between Facilities and Operations and Finance on remaining capital funds from 24 FY and allocations for 25 FY• *New* Review and plan capital projects to maximize expenditure of capital funding available while achieving VFA identified requirements and stakeholder requests• *New* Maintain FIFO of capital funds	
	21. Generate growth revenue from ancillary (non-traditional) sources.	<ul style="list-style-type: none">• The program department along with the SBO office have been working on increasing the viability and reputation of the international student program to increase the tuition fee revenues received through this program.• Film production leases are being examined as a possible avenue for future revenue streams, in particular during the summer break when facilities are more available for use. Summer 2022 lease was raised to create small profit and account for facilities staff.• Fall 2023 Lease process and rates further refined to be competitive in the industry- Lease of WSS was profitable.	
22. Increase the visibility of financial performance to communities/stakeholders through transparent, accurate and timely communication.	<ul style="list-style-type: none">• Through the direction of the audit and finance committees, the SBO has been working on improving the budget and financial reporting to ensure the reports are easily understood, succinct and provide sufficient information for decision-making.• Regular reporting by the Finance Committee at board meetings to increase transparency.• Media releases to showcase improvements and thank Ministry of Education for funding support, i.e., HVAC, PSW funding support.		

Near North DSB

Student Achievement Plan

Bill 98 Better Schools and Outcomes Act prescribed a new common template in which school boards across Ontario would inform the public of key data and strategies for student achievement.

- School boards published a baseline template on April 2nd, 2024.
- The public reporting template was updated on April 30th, 2025.
- Districts were directed to use 2021-22 OnSIS data and 2022-23 EQAO data to generate the first report. Student Achievement Plans now include data from the 2023-24 school year.

It is important to keep in mind that the Ministry indicators are a small piece of the puzzle that makes up the full picture of each child’s achievement.

Each region of Ontario presents a unique context that must be considered alongside the analysis of the above measures. Board enrolment, dispersion of students, remoteness, and urban factors all contribute to the unique identities of the communities' school boards serve.

Local context informs responsive planning and action to improve student achievement, equity, and well-being. EQAO assessments provide schools and school boards with detailed reports about student achievement, as well as contextual, attitudinal, and behavioural information from questionnaires.

This data must be used alongside the other measures that matter such as but not limited to diagnostic assessments, student surveys, individual education plans and report card data, to improve school programming and classroom instruction.


Student Achievement and Well-Being | 2024-25

The **Ontario Student Achievement Plan (SAP)** is the provincial government’s multi-year strategy to raise student achievement, close equity gaps, and ensure all students are prepared for future success. Rooted in evidence-based practices and system-wide accountability, the SAP focuses on strengthening foundational learning, improving student engagement and well-being, and ensuring students graduate with the skills necessary to succeed in a rapidly changing world.

NNDSB is committed to advancing the goals of the Student Achievement Plan through:

- Targeted literacy and numeracy initiatives in early years and junior grades.
- High student participation in SHSM and experiential learning programs—33% of NNDSB students engage in job skills programs, surpassing the provincial average.
- Ongoing implementation of the Board Action Plan for Indigenous Education.
- Focused professional development aligned with student achievement and equity outcomes.


The Ontario Student Achievement Plan provides a clear, coordinated framework to ensure that all students—regardless of background, ability, or location—achieve excellence. NNDSB is well-positioned to continue aligning its strategies with the provincial vision, ensuring every learner is supported to reach their full potential.




PURPOSE:

Levelling up achievement outcomes and experiences for every student.


For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



PRIORITY:
Achievement of Learning Outcomes in Core Academic Skills



PRIORITY:
Preparation of Students for Future Success



PRIORITY:
Student Engagement & Well-being

Goal: Improve students' literacy learning and achievement.

Indicators:

1. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Reading
 - Grade 3 EQAO Writing
 - Grade 6 EQAO Reading
 - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

Goal: Improve students' math learning and achievement.

Indicators:

3. % of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Math
 - Grade 6 EQAO Math
 - Grade 9 EQAO Math

Goal: Improve students' graduation rates and preparedness for future success.

Indicators:

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Goal: Improve students' participation in class time and learning.


Indicators:

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

Goal: Improve student well-being.

Indicators:

11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

Ontario 

NEAR NORTH DISTRICT SCHOOL BOARD | STUDENT ACHIEVEMENT PLAN | PUBLIC REPORT | MAY 2025

PRIORITY: Achievement of Learning Outcomes in Core Academic Skills

Priority Goals:

- Improve students' literacy learning and achievement.
- Improve students' math learning and achievement.

Key Ministry Indicators:

- % of students who meet or exceed the provincial standard on the Grade 3 and 6 EQAO assessment.
- % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL.
- % of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO Math

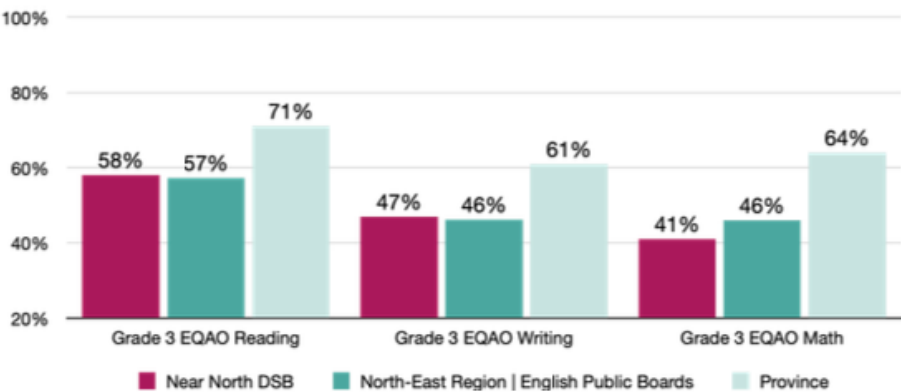
EQAO | Province-wide Standardized Assessments

EQAO assessments measure students' literacy and math achievement in relation to the learning expectations outlined in *The Ontario Curriculum* at key stages in their learning. The indicators are based on large-scale standardized assessments which are administered to all students in participating grades and are assessed in the same way and according to an established set of standards.

- In 2023-24, the NNDSB had a 98% participation rate in Grade 3 and 97% in Grade 6 – compared to 95% in Grade 3 and 96% in Grade 6 at the provincial level.
- Reading and writing outcomes improved from Grade 3 to Grade 6, however math achievement continues to be an area for growth at the district, regional and provincial level.

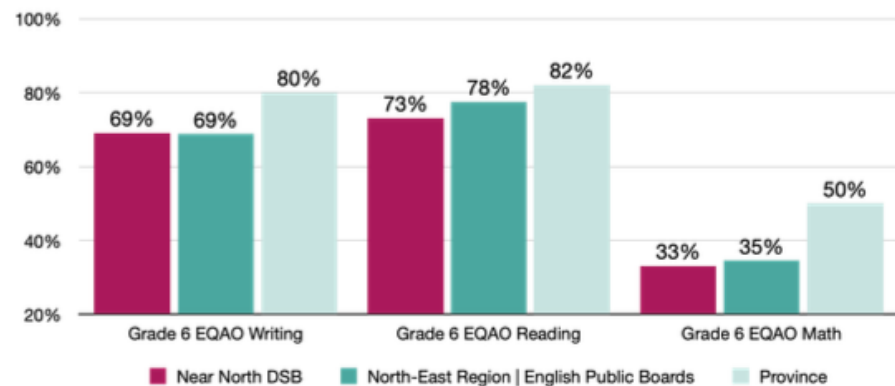
Key Indicators: Primary Division

Assessment of Reading, Writing and Mathematics, Primary Division | 2023-24



Key Indicators: Junior Division

Assessment of Reading, Writing and Mathematics, Junior Division | 2023-24

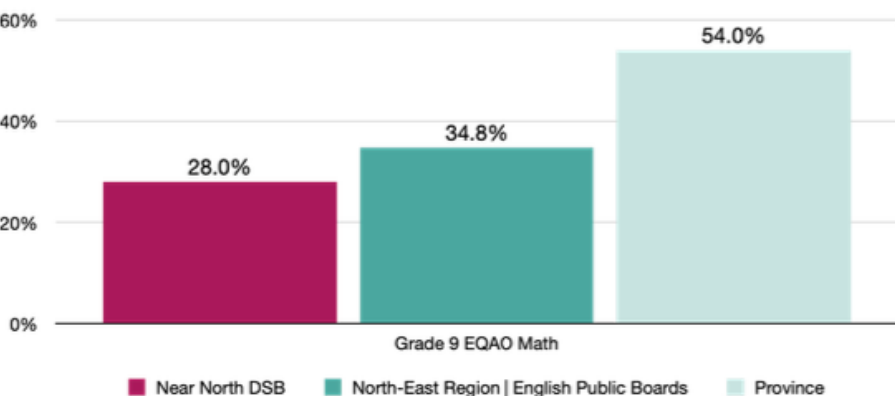


The Grade 9 Assessment of Mathematics

The Grade 9 EQAO Math assessment measures student achievement based on the curriculum expectations in the de-streamed grade 9 course.

Key Indicators: Grade 9 Mathematics

Assessment of Mathematics | 2023-24

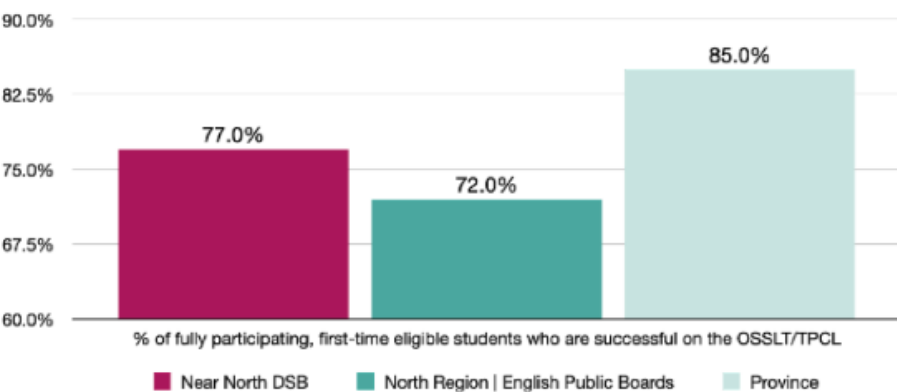


The Ontario Secondary School Literacy Test

The OSSLT measures reading and writing skills developed up to and including Grade 9. These skills are essential for student success and are a strong predictor of high school graduation within five years of starting Grade 9. All students are required to meet the secondary school literacy graduation requirement to earn an Ontario Secondary School Diploma (OSSD). NNDSB students sustained increased rates of success achieved during the 2022-23 assessment.

Key Indicators: Grade 10 Literacy

Ontario Secondary School Literacy Test (OSSLT) | 2023-24



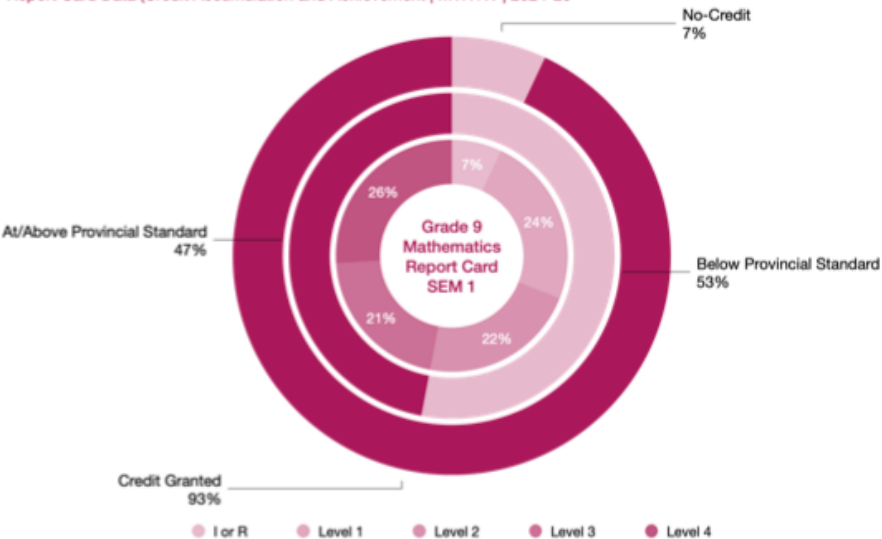
De-streamed Grade 9 Courses

As of September 2021, Grade 9 courses are offered in one stream. De-streaming Grade 9 is helping to create conditions for all students to be successful in the senior secondary program, and to pursue any post-secondary pathway they choose. NNDSB has utilized targeted ministry funding to support students with early supports to prepare students in Grades 7 and 8 to transition to de-streamed Grade 9 courses.

At the end of Semester 1, 93% of Grade 9 students (n=326) earned the De-streamed Math credit. A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher.

Additional Measures: Mathematics

Report Card Data (Credit Accumulation and Achievement | MTH1W | 2024-25

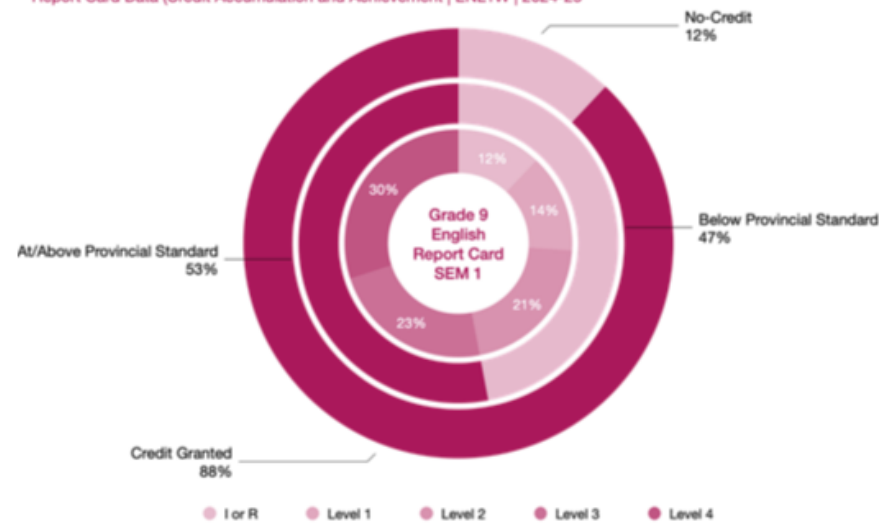


PRIORITY: Achievement of Learning Outcomes in Core Academic Skills

At the end of Semester 1, 88% of Grade 9 students (n=284) earned the De-streamed English credit. A credit is granted and recorded for every course in which the student’s final percentage mark is 50 per cent or higher.

Additional Measures: Literacy

Report Card Data (Credit Accumulation and Achievement | ENL1W | 2024-25



Strategies to Improve Achievement of Learning Outcomes in Core Academic Skills:

- Evidence-Based Approaches:** Ensuring fidelity of curriculum implementation, including the intentional use of evidence-based systematic and explicit instructional and assessment strategies.
- Developing Staff Capacity:** Engaging in ongoing professional learning related to core literacy and mathematics content knowledge for teaching.
- Knowing Our Learners:** Knowing the learner, and ensuring instruction and interventions are relevant and responsive to students needs and identities.

Actions to Improve Literacy Learning and Achievement:

- Ongoing professional learning to promote evidence-based, explicit and systematic reading instruction.
- Implementation of evidence-based reading assessments (Acadience Reading K-8) to support early screening and progress monitoring.

- Strategic investments in evidence-based, systematic literacy classroom resources, distributed to all schools.
- 50% increase in Literacy Intervention staffing sustained during the 2024-25 school year to ensure timely and effective reading interventions.

The NNDSB has been acknowledged as a leader in the province regarding the implementation of evidence-based literacy practices.

Actions to Improve Math Learning and Achievement:

- District Math Leadership Team and NEW Math Achievement Action Plan (MAAP) launched in 2023-24. The plan focuses on 3 critical priority actions:
 - Ensuring fidelity of curriculum implementation
 - Engaging in ongoing learning on math content knowledge for teaching
 - Know the math learner and ensuring math task, interventions and supports are relevant and responsive
- 19 School-based Math Facilitators assigned to Ministry identified "priority" schools.
- Ongoing professional Learning to grow educators' content knowledge for teaching math and implementation of High Impact Instructional Practices (HIIP).
- Procurement and implementation of evidence informed, research-based, math resources that align with the 2020 math curriculum implementation (including digital math tools, MathUp, Knowledgehook, and DreamBox Learning).

Early Reading Screening Assessments

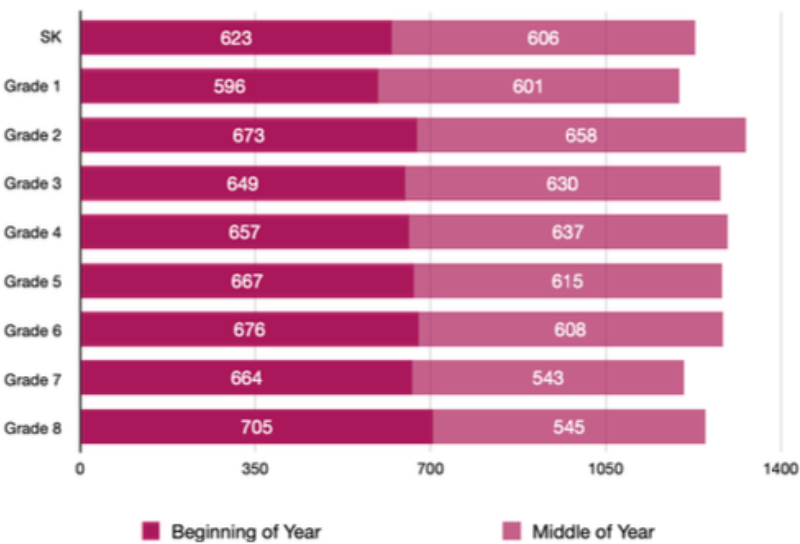
Near North District School Board has been working with educators in all elementary schools to implement the Acadience K-8 Reading assessment tools. Acadience Reading helps teachers identify students at risk for reading difficulties and determine the skills to target during instruction or intervention.

As of May 2025:

- 11 353 Acadience Reading assessments were completed between - (including both beginning-of-year and middle-of-year assessments).

Additional Measures: K-8 Literacy

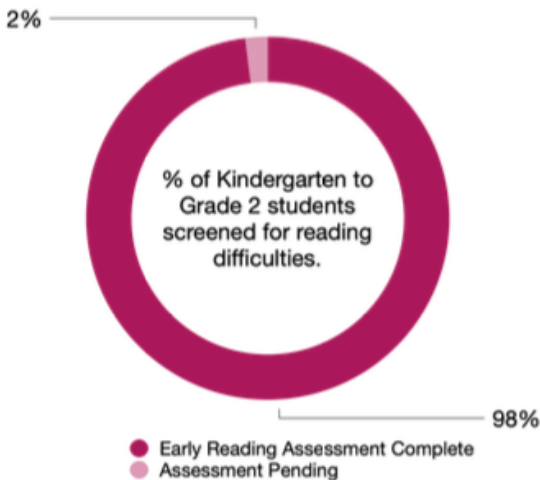
Acadience Reading Assessments | 2024-25



- 98% of all SK-Grade 2 students received literacy screening assessments to identify students who are at-risk of reading difficulty and inform responsive instruction or intervention.

Additional Measures: Early Literacy

Acadience Reading Assessments (SK-Grade 2) | 2024-25



PRIORITY: Student Engagement and Well-Being

Priority Goals:

- Improve students’ participation in class time and learning.
- Improve student well-being.

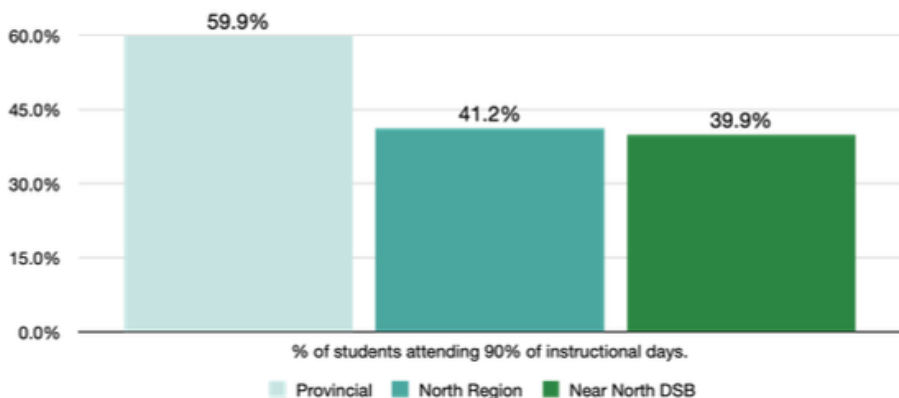
Key Ministry Indicators:

- % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent.
- % of students in Grades 4-12 who were suspended at least once suspended at least once.
- % of Grade 6, 9 and 10 students who report being aware of mental health supports and services to seek supports for mental health.

Regular and consistent attendance to school is one of the main predictors of student achievement and success. With the variety of supports in place at our schools, students who attend regularly, and complete their schoolwork, will be successful.

Key Indicators: Participation in Class Time

% of students attending 90% or more of instructional time.

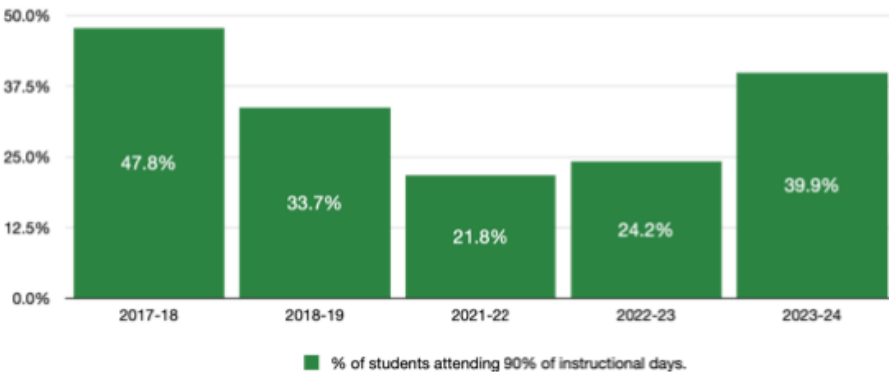


Due to extraordinary circumstances related to the COVID-19 pandemic, including temporary policy changes such as the introduction of temporary remote learning schools, attendance data collected during the 2019-20 and 2020-21 academic years are not reported in the tool.

From September 2022 to June 2024 the percentage of elementary students who were persistently absent (missing 10% of school or more), decreased by 15.7%.

Key Indicators: Participation in Class Time

% of students attending 90% or more of instructional time | 2018-2024



Near North District School Board is disproportionately impacted by inclement weather, as are all Northern Ontario boards. Although this is frustrating for students and families, we know that the transportation consortium carefully considers whether it is safe to transport students during periods of inclement or impending inclement weather. Absence from class does not always result in loss of learning as teachers often provide learning packages in advance or post work online to support independent study.

We want parents to know...

- Our welcoming school approach has proven to be quite effective. Ask your child if they are feeling welcome and safe and ensure your child is familiar with the school principal, vice-principal, other caring adults, and friends in the building.
- There are supports in your child’s school that you can connect with as soon as an issue starts. Connecting earlier is better than when your child has missed a lot of school.
- Talk to your child to find out what is behind them not wanting to go to school. Anxiety can show up in a lot of ways and one of them can be not wanting to go to school.
- Ask questions about your child’s worries about school. Although you know your child well, try not to assume you know the answers. Keep an open mind. Validate your child’s concerns.

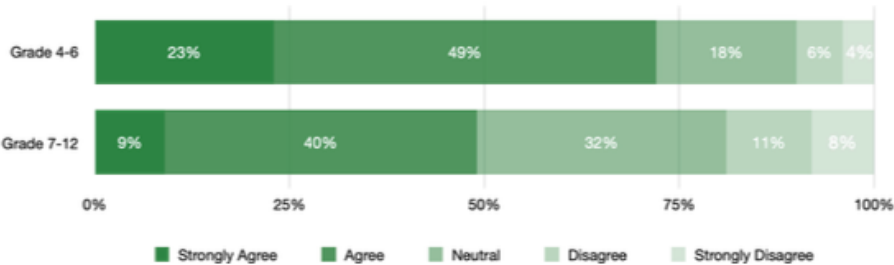
- If your child wants to leave school, during the day, try to have them connect with a caring adult in the school first to see if things can be worked out before your child goes home.
- Reach out to your school Principal and/or Guidance department for help if your child is reluctant to attend school. We understand and want to help.
- Talk to the school team about anything you are hearing might be difficult for your child at school. School staff are always ready to help problem solve.
- Discuss a mental health plan for your child with school staff and determine a safe place to go in the school if quiet time is required.

School Climate Survey

The **school climate survey** is a tool used by the Near North District School Board to assess the overall environment and culture within schools. It gathers feedback from students, teachers, staff, and parents to understand perceptions and experiences related to various aspects of school life. The School Climate Survey is completed once every two years. This tool has been used to monitor a student’s “sense of belonging” at school.

Additional Measures: School Climate

Students Responses: “I feel like I am part of the school community.”



Additional Measures: School Climate

Students Responses: “I get along with other students at school.”



PRIORITY: Preparation of Students for Future Success

Priority Goal:

- Improve students' graduation rates and preparedness for future success

Key Ministry Indicators:

- % of students graduating with an OSSD within five years of starting Grade 9
- % of students who earn 16 or more credits by the end of Grade 10
- % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
- % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
- % of students who believe their learning has 50% prepared them for the next step in their learning experience (i.e. next grade, post-secondary, etc.)

Five-Year Graduation Rate

A student is considered a five-year graduate if they receive an OSSD within five years of starting Grade 9.

Across the province of Ontario, 89.5 per cent of students who began grade 9 in the 2018-2019 academic year graduated within five years. The five-year graduation rate is calculated as the percentage of students who receive an OSSD within five years of starting Grade 9. Students who have transferred out of district or province, are not included in calculating the graduation rate.

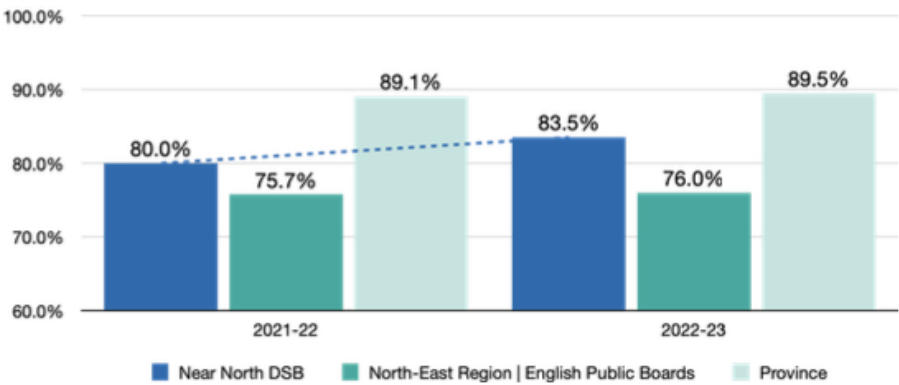
For students to earn an OSSD, they must:

- earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- meet the provincial secondary school literacy requirement
- earn at least two online learning credits, and
- complete 40 hours of community involvement activities.

This information shows the five-year graduation rate in the Near North District School Board, compared to other districts in the North-East region and the province of Ontario. From 2021-22 to 2022-23, the NNDSB observed a 3.5% increase in the 5-year graduation rate.

Key Indicators: Future Success

% of students graduating with an OSSD within five years of starting Grade 9



Near North District School Board has consistently achieved the highest percentage of OSSD graduates within 5 years in the North-Eastern Region. In 2022-23, the Near North District School Board once again had the highest percentage of students graduating with an OSSD within 5 years of all English public boards in the North-Eastern Region.

Credit Accumulation by the End of Grade 10

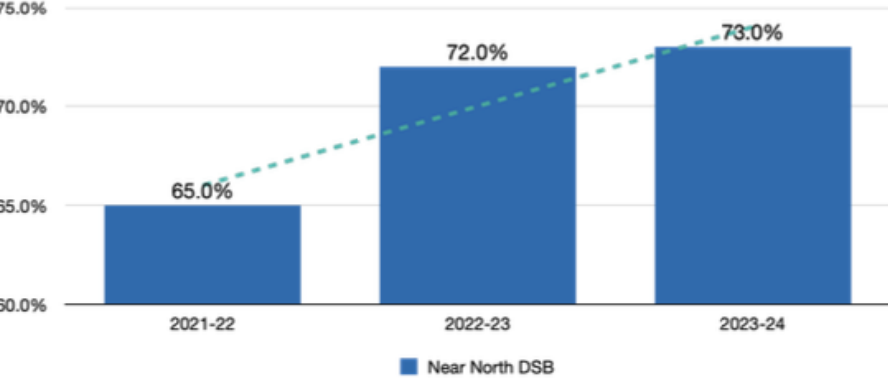
Credits are counted if they are part of the student's transcript at the end of June. Courses taken at summer school or concluding after June 30 are counted for the following year. Students learning English as a second language or with special needs are included.

Ontario students who have 16 or more credits at the end of Grade 10 are on track to graduate with their peers.

At the end of the 2023-24 school year, 73 per cent of Grade 10 NNDSB students had 16 or more credits. This represents a 1 per cent increase from 2022-23 and an 8 per cent increase over 2021-22.

Key Indicators: Future Success

% of students who earn 16 or more credits by the end of Grade 10

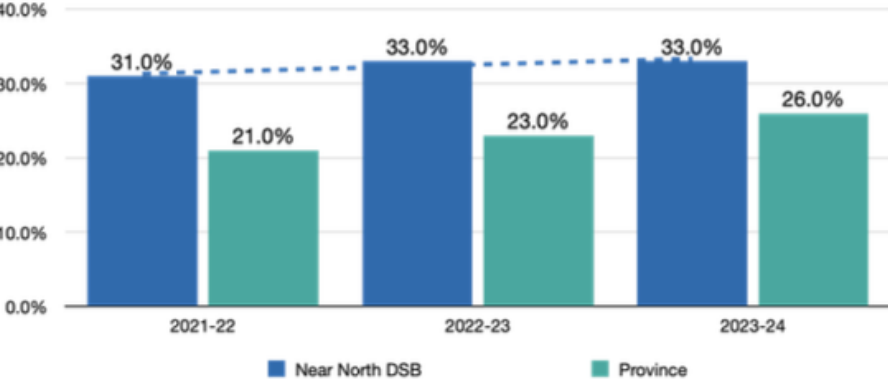


Student Success and Career Pathway Engagement

The Near North District School Board (NNDSB) proudly celebrates its outstanding achievement in fostering student engagement through career-focused learning opportunities. In 2023-24, 33% of NNDSB students participated in at least one job skills program—Specialist High Skills Major (SHSM), Dual Credits, or the Ontario Youth Apprenticeship Program (OYAP). This participation rate exceeds the provincial average by an impressive 7%, highlighting NNDSB's commitment to supporting diverse pathways and preparing students for success in both post-secondary education and the workforce.

Key Indicators: Future Success

% of students participating in at least one job skills program



Notably, the Specialist High Skills Major program continues to thrive within the board, with a high level of student enrolment across a range of sectors.



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).

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

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 acknowledgment of others, and we continuously meet student needs.

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.

