



BOARD IMPROVEMENT AND EQUITY PLAN & STUDENT ACHIEVEMENT PLAN 2023-2024

ACHIEVEMENT

Every student will succeed academically

Indicators	Strategies	Examples of Actions
% of students who are reading at grade level by the end of Grade 2	<ul style="list-style-type: none"> Build administrator and educator capacity in structured literacy Implement and monitor evidence-based reading practices in classrooms Implement the Literacy Action Plan 	<ul style="list-style-type: none"> Provide educator training on using an early reading screener Provide professional learning for administrators and staff with a focus on structured literacy Place Reading Resource Teachers in 37 elementary schools to support the development of early reading skills Deliver professional learning for educators on implementing reading intervention programs (i.e., Lexia, Empower) Share the Literacy Action Plan on the WRDSB website
% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading, writing and mathematics*	<ul style="list-style-type: none"> Implement the Math Action Plan Build administrator and educator capacity in using high-yield instructional strategies 	<ul style="list-style-type: none"> Place mathematics facilitators in Grade 3 and 6 classrooms in schools identified by the Ministry of Education Provide professional learning for administrators and staff with a focus on mathematics and structured literacy Provide support for the implementation of the revised Language curriculum Provide support for educators to complete the math part 1 additional qualifications course Share the Math Action Plan on the WRDSB website
% of students who meet or exceed the provincial standard on Grade 9 EQAO mathematics*	<ul style="list-style-type: none"> Implement the Math Action Plan Build administrator and educator capacity in using high-yield instructional strategies 	<ul style="list-style-type: none"> Provide job-embedded support and professional learning with Itinerant Math Coaches in secondary schools Place Math and Literacy intervention specialists in schools to support Grades 7 to 10 classrooms Share educator and administrator resources on the WRDSB de-streaming website
% of first time eligible, fully participating students who are successful on the OSSLT*	<ul style="list-style-type: none"> Build staff capacity in using high-yield instructional strategies Implement the Literacy Action Plan 	<ul style="list-style-type: none"> Provide job-embedded support with itinerant teachers, focused effective instructional strategies and assessment practices in de-streamed classrooms Create differentiated professional learning opportunities for staff (e.g., instructional support days, blended learning days) Use tiered intervention model to support student learning



PATHWAYS AND TRANSITIONS

Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway

Indicators	Strategies	Examples of Actions
% of students finishing Grade 10 with 16 credits*	<ul style="list-style-type: none"> Implement high-yield strategies focused on credit accumulation 	<ul style="list-style-type: none"> Provide Grade 6 to 7 and Grade 8 to 9 transition support to students Provide opportunities for Grade 8 students to earn “reach ahead” credits Offer credit rescue and credit recovery interventions in secondary schools Place Graduation Coach to support Black students Use tiered intervention model to support student learning Place Math and Literacy intervention specialists in secondary schools to support credit accumulation
% of students participating in at least one job skills program*	<ul style="list-style-type: none"> Implement and expand programs to support students on different pathways 	<ul style="list-style-type: none"> Offer Dual Credit (College/University) programs Offer School Within a College (SWAC) program with Conestoga College Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education Offer summer school Cooperative Education opportunities
% of students enrolled in at least one Grade 12 math, or Grade 11 or Grade 12 science course*	<ul style="list-style-type: none"> Implement supports for students to engage in different pathways 	<ul style="list-style-type: none"> Provide single streaming of core courses in Grade 10 to ensure all pathway options remain open to students when they enter grades 11 and 12. Continue implementation of tiered intervention model to support student learning
% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)*	<ul style="list-style-type: none"> Implement supports for students to successfully transition to the next steps in their learning experience 	<ul style="list-style-type: none"> Provide Grade 6 to 7 and Grade 8 to 9 transition support to students Continue partnership with the Smart Waterloo Region Innovation Lab to engage students in innovative learning opportunities Launch a transition survey for students in Grades 7-11 Launch exit survey for graduating students



PATHWAYS AND TRANSITIONS

Every student is prepared for the next step in their elementary and secondary education and their postsecondary pathway

Indicators	Strategies	Examples of Actions
% of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9*	<ul style="list-style-type: none"> Implement programs to support students to meet the requirements to earn an OSSD 	<ul style="list-style-type: none"> Engage in credit accumulation monitoring Offer credit rescue and credit recovery interventions in secondary schools Offer “build a credit” program to students Offer e-learning opportunities to earn credits Expand offerings available through Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education Create online dashboards for monitoring of student achievement
% of students enrolled in alternative programming (e.g., ACE students) who receive an Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment (COA)	<ul style="list-style-type: none"> Build staff capacity to support students on alternative pathways 	<ul style="list-style-type: none"> Provide professional learning for educators with a focus on the student support process Provide professional learning for alternative program (ACE) educators
% of students accessing an educational experience after secondary school (apprenticeship, college, or university)	<ul style="list-style-type: none"> Implement programs to support students on different pathways 	<ul style="list-style-type: none"> Launch Exit survey for graduating students Offer Dual Credit (College/University) programs Offer School Within a College (SWAC) program with Conestoga College Expand offerings available through Specialist High School Majors (SHSM), Ontario Youth Apprenticeship Programs (OYAP), and Cooperative Education



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every student has equitable opportunities in an environment free from discrimination

Indicators	Strategies	Examples of Actions
% of students achieving the provincial standard in de-streamed courses	<ul style="list-style-type: none"> Build administrator and educator capacity in the delivery of de-streamed/single streamed curriculum, assessment and evaluation 	<ul style="list-style-type: none"> Offer credit rescue and credit recovery interventions in secondary schools Provide job-embedded support with itinerant teachers focused effective instructional strategies and assessment practices in de-streamed classrooms Provide subject-specific learning series for educators Implement intervention strategies including Math Intervention Specialists, Empower and Lexia
% of grade 4-12 students suspended or expelled from school*	<ul style="list-style-type: none"> Build administrator and educator capacity in a progressive discipline approach Ensure all WRDSB schools create an environment where students feel a sense of connection and belonging 	<ul style="list-style-type: none"> Provide an elementary and secondary administrator learning series with a focus on Safe Schools, including the use of mitigating factors as articulated in the Education Act and relevant regulations Provide professional learning on Training Active Bystanders to intermediate schools. Provide professional learning on Dismantling Anti-Black Racism
% human rights complaints resolved informally and formally	<ul style="list-style-type: none"> Implement and monitor a Human Rights complaints process 	<ul style="list-style-type: none"> Create a new case management system to track and manage complaints submitted to the Human Rights Branch.
% of students receiving special education modifications	<ul style="list-style-type: none"> Build administrator and educator capacity in understanding in the WRDSB Student Support Process Implement and monitor assessment, evaluation and evidence-based intervention practices 	<ul style="list-style-type: none"> Provide professional learning for administrators and Special Education teachers on the Student Support Process Refine the Student Support Process Provide professional learning for educators on literacy interventions (i.e., Lexia, Empower) Provide weekly sessions for educators to consult with central staff about ways to support early learners



SOVEREIGNTY, HUMAN RIGHTS & EQUITY

Every staff member has equitable opportunities in an environment free from discrimination

Indicators	Strategies	Examples of Actions
% human rights complaints resolved informally and formally	<ul style="list-style-type: none">• Implement and monitor a Human Rights complaints process	<ul style="list-style-type: none">• Create a new case management system to track and manage complaints submitted to the Human Rights Branch.
Changes in the identities of individuals who apply, are hired and promoted to positions within WRDSB	<ul style="list-style-type: none">• Update and implement practices that support equitable application, hiring and promotion processes	<ul style="list-style-type: none">• Update questions that are used as part of the hiring process• Develop changes in hiring practices for under-represented groups under the Human Rights Code• Host and attend job fairs• Update Policy 5000• Update the Positions of Added Responsibility (PAR) process for hiring Vice-principals and Principals



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Every student will learn in environments that engage them and support their mental health and well-being

Indicators	Strategies	Examples of Actions
% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent*	<ul style="list-style-type: none"> Build staff capacity in supporting students' attendance at school 	<ul style="list-style-type: none"> Offer training to Social Workers/ Attendance Counsellors from the Ontario Association of Attendance Counsellors. Continue to monitor and support students' attendance by Social Workers/ Attendance Counsellors. Revamp the Attendance Counselling procedure.
% 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*	<ul style="list-style-type: none"> Build student knowledge and understanding of mental wellness Build educator capacity to support student mental health literacy. 	<ul style="list-style-type: none"> Establish student wellness teams at each secondary school. Plan and host the annual student wellness conference. Provide on-going support to school wellness teams, including building capacity to learn about mental health. Offer professional learning sessions related to resources from School Mental Health Ontario (SMHO). Provide learning opportunities for staff to develop mental health literacy led by school mental health clinicians
% of students in Grades 4-12 who feel their school is a safe, inclusive environment as reported through the Safe, Caring and Inclusive School survey	<ul style="list-style-type: none"> Build student knowledge and understanding of mental wellness. Build staff capacity to support student mental health literacy. 	<ul style="list-style-type: none"> Provide support for students through Social Workers/ Attendance Counsellors Provide job-embedded learning for educators on mentally healthy classrooms Deliver in-class presentations in support of student mental health and well-being Provide mental health literacy professional learning sessions for grade 7 and 8 educators Provide professional learning sessions for educators related to vaping and cannabis and the connection to mental wellness Deliver class and school presentations on vaping and cannabis and the connection to mental wellness Create a social emotional learning (SEL) team to review current and emerging practices Provide administrator and educator learning on Understanding Contemporary First Nations, Métis and Inuit Voices Studies course, and Dismantling Anti-Black Racism Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams) Host student conferences (e.g., Black Brilliance)



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Every student will learn in environments that engage them and support their mental health and well-being

Indicators	Strategies	Examples of Actions
% of students in Grades 4-12 with high well-being as reported through the Safe, Caring and Inclusive School survey	<ul style="list-style-type: none">• Build student and family knowledge and understanding of mental wellness and well-being• Build staff capacity to support and enhance student well-being	<ul style="list-style-type: none">• Develop community engagement tables that include grass root community organizations to participate in wraparound supports for students• Deliver in-class presentations on social-emotional learning and mental health strategies• Host lunch and learn sessions for families• Provide professional learning for educators with a focus on student mental health and well-being• Establish student wellness teams at each secondary school.• Plan and host the annual student wellness conference.
% of students who feel engaged at their school as reported through a student survey	<ul style="list-style-type: none">• Implement and monitor strategies high-yield strategies to engage students	<ul style="list-style-type: none">• Support implementation of school based groups (e.g., Affinity Groups, GSAs, Student well-being teams)• Provide outdoor education opportunities for students• Host student conferences (e.g., Black Brilliance)



MENTAL HEALTH, WELL-BEING AND ENGAGEMENT

Every staff member will work in environments that engage them and support their mental health and well-being

Indicators	Strategies	Examples of Actions
% of staff who report the workplace as psychologically and socially supportive through the Guarding Minds at Work survey	<ul style="list-style-type: none"> Build system leader capacity to support them in creating a psychologically and socially supportive workplace 	<ul style="list-style-type: none"> Offer an Employee and Family Assistance Program. Provide system leaders and managers with professional learning on reinforcement. Hire Health Promotion Specialist to support dedicated Wellness initiatives. Implement emergency contingency hiring to attempt to reduce fail to fill situations. Provide network learning opportunities for educators and administrators (e.g., Aspiring Leaders, Administrator Mentoring Program, Network Learning Series)
% of staff who report that their work environment protects their physical safety through the Guarding Minds at Work survey	<ul style="list-style-type: none"> Build system leader capacity to support them in ensuring the protection of the physical safety within the workplace 	<ul style="list-style-type: none"> Provide training for system leaders and new members of workplace inspection teams Provide personal protection equipment, consultations, education and support to staff Support an effective Internal Responsibility System with support from joint union-management Health and Safety Committee Create new signage at school entries outlining behavior expectations Provide (ongoing) Behaviour Management System (BMS) training for staff
% of staff who feel engaged at work as reported through the Guarding Minds at Work survey	<ul style="list-style-type: none"> Build system leader and staff capacity in supporting well-being at work Determine, implement and monitor practices to support staff well-being informed through the Growing Minds at Work survey 	<ul style="list-style-type: none"> Provide Road to Resiliency training for all staff Provide professional learning for service leaders to build capacity on foundational leadership competencies Develop resources for the Leadership Development website Engage staff through Aspiring Leaders program, On-Boarding of Administrators program, Administrators Mentoring Program

