



Annual Learning and Operating Plan 2021-26

Year 5 Summary



CEO Message

We Lead Forward, the Grand Erie District School Board's new strategic plan for 2026-30 will build on our strengths and create greater opportunities for learners to succeed. Before we looked forward to the next four years, it was important to look back. I am proud to reflect on where we were at the start of the previous strategic plan and the meaningful progress with a shared commitment to student and employee learning, well-being and belonging.

This document accompanies the Annual Learning and Operating Plan 2021-25 Four-Year Summary, which provides cumulative evidence of implementation and impact through the first four years of the Strategic Plan. Together, these documents present the complete story of Grand Erie's 2021-2026 Strategic Plan.

This final chapter highlights the work done, significant accomplishments and evidence of impact through a five-year summary. In each component of the strategic plan, goals and strategies received a final status of completion or remain ongoing with clear evidence of continuation.

Priorities were intentionally developed to respond to evolving district needs. As a result, not all areas appear in every year and in some cases the emphasis shifts as the work deepens or broadens.

Grand Erie is well positioned to build on this momentum to lead forward.

Yours in education,

A handwritten signature in black ink, reading "JoAnna Roberto".

Dr. JoAnna Roberto,

Chief Executive Officer / Chief Education Officer
Grand Erie District School Board



Our Vision

Learn

Lead

Inspire

Our Mission

Together, we build a culture of
learning, well-being and **belonging**
to inspire each learner.

Our Collective Priorities

Learning

We build a culture of learning to nurture curiosity
and opportunity for each learner.

Well-being

We build a culture of well-being to support the cognitive,
social, emotional and physical needs of each learner.

Belonging

We build a culture of belonging to support an equitable,
inclusive and responsive environment for each learner.

Learning

Literacy

Literacy instruction was enhanced through professional learning, classroom-embedded coaching and responsive, data-informed teaching practices from Kindergarten to Grade 8. Literacy assessment data guided instruction while ongoing coaching supported consistent implementation of tiered reading strategies. Evidence demonstrated progress in early reading development and increased educator capacity to deliver responsive literacy instruction.

Evidence of Impact

- ✓ 100% of SK to Grade 2 classrooms received classroom-embedded support from Literacy Coaches to implement tiered literacy instruction using Early Reading Screener data to respond to student learning needs.
- ✓ Students who did not meet the beginning-of-year benchmark demonstrated 14% overall improvement by the middle-of-year benchmark, with notable gains across Kindergarten to Grade 2.
- ✓ 100% of Grade 3 to 8 educators received professional learning to use Acadience Reading Assessment data to provide responsive, systematic and explicit reading instruction.
- ✓ Classroom-embedded coaching continued across Grades 3 to 8, with coaching logs demonstrating ongoing support for educators implementing responsive and tiered literacy instruction. Reading achievements across Grades 1 to 3 remained stable while evidence-based literacy practices, classroom coaching and responsive instruction continued to strengthen literacy learning.



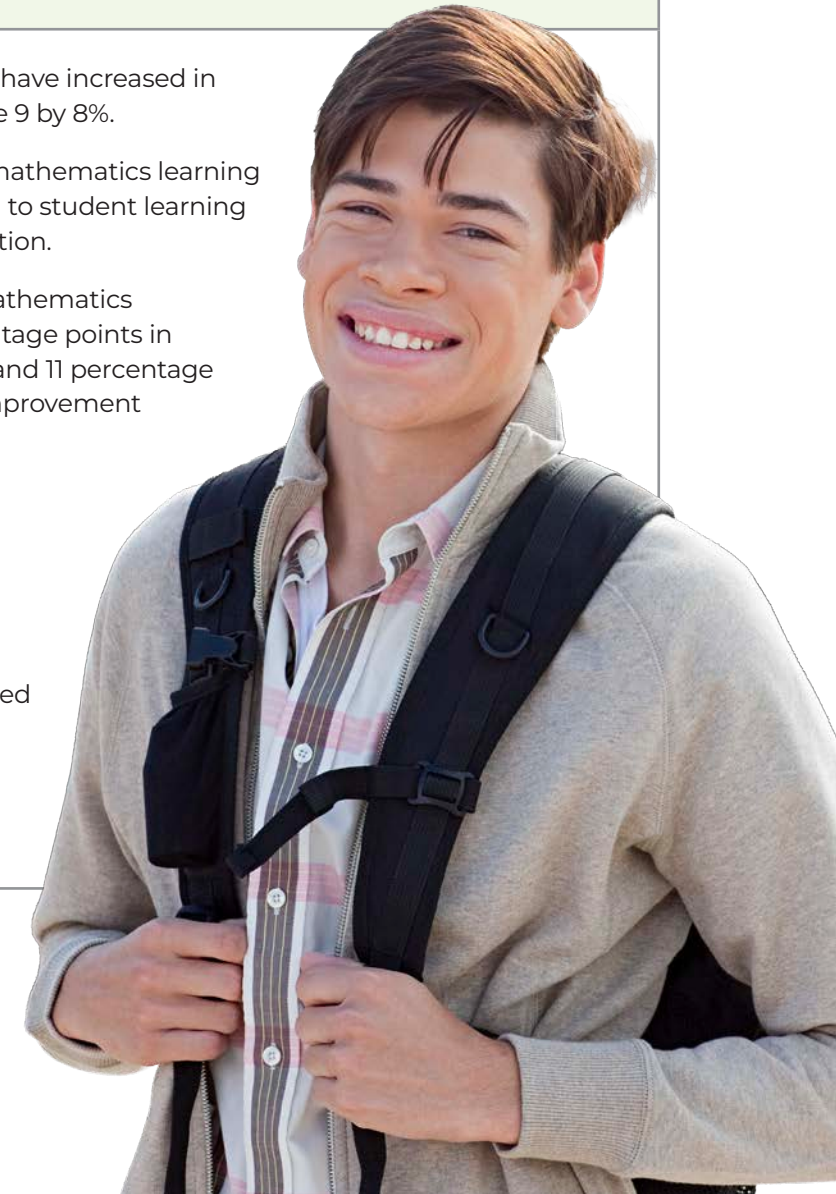
Learning

Mathematics

Mathematics instruction advanced through professional learning, collaborative learning cycles and classroom-embedded coaching. Educators used assessment data to guide responsive instruction while evidence demonstrated continued growth in student confidence and provincial mathematics achievement.

Evidence of Impact

- ✓ Over the last 5 years, EQAO math results have increased in Grade 3 by 16%, Grade 6 by 13% and Grade 9 by 8%.
- ✓ All schools participated in collaborative mathematics learning cycles using assessment data to respond to student learning needs and strengthen classroom instruction.
- ✓ By the end of Year 4, provincial EQAO mathematics achievement had increased by 10 percentage points in Grade 3, 8 percentage points in Grade 6 and 11 percentage points in Grade 9, reflecting sustained improvement over the course of the Strategic Plan.
- ✓ Student confidence in mathematics increased across all divisions, including a six-percentage-point increase among Grade 9 students who agreed, "I am good at math."
- ✓ Classroom-embedded coaching continued through co-planning, co-teaching and co-reflection, supporting educators in implementing responsive instructional practices.



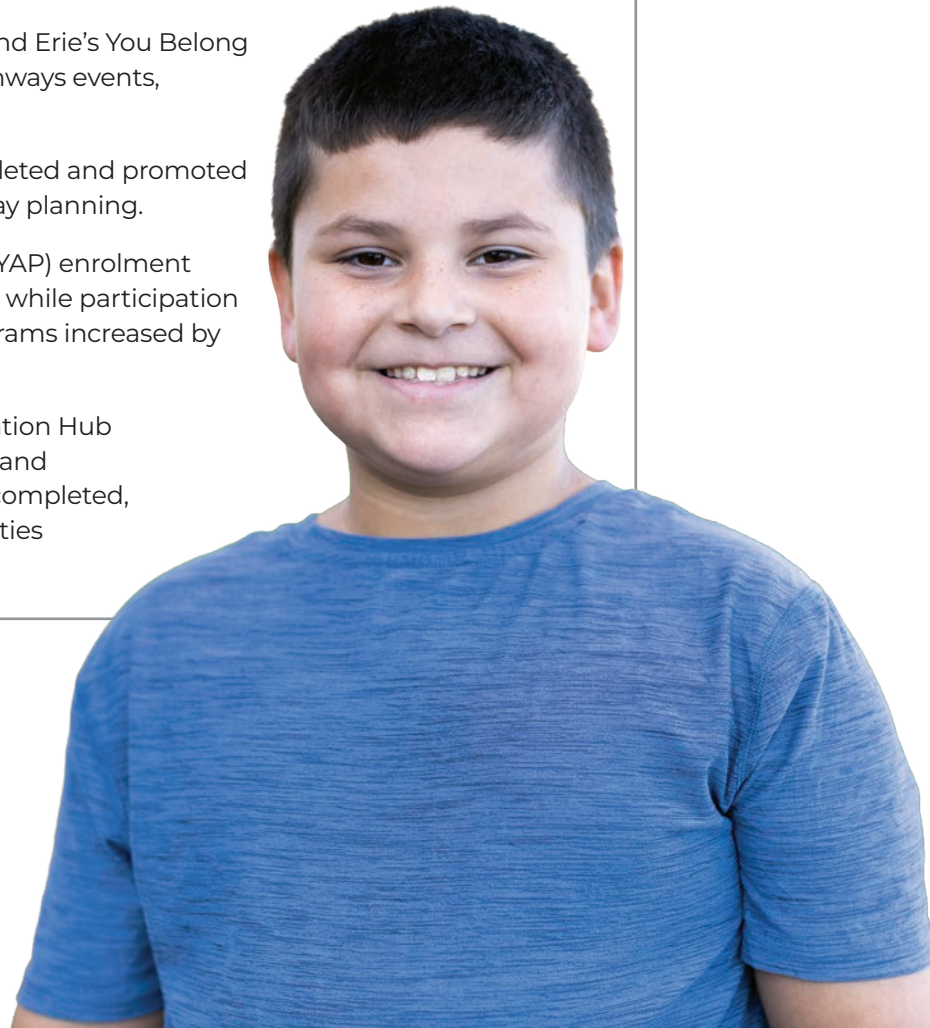
Learning

Graduation

Students were provided with expanded opportunities to explore pathways through career exploration, experiential learning and post-secondary planning. Professional learning, community engagement and innovative learning environments provide students with meaningful opportunities to explore future pathways while supporting educators in preparing students for success beyond graduation.

Evidence of Impact

- ✓ 100% of intermediate educators and secondary school teams participated in professional learning focused on pathways, course selection and post-secondary planning.
- ✓ More than 300 families participated in Grand Erie's You Belong Here community outreach and Grand Pathways events, exceeding the annual participation target.
- ✓ The Secondary Pathways Guide was completed and promoted to support students and families in pathway planning.
- ✓ Ontario Youth Apprenticeship Program (OYAP) enrolment reached the annual target of 330 students, while participation in Specialist High Skills Major (SHSM) programs increased by 35% over the course of the Strategic Plan.
- ✓ More than 3,000 students accessed Innovation Hub programming, while two Innovation Hubs and three Health Care Technology Hubs were completed, expanding experiential learning opportunities across the system.



Learning

Specialized Services

Specialized Services enhanced system capacity to support inclusive learning environments through digital tools, professional learning and targeted staff development. Investments in educator learning and system processes improved consistency, expanded legal understanding and increased staff capacity to support students with diverse learning needs.

Evidence of Impact

- ✓ All schools implemented the Clevr platform to manage Individual Education Plans, Behaviour and Safety Plans and other special education documentation, supporting consistent documentation and intervention planning across the system.
- ✓ School administrators participated in professional learning to strengthen their understanding of special education legislation, Individual Education Plans (IEPs) and Identification, Placement and Review Committee (IPRC) processes, increasing confidence in supporting students and families.
- ✓ Thirty Educational Assistants completed the Educational Assistant Micro-credential, while more than 100 additional Educational Assistants completed over 70% of the program requirements, strengthening their knowledge and skills to support student success.
- ✓ Professional learning enhanced collaborative practices and increased staff capacity to support inclusive classrooms and student success, while building administrator confidence in leading special education processes and supporting families.



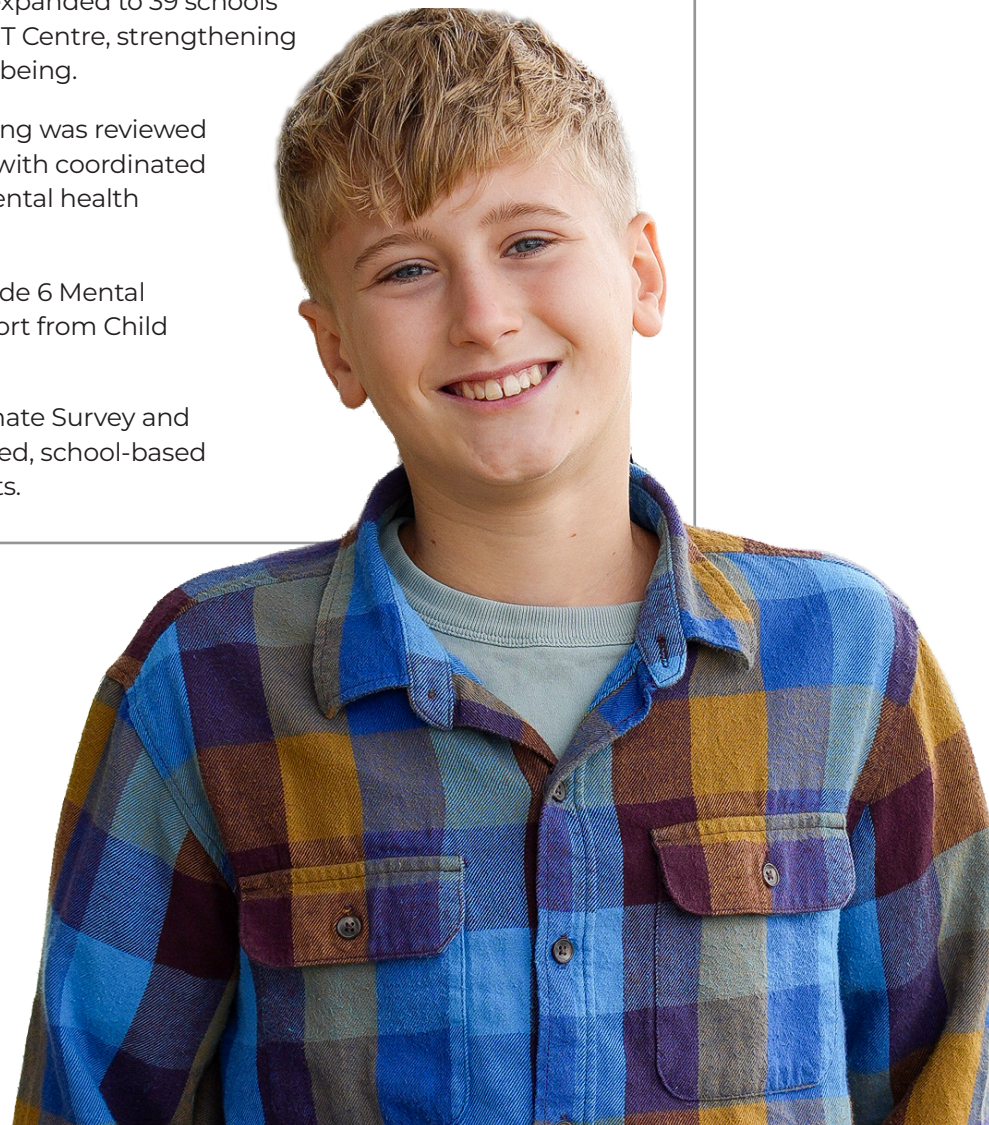
Belonging

School Culture and Well-Being

Students were provided with expanded opportunities to explore pathways through career exploration, experiential learning and post-secondary planning. Professional learning, community engagement and innovative learning environments provide students with meaningful opportunities to explore future pathways while supporting educators in preparing students for success beyond graduation.

Evidence of Impact

- ✓ Self-regulation professional learning expanded to 39 schools through partnerships with the MEHRIT Centre, strengthening staff capacity to support student well-being.
- ✓ Social-emotional learning programming was reviewed and implemented, providing schools with coordinated access to classroom resources and mental health supports.
- ✓ 100% of schools implemented the Grade 6 Mental Health Literacy Curriculum with support from Child and Youth Workers.
- ✓ All schools completed the School Climate Survey and received the data to develop targeted, school-based action plans informed by survey results.



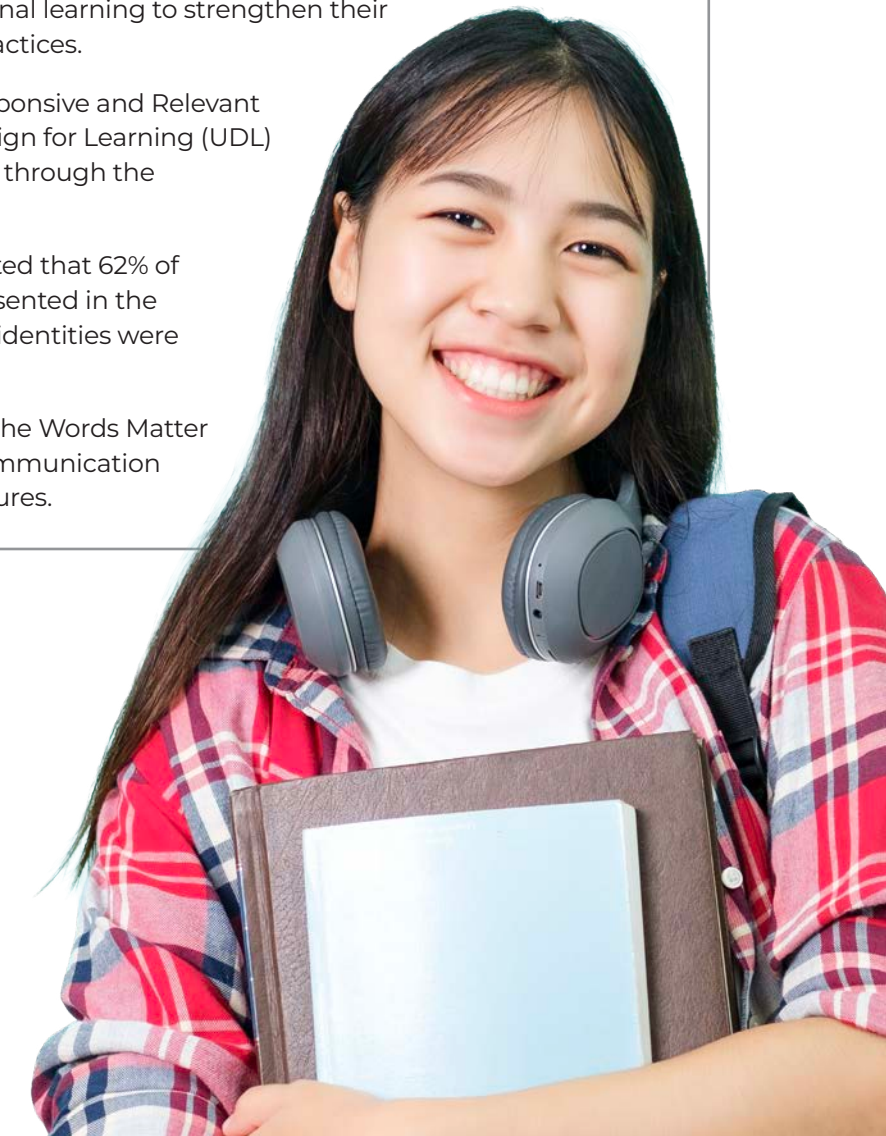
Belonging

Equity and Inclusion

Grand Erie's commitment to belonging was reflected in professional learning, inclusive instructional practices and initiatives that promote respectful, welcoming learning environments. Through educator learning, student voice and accessible resources, schools created environments where students felt represented, respected and included.

Evidence of Impact

- ✓ 100% of educators received professional learning to strengthen their understanding of anti-oppressive practices.
- ✓ Resources supporting Culturally Responsive and Relevant Pedagogy (CRRP) and Universal Design for Learning (UDL) were made available to all educators through the Brightspace Digital Binder.
- ✓ School Climate Survey results indicated that 62% of students felt their identity was represented in the classroom and 75% felt cultures and identities were represented within their school.
- ✓ Participating schools implemented the Words Matter Campaign to promote respectful communication and strengthen inclusive school cultures.



Belonging

Indigenous Education

Indigenous Education continued to deepen understanding, strengthen relationships and expand authentic learning opportunities across Grand Erie. Through meaningful partnerships with Indigenous communities, professional learning for staff and culturally grounded learning experiences for students, the Board continued its commitment to Truth and Reconciliation while honouring Indigenous voices, perspectives and ways of knowing.

Evidence of Impact

- ✓ More than 200 educators completed First Nations, Métis and Inuit (FNMI) Additional Qualification courses, expanding educator knowledge and confidence in Indigenous education.
- ✓ Employee participation in Cultural Competency Training continued to grow, with more than 500 employees completing the training to date.
- ✓ 243 staff participated in learning at the Woodland Cultural Centre and Former Mohawk Institute, with reporting increased understanding of Indigenous language, culture and history and the impacts of residential schools.
- ✓ 132 staff participated in professional learning at the Mohawk Chapel, with 80% reporting increased understanding of local Haudenosaunee histories and 89% reporting improved knowledge of treaties.
- ✓ Professional learning and community partnerships continued to deepen educators' understanding of Indigenous histories, cultures and perspectives while supporting Grand Erie's commitment to Truth and Reconciliation.



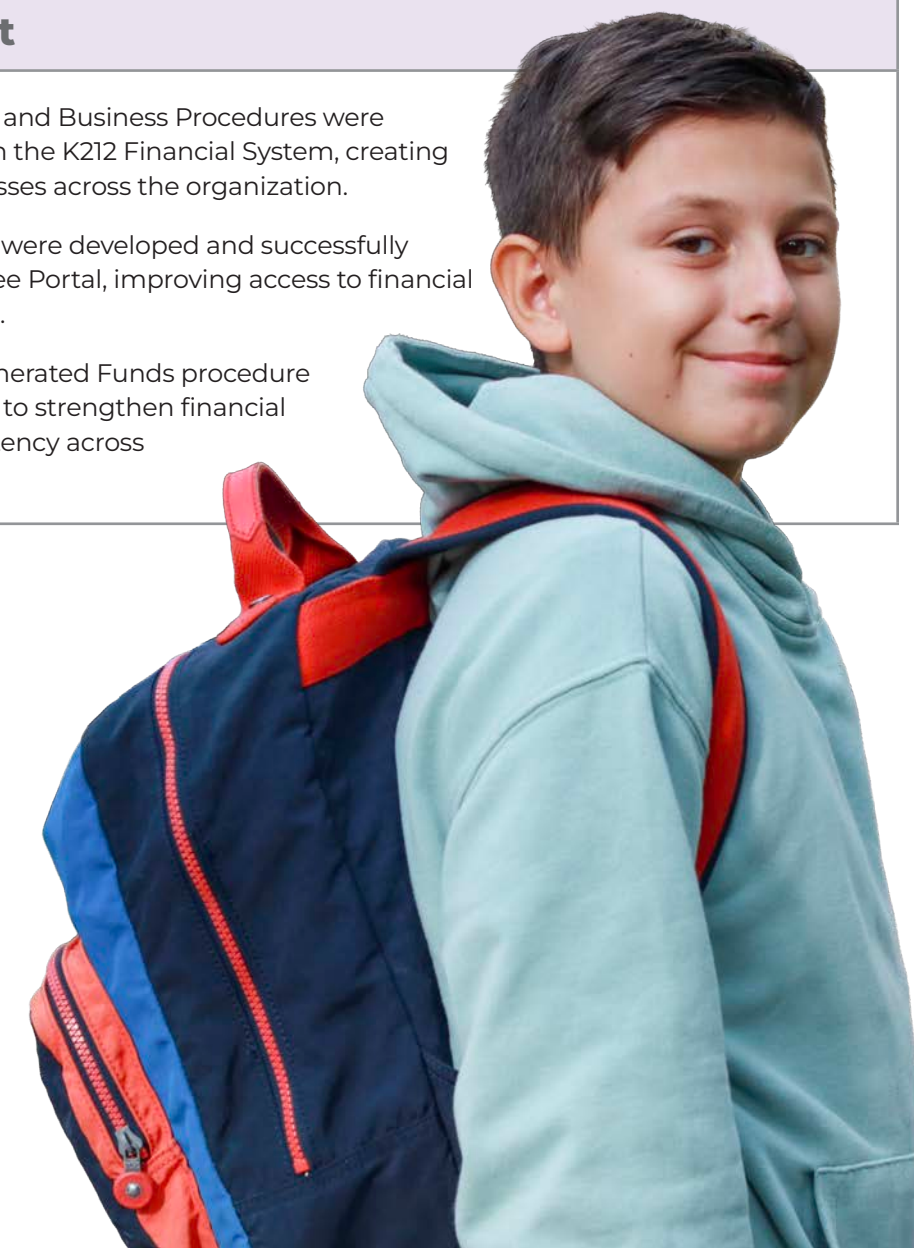
Corporate Services

Business Services

Business Services enhanced financial processes and system consistency through the continued implementation of modernized business systems and updated operational procedures. Work completed during the year improved alignment, increased consistency and established a stronger foundation for future financial operations.

Evidence of Impact

- ✓ All Administrative Memos and Business Procedures were reviewed and aligned with the K212 Financial System, creating consistent financial processes across the organization.
- ✓ K212 financial documents were developed and successfully published on the Employee Portal, improving access to financial procedures and resources.
- ✓ An enhanced Student Generated Funds procedure was drafted and reviewed to strengthen financial accountability and consistency across schools.



Corporate Services

Communications

Communications enhanced awareness, engagement and access to information through strategic storytelling, digital communications and targeted campaigns. Increased community engagement, expanded digital platforms and coordinated communication strategies helped strengthen connections with students, families, staff and the broader community.

Evidence of Impact

- ✓ Grand Erie shared 87 good news stories, generating 3,280 media mentions across local and regional media.
- ✓ Social media engagement continued to grow, with 397,030 Facebook engagements and 13,685 Instagram engagements.
- ✓ The new granderie.ca website received 972,000 visits, increasing access to information and resources for students, families and the community.
- ✓ A digital communications campaign supported student transitions, including secondary pathways and Kindergarten registration initiatives.
- ✓ Fifty-nine elementary school websites were launched, creating a more consistent and accessible online experience for families.



Corporate Services

Facility Services

Facility Services enhanced learning environments through new and modernized school facilities, environmental sustainability initiatives and consistent operational standards. Capital projects, sustainability efforts and system improvements supported safe, welcoming and well-maintained learning spaces across Grand Erie.

Evidence of Impact

- ✓ Blanche E. Williams Public School remained on schedule to open to students, supporting continued system growth.
- ✓ Construction of the West Elgin Public School renovation and expansion progressed according to the revised project timeline, with construction and transition planning continuing toward the January 2027 opening.
- ✓ Seventeen schools achieved EcoSchools certification, while an additional ten schools participated in environmental sustainability initiatives, reflecting continued growth in environmental stewardship across Grand Erie.
- ✓ Common custodial standards and guidelines were completed, providing consistent expectations for custodial services across all schools and facilities.
- ✓ Construction at Cobblestone Elementary School was completed on time in advance of the 2026-27 school year and students are now occupying the new space.



Corporate Services

Human Resources

Human Resources enhanced employment practices through updated policies, improved onboarding, leadership support and employee well-being initiatives. Reviews of key employment processes and expanded professional learning provided administrators and supervisors with consistent tools to support employees throughout their careers.

Evidence of Impact

- ✓ The Secondary Positions of Responsibility Model was reviewed with input from 178 educators and 16 administrators, supporting future improvements to leadership opportunities.
- ✓ The Long-Term Occasional Itinerant Model was reviewed with participation from 18 educators and 32 administrators, informing future staffing practices.
- ✓ Orientation and Onboarding materials were updated for new hires, supporting casual/supply job fill rates exceeding 90% across all employee groups.
- ✓ Performance review templates for support employees were updated to improve consistency and effectiveness across the organization.
- ✓ Administrators received professional learning on the Attendance Support Program and supporting employee return to work, strengthening consistent attendance management practices across the system.



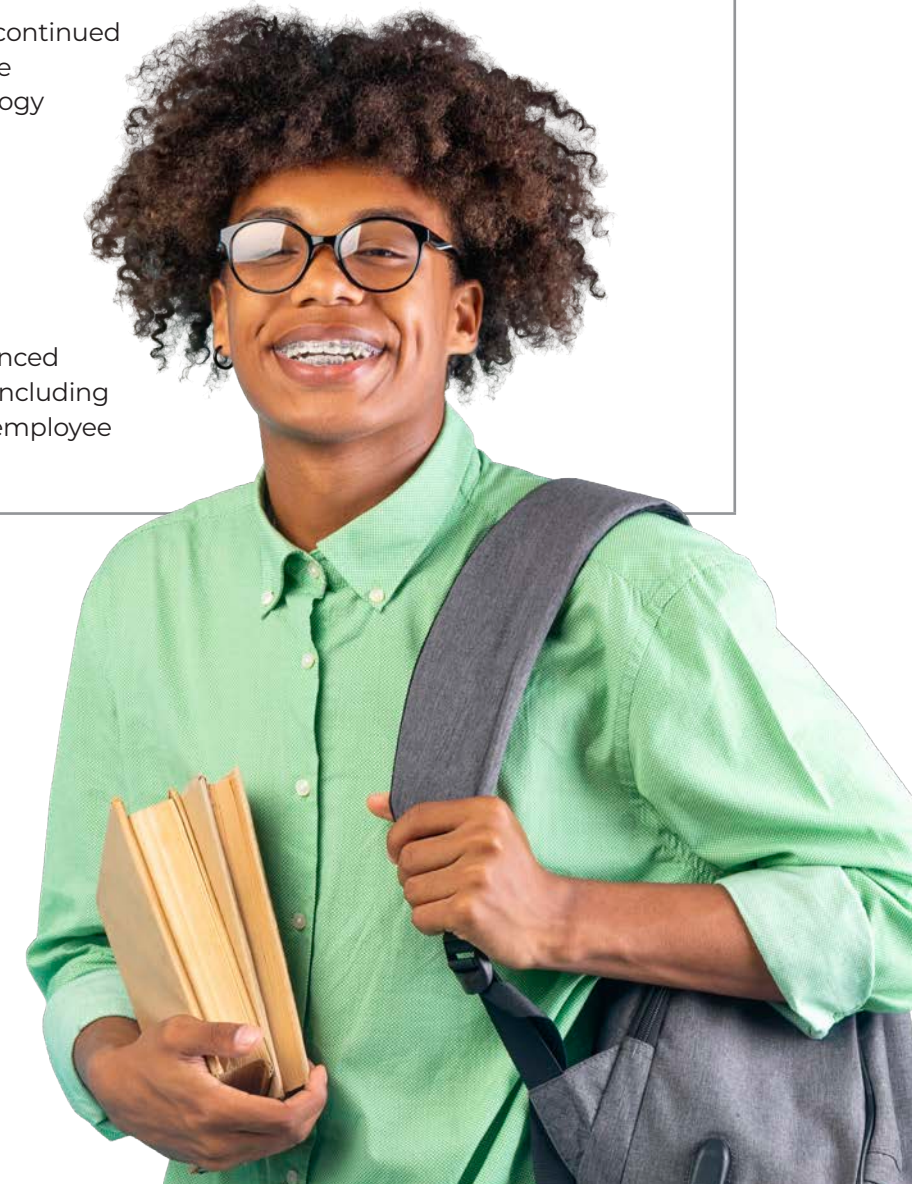
Corporate Services

Information Technology Services

Information Technology Services enhanced digital learning and system efficiency through modernized technology, expanded artificial intelligence learning and strengthened cybersecurity practices. These initiatives supported employees in using technology confidently, securely and effectively across the organization.

Evidence of Impact

- ✓ An updated device refresh model continued to be implemented, supporting the ongoing modernization of technology across the system.
- ✓ The Artificial Intelligence Micro-credential was launched across all employee groups, with more than 700 employees participating.
- ✓ Cybersecurity practices were enhanced across digital tools and resources, including expanded security measures and employee awareness initiatives.



Corporate Services

Leadership

Leadership development expanded through mentorship, professional learning and increased access to Additional Qualification opportunities. Investments in leadership pathways and educator learning supported current and future leaders while reinforcing a culture of continuous growth across Grand Erie.

Evidence of Impact

- ✓ Participation in LEAD programming increased from 62 participants in 2024–25 to 85 participants in 2025–26, representing a broad range of employee groups across the organization.
- ✓ The New Teacher Induction Program expanded professional learning opportunities to include Mental Health and Well-Being, Specialized Services, Curriculum and Student Achievement, Equity, Literacy, Indigenous Education, STEAM, Experiential Education and Human Resources.
- ✓ Approximately 300 educators participated in Board-sponsored Additional Qualification (AQ) and Additional Basic Qualification (ABQ) courses during the year.
- ✓ 95% of educators reported changes to their instructional and assessment practices, and 95% reported increased confidence after completing an AQ/ABQ course.
- ✓ 97% of educators indicated that Board subsidies influenced their decision to enroll in an AQ course, demonstrating the value of continued investment in professional learning.



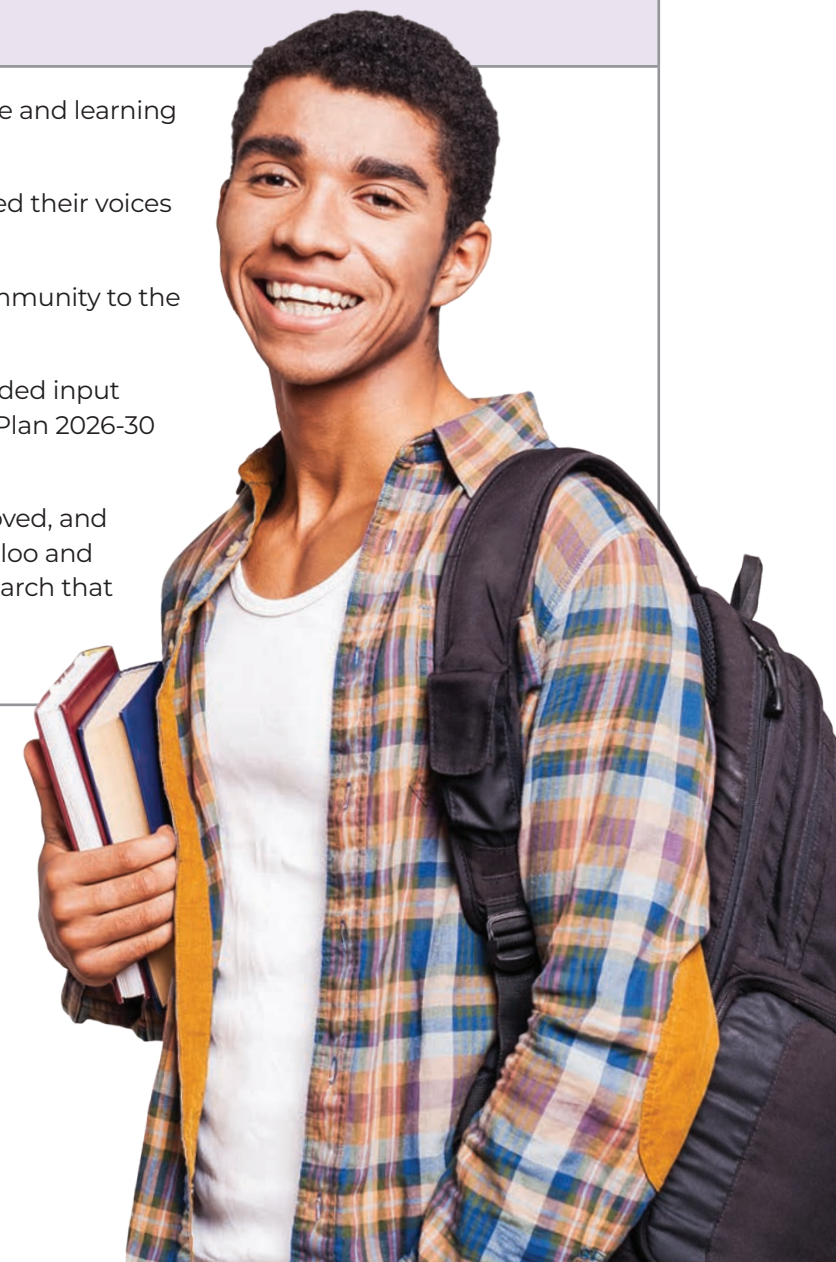
Corporate Services

Research and Evaluation

Research and evaluation were strengthened through engagement with students, employees and the broader Grand Erie community. Insights were gathered through surveys and consultations, while supporting approved external research partnerships.

Evidence of Impact

- ✓ >600 participants shared their experience and learning at the Innovation Hub.
- ✓ >70% of students across the district shared their voices in the Student Survey.
- ✓ >1,100 responses from the Grand Erie community to the 2026-27 Budget Survey.
- ✓ >1,200 members of the community provided input through the Leading Forward: Strategic Plan 2026-30 Engagement Survey.
- ✓ Five external research applications approved, and collaborated with the University of Waterloo and Grand Erie Public Health to conduct research that advance our priorities of learning, well-being and belonging.





Grand Erie District School Board

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