



Annual Learning and Operating Plan 2021-25

4-Year Summary



Director's Message

Over the course of the four years of Grand Erie's 2021–2026 Strategic Plan, the district demonstrated deep and measurable progress across the learning, well-being, belonging, and operational domains. Evidence of impact from mid-term and year-end reporting in all strategic areas demonstrates implementation of system-level strategies to support student learning, staff engagement, leadership development and infrastructure investments.

Over 500 educators completed Additional Qualification (AQ) courses and Grand Erie has embedded professional learning for staff in areas including math pedagogy, literacy, Indigenous Education and Mental Health and Well-being.

Every goal area showed strong evidence of alignment, fidelity of implementation, and coherent and consistent support for all learners. In each component of the Strategic Plan, goals and strategies received a final status of completion or remain ongoing with clear evidence of continuation in the final year of the Strategic Plan. The cumulative impact includes improved student results and greater student and staff belonging and engagement.

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.

Yours in Education,



Dr. JoAnna Roberto, PhD

Director of Education - CEO and Secretary of the Board
Grand Erie District School Board



Dr. JoAnna Roberto, PhD

Director of Education - CEO and Secretary of the 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.

Literacy

Goal: Increase the overall reading proficiency of all students (with a focus on grades 1–3)

Year 1 (2021-22)

Strategies in Action

- Provide professional learning pertaining to the effective use of the Benchmark Assessment System (BAS) to identify student instructional and independent reading levels
- Provide coaching to support the implementation of effective instruction and assessment strategies to develop students' reading skills (with a focus on Grades 1 to 3)

Year 3 (2023-24)

Strategies in Action

- Continue to provide professional learning and classroom embedded coaching support for the ELAT for K to Grade 2 educators to support the implementation of the ELAT to build teachers' understanding of systematic and explicit instruction of phonemic and phonological awareness
- Provide continued classroom-embedded literacy coaching in schools to support educators, implementation of responsive instruction based on student data gathered from classroom assessments
- Provide professional learning pertaining to the effective use of the BAS to identify student instructional and independent reading levels in Grade 7, 8, and 9 in order to support responsive instruction

Year 2 (2022-23)

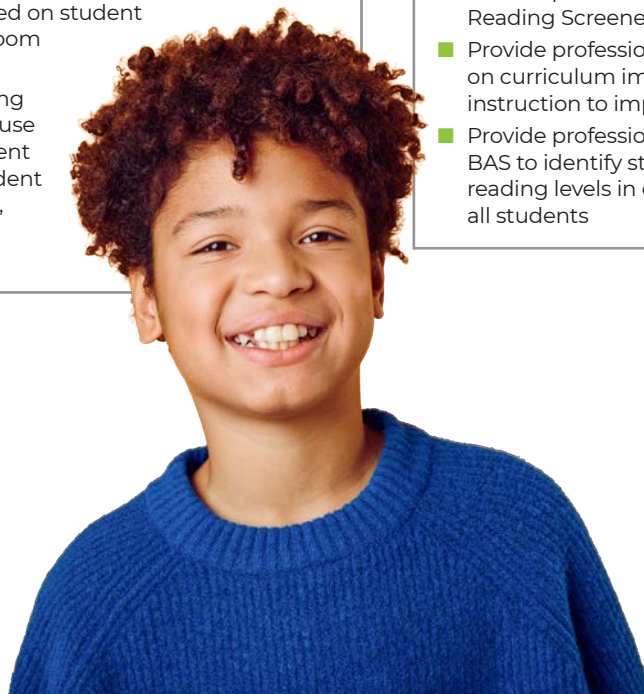
Strategies in Action

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy (CRRSP) in all literacy professional learning and support models
- Develop and introduce an Early Literacy Assessment Tool (ELAT) through focused professional learning and job- and classroom-embedded instructional coaching supports
- Facilitate professional learning for Kindergarten and primary educators to effectively use the ELAT to gather data around student's strengths and needs
- Provide classroom-embedded coaching support in schools to support educators in their implementation of responsive instruction based on student data gathered from classroom assessments

Year 4 (2024-25)

Strategies in Action

- Provide professional learning on the use of the Early Reading Screener to all K to Grade 2 educators
- Provide professional learning to educators with a focus on curriculum implementation, assessment and tiered instruction to improve reading skills of all students
- Provide professional learning on the effective use of the BAS to identify student instructional and independent reading levels in order to support responsive instruction to all students



Literacy

Cumulative Evidence of Impact (2021–25)

Professional Learning and Capacity Building

- ✓ Created a virtual elementary Professional Learning Environment (PLE) to support just-in-time professional learning (Year 1)
- ✓ 300+ educators engaged in targeted BAS training (Year 1)
- ✓ 200+ new users registered to the Elementary Literacy PLE (Year 1)
- ✓ 508 educators trained in the ELAT
- ⚙ Positive educator feedback highlighted increased instructional precision from coaching and professional learning (Year 3)
- ⚙ Educators accessed online resources, training sessions, and access to Literacy Coaches (Years 2 to 4)
- ⚙ ELAT tools supported success for struggling readers and increased student confidence (Year 3)
- ⚙ Educators reported greater confidence introducing new teaching approaches and valued the tools provided (Years 3 to 4)
- ✓ Trained 230 classroom teachers in Grades 3 to 8 in Acadience to support consistent literacy assessment practice (Year 4)
- ✓ Trained 89% of Grade 3 educators on diagnostic assessment to support responsive, tiered instruction (Year 4)

Assessment Tools and Resources

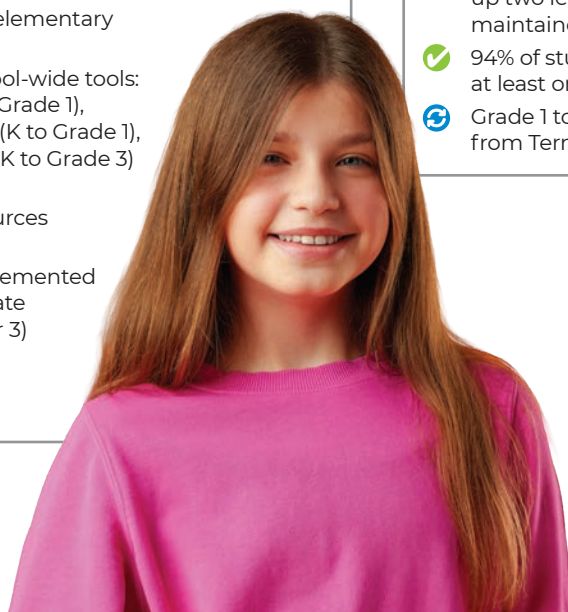
- ✓ BAS kits distributed to all elementary schools (Year 1)
- ✓ Investments made in school-wide tools: Heggerty Resources (K to Grade 1), Heggerty Digital Licenses (K to Grade 1), and Shifting The Balance (K to Grade 3) (Year 2)
- ⚙ Use of digital literacy resources increased by 79% (Year 2)
- ✓ Grade 7 to 9 teachers implemented BAS to support intermediate literacy development (Year 3)
- ✓ Acadience Early Reading Screener implemented in K to Grade 2 (Year 4)

Coaching and Embedded Supports

- ✓ All schools received access to an Elementary Literacy Instructional Coach (Year 1)
- ✓ Literacy Coaches responded to school/educator requests for professional learning (Year 2)
- ✓ 100% of elementary schools received support to implement high-impact reading strategies (Year 3)
- ✓ All primary schools participated in targeted coaching cycles related to ELAT (Year 2)
- ✓ Coaching cycles completed in all elementary schools; teachers implemented ELAT strategies to address learning gaps (Year 3)
- ✓ Literacy coaches supported every Kindergarten to Grade 2 classroom (Year 4)

Student Literacy Outcomes

- ⚙ Students demonstrated growing interest and confidence in their reading (Year 3)
- ⚙ Improved reading achievement observed across Grades 1 to 3 (Year 3)
- ⚙ Early literacy skills increased across cohorts using ELAT (Year 3)
- ✓ Reading Resource Itinerant Teachers supported 154 students: 20% moved up three BAS levels, 25% moved up two levels, 41% moved up at least one level, 14% maintained level (Year 2)
- ✓ 94% of students receiving reading intervention improved at least one BAS level (Year 3)
- ⚙ Grade 1 to 3 students showed positive report card trends from Term 1 to Term 2 (Year 4)



Status Legend: ✓ Complete ⚙ Ongoing

Mathematics

Goal: Increase Mathematics learning outcomes for all students.

Year 1 (2021-22)

Strategies in Action

- Provide professional learning pertaining to assessment for learning strategies and responsive instruction to effectively implement the Ontario Mathematics curriculum
- Provide coaching to support the implementation of effective instruction and assessment strategies to develop students' mathematical skills

Year 3 (2023-24)

Strategies in Action

- Expand educator learning on early numeracy and responsive instruction through coaching and partnerships with external experts
- Continue implementation of the Long-Range Math Plan and promote increased use through virtual learning platforms
- Increase use of Thinking Classroom strategies in Grades 7 to 10 math classes
- Provide intentional professional learning focused on developing student reasoning, fluency, and problem-solving skills

Year 2 (2022-23)

Strategies in Action

- Embed and model the principles of culturally relevant, responsive, and sustaining pedagogy in all mathematics professional learning and support models
- Expand mathematics professional learning opportunities for educators and administrators
- Continue to support educators in assessment for learning and responsive mathematics instruction through job- and classroom-embedded instructional coaches
- Continue to refine and promote the digital Grand Erie Math Long Range Plan as a resource for educators

Year 4 (2024-25)

Strategies in Action

- Provide professional learning for Grade 3, 6 and 9 educators to support drawing explicit connections to engage in the curriculum, use proven instructional and assessment practices, and student task moderation
- Job-embedded professional learning in schools



Mathematics

Cumulative Evidence of Impact (2021–25)

Professional Learning and Capacity Building

- ✓ Over 550 educators participated in Math Additional Qualification (AQ) courses, including 144 in Year 1, 253 in Year 2, and 50 in Year 3
- ✓ 70 SK to Grade 3 educators, LRTs, and administrators participated in five in-person sessions with Dr. Alex Lawson and Heather Wark (Year 1)
- ✓ Increased number of staff engaged in Dr. Alex Lawson professional learning to support early numeracy skill development by 150% (Year 2)
- ✓ Professional learning delivered to 51 Grade 7 to 8 educators and administrators in 29 schools (Building Thinking Classrooms) (Year 2)
- ⚙️ Ongoing secondary educator sessions on de-streamed curriculum and responsive instruction (Year 1)
- ✓ All Grade 3, 6, and 9 educators participated in GEMAAP professional learning sessions to strengthen assessment and instructional precision (Year 4)
- ✓ All K to Grade 8 educators were provided with Knowledgehook and Mathology licenses to support consistent implementation of the math curriculum (Year 4)
- ✓ All schools received training for Grades 1 to 3 educators on the Lawson addition and subtraction continuum (Year 4)
- ✓ All Grade 7 to 9 educators participated in cross-panel sessions to support continuity of instruction between elementary and secondary math programs (Year 4)
- ✓ 56% of students achieved Level 3+ in de-streamed Grade 9 mathematics (Year 4)

Digital Learning Resources

- ✓ 657 educators registered for the Grand Erie Long-Range Math Plan (Year 1)
- ✓ 830 educators registered, a 26% increase (Year 2)
- ✓ 6,000+ site visits and 495 registered users (Year 2)
- ✓ 73 staff meetings and 14 Lunch and Learns focused on curriculum (Year 1)
- ✓ 775 classes registered with Knowledgehook (Year 2)
- ✓ 165 classes using Zorbits, with 50,000+ levels completed by 2,500 students (Year 2)

Coaching and Embedded Supports

- ✓ 100% of Grade 3, 6, and 9 classrooms received math coaching support (Year 3)
- ✓ 25 math coaches supported instruction (Year 3)
- ✓ 10 instructional coaches supported math instruction (Year 2)
- ⚙️ Coaching present across all years in job-embedded models, including co-planning, co-teaching, and co-reflecting (Years 1 to 4)

Student Math Outcomes

- ✓ EQAO results increased in Grade 3 by 4%, Grade 6 by 11% and Grade 9 by 5% (Year 3)
- ⚙️ Student engagement, agency, and confidence reported to improve (Years 1 to 3)
- ⚙️ Increased student mathematical reasoning and fluency noted through diagnostic and summative assessments (Year 3)

System Investments and Supports

- ✓ Creation and continual refinement of the Long-Range Math Plan across all four years (Years 1 to 4)
- ✓ Investment in math kits, manipulatives, and classroom supports (Years 1 to 4)
- ⚙️ High-impact external partnerships (e.g., Dr. Alex Lawson, Dr. Chris Suurtamm, Dr. Cathy Marks Krpan) engaged over multiple years (Years 1 to 3)

Instructional Practices and Curriculum Implementation

- ⚙️ Educators demonstrated growth in assessment for learning strategies (Years 1 to 4)
- ⚙️ Increased use of CRRSP (Years 2 to 4)
- ⚙️ Implementation of Building Thinking Classroom strategies in Grades 7 to 10 (Years 2 and 3)
- ✓ 100% integration of curriculum-aligned tools and manipulatives in classrooms (Year 2)

Status Legend: ✓ Complete ⚙️ Ongoing

Specialized Services

Goal: Increase the knowledge and skills of staff to better support learners with special education needs in an inclusive classroom.

Year 3 (2023-24)

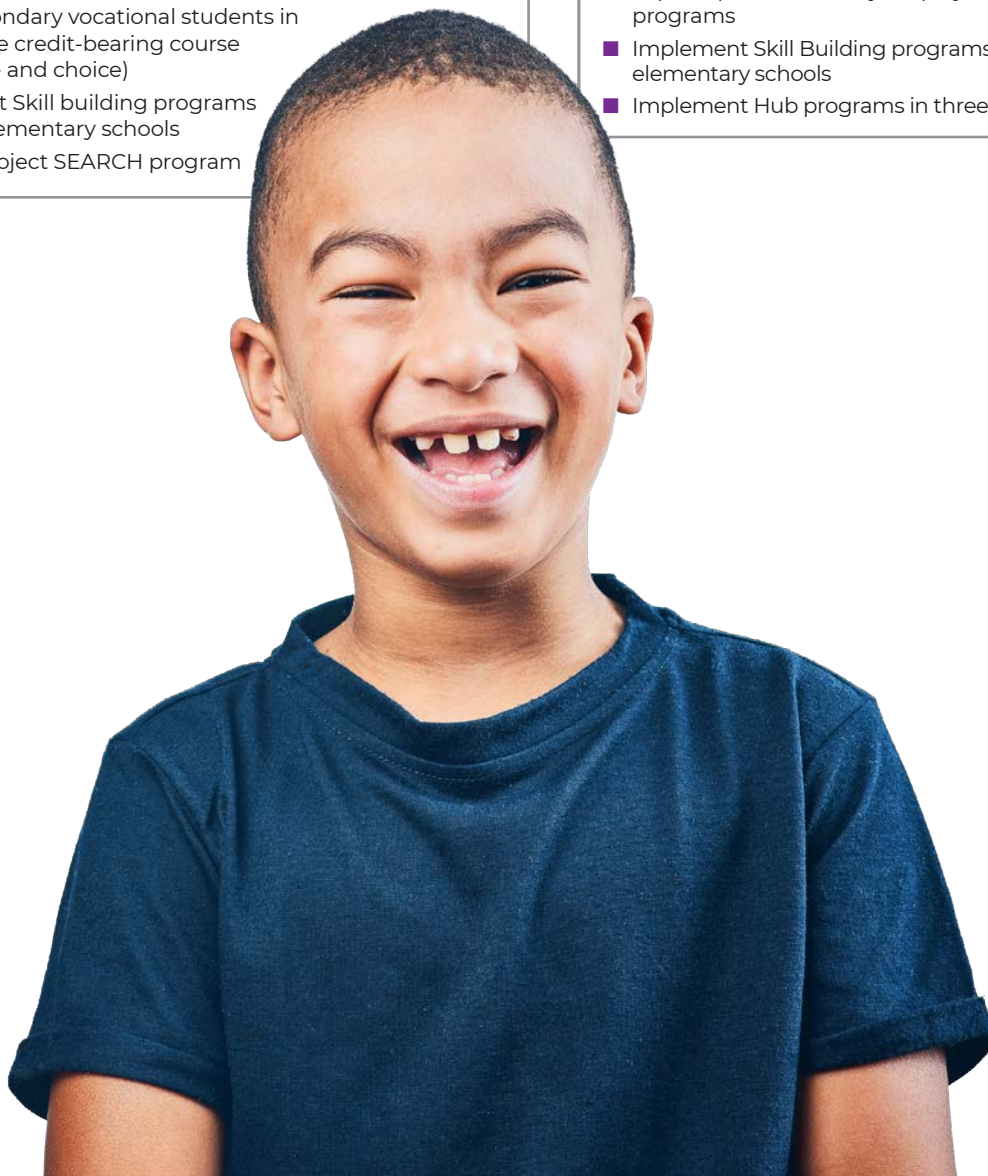
Strategies in Action

- Provide resources and coaching for Tiered Interventions, Universal Design for Learning, and Differentiated Instruction
- Deliver Professional Development and embed coaching in schools
- Enroll secondary vocational students in at least one credit-bearing course (with voice and choice)
- Implement Skill building programs in three elementary schools
- Expand Project SEARCH program

Year 4 (2024-25)

Strategies in Action

- Develop inclusive professional learning for educators and administrators
- Continue services supporting student disabilities in community schools
- Expand post-secondary employment skill-building programs
- Implement Skill Building programs in five additional elementary schools
- Implement Hub programs in three secondary schools



Specialized Services

Cumulative Evidence of Impact (2023–25)

Professional Learning and Capacity Building

- ✓ Monthly Learning Resource Teacher (LRT) professional learning supported 100% of both elementary and secondary schools (Year 3)
- ✓ 77% of elementary and secondary educators reported increased awareness about supporting students with disabilities in the classroom (Year 3)
- ✓ Overall Participation in all Leader Series sessions: 1,115 Educational Assistants; 541 Learning Resource Teachers (including Skill Building and Hub Teachers; 125 Self-Contained Teachers (Years 3 and 4)
- ✓ Novak Education facilitated professional learning for Learning Resource Teachers focused on coaching Universal Design for Learning (UDL) in classrooms (Year 4)
- ✓ A learning video for educators was created to extend UDL understanding and co-planning; Grand Erie Math Achievement Action Plan survey results showed a 70% increase in UDL awareness and a 66% increase in confidence to apply UDL guidelines (Year 4)
- ✓ 71% of secondary vocational teachers indicated growth in Tiered Interventions, UDL, and Differentiated Instruction knowledge; 93% reported increased motivation to apply this learning (Year 3)

Student Outcomes and Program Expansion

- ✓ 111 vocational students enrolled in 336 total credits with 262 credits achieved (Year 4)
- ✓ 106.5 credits earned in Semester 1 by vocational students, indicating on-track progress (Year 3)
- ✓ Project SEARCH expanded to Norfolk; 10 students graduated across Brantford and Norfolk programs (Year 3)
- ✓ In partnership with community services and employers, students and graduates of Project SEARCH gained meaningful job skills (Year 3)
- ✓ New Skill-Building program supported 68 students from general education (Year 3)
- ✓ 24 students accessed a secondary school Hub in Year 4 earning 103 credits
- ✓ Students in Grade 9 on an Individual Education Plan (IEP) improved from 44% in Year 3 to 77% in Year 4 with 100% achieving credits

System Processes and Supports

- ✓ Centralizing specialized services resources resulted in more responsive student programming (Year 3)



Status Legend: ✓ Complete ↻ Ongoing

Graduation

Goal: Prepare every student for their post-secondary destination (apprenticeship, community, college, university, workplace).

Year 1 (2021-22)

Strategies in Action

- Support school teams in the implementation of de-streamed courses in Grade 9 (including through job-embedded instructional coaching and professional learning)
- Provide professional learning to educators to support CRRSP in secondary programs
- Expand K-12 experiential learning opportunities for students with a skilled trades and technologies focus
- Provide professional learning to educators to support implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in SHSM, OYAP, SCWI and experiential learning (including students from equity-deserving groups)

Year 2 (2022-23)

Strategies in Action

- Embed and model the principles of CRRSP in all secondary professional learning and support models
- Provide ongoing support for Student Success Teams (including through access to Instructional Coaches) to lead their school community in the implementation of de-streamed courses in Grade 9
- Expand K-12 experiential learning opportunities for students with a skilled trades and technologies focus.
- Provide professional learning opportunities to educators to support their implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in SHSM, OYAP, SCWI, and experiential learning, including students from equity-deserving groups
- Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students

Year 3 (2023-24)

Strategies in Action

- Provide professional learning opportunities to educators to support the implementation of the experiential learning cycle (participate, reflect, and apply)
- Increase student participation in SHSM, OYAP, SCWI and experiential learning, including students from equity-deserving groups, through promotion and experiential learning opportunities
- Provide support for educators of de-streamed courses in assessment for learning and responsive instruction through job-embedded instructional coaching and professional learning

Year 4 (2024-25)

Strategies in Action

- Increase student participation in SHSM, OYAP, SCWI and experiential learning through promotion and experiential learning opportunities
- Provide professional learning opportunities to educators to support the implementation of the experiential learning cycle
- Hire a Black Graduation Coach to provide supports to Black students and their families with the goal of seeing each student achieve credits, graduate, and successfully transition into their chosen post-secondary pathway
- Provide support for educators receiving new curriculum for responsive instruction in content and assessment through professional learning opportunities



Graduation

Cumulative Evidence of Impact (2021–25)

Credit Accumulation and Graduation Rates

- ✓ Increased four- and five-year graduation rates by 3% and 0.2%, respectively (Year 1)
- ✓ Credit accumulation returned to or exceeded pre-pandemic levels in Grades 9, 10, and 12 (Year 1)
- 🔄 Students in vocational programs earned 265.5 credits (up from 106.5 mid-year) (Year 3)
- ✓ 3,000+ eLearning credits granted (Year 1)

Student Re-Engagement

- ✓ 2,891 students re-engaged in Grades 9 to 12+ (Years 1 to 4)
- ✓ 87% of re-engaged students graduated or remain engaged (Year 3)
- ✓ 91 students re-engaged with 28 graduating (Year 1)
- ✓ 75 students re-engaged with 7 graduating (Year 2)
- ✓ 124 students attended one or more of eight workshops offered by the Black Student Graduation Coach, with 38 receiving individualized 1:1 support (Year 4)

Professional Learning and Capacity Building

- ✓ 290 users accessed the de-streaming PLE – usage increased by 300% (Year 2)
- ✓ Additional sections provided to ensure full-time Student Success Teachers in all secondary schools (Year 1)
- ✓ Student Success Teams led school-based implementation of de-streamed courses (Year 2)
- ✓ CRRSP embedded in all secondary professional learning (Year 2)
- ✓ A de-streaming, cross-curricular coach was added (Year 2)
- ✓ Tool developed to track student and cohort indicators for graduation and post-secondary planning (Year 1)
- 🔄 Educators supported through data literacy, responsive instruction, and curriculum implementation coaching (Year 1)

Experiential Learning and Skilled Trades Pathways

- ✓ 428 students participated in SHSM in Year 1; participation increased to 568 by Year 3
- ✓ SHSM Red Seal graduates increased by 27% (Year 2)
- ✓ 362 students participated in OYAP in Year 1; increased to 358 in Year 2 and 370 in Year 3
- ✓ 319 Grade 8 students engaged in Organized Kaos (hands-on trades experience) (Year 2)
- ✓ 1,245 Grade 8 students engaged with the Mobile Trades Unit
- ✓ 1,900 students registered for skilled trades presentations and learning opportunities (Year 2)
- ✓ 700 intermediate students attended EPIC Jobs (Year 2)
- ✓ Students participated in experiential learning with Trebuchet and Wind Turbine Kits (Year 2)
- ✓ 270 students participated in summer skills camps (construction, welding, hospitality) (Year 2)
- ✓ Seven schools participated in Skills Ontario competitions (Year 2)
- 🔄 Regional Skills competitions reintroduced (Year 4)
- ✓ Over 80 competitors participated in the Tech is Grand Secondary Skills competition, with eight secondary schools earning first place representation in 10 events (Year 4)

Pathway Awareness and Transition Planning

- ✓ 185 Grade 8–10 classes participated in Virtual Pathways Presentations (Year 1)
- 🔄 Elementary and secondary participation in pathway-based experiential learning increased (Year 3)
- 🔄 SCWI participation grew by 20% (Year 2 to 3)
- ✓ Creation and implementation of You Belong Here: Welcome to Secondary School Guide, videos and website (Year 4)
- ✓ 146 families participated in You Belong Here Regional Sessions (Year 4)



Status Legend: ✓ Complete 🔄 Ongoing

School Culture and Well-Being

Goal: Increase the knowledge and skills of staff to better support learners in developing the capacity to tend to their own well-being. (Year 1 and 2)

Year 1 (2021-22)

Strategies in Action

- Professional learning focused on the School Mental Health Ontario Aligned and Integrated Model (AIM) to establish welcoming and inclusive school environments
- Combine research and the development of a baseline data set to inform effective practices to implement targeted support and interventions
- Differentiated, job-embedded coaching and professional development from Child & Youth Workers (CYWs)
- Tier 1 social-emotional and wellness resources provided by CYWs for staff

Year 2 (2022-23)

Strategies in Action

- Develop an interactive online presence for mental health and well-being in Grand Erie
- Expand Self-Reg Schools professional learning for staff and administrators

Year 4 (2024-25)

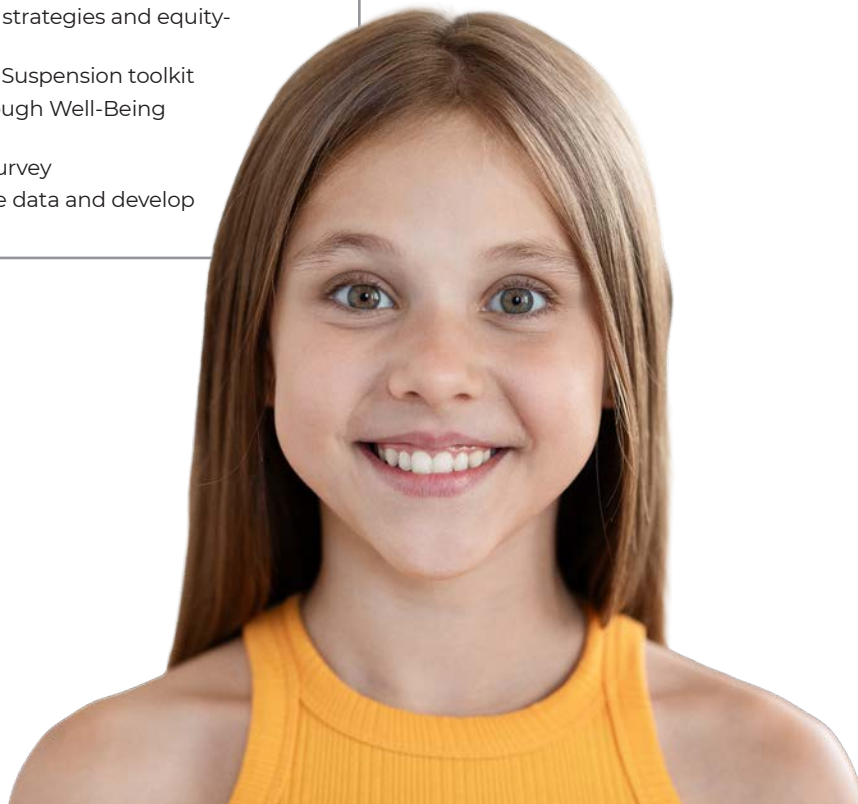
Strategies in Action

- Implement Attendance Toolkit for students, families, and staff
- Complete and roll out Alternatives to Suspension toolkit
- Increase student awareness of mental health supports and resources

Year 3 (2023-24)

Strategies in Action

- Implement classroom SEL strategies and equity-focused learning
- Develop an Alternatives to Suspension toolkit
- Student-led initiatives through Well-Being Champions
- Conduct School Climate Survey
- Analyze district attendance data and develop school-specific strategies



School Culture and Well-Being

Cumulative Evidence of Impact (2021–25)

Professional Learning and Capacity Building

- ✓ 438 employees completed the Shanker self-reg training (Year 4)
- ✓ 50 administrators completed SMHO Mental Health Literacy course (Years 2 and 3)
- ✓ More than 1,500 classrooms receive Tier 1 Mental Health and SEL programs yearly (Year 1)
- ✓ 700 elementary and 130 secondary classrooms received SEL and mental health programming yearly (Year 1)
- ✓ 1,197 staff used online Mental Health and Wellness resources (Year 3)

Student Learning and Engagement

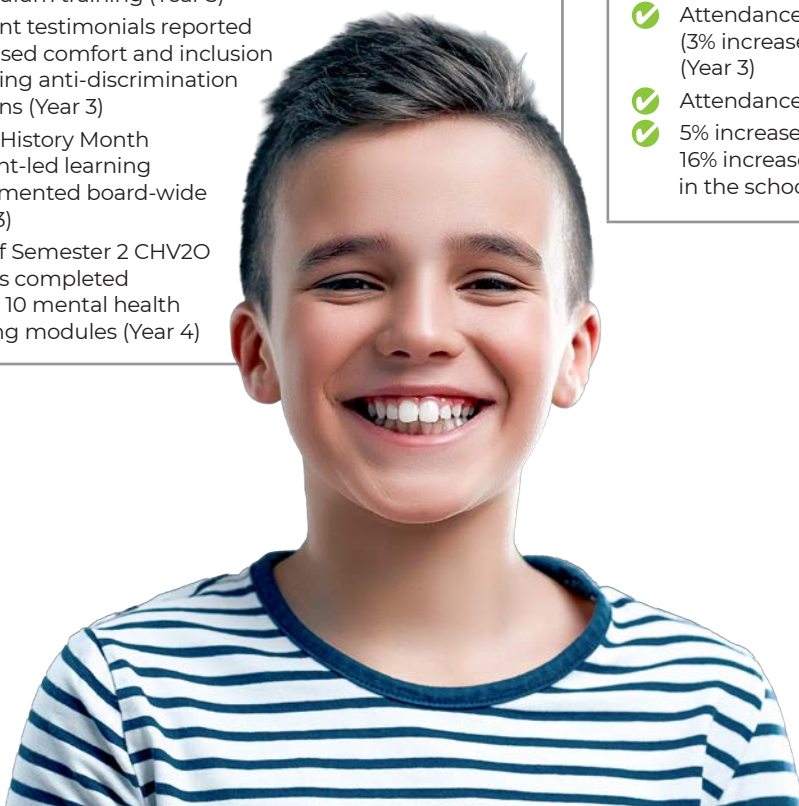
- ✓ 89 student School Culture Champions led equity and well-being initiatives (Year 3)
- ✓ 154 intermediate students trained in self-regulation and conflict resolution (Year 2)
- ✓ 100% of schools completed Grade 7/8 Mental Health Curriculum training (Year 3)
- ✓ Student testimonials reported increased comfort and inclusion following anti-discrimination sessions (Year 3)
- ✓ Black History Month student-led learning implemented board-wide (Year 3)
- ✓ 88% of Semester 2 CHV2O classes completed Grade 10 mental health training modules (Year 4)

Student Support and Mental Health Services

- ✓ CYWs and SWs were part of in-school team meetings annually, increasing year-over-year, with Year 2 totals of SWs (130 elementary, 151 secondary) and CYWs (73 elementary, 217 secondary), and Year-End totals of SWs (242 elementary, 91 secondary) and CYWs (176 elementary, 171 secondary)
- ✓ 355 mental health intervention referrals and 333 prevention groups delivered (Year 1)
- ✓ 180 classroom lessons delivered during Mental Health Week (Year 1)
- ✓ 146 families received wellness outreach visits through Summer Mental Health programs (Year 3)
- ✓ 181 Grand Erie students and 46 siblings received summer program and food support (Year 4)
- ✓ Alternative to Suspension Toolkit completed and rolled out to administrators (Year 4)

Attendance and Engagement Outcomes

- ✓ Attendance improvements reported across all panels (3% increase in elementary, 11% increase in secondary) (Year 3)
- ✓ Attendance Toolkit developed and implemented (Year 4)
- ✓ 5% increase in elementary annual attendance and 16% increase in Grade 9 attendance for Semester 2 in the schools who participated in the pilot (Year 4)



Status Legend: ✓ Complete ↻ Ongoing

Belonging

Goal: Create multiple experiences where all learners feel a sense of belonging at school and are engaged in their learning.

Year 1 (2021-22)

Strategies in Action

- Invite a greater diversity of community voices to deepen understanding of equity, anti-racism, and systemic barriers
- Deliver and act on staff census survey
- Support leader learning in trauma-informed and equity-focused student behaviour responses
- Provide system-level professional learning on anti-oppression and culturally relevant pedagogy
- Enhance the Equity Champion program with school-based trained leads

Year 3 (2023-24)

Strategies in Action

The focus was primarily on Indigenous Education through reconciliation-focused learning, Indigenous perspectives, and system partnerships. Find strategies and evidence of impact on pages 16 to 18.

Goal: Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students

Year 2 (2022-23)

Strategies in Action

- Continue to gather and share the voices of students and staff with lived experience in equity-deserving groups to support effective decision making
- Finalize and communicate the learnings from the Grand Erie Equity Action Plan with all stakeholders
- Conduct a proactive, external, evidence-based review of the police programs in Grand Erie schools, through a human rights and equity lens
- Continue to share equity and inclusion focused resources with Grand Erie staff to support equitable learning opportunities for every student
- Create a Trauma-Informed Classroom Support Team to assist school staff
- Create an Alternatives to Suspension resource for school staff
- Implement the Anti-Sex Trafficking protocol, including training for all staff

Year 4 (2024-25)

Strategies in Action

The focus was primarily on Equity.

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

- Engage families, students, and communities in celebrating diversity
- Provide curriculum-linked equity resources for staff
- Develop and release a Supporting Black Excellence resource
- Launch a Centre for Excellence: Teaching, Learning and Belonging
- Facilitate district-wide Holocaust education opportunities



Belonging

Cumulative Evidence of Impact (2021–25)

Professional Learning and Capacity Building

- ✓ Staff received ongoing training in trauma-informed approaches, anti-racism, and restorative practices (Years 1 to 2)
- ✓ 172 central and support staff trained in Inclusive Language guide use (Year 2)
- ✓ Over 700 staff received anti-sex trafficking training (Year 2)
- ✓ 142 staff received additional TICST training (Year 2)
- ✓ Training provided to administrators on implementing anti-racism video resources (Year 2)
- ✓ 407 staff participated in Holocaust education at the Toronto Holocaust Museum, including 8 elementary classes that engaged virtually (Year 4)
- ✓ Staff engaged in professional learning through the launch of the Centre for Excellence: Teaching, Learning and Belonging (Year 4)

Student Engagement and Voice

- ✓ Student and staff focus groups used to identify equity priorities (Year 1)
- ✓ 6,400 student, staff, and community voices contributed to Police in Schools Program Review (Year 2)
- ✓ 900 students engaged in school-based learning sessions on anti-oppression, restorative practice, and belonging (Year 2)
- ✓ Students and staff from 8 schools led school-based Words Matter Campaign activities promoting inclusive language (Year 4)
- ✓ 48 secondary students participated in a female empowerment event connecting with community leaders (Year 4)
- ✓ Student-led Black Joy celebration showcased cultural expression through music and dance (Year 4)

System Structures and Equity Tools

- ✓ Draft Equity Action Plan developed with Equity Advisory Group (Year 1), finalized and launched (Year 2)
- ✓ Equity Action Plan shared with implementation resources, videos, and guiding questions (Year 2)
- ✓ Student Census completed to support equity-based school and system planning (Year 2)
- ✓ Inclusive Language guide created and distributed (Year 2)
- ✓ Black Excellence and Addressing Anti-Black Racism resources developed (Year 4)

Alternatives to Suspension and Trauma Support

- ✓ Alternatives to Suspension working group developed K to Grade 3 support tool (Year 1)
- ✓ Don't Suspend Me! resource adopted and training provided to 20 administrators (Year 2)
- ✓ TICST supported 69% of schools district-wide, with over 3,000 student interactions (Year 2)
- ✓ 134 TICST referrals from 42 schools (Year 2)
- 🔄 Alternatives to Suspension resource planned roll out (Year 5)

Community and Family Engagement

- ✓ Police in Schools Program Review included parent/caregiver survey data (Year 2)
- ✓ 110 parents/caregivers received anti-sex trafficking information (Year 2)
- ✓ Multifaith Calendars distributed system-wide; community partnerships expanded through Toronto Holocaust Museum and Words Matter Campaign initiatives (Year 4)

Status Legend: ✓ Complete 🔄 Ongoing

Indigenous Education

Goal: Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

Year 1 (2021-22)

Strategies in Action

- Deliver professional learning to engage in the TRC Calls to Action
- Promote and participate in reconciliation and community engagement
- Facilitate authentic learning with Indigenous peoples and communities
- Deliver Indigenous language and culture courses

Year 2 (2022-23)

Strategies in Action

- Continue professional learning on TRC Calls to Action
- Expand reconciliation and engagement opportunities
- Increase curriculum content reflecting Indigenous identities and experiences
- Implement cohort tracking to support student transitions

Year 3 (2023-24)

Strategies in Action

- Deliver professional learning and reconciliation opportunities with Indigenous communities
- Promote cultural understanding and empathy through authentic learning
- Expand curriculum offerings and land-based learning
- Collaborate across departments to support student success

Year 4 (2024-25)

Strategies in Action

- Deliver professional learning on treaty relationships and historical knowledge
- Provide inclusive resources reflecting Indigenous identities
- Collaborate across system departments to support success
- Expand land-based and community engagement opportunities



Indigenous Education

Cumulative Evidence of Impact (2021–25)

Professional Learning and Capacity Building

- ✓ FNMI AQ participation continued to grow:
 - 64 educators completed courses (Year 2)
 - 96 educators completed by year-end with 160 staff in Cultural Competency training (Year 2)
 - 27 educators enrolled or completed (Year 3)
 - 59 completed FNMI AQ Part 1, 2, and Specialist courses (Year 3)
- ✓ Delivered Indigenous Speakers Series focused on land-based learning (Years 2 to 3)
- ✓ Continued Cultural Competency training for Administrators – five sessions delivered (Year 1)
- 🔄 Indigenous Education staff supported collaborative inquiry with elementary educators (Year 3)
- ✓ Dr. Darren Thomas spoke about reviewing and transforming practices to implement the 94 Calls to Action, supporting ongoing professional learning in reconciliation (Year 4)

Student Engagement and Support

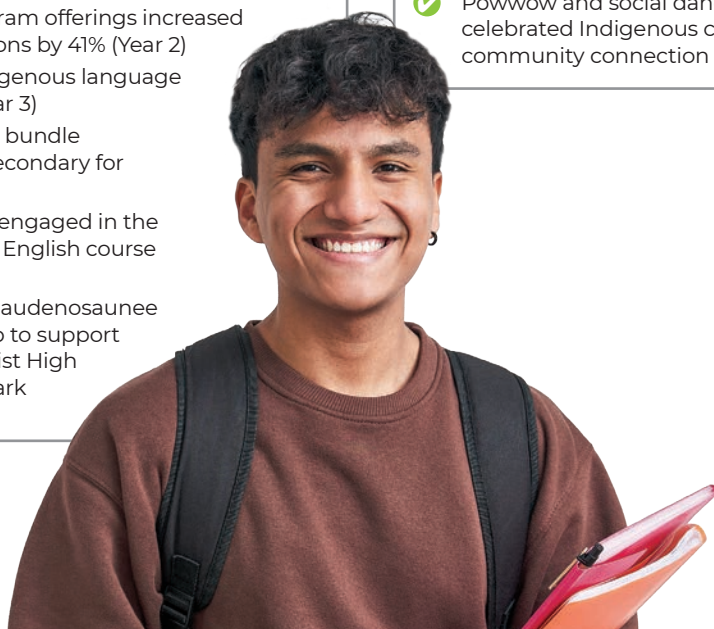
- ✓ Indigenous Student Hub on Brightspace established; 260 users (Year 2)
- 🔄 Student engagement in Indigenous Student Hub increased by 17% (Year 2)
- ✓ Over 50 secondary students engaged through United Indigenous Student Council (Year 3)
- ✓ In-person summer learning programs on reserve supported by cultural mentors and educators (Year 1)
- ✓ United Indigenous Student Council year-end event held at Pauline Johnson Collegiate and Vocational School (Year 1)
- ✓ Percentage of students on track to graduate increased for Grades 9 from 52% to 59% and Grade 11 63% to 66% from (Year 3 to Year 4)

Curriculum, Programs, and Course Implementation

- ✓ Delivered Indigenous courses that reflect language and culture (Year 1)
- ✓ Offered Indigenous language courses including Mohawk, Cayuga, Ojibwe (Years 1 to 3)
- ✓ Indigenous language program offerings increased by 100% and course selections by 41% (Year 2)
- ✓ Course selections for 9 Indigenous language classes increased to 181 (Year 3)
- ✓ Land-based learning credit bundle developed at Hagersville Secondary for implementation (Year 3)
- ✓ 100% of secondary schools engaged in the Grade 11 Indigenous Voices English course (Year 3)
- ✓ Continued work with the Haudenosaunee Sports Development Group to support a Lacrosse-focused Specialist High Skills Major at McKinnon Park (Year 4)

Community and Cultural Events

- ✓ System-wide participation in Orange Shirt Day (Year 1)
- ✓ 3,042 students participated in Woodland Cultural Centre virtual visits (Year 2)
- ✓ Not a Day but a Way professional learning embedded into School Improvement Planning (Year 1)
- ✓ Cultural kits and web-based reconciliation learning delivered to all schools (Year 1)
- ✓ Powwow and social dancing at the Thunderbird Festival celebrated Indigenous culture and strengthened community connection (Year 4)



Status Legend:



Complete



Ongoing

Indigenous Education

Cumulative Evidence of Impact (2021–25)

Learning Resources

- ✓ 400 Indigenous book collections provided to school learning commons (Year 1)
- ✓ Additional resources distributed to support educator learning (Year 1)

Staffing and Support Roles

- ✓ Fourth Cultural Mentor hired for secondary (Year 1)
- ✓ Additional Itinerant Elementary Engagement teacher hired (Year 1)



Annual Learning and Operating Plan 2021-25

4-YEAR SUMMARY



Business Services

Goal: Develop flexible resource allocation strategies and business operations that support learning environments, reduce administrative burden, and increase operational efficiency.

Year 1 (2021-22)

Strategies in Action

- Redirect financial supports to promote and enhance well-being in school learning environments for staff and students

Year 2 (2022-23)

Strategies in Action

- Convert paper and email-based processes into system-based processes
- Map out financial software implementation
- Develop and collect customer service feedback using satisfaction index

Year 3 (2023-24)

Strategies in Action

- Digitize paper-based processes
- Launch new Enterprise Finance System
- Enhance Business proficiency in Grand Erie

Year 4 (2024-25)

Strategies in Action

- Finalize implementation of Finance System
- Refine standards for managing Student Generated Funds
- Enhance Business proficiency in Grand Erie



Business Services

Cumulative Evidence of Impact (2021–25)

Investments

- ✓ Redirected savings enabled technology upgrades, classroom supports, and staffing investments (Year 1)
- ✓ \$290,000+ in redirected funds supported purchases of technology tubs, devices for Educational Assistants, tech lab laptops, and 3D printers (Year 1)
- ✓ Nine Learning Commons projects completed with plans for continued modernization (Year 1)

Financial Software Implementation

- ✓ Completed three of five implementation phases by Year 3; launched the Enterprise Finance System in Year 3 with the final phase completed in September 2024
- ✓ Training completed for all users, with documentation quick guides and tips posted to the staff portal (Year 4)
- 🔄 Fiscal year-end close in the new system underway completion targeted prior to Board Approval of Financial Statements (Year 4)

Digital Efficiencies

- ✓ Rolled out mileage app with 94% adoption; saved 11,250+ sheets of paper in six months (Year 2)
- ✓ DocuSign usage rose 739% (2020–21 to 2022–23), increasing workflow efficiency (Year 2)
- ✓ Printing reduced from 33.6M (2018–19) to 23.9M (2022–23), saving 804 trees/year (Year 2)
- ✓ Launched SchoolCash Online Forms pilot in 60 schools (Year 2)
- ✓ 60% of schools transitioned to online forms (Year 3); 71% by Year-End (Year 3)
- 🔄 Student-Generated Funds standards: draft guidelines shared with Executive Council; circulation to administrators scheduled for September; procedural updates forthcoming (Year 4)



Status Legend:

- ✓ Complete 🔄 Ongoing

Communications

Goal: Enhance Grand Erie's position in its communities as a learning, leading and inspiring organization.

Year 1 (2021-22)

Strategies in Action

- Drive stakeholder engagement and connect communications to the Vision
- Focus on data-driven decision-making tools
- Support communication effectiveness across all communities

Year 2 (2022-23)

Strategies in Action

- Continue the Vision and Mission engagement across all channels
- Implement data gathering and analysis to guide communications
- Increase effectiveness of communications with all stakeholders

Year 3 (2023-24)

Strategies in Action

- Support system growth with Kindergarten and Transitions campaigns
- Promote learning, well-being, and belonging in Grand Erie
- Ensure accessible and effective communication across all communities

Year 4 (2024-25)

Strategies in Action

- Execute robust transition campaigns
- Improve communication consistency between board, families, and schools



Communications

Cumulative Evidence of Impact (2021–25)

Strategic Plan and Brand Engagement

- ✓ Launched the Multi-year Strategic Plan across all schools and departments; 3,600 staff engaged (Year 1)
- ✓ 100% of schools connected to the Multi-year Strategic Plan through physical and digital promotion (Year 1)
- ✓ Embedded the Vision and Mission through school materials, templates, website, and social channels (Year 2)
- ✓ Continued student and school engagement with the Multi-Year Strategic Plan across the district (Year 3)
- ✓ Dozens of web and social stories published to profile success aligned to Multi-Year Strategic Plan priorities (Year 3)
- ✓ Stories highlighting student, staff and organizational success continued, grounded in Multi-Year Strategic Plan priorities (Year 4)
- ⌚ Communications and customer service standards: draft prepared; implementation and training scheduled for the next cycle (Years 4 to 5)

Community and Media Engagement

- ✓ Parent and School Council presentations supported the Multi-year Strategic Plan launch (Year 1)
- ✓ Delivered three district-wide promotional campaigns (Year 1)
- ✓ Sent 100+ messages to school families to support operations and awareness (Year 1)
- ✓ 73 positive print media hits achieved through outreach (Year 1)
- ✓ 60 media stories placed, 100+ messages shared with school communities, 50+ positive stories posted (Year 2)
- ✓ Over 10 positive media stories aligned to Multi-Year Strategic Plan priorities shared district-wide (Year 3)
- ✓ Planned and hosted events for the Grand Welcome Centre, Innovation Hub @ Grand Erie, Centre for Excellence: Teaching, Learning and Belonging, BGC Banbury Childcare Centre groundbreaking, West Elgin Public School, Cobblestone Elementary School, and the Waterford Public School Intermediate Campus opening (Year 4)

Social Media and Channel Growth

- ✓ Rebrand launched: new website, leadership publication, and video (Year 1)
- ✓ Created social media strategy and implemented improvements (Year 1)
- ✓ 1,000%+ increase in Instagram engagement (Year 1)
- ✓ 5,000%+ increase in Instagram engagement (Year 2)
- ✓ Over 33,500 followers and 260,000 monthly reach across social platforms (Year 3)
- ✓ Social impact in:
 - 3,215,522 accounts reached (+24.1%)
 - 23,712 likes/reactions (+15.4%)
 - 36,933 video views (+98.9%)
 - 1,756 comments (+13.4%)
 - 1,231 total posts (+30.9%) (Year 4)
 - Followers: Instagram 5,912 (+22.9%) Facebook 19,041 (+8.7%)
 - Facebook post clicks: 18,409 (+130%) (Year 4)
- ⌚ Website clicks to granderie.ca: cumulative update pending Google Analytics confirmation (platform click data exclude Instagram) (Year 4)



Status Legend: ✓ Complete ⌚ Ongoing

Facility Services

Goal: Establish physical and environmental standards across the system to increase the overall sense of belonging for all staff and students.

Year 1 (2021-22)

Strategies in Action

- Establish a multi-stakeholder working group to develop re-design standards
- Create standards for entrances, classrooms, gyms, lighting, flooring, and colours

Year 2 (2022-23)

Strategies in Action

- Review previous projects to inform standardization
- Develop environmental sustainability framework

Year 3 (2023-24)

Strategies in Action

- Develop baseline Customer Service KPI data for maintenance work orders
- Complete modernization renovations at selected schools

Year 4 (2024-25)

Strategies in Action

- Open new joint-use elementary school in Caledonia
- Promote ECOSchools certification



Facility Services

Cumulative Evidence of Impact (2021–25)

Modernization and Pride of Place Projects

- ✓ Created Classroom Modernization Committee and engaged stakeholders to set design priorities (Year 1)
- ✓ 60 major projects and 104 Pride of Place projects completed across the district (Year 1)
- ✓ Delivered upgrades and renovations at Princess Elizabeth Public School and Seneca Elementary School (Year 1)
- ✓ Completed 43 Learning Commons projects in Year 1, with 29 remaining (Year 1)
- ✓ \$1.4M in Pride of Place funding supported 146 projects, including painting, bathroom and gym upgrades (Year 2)
- ✓ 110 Pride of Place projects and 50 major renovations completed, improving learning environments and supporting belonging (Year 2)
- ✓ \$1.7 million was invested in 82 projects across 27 sites (bathrooms, paint, ceiling tiles, lighting, flooring, gym rejuvenations, stage refinishing, classroom learning spaces) (Year 4)

New Construction and School Openings

- ✓ Grand River Public School opened successfully on the first day of school, welcoming 400+ students (Year 4)

Community and Media Engagement

- ✓ Defined KPIs for maintenance requests (Year 3)
- ✓ Reduced average work order response time from 7 days to 3 days between September and February (Year 3)
- ✓ Work order closure rate improved by 25% (Year 3)
- ✓ Average work order completion duration improved from 19.6 days (Year 3) to 16.5 days (Year 4) with a higher closure rate

Environmental Sustainability and ECOSchools

- ✓ Enhanced environmental sustainability through district-wide programs (Years 1 to 4)
- 🔄 Waste bin deployment at central sites initiated to improve recycling practices (Year 3)
- 🔄 Eco-Schools: 16 schools participated; 15 certifications achieved (1 Bronze, 2 Silver, 11 Gold, 1 Platinum). Target was 20
- ✓ 150 students from 14 schools attended the ECO Symposium at Campfire Circle Rainbow Lake (Year 4)
- ✓ Regular district communications shared environmental programs and opportunities via What's Trending and Educator News (Year 4)
- ✓ School highlights: Walpole North Elementary School (Kindergarten raised-bed planting), King George Elementary School (Earth Day fair and community clean-up), BCI (student-built song-sparrow bird house installed on school grounds) (Year 4)



Status Legend: ✓ Complete 🔄 Ongoing

Human Resources

Goal: Revise and improve employment and promotion policies, procedures and practices resulting in a workforce that reflects, understands and responds to our diverse population.

Year 1 (2021-22)

Strategies in Action

- Review and enhance recruitment practices to reflect lived experience and support hiring from Indigenous and diverse communities
- Provide professional learning on fair, equitable, and inclusive hiring practices

Year 2 (2022-23)

Strategies in Action

- Continue equity-focused recruitment practices
- Implement demographic questionnaire
- Launch HR Workflow /Optimization Priorities

Year 3 (2023-24)

Strategies in Action

- Provide resources to support equitable and efficient recruitment
- Deliver continued professional learning on fair hiring practices

Year 4 (2024-25)

Strategies in Action

- Continue providing recruitment tools and DEI learning for hiring teams
- Implement enhancements to orientation, attendance, and performance processes



Human Resources

Cumulative Evidence of Impact (2021–25)

Inclusive Hiring Practices and Recruitment Reform

- ✓ Completed HR Workflow Optimization Review with DEI focus and action recommendations (Year 1)
- ✓ Delivered bias-free interviewing training for all administrators (Years 1 to 2)
- ✓ Introduced demographic questionnaire and began implementation across hiring workflows (Year 2)
- ✓ Updated recruitment branding and processes to promote equitable hiring and attract diverse candidates (Year 1)
- ✓ Reduced teacher recruitment barriers by adopting ApplyToEducation and removing applicant fees (Year 2)
- ✓ Developed inclusive hiring tools and updated job screening criteria for administrators (Year 2 to 3)

Professional Learning and Capacity Building

- ✓ Provided professional learning to system leaders on bias-free hiring, DEI, and accommodation practices (Years 1 to 3)
- ✓ Developed online Professional Learning Environment with tools for inclusive recruitment, accommodations, and appraisals (Year 3)
- ✓ Implemented new P-VP sick leave adjudication process (Year 4)
- ✓ Delivered professional learning on performance management, employee conduct, investigations, dispute resolution and workplace violence prevention (Year 4)
- ✓ Reviewed and updated Attendance Support Program to enhance consistency and support for staff well-being including a Horizontal Audit for PPM 171 alignment (Year 4)
- ✓ Expanded Disability Management team with the addition of a new officer (Year 4)

Staffing Outcomes and Hiring Results

- ✓ Staff hired: 616 (Year 1); 832 (Year 2); 950 (Year 3); 753 (Year 4)
- ✓ Lowest unfilled rates for Designated Early Childhood Educators (DECEs), Educational Assistants (EAs), and Secondary Teachers in six to seven years, sustaining Year 3 gains
- ✓ Practicum placements leveraged for future recruitment (Year 1)

Diversity and Representation Metrics

- ✓ Workforce Census in Year 3 showed increases in staff representation:
 - 25% increase in Indigenous staff
 - 35% increase in racialized staff
 - 25% increase in represented ethnicities
 - 73% increase in non-Christian religious representation



Status Legend: ✓ Complete ↻ Ongoing

Information Technology

Goal: Embed technology opportunities for staff and students through professional learning and enhanced technology tools.

Year 1 (2021-22)

Strategies in Action

- Provide technology modernization tools to optimize admin functions and learning
- Deliver professional learning and implement instructional strategies using technology

Year 2 (2022-23)

Strategies in Action

- Provide tools like Compass, online registration, and cybersecurity resources
- Support educators with embedded Professional Development and learning tools

Year 3 (2023-24)

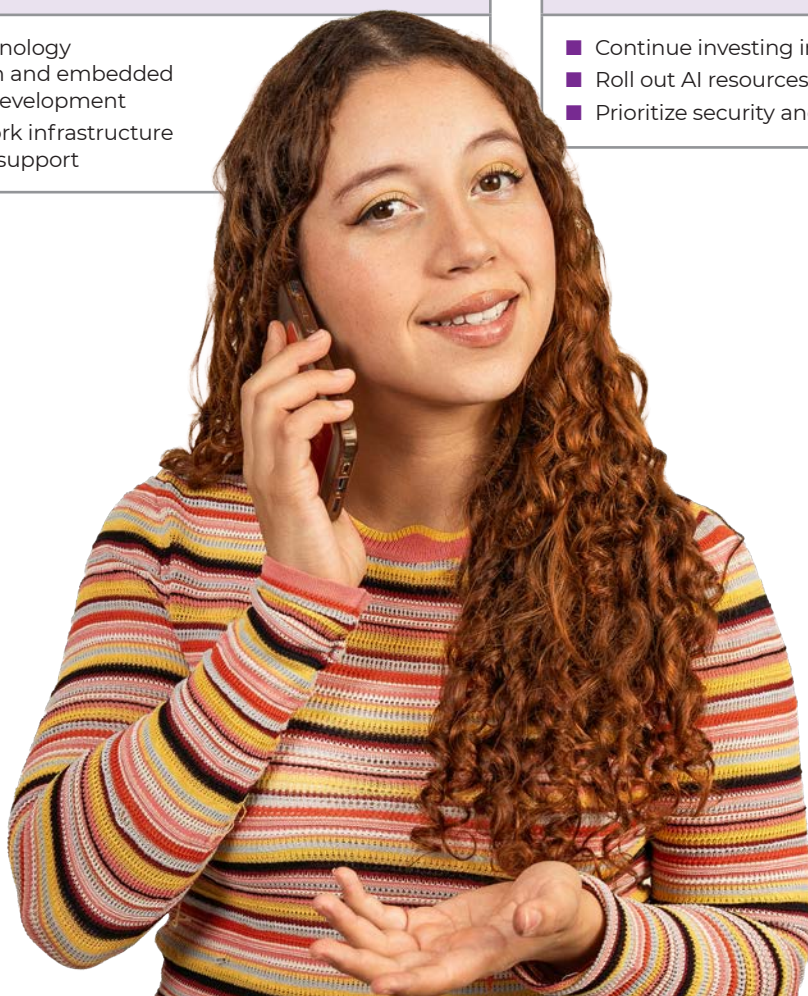
Strategies in Action

- Continue technology modernization and embedded Professional Development
- Expand network infrastructure and educator support

Year 4 (2024-25)

Strategies in Action

- Continue investing in school tech
- Roll out AI resources and guidelines
- Prioritize security and staff training



Information Technology

Cumulative Evidence of Impact (2021–25)

Technology Infrastructure and Tools

- ✓ Deployed 2,800 new laptops to educators as part of a 3-year refresh cycle (Year 1)
- ✓ Completed implementation of Safe Arrival and Online Field Trip apps (Year 1)
- ✓ All elementary and secondary schools accessed Compass for Success (Year 3)
- ✓ Cloud-based firewall fully implemented across all schools (Year 3)
- ✓ 90% of elementary school access points replaced, improving network speed and reliability across schools (Year 3)
- ✓ 283 new laptops deployed to secondary schools through one-time device infusion to support student learning (Year 3)
- ✓ Completed main Board website and secondary school websites; 80% of elementary school websites complete; Staff Portal under development (Year 4)
- ✓ Microsoft CoPilot licenses piloted by staff across a variety of roles to evaluate efficiency and instructional support tools (Year 4)
- 🔄 Continued investment in Artificial Intelligence (AI) tools and upgraded classroom technologies (Years 4 to 5)

System Modernization and Data Access

- ✓ Fully implemented online elementary registration and verification system; 1,612 registrations completed (Year 2)
- ✓ Launched Compass for Success with full PowerSchool integration and ongoing staff training (Year 1)
- ✓ 39% increase in Tech & Innovation PLE registrants and 41% increase in Digital Coding Binder registrants (Year 2)
- 🔄 Ongoing integration of new enterprise systems to enhance data access, reporting, and financial workflow alignment (Years 4 to 5)

Educator and Student Learning Supports

- ✓ 361 educators accessed new coding resources (Year 1)
- ✓ 196 educators engaged in coding in the math classroom (Year 1)
- ✓ Full-day professional learning delivered to Tech and Innovation educators; usage of 3D printers and coding kits increased (Year 2)
- ✓ Increased educator content knowledge and application in algebra through professional learning in coding and technology integration (Year 3)
- ✓ 35 secondary educators participated in full-day STEM learning sessions in MTH1W, SNC1W, TIJ10, and library programming (Year 3)
- ✓ Developed and published AI Guidelines for employees and the public, shared system-wide (Year 4)
- ✓ Developed an AI Micro Credential in collaboration with Conestoga College to support staff capacity in artificial intelligence literacy (Year 4)

Professional Learning and Capacity Building

- ✓ Rolled out cybersecurity training tools and phishing simulations for staff (Year 1)
- ✓ Reduced phishing scam click-through rate from 18% to 5% through education campaigns (Year 2)
- ✓ Reduced email spam by 54% with upgraded gateway protections (Year 2)
- ✓ 100% of schools completed Multi-factor Authentication (MFA) installation and staff training (Years 3 to 4)
- ✓ ITS Cybersecurity Supervisor hired to oversee ongoing security initiatives and awareness campaigns (Year 4)
- ✓ Completed 4th Phishing Campaign with a further 2% reduction in user click attempts (Year 4)
- ✓ Multi-factor Authentication maintained and fully rolled out to all staff (Year 4)
- 🔄 Ongoing MFA training and AI micro-credential development for staff (Year 5)



Status Legend: ✓ Complete 🔄 Ongoing

Leadership

Goal: Identify future leaders, actively develop new leaders and responsively support current leaders.

Year 1 (2021-22)

Strategies in Action

- Differentiated, job-embedded coaching supports and system professional development for Grand Erie staff throughout the organization

Year 2 (2022-23)

Strategies in Action

- Implement differentiated, job-embedded coaching supports and system professional development for new and aspiring leaders in Grand Erie
- Implement differentiated, job-embedded coaching supports and system professional development for current Grand Erie leaders

Year 3 (2023-24)

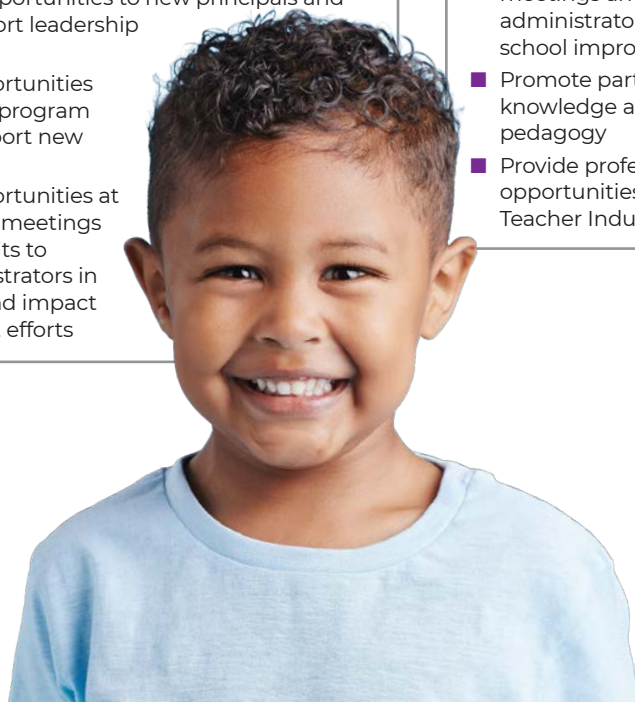
Strategies in Action

- Promote participation in Additional Qualification (AQ) courses to increase educator knowledge and confidence in content and instructional pedagogy.
- Provide professional development and mentorship opportunities to all new teachers through the New Teacher Induction Program (NTIP)
- Provide professional development opportunities covering a wide range of knowledge and skills to enable new and current leaders to manage responsibilities and be effective within their roles
- Provide mentorship opportunities to new principals and vice-principals to support leadership development
- Facilitate learning opportunities through #LeadGEDSB program to encourage and support new and aspiring leaders
- Facilitate learning opportunities at monthly administrator meetings and through school visits to support school administrators in the implementation and impact of school improvement efforts

Year 4 (2024-25)

Strategies in Action

- Provide professional development opportunities covering a wide range of knowledge and skills to support leadership development for new administrators
- Facilitate learning opportunities through #LeadGEDSB to encourage and support new and aspiring leaders in Grand Erie
- Facilitate learning opportunities at monthly administrator meetings and through school visits to support school administrators in the implementation and impact of school improvement efforts
- Promote participation in AQ courses to increase educator knowledge and confidence in content and instructional pedagogy
- Provide professional development and mentorship opportunities to all new teachers through the New Teacher Induction Program (NTIP)



Leadership

Cumulative Evidence of Impact (2021–25)

Leadership Development and Succession Planning

- ✓ Launched #LeadGEDSB with 21 participants expanded with participation in Parts 1, 2, and 3 (Years 1 to 3)
- ✓ 26 employees graduated from #LeadGEDSB (Year 3); participation in Year 4 was 82; cumulative to date 152 participants
- ✓ Delivered 18 leadership learning sessions through inaugural Summer Institute (Year 1)
- ✓ 145 staff attended Summer Institute sessions (Year 2)

Mentorship and Support for New Administrators

- ✓ Supported 29 new administrators through a formal mentorship program (Year 1)
- ✓ 21 new administrators mentored in Year 2; 24 new administrators partnered with mentors (Years 2 to 3)
- ✓ 100% of new principals and vice-principals participated in mentorship (Year 3)
- ✓ 28 principals and vice-principals in their first year participated in the administrator mentorship program (Year 4)

Additional Qualification Participation and Instructional Development

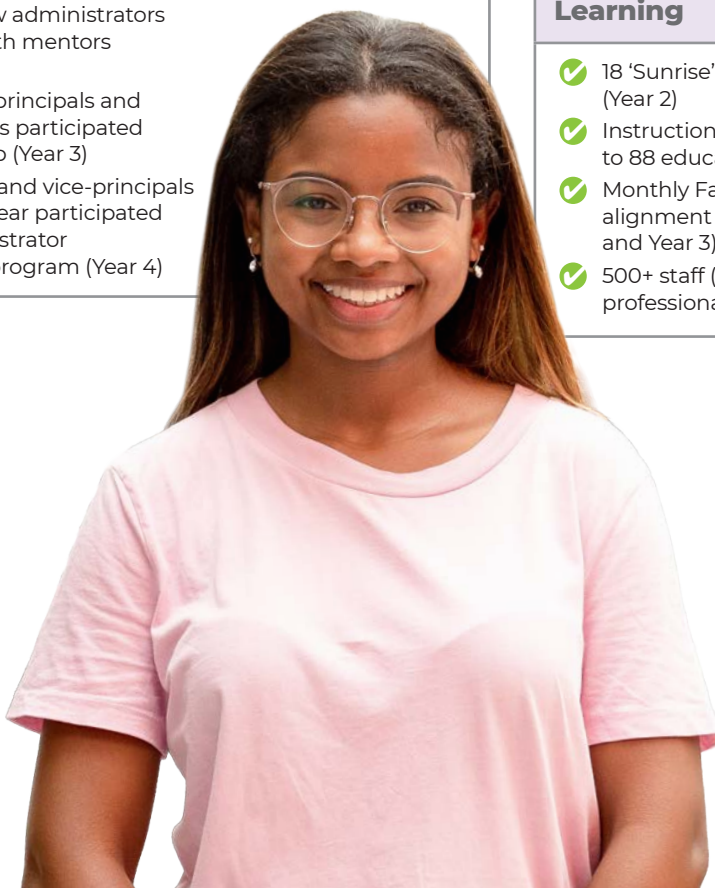
- ✓ 319 educators completed AQ courses (Year 2)
- ✓ AQ participation grew from 414 completions in Year 3 to 502 in Year 4, exceeding the target of 450
- ✓ AQ course offerings included Math, Reading, Special Education, FNMI, French, Kindergarten (Years 2 to 3)

NTIP and Support for New Teachers

- ✓ 152 new teachers supported through NTIP (Year 2)
- ✓ 118 new teachers engaged in NTIP (Year 3)
- ✓ 132 participated (Year 4)

System-wide Leadership and Professional Learning

- ✓ 18 'Sunrise' leadership sessions delivered to administrators (Year 2)
- ✓ Instructional Coaching Institute provided programming to 88 educators and support staff (Year 2)
- ✓ Monthly Family of Schools meetings focused on alignment to MYSP and leadership development (Year 1 and Year 3)
- ✓ 500+ staff (clerical, IT, facilities, EAs) participated in professional learning opportunities (Year 2)



Status Legend: ✓ Complete ↻ Ongoing



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