

# DIRECTOR'S WORK PLAN

2023-2024



## MISSION, VISION AND VALUES

Our mission, “we prepare all students for a successful life” is guided by a three-year Strategic Plan known as CREW, which sets out various projects to help the board improve the education and wellness of staff and students; this is year two of the plan. These projects fall under four general areas: Collaboration, Resources, Educational Programs and Wellness. We use the Strategic Plan to set achievable goals and to track our progress.

## CRITICAL SUCCESS FACTORS

### Collaboration: Engaged local and learning communities

Real-World Learning, Student Culture, Staff Culture

### Resources: Careful management of resources

Real-World Learning, Student Culture, Staff Culture, Graduation Rate / Student Success

### Educational Programs: Relevant and innovative programs

Graduation Rate / Student Success, Real-World Learning

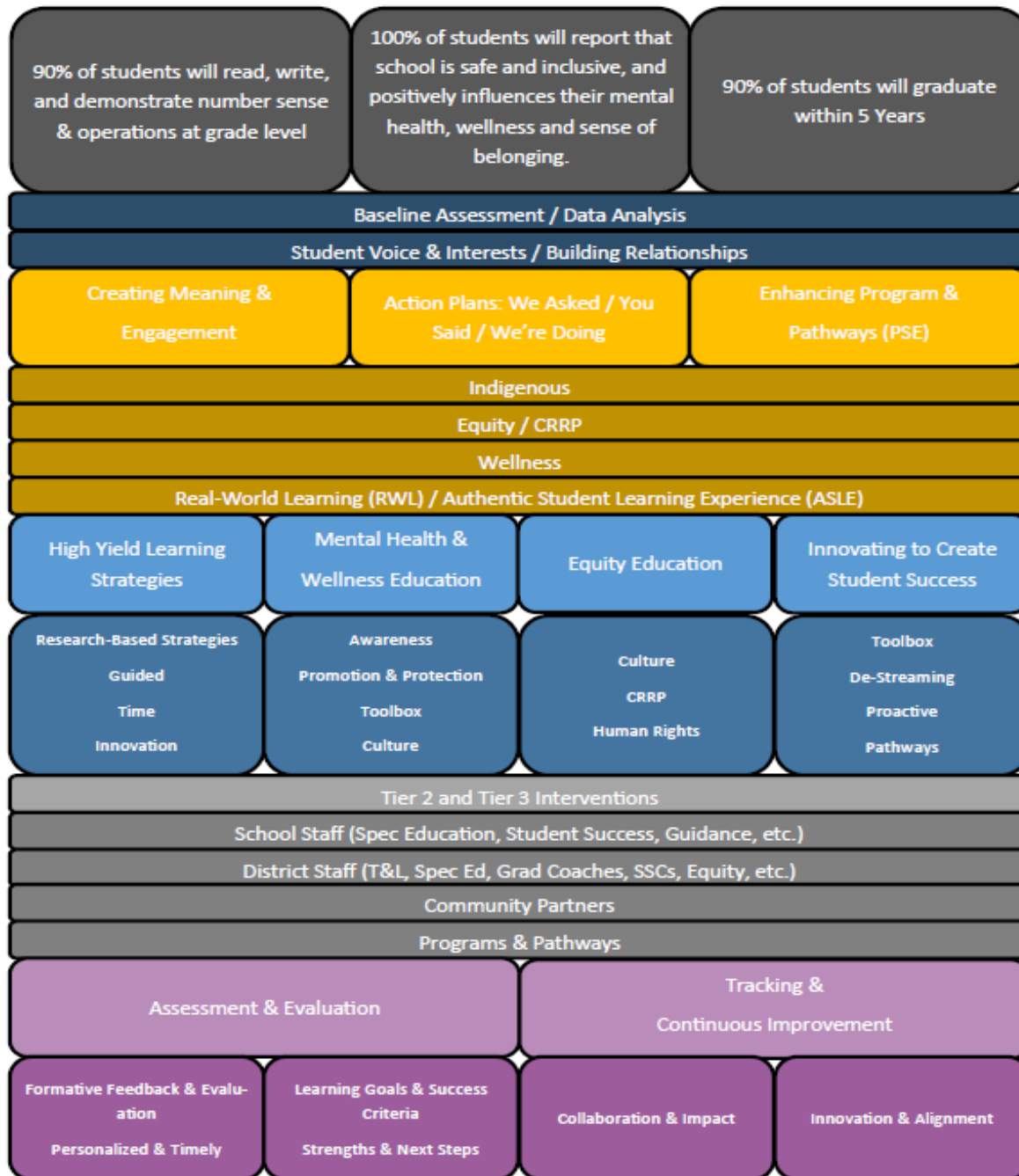
### Wellness: Caring and supportive environments

Student Culture, Staff Culture

## PLAN GOALS FOR 2023-2024

- Improve student success to attain and maintain, a 90% grad rate.
- Enhance student mental and physical health and sense of belonging.
- Engage students, staff, and community partners in real-world learning and enhanced pathways.
- Ensure that staff feel supported by the district in their work and have the resources they need to be successful.
- Ensure that students know how to read.

## UCDSB Board Improvement and Equity Plan



V. 4.0 Mar 2023

### GRADUATION RATE/STUDENT SUCCESS:

Improve student success to attain, and maintain, a 90% graduation rate.

### STUDENT CULTURE:

Enhance student mental and physical health, and sense of belonging.

### REAL-WORLD LEARNING:

Engage students, staff, and community partners to engage in real-world learning and enhanced pathways.

### STAFF CULTURE:

Ensure that staff feel supported by the district in their work and have the resources they need to be successful.

### READING:

Ensure that students know how to read.

## Graduation Rate / Student Success

Champion: Eric Hardie, Executive Superintendent; All Academic Superintendents

**Improve student success to attain, and maintain, a 90% grad rate.**

### Initiatives:

- Support the roll out of SST Lift in all secondary schools.
- Continue the analysis of school data to further refine early interventions and proactive strategies to enhance credit attainment.
- Focus on interventions and programming to ensure that year 5 students graduate through early identification and active engagement.
- Provide PD to all school Student Success Teams on the Student Success Toolbox.
- Expand and modernize course offerings and delivery for adult students at TR Leger.
- Enhance course offerings to Indigenous students in the board in order to support graduation and post-secondary pathways.

## Measurement / Success Factors:

- Credit attainment.
- Graduation rate.
- Tracking of student success data for year 5 students.
- Participation rates.

# Student Culture

Champions: Jennifer Perry, Superintendent of Schools; Marsha McNair, Superintendent of Schools; Bill Loshaw, Superintendent of Schools

## Enhance student mental and physical health, and sense of belonging.

### Initiatives:

- Develop and implement a twice-annual school climate survey that will be used to support data driven, student-assisted Equity and Mental Health & Wellness plans in all schools, connected to their School Improvement & Equity Plan (SIEP).
- Use the district-wide timetable to provide workshops to enhance Mental Health and Wellness for students across the district.
- Support the continued expansion of the use of School Mental Health Ontario resources in elementary and secondary classrooms.
- Enhance peer-to-peer support of mental health through the expanded delivery of SafeTalk in secondary schools.
- Expand the representation of the experiences of a wider range of students in class discussions, experiences, learning materials and activities.
- Ensure prospective UCDSB students get off to a good start by offering pre-school programming and engagement in Science of Reading and school readiness, as well as providing UCDSB spirit wear to enhance prospective student connections to the board.
- Enhance the integration and wellness of International Students through the pilot of ambassador programs in secondary schools, enhance cultural competency for all UCDSB students, while increasing the numbers of international students across the district.

## Measurement / Success Factors:

- Student data collected in the areas of equity and wellness.
- Tracking progress in follow-up assessments (pulse surveys, school culture surveys, etc.).
- Analyze school-based pilots to determine effectiveness.

# Real-World Learning (RWL)

Champions: Eric Hardie, Executive Superintendent; Jeremy Hobbs, Executive Superintendent; Susan Rutters, Superintendent of Schools

**Engage students, staff, and community partners in Real-World Learning and enhanced pathways.**

Initiatives:

- Provide system leadership, school leadership, teacher and student professional development on a process for creating Real-World Learning.
- Launch *UCDSB Grows*, an initiative which will focus schools on growing food and addressing food insecurity both in schools and in our local communities, by partnering with and supporting local food banks, expanding school growing opportunities, integrating SHSM learning, and through the use of agricultural technology and other partnerships.
- Implement a grade 7-12 continuum for Technology and Trades throughout the district.
- Create new partnerships with the community, including Habitat for Humanity, local businesses, and delivery agents to enhance apprenticeship pathways, create Real-World Learning opportunities, and further expand SHSM and Dual Credit learning through a *Trading Up* program.
- Expand UCDSB participation in skills competitions.
- Pilot Enhanced Core French learning through use of Real-World Learning.

## Measurement / Success Factors:

- Number of staff receiving PD.
- Number of in-house certificates in Real-World Learning (RWL) granted.
- Number of schools, classes and students involved in RWL projects.
- Track the number of community partnerships that emerge through RWL.
- Keep track of, and report back on, soft and hard technology purchases.

## Staff Culture

Champions: Jeremy Hobbs, Executive Superintendent; Chad Brownlee, Superintendent of Schools; Bill Loshaw, Superintendent of Schools

**Ensure that staff feel supported by the district in their work and have the resources they need to be successful.**

### Initiatives:

- Continue to enhance practices to ensure accurate, timely, and effective responses by district staff to the needs in the system.
- Expand opportunities for staff to become engaged in the leadership of the district through a distributed leadership model.
- Support succession planning through PD opportunities for staff.
- Gather feedback from staff through 'pulse' surveys.
- Roll out, and encourage the use of, *Elevate*, a new social recognition process for staff to identify and celebrate the good work of colleagues.
- Develop a technology strategy to distribute documents like report cards electronically in order to reduce staff workload, the board's environmental footprint, and to increase ease of access for parents and guardians.

## Measurement / Success Factors:

- Survey results and on-going feedback collection and analysis.
- Review of data from 'pulse' surveys.
- Uptake on staff use of *Elevate*.
- Completed requirements and design phases of the electronic report card / document repository.

# Reading

Champions: Eric Hardie, Executive Superintendent; Jen Perry, Superintendent

## Ensure that students know how to read.

### Initiatives:

- Continue to provide PD to staff on the Science of Reading.
- Purchase additional Science of Reading resources.
- Collect and analyze data to track progress and evaluate effective strategies.
- Use info sessions to share emerging practices.
- Continued the enhanced collaboration between schools and district to best meet the needs of students.
- Review current tier 3 reading resources (including *Empower* and *Corrective Reading*), develop a plan to ensure access in all schools, and support professional development and resources to this end.

## Measurement / Success Factors:

- Data showing how many students are reading at grade level.
- Tracking the number of teachers and support staff receiving PD on the Science of Reading.