



Board Improvement Plan for Student Achievement and Wellbeing (BIPSAW) 2023/2024

Learning priority	Indicators of the difference being made in student achievement and wellbeing	Actions to make a difference in student achievement and wellbeing
<p>Achievement in Literacy and Mathematics</p>	<ul style="list-style-type: none"> Increased percentage of Indigenous and underserved students in grade 1 reading at age-appropriate levels Increased percentage of Indigenous and underserved students achieving the provincial standard in Grade 3, 6, and 9 EQAO assessments Increased OSSLT success rates for underserved, fully participating, first-time eligible students Increased confidence expressed by Indigenous and underserved students in grades 3, 6, 9, and 10 in reading, writing, and mathematics 	<p>Prioritizing Indigenous and underserved students, we will:</p> <ul style="list-style-type: none"> Build educator capacity with screeners and evidenced-based diagnostic tools to inform instruction and assessments Increase the use of targeted early reading intervention in kindergarten to grade 2 Build awareness and capacity in using high impact instructional practices in English/Language and Mathematics Build awareness and capacity in using digital Ministry and District resources at school and at home in English/Languages and Mathematics
<p>Pathways and Preparedness for Future Success</p>	<ul style="list-style-type: none"> Increased percentage of Indigenous and underserved students earning 8 credits by the end of Grade 9 Increased participation of Indigenous and underserved students participating in pathways-focused experiential learning (e.g., SHSM, Dual Credit, OYAP, etc.) Increased percentage of Indigenous and underserved students graduating within five years of starting Grade 9 Percentage of Indigenous and underserved students enrolled in at least one Grade 12 math or Grade 11 or 12 Science course Percentage of students who believe their learning has prepared them for the next step in their learning journey 	<p>Prioritizing Indigenous and underserved students, we will:</p> <ul style="list-style-type: none"> Build educator capacity in understanding and applying authentic student voice and agency in learning experiences Build capacity in co-constructing learning plans and experiences that intentionally build connections with and between lived experiences, learning, and pathway goals Co-facilitate educator, parent, and student awareness and participation in experiential learning options representing diversified learning experiences Build capacity with strategies supporting transitions from grade 8-9 that prioritize the connection between courses and pathway goals
<p>Student Engagement and Wellbeing</p>	<ul style="list-style-type: none"> Increased percentage of Indigenous and underserved students in Grades 1-8 with a 90% attendance rate Decreased number of students in Grades 4-12 who were suspended Increased sense of belonging and inclusion in learning for Indigenous and underserved students Grade 6, 9, and 10 student awareness of mental health supports and services 	<ul style="list-style-type: none"> Implement the Ministry grade 7 and 8 Mental Health Curriculum Build educator capacity to identify and implement the resources and strategies that create mentally healthy, culturally responsive, and identity-affirming classroom environments Support the implementation of restorative practices, including using circles, to strengthen belonging and community in schools and classrooms Educate students, staff, and parents/caregivers on available mental health supports and services Collaborate with community partners to strengthen a coherent system of care for child and youth mental health, especially for underserved students