

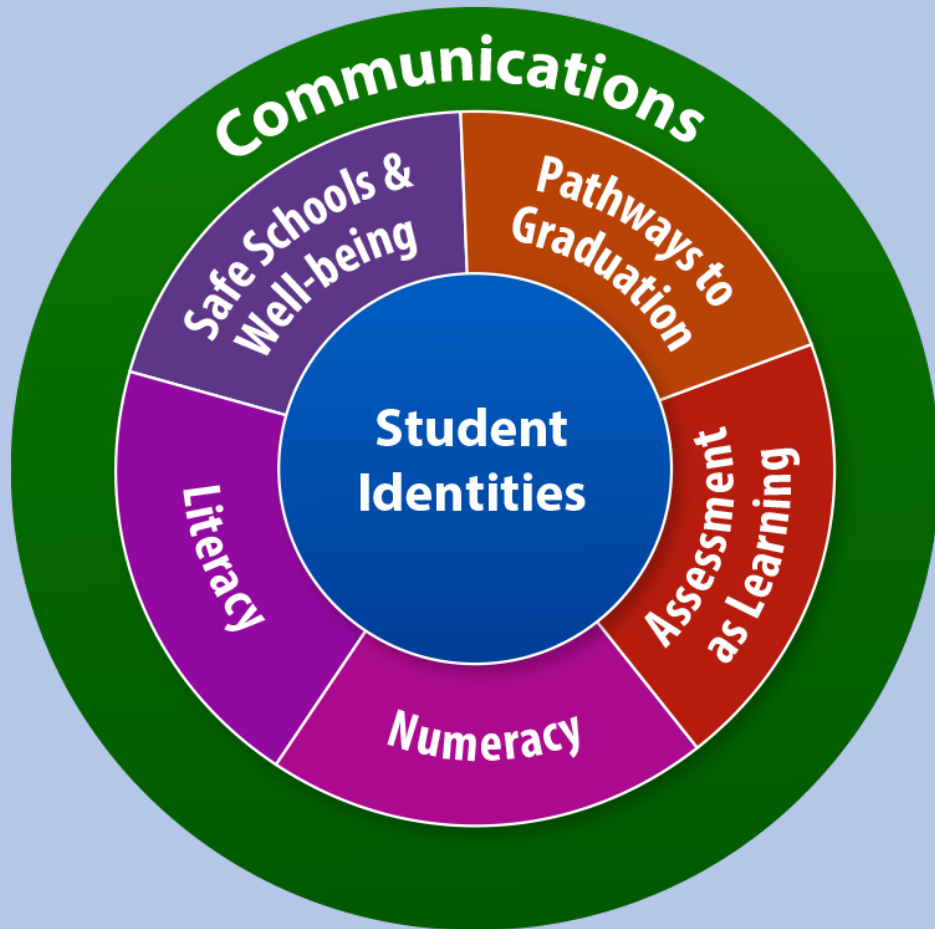
A large, stylized illustration in the center of the page. It features a large, glowing yellow lightbulb with a white filament. Surrounding the lightbulb are several purple circular icons: a gear, a microchip, an atomic symbol, and a circle containing the mathematical symbols +, -, x, and /. Below the lightbulb is a purple flask containing a dark liquid, and to its right is a blue calculator. The background of the illustration is a white circle with a blue gradient on the right side.

Operational Plan

2023 - 2024

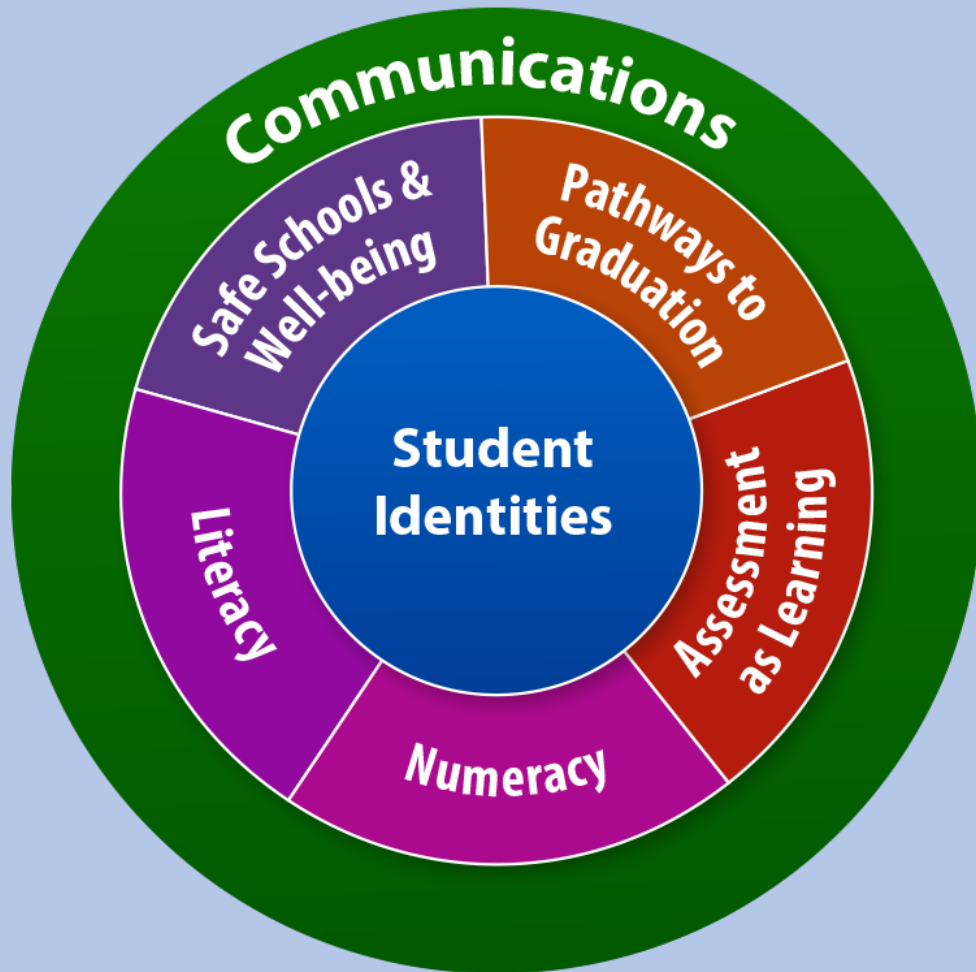
Thames Valley District School Board

Operational Plan Overview (Goals 1 to 4)



- ▶ **Goal 1:** Student identities and abilities are affirmed
- ▶ **Goal 2:** Students, staff, and families will experience a greater sense of connection, safety and well-being in their school
- ▶ **Goal 3:** Reading skills of early years and primary students will be improved
- ▶ **Goal 4:** Numeracy skills of junior students (Grades 4-6) will be improved

Operational Plan Overview (Goals 5 to 7)



- ▶ **Goal 5:** Educators will implement feedback strategies to improve student learning
- ▶ **Goal 6:** Identify and support individual pathway plans with each student so that they are on track to graduate
- ▶ **Goal 7:** Engage and communicate with staff, students and the community to build relationships and inform our work at Thames Valley

Glossary of Terms

Culturally Relevant and Response Pedagogy (CRRP)

An approach to teaching that intentionally nurtures the uniqueness of each student in background, language, family structure, and social and cultural identity, integrating the student's background and identity into curriculum and teaching to create effective conditions for learning.

CRRP has an institutional dimension, in the values demonstrated by administration and leadership in policy and procedure; a personal dimension, in the mindset of educators who are both self-aware and deeply knowledgeable of their students; and an instructional dimension, in the practices adopted by educators in a culturally responsive classroom.

Culturally Safe Learning Environments

A culturally safe learning environment is one in which students feel comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive.

Culture

The customs, beliefs, behaviours and/or achievements of a particular time and/or people; beyond ethnicity, race and/or faith, encompassing broad notions of similarity and difference reflected in multiple social identities.

De-streamed

Curriculum content that is not differentiated as between two "types" of courses (academic and applied), but instead is suitable for all students at a particular grade level, regardless of their wishes or intentions for post-secondary education and training.

Disaggregated data

Disaggregated data is broken down into component parts or smaller units of data for statistical analysis. In the context of race-based data, this means breaking down the composite (aggregate) "racialized" category into its component parts such as Black, South Asian, East/Southeast Asian, Latino, Middle Eastern, White, etc.

Discrimination

Unfair treatment through either imposing a burden on a particular person or group, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex or other personal characteristics.

Equity

A condition or state of fair, inclusive and respectful treatment of all people. A distinct process of recognizing differences within groups of individuals and using this understanding to achieve substantive equality in all aspects of a person's life.

Glossary of Terms

Human Rights

The fundamental, universal rights that all citizens of the world have agreed we are all entitled to. Human rights are intrinsic, meaning we are born with them, and they are the same for every person. They are captured by the 30 articles of the Universal Declaration of Human Rights (1948), which define in all aspects a life of equality, dignity, and respect, and a life free from discrimination. Countries have human rights laws to make sure that people and governments are held accountable if rights are not respected. In Canada, human rights are protected by provincial, territorial, federal, and international laws.

Leveled Literacy Intervention (LLI)

A powerful, short-term literacy intervention that provides frequent, intensive, small-group instruction, which supplements classroom literacy teaching.

Marginalized

Describing groups that become permanently confined to the fringes of society through a long-

term, structural process of systemic discrimination (“marginalization”) that creates a class of disadvantaged minorities. The marginalized status of groups is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful participation in society.

Minoritized

Used in place of the noun “minority” to highlight the social oppression that minoritizes individuals. Minoritized groups are those defined as minorities by the dominant group that is numerically larger. The label of “minority” suggests that a group is subordinate to the larger, dominant group. The term minoritized extends beyond race to include, for example, other identities and experiences of non-majority populations such as and not limited to: 2SLGBT2Q+, newcomers to Canada, people affected by poverty, etc.

Oppression/Anti-oppression

The use of power to disempower, marginalize, silence or otherwise subordinate one social group

or category often further empowering and/or privileging the oppressor. / An active and consistent process of change to equalize power imbalances through the elimination of individual, institutional and systemic oppression and injustice.

Ontario Human Rights Code

A provincial law that gives everybody equal rights and opportunities without discrimination.

Pathways

Describes the three types programs available to secondary students in the Ontario curriculum: academic, applied and locally developed. Pathways are intended to connect students with particular post-secondary education options – academic programs prepare students for entry into university; applied programs prepare students for college or apprenticeship; locally developed programs support students with entry into the workforce.

Glossary of Terms

Restorative Practices

A set of strategies rooted in restorative justice that emphasize repairing the harm done to people and relationships through negative behavior or conduct, rather than punishment of the perpetrator(s). Use of restorative practices in classrooms and schools supports social-emotional learning by all parties, student mental health, belonging and inclusion and therefore helps to build supportive learning environments for all students.

Safe and Inclusive Schools Plan (SISP)

A plan created by each elementary and secondary school, replacing the former Safe and Accepting Schools Plan and the Bullying Prevention and Intervention Plan, the goal of which is to create and maintain a positive school climate. A positive school climate is understood as one in which principles of equity and inclusive education are embedded in the learning environment. A SISP Team in each school identifies local priorities and goals and is

responsible for creating and implementing a plan to meet those goals – as well as for monitoring progress throughout the year.

School Improvement and Equity Plans (SIEPs)

A roadmap that sets out the changes a school needs to make to improve levels of student achievement, identifying goals, strategies, timelines and methods of measurement. A school's SIP is developed by its principal, teachers, school council, families/caregivers and community members and identifies the roles and responsibilities of each.

Systemic Racism

The existence of institutions or systems that create or maintain racial inequity, often as a result of hidden institutional biases in policies, practices and procedures that privilege some groups and disadvantage others.

Trauma-Sensitive Practice/Approach

Sometimes referred to as Trauma-Informed Practice, an approach to creating welcoming, caring, respectful and safe schools that acknowledges the impact of prolonged stress created by neglect, abuse, and other forms of trauma, on students' well-being and their availability and capacity for learning. The approach focuses on creating learning environments that are calm, predictable and supportive, including through educator strategies that show empathy and healthy ways to handle emotions and relating to others.

1.

Student Identities **OBJECTIVE:**



Goal: Student identities and abilities are affirmed

- ▶ **Utilize** *Every Student Belongs Survey* and other student identity data to inform anti-racism and anti-oppressive practices in all schools and throughout the district.
- ▶ **Learn** with and from students, staff, caregivers, and community to support equitable and culturally responsive decision-making.
- ▶ **Provide** professional learning to support staff in actioning, modeling, and securing accountability for equitable practices in all school and work environments.
- ▶ **Build** capacity of educators to provide culturally relevant and responsive assessment and instruction.

2.

Safe Schools and Well-being **OBJECTIVE:**



Goal: Students, staff, and families will experience a greater sense of safety and well being in their school communities.

- ▶ **Implement** strategies that help establish safety, connection, and regulation through a focus on developing and sustaining healthy relationships in every school and classroom across the district.
- ▶ **Support** administrators and school staff with implementing culturally responsive, identity affirming, trauma sensitive, and restorative practices when responding to safe schools' incidents with a specific focus on reducing disproportionate outcomes.
- ▶ **Utilize** *School Climate Survey* results and other key information to inform Safe and Inclusive School Plans.

3.

Literacy OBJECTIVE:



Goal: Reading skills of early years and primary students will be improved

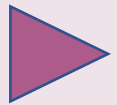
- ▶ **Support** early years and primary educators to determine the phonological awareness and reading skills of students.
- ▶ **Support** educators to provide evidence-based instructional practices.
- ▶ **Ensure** personalized programming includes access to evidence-based reading interventions.

4.

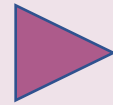
Numeracy OBJECTIVE:



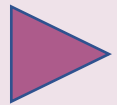
Goal: Numeracy skills of junior students (Grades 4-6) will be improved



Support educators to determine the numeracy skills of students.



Develop and support personalized programming for all students.



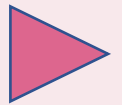
Support educators to provide evidence-based instructional practices in math classrooms.

5.

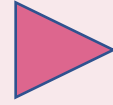
Assessment as Learning **OBJECTIVE:**



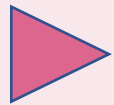
Goal: Educators will implement feedback strategies to improve student learning



Support educators to align curricular expectations with instructional practices that uphold culturally responsive and relevant pedagogy.



Support educators to provide students with multiple and varied opportunities to demonstrate learning, based on feedback.



Support classroom educators to implement ongoing, personalized and timely feedback to improve student learning.

6.

Pathways to Graduation **OBJECTIVE:**



Goal: Identify and support individual pathway plans with each student so that they are on track to graduate

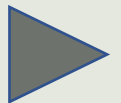
- ▶ **Support** school teams with gathering and utilizing data to inform and monitor individualized pathway plans for students.
- ▶ **Support** school teams to provide evidence-based strategies and programming to promote success for students to achieve their *graduation* goals.
- ▶ **Provide** supports and strategies for students and staff from *grades 7 to 10 specifically* to promote success in de-streamed courses.
- ▶ **Continue** to build strong relationships with community members to provide a range of pathway opportunities *with special emphasis on the skilled trades* for students in high school and post-secondary.

7.

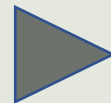
Communications **OBJECTIVE:**



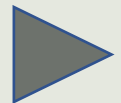
Goal: Engage and communicate with staff, students and the community to build relationships and inform our work at Thames Valley



Develop a Communications Plan which includes processes that ensure information is being shared effectively, consistently and transparently.



Increase intentional outreach to engage staff, students and communities.



Share information using enhanced accessibility and inclusion best practices.

Operational Plan

2023 - 2024

Evidence-based.
Equity-centered.
Connected.

