|  |
| --- |
| **Learning Response Priority** |
| **Actions** |
| 1. **Increase student literacy and numeracy levels.**
 |
| * 1. Identification of crucial literacy and numeracy outcomes in grades 1-9. All schools that offer 2-9 education must have one classroom piloting balanced math.
 |
| * 1. Focus on intensive literacy instruction and pedagogy in all subject area's grades 1-12. Continue to offer cross-curricular professional learning opportunities for effective literacy and numeracy instruction and assessment for all grade levels.
 |
| * 1. Promote and utilize the PEPIT (Provincial Education Plan Implementation Team) resource portal and other NWSD resources that share effective practices regarding literacy and numeracy instruction and cross-curricular planning.
 |
| 1. **Co-create engagement strategies to welcome and include students, parents/****caregivers, and school communities into schools.**
 |
| * 1. Renew a division public awareness campaign (in the fall of 2022) to re-engage students and families at all grade levels. This includes home based, virtual school, delayed registrants, and non-attenders Messaging to be used in local contexts and customizable for school systems that focused on:
* Safety of schools;
* Impact of non-attendance;
* Benefits of in-person learning;
* Encouragement to enroll for fall; and,
* Welcome to PreK and Kindergarten.
 |
| * 1. Support schools and Family Advocate to develop and implement strategies to support students to attend and engage in in-person and online learning.
 |

|  |
| --- |
| **Reading Priority** |
| **Actions** |
| 1. **Data Analysis**
 |
| * 1. Collect and submit grades 1 to 3 reading data to the Ministry of Education in June 2023. Data for additional grades will be collected by the NWSD. Reading data will be used to identify student needs and reading support will be provided through responsive instruction.
 |
| 1. **Provincial Communication**
 |
| * 1. The NWSD will create and communicate realistic expectations. A communication plan will be developed that is data responsive acknowledging the long-term impact of the COVID-19 pandemic on student learning that sets the stage for an extended and collaborative focus on reading.
* Acknowledge professional flexibility at the classroom level to alter academic schedules and teach in a cross-curricular way to emphasize literacy in the primary grades to ensure all students are given the opportunity to be successful. Where possible schools will commit more time in the timetable to literacy.
* Schools will use more cross-curricular instruction to incorporate literacy across all content areas.
* Intense focus on closing the learning gaps caused by Pandemic times by:
	1. Intensive interventions within a robust school RtI (Response to Intervention) model.
	2. Provision of responsive instruction in classrooms with a host of appropriate best practice effective instructional approaches.
* Meeting students where they are at and moving them as far along as possible. Setting realistic timelines and expectations is imperative in this process.
* The Division in conjunction with Principals will monitor curriculum fidelity to ensure the breadth and depth of the entire curriculum is utilized.
* Schools will examine current assessment practices and participate in Professional Development regarding the newest Ministry document regarding assessment.
* Schools will incorporate reading selections that infuse Indigenous content.
 |
| 1. **Reading Support Plans for Grades 1 to 5**
 |
| * 1. Schools will Implement reading support plans, as needed, for students below grade level for individual grades 1 to 5 that identify those students by name, strength, and need related to literacy based on the following process:
* review reading proficiency of all grades 1 to 5 students;
* provide targeted support and intervention for students below grade level; and,
* implement research-based, high yield instructional strategies focused on improving early literacy skills, reading levels, and taking students from where they are and moving them as far along as possible in reading.
* Schools will utilize Responsive instruction where every student (K-5) confidently and competently learns foundational literacy skills through explicit systematic instruction including teacher modeling, guided practice, and independent student practice.
 |
| * 1. Offer teaching and learning opportunities for grades 1 to 5 teachers and families with a focus on research-based literacy approaches and supports:
* Re-engage with resources to support teachers in developing literacy instruction and assessment skills (SaskReads, Supporting All Learners, etc.).
* Re-engaging with families to support students in literacy development.
 |
| 1. **Oral Language and Early Literacy Strategies for Reading Development**
 |
| * 1. Support oral language and oral comprehension development as the foundation of reading skills for students:
* Focus integrated oral language and early literacy instructional strategies in Prekindergarten and Kindergarten; and,
* Implement high impact, research-based instructional strategies that develop oral language skills for students in grades 1 to 5, mindful of the specific academic experiences of students in programs such as French Immersion and English as an Additional Language during the pandemic.
* The Division will purchase Heggerty resources for PreK and Kindergarten teachers and provide professional development.
 |

|  |
| --- |
| **Mental Health and Wellbeing Priority** |
| **Actions** |
| 1. **Increase communication about mental health and wellbeing supports, programming and services.**
 |
| * 1. Increase communication at various levels and complete the following:
* Add to our inventory of supports, programming, and services (including culturally appropriate) available regionally and provincially already available to schools, staff students, and families; and,
* bring awareness about those supports, programming and services that are readily available through various means (i.e., mini-symposium, meeting presentations, newsletter, social media, etc.).
 |
| 1. **NWSD will develop/refine a plan to address the added pressures on** **MHWB (Mental Health and Well Being)** **because of the pandemic.**
 |
| 2.1. Utilize Ministry template to create/refine our own local action plans for MHWB of staff and students, including, but not limited to:* Sent a team of 10 to the 2021-22 MHWB Symposium to identify essential elements of the MHWB action plans
* Refine 2022-23 MWHB plan based on best practices
* Utilize the quality indicators (i.e., a self-reflection rubric), developed by the Ministry, for school systems to examine plans and identify gaps for use in the long-term plan;
	+ Assess OurSCHOOL, SAYCW, etc.;
	+ Student Voice forums
	+ Collaborate with community (Indigenous and critical friends); and,
	+ Identify best practices.
 |
| 2.2. Post NWSD MHWB plan on our website for sharing.* Promote our website and our MHWB page to raise awareness of the strategies NWSD is implementing
 |
| 2.3. Create a parent/family section on the NWSD MHWB page for posting resources to support parents and families.* + - Counsellor Newsletter;
		- Professional development opportunities;
		- Provide classroom/staff/student/parent and caregiver support; and
		- List of resources/contacts
 |
| 1. **Share effective, promising practices and research at the NWSD mental health and wellbeing mini symposium, including a focus on:**

**Indigenous perspectives; and,****School-staff.** |
| * 1. NWSD Wellness Committee to plan a Mental Health and Wellbeing mini- symposium in the spring
	2. NWSD Wellness Committee to attend 2023 provincial MHWB Symposium
 |

|  |
| --- |
| Student First Advocacy Priority |
| Actions |
| 1. Strengthen Relationship with School Communities
 |
| * 1. SCC
		1. Create a template to share information with at SCC meetings with Board key messages (developed at Board meeting).
		2. Use similar template to receive information from SCC, to bring back to Board table.
 |
| * 1. RM & Municipal Governments
		1. After their local elections, take opportunity to make contact and share information about Board and Municipality connections.
 |
| * 1. Provincial Level
		1. Utilize SSBA for advocacy to provincial government
		2. Take opportunities to influence SSBA to lobby province in support of public education. (Put forward motions for SSBA General Assembly)
		3. Look for opportunities for NWSD Trustees to get involved at an executive level in SSBA.
 |