

Overview: New Board Improvement and Equity Plan (BIEP)

Appendix A

The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.

The BIEP is a demographic data-driven tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.

Achievement

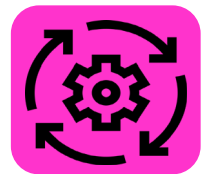


All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life.

Mental Health, Well-Being and Engagement



All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment and provide students with the appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.



Learning Recovery and Renewal

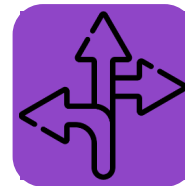
The ministry will identify a theme in the BIEP to respond to emerging priorities. The theme of the emergent priority is learning recovery and renewal in the context of COVID-19.

Human Rights and Equity



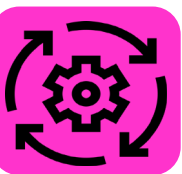
All students will have an equal opportunity to succeed, thrive, and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.

Pathways and Transitions



All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.

Emergent Priority: Learning Recovery and Renewal



Mental Health and Well-Being

% of students who accessed school-based mental health services

% of board-level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health

Early Reading and Math

% of students who received targeted early reading and math supports

% of educators who received professional learning related to supporting students in early reading and math

Re-engaging Students

% of schools that have implemented activities that promote school connections, including extra-curricular activities

% of schools that have an intentional strategy to keep students engaged

Provincial Priority: Achievement



Improve Math Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math

% of students who meet or exceed the provincial standard in math report card assessments in Grades 3, 6 and 9

Improve Literacy Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing

% of students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6

% of first time eligible fully Participating students who are successful on the OSSLT

Improve Conditions for Learning

% of students in Grades 4-12 who report they see themselves reflected and affirmed in their learning

Provincial Priority: Human Rights & Equity



Build Human Rights and Equity Capacity Through Representative, Accountable and Ethical Leadership

% of Supervisory Officers', Principals' and Vice- Principals' whose performance appraisal plan include goals to eliminate disparities revealed by student and workplace demographic data collection

% of Trustees that participate in human rights and equity professional development

Support the Implementation of De-streaming

% of students achieving the provincial standard in Grade 9 de-streamed math

% of student enrollment in University (U), College (C), University/College (M), and Workplace (E) courses in Grades 11 and 12

% of students in Grades 9 and 10 participating in locally developed compulsory credit courses

Reduce Discretionary Student Discipline Practices

% of suspension and expulsions across grades 4-12

% of school staff who have undertaken professional development to support fair student discipline practices

Address Human Rights Complaints and Hate-Based Incidents

of human rights complaints raised and % resolved (informally and formally)

of reported hate-based incidents

Provincial Priority: Mental Health, Well Being & Engagement



Improve Student Mental Health and Well-Being

% of students in Grades 4-12 who feel their school is a safe and inclusive environment

% of students in Grades 4-12 who report feeling comfortable seeking supports for their mental health

Board specific indicator aligned to board Mental Health Strategy and Action Plan

Improve Student, Parent and Community Engagement

Student attendance rate

Board-specific indicator related to improving student, parent and community engagement

Provincial Priority: Pathways & Transitions



Improve Graduation Rates

% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9

Improve Student Readiness for Future Success

% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)

% of students in Grades 7–12 who annually update their Individual Pathways Plan (IPP)

% of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school*

% of students enrolled in STEM-related courses in Grades 11 and 12