



2017-2018 OPERATIONAL PLAN STRATEGIC PRIORITIES

CONFIDENT LEARNERS	ENGAGED COMMUNITIES	ETHICAL STEWARDSHIP
✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
✓ <i>act responsibly to self and others through good citizenship</i>	✓ <i>embrace the diversity of our region</i>	✓ <i>safe and welcoming schools and facilities</i>

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> • By August 2018, primary and junior math provincial assessments will improve by 10%: <ul style="list-style-type: none"> ➤ Primary Math 57% to 67% ➤ Junior Math 48% to 58% 	<ul style="list-style-type: none"> • Continue with the implementation of Math Task Force recommendations and the renewed math strategy for the GECDSB • Math capacity building series continue to be provided to all elementary schools K-8 through professional learning sessions for administrators and lead math teachers • 15 schools will receive high intensity support re: human and financial resources • Math learning sessions will focus on building content, pedagogy and leadership capacity of leaders. We will build on the learning from last year to mobilize lead learners to build the expertise of all. Our numeracy focus includes 	<ul style="list-style-type: none"> • Quantitative data will mark an increase in results by 2018 as seen in EQAO scores and PRIME data (term one to term two) in high intensity schools • Qualitative data will demonstrate increased confidence on the part of staff and students in the area of math knowledge, content and pedagogy 	
✓	✓	✓				
✓	✓	✓				
C. Howitt L. McLaughlin J. Howitt J. Hillman T. Awender						



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		<p>building knowledge of pedagogical systems, math proficiencies and implementing the math vision</p> <ul style="list-style-type: none"> • A focus on supporting special education students and ELL students with working memory, receptive language, vocabulary building and literacy based problem solving to support math conceptual understanding • Both quantitative and qualitative data will be gathered. Qualitative data will include exit card feedback, focus group interviews, SEF Student Centred Walkthroughs observations & qualitative surveys. Quantitative data will include PRIME assessments, quantitative surveys and EQAO data 		
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CL	EC	ES	<ul style="list-style-type: none"> • By June 2018, primary and junior writing provincial assessments will improve by 5% : <ul style="list-style-type: none"> ➤ Primary Writing 67% to 72% ➤ Junior Writing 73% to 78% 	<ul style="list-style-type: none"> • All schools will receive Write Traits support re: resources and professional learning • Empower Reading Intervention will be implemented in every school. 2016/17 analysis shows a clear link to improvement in writing skills • In randomly selected schools, student interviews will be conducted • Students with assigned devices through SEA Claims will become proficient in the tools/apps at their disposal • Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) 	<ul style="list-style-type: none"> • Increased results by 2018 as seen in EQAO scores • Writing samples will be collected prior to the implementation of Write Traits and then again in the spring of 2018 – moderation of samples will note improvements • Increased student achievement, learning skills and work habits from the identified schools • Students will use technology seamlessly during the school day and for provincial assessments. 	
✓						
✓			<p>C. Howitt L. McLaughlin J. Howitt J. Hillman T. Awender</p>			



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CL	EC	ES	<ul style="list-style-type: none"> • By June 2018, the OSSLT results will improve from: <ul style="list-style-type: none"> ➤ 49% to 54% in applied ➤ 91% to 98% in academic 	<ul style="list-style-type: none"> • Analysis of writing achievement for students using Empower in 10 elementary schools • Build capacity with secondary school teachers who are teaching grade 9 and 10 courses to differentiate instruction and use instructional strategies to meet the needs of all learners through our Special Assignment Literacy Teachers and professional development sessions • Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) • Secondary Learning Support Teachers' Resource will be reviewed and revised by spring 2018 	<ul style="list-style-type: none"> • Student writing achievement will improve as a direct result of Empower • Teachers will have the resources and supports needed to provide specific reading or writing strategies in their 9/10 course classrooms • Teachers will be able to identify individual student needs and use appropriate instructional strategies to meet those needs 	
✓	✓					
		✓				
V. Houston C. Howitt L. McLaughlin S. Pyke						



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		<ul style="list-style-type: none"> Empower Reading Intervention Program will be piloted in a secondary school Lexia will be implemented for students in selected 2L and 2P English courses Qualitative and Quantitative data will be gathered for students in Empower 														
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	CL	EC	ES	✓	✓								<ul style="list-style-type: none"> By June 2018, the achievement of grade 9 students participating in the EQAO mathematics assessment will improve from: <ul style="list-style-type: none"> ➤ 47% to 60% in applied math ➤ 86% to 91% in academic math 	<ul style="list-style-type: none"> Build capacity with mathematics teachers in the intermediate grades and grade 9 to differentiate instruction and use instructional strategies to meet the needs of all learners through professional development sessions Professional learning sessions that are specific to the 6 increased support schools 	<ul style="list-style-type: none"> Teachers will have the resources and supports needed to provide differentiated instruction and assessment in their mathematics classroom. Survey results will provide evidence Teachers will have resources and supports to identify individual student need and use appropriate instructional 	
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES												
		<ul style="list-style-type: none"> School based learning days for school teams to work in their professional learning teams Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) Knowledgehook will be implemented in selected schools 	strategies to meet those needs													
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460; text-align: center;">✓</td> <td style="background-color: #4f81bd; text-align: center;">✓</td> <td style="background-color: #a6d88c;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #8eb9e3;"></td> <td style="background-color: #c1e1c1;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #8eb9e3;"></td> <td style="background-color: #c1e1c1;"></td> </tr> </table>	CL	EC	ES	✓	✓								<ul style="list-style-type: none"> By June 2018, increase the graduation rate from: <ul style="list-style-type: none"> ➤ 81.8% to 86.8% 4 year cohort ➤ 88.4% to 93.4% 5 year cohort 	<ul style="list-style-type: none"> Continue to implement the Student Success Strategy in providing opportunities for students to pursue their initial post-secondary destination and graduate within five years of beginning secondary school Provide ongoing professional development in support of the Student Success Strategy to school-based Student Success Teams 	<ul style="list-style-type: none"> Increased grade level credit accumulation rates especially at the grade 11 level will inform and predict the projected graduation rate for the cohort Increased graduation rates 	
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		<ul style="list-style-type: none"> Student Success Teams to use the Indicator Data provided to them to identify their greatest area of need for their school Provide ongoing identification, monitoring and counselling of students considered to be in risk or at risk of not graduating Monitor grade level credit accumulation rates twice per semester and provide timely school, system and community supports and interventions for students in order to maximize credit completion 		
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✓	✓		<ul style="list-style-type: none"> Re-engage 75% of all contacted late leaver students and retain 80% of this cohort By June 2018, graduation rates in our alternative education programs will increase by 5% 	<ul style="list-style-type: none"> The Re-engagement staff will contact late leavers under the age of 21 to secure their return to school and provide programs, alternative programs, mentoring and guidance e.g. School Within a College (SWAC), co-operative education placement, e-learning, correspondence, night school Monitor the success of our late leavers using: <ul style="list-style-type: none"> ➤ retention rates; ➤ success rates; ➤ credit accumulation; and ➤ student attendance Implement a review of Supervised Alternative Learning (SAL) program for students aged 14-18 and update associated procedures with new regulation 	<ul style="list-style-type: none"> Improved statistics associated with Student Success among late leavers as reported on the Ministry of Education report, <i>Taking Stock</i> (three times/year) Increased graduation rates among our alternative education programs Revised SAL procedures and new regulation 	
		✓				
V. Houston S. Pyke						



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L. McLaughlin C. Howitt School Superintendents			<ul style="list-style-type: none"> • By June 2019, the achievement of primary students participating in EQAO identified with Learning Disabilities will increase: <ul style="list-style-type: none"> ➤ From 36% to 46% in reading ➤ From 22% to 32% in math • By June 2019, the achievement of junior students participating in EQAO identified with Learning Disabilities will increase from: <ul style="list-style-type: none"> ➤ From 45% to 55% in reading ➤ from 12% to 22% in Math 	<ul style="list-style-type: none"> • Empower, an intensive reading intervention program for students with a profile of having a LD, will be implemented in every elementary school • Lexia, an independent on line reading intervention program, will be introduced in grade 2 and 3 in every school for students in tier 2 • Early intervention with the support of Speech and Language Pathologists will occur for tier 1, specific to oral language in early years and primary classrooms • Quantitative data will be gathered through DRAs, report card analysis school climate surveys, report cards and staff surveys 	<ul style="list-style-type: none"> • Achievement in primary reading and math will improve by 10% by 2019 • Achievement in junior reading and math will improve by 10% by 2019 • Student profiles will guide instructional practice and be evident in every classroom • Teachers will have the resources needed to provide focused intervention when needed (resources include personnel, electronic, published, reference guides etc). Survey results will provide evidence • Individual Education Plans will align to the accommodations provided on EQAO Assessments 	



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		<ul style="list-style-type: none"> Students will receive accommodations/modifications in accordance with their Individual Education Plans The self-advocacy student video series and SOAR resource will be used in every school Special Education Teachers will participate in the Math Learning Teams The Math Vocabulary resource for teachers in Early years – grade 3 will be implemented Student progress in reading and math will be monitored throughout the two year period 	<ul style="list-style-type: none"> Students will be actively using self-advocacy skills Improved DRA scores and report card evaluations in reading, writing and math 	
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CL	EC	ES				
✓	✓		<ul style="list-style-type: none"> • Increase credit accumulation in Locally Developed Courses 	<ul style="list-style-type: none"> • Teachers of Locally Developed Courses plan and program effectively, understanding the profile of our learners (including the requirements for accommodations/IEP implementation where appropriate) • Professional development for teachers assigned to Open Courses will focus on resources (including use of technology) and the profile of the learner • Review course credit accumulation, continue to monitor success rates • Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) 	<ul style="list-style-type: none"> • Increased credit accumulation and increase in marks 	
L. McLaughlin V. Houston S. Pyke						



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CL	EC	ES	<ul style="list-style-type: none"> Develop and implement annual Information Technology Services Demand Plan (click here to link to ITS Plan) 	<ul style="list-style-type: none"> Develop proposed project plans based on perceived needs Review proposed project plans and available human/financial resources to prioritize and approve projects which make up the ITS Annual Demand Plan Address Ad Hoc ITS needs in relation to Demand Plan as required 	<ul style="list-style-type: none"> Regular reporting on project progress Completion of demand plan and/or explanation of revised expected outcomes 	<p>J. Howitt P. Antaya C. Lynd L. McLaughlin C. Howitt</p>
✓	✓	✓				
	✓	✓				
✓		✓				
CL	EC	ES	<ul style="list-style-type: none"> Increase enrolment by 5% in the International Baccalaureate Program at Riverside and Leamington Secondary Schools in September of 2018 	<ul style="list-style-type: none"> IB Coordinators will develop advertisements and other materials for presentation in the community and within our elementary and secondary schools Train principals, coordinators and required staff as needed to fulfill IB course offering options 	<ul style="list-style-type: none"> Increased enrolment in IB programs at both Riverside Secondary School and Leamington District High School Administrators and staff trained in areas necessary for IB certification in applicable areas 	<p>V. Houston</p> <p style="color: purple; font-weight: bold;">New</p>
✓	✓					



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CL	EC	ES	<ul style="list-style-type: none"> Build a culture of well-being throughout the system within the four domains of well-being: physical, social, cognitive and emotional. (reference: Well-being wheel) 	<ul style="list-style-type: none"> Create GECSB website presence for students, staff, and families to access information within the four domains of well-being Profile the well-being domains across the system with staff Integrate the well-being domains into school life Explore the “social” and “psychological” resources from the Ontario Leadership Framework with Administrators Sleep hygiene campaign for staff Website presence developed and promoted Revise and expand the Mental Health Minute to include all domains within these messages System message for all staff on November 2017 PA day 	<ul style="list-style-type: none"> Increased mindfulness practices and zones of regulation practices into classrooms Increase the number of schools participating in the Healthy School certification by 10% 	
✓	✓					
S. Pyke	New					



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<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 15%; vertical-align: top; padding: 5px;"> S. Pyke New </td> <td style="width: 25%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> Increase awareness and appreciation of the rich religious diversity within our communities </td> <td style="width: 25%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> Promote awareness and use of existing staff updated resources Promote “Diversity Destinations” for staff experiential learning Serve as the lead board for the London Region in Equity and Inclusion Offer professional learning for new administrators Gather input and promote open dialogue with faith communities to inform learning opportunities for staff and students </td> <td style="width: 20%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> Increased capacity of staff to grant student religious accommodations Increased number of staff participating in “Diversity Destinations” experiences </td> <td style="width: 15%;"></td> </tr> </tbody> </table>					S. Pyke New	<ul style="list-style-type: none"> Increase awareness and appreciation of the rich religious diversity within our communities 	<ul style="list-style-type: none"> Promote awareness and use of existing staff updated resources Promote “Diversity Destinations” for staff experiential learning Serve as the lead board for the London Region in Equity and Inclusion Offer professional learning for new administrators Gather input and promote open dialogue with faith communities to inform learning opportunities for staff and students 	<ul style="list-style-type: none"> Increased capacity of staff to grant student religious accommodations Increased number of staff participating in “Diversity Destinations” experiences 	
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✓	✓	✓				
✓						
C. Lynd C. Howitt New						
CL	EC	ES	<ul style="list-style-type: none"> Increase credit accumulation from 86% to 90% for students participating in Reaching Ahead Increase credit accumulation from 82% to 87% in Full Credit Summer School Increase credit accumulation from 77% to 82% in eLearning Summer School Increase credit accumulation from 92% to 97% in Co-op Summer School 	<ul style="list-style-type: none"> Expand the Reach Ahead Grade 8 to 9 transition program to support students in placing them in a credit surplus situation prior to and during their high school program Review the course offerings for Full Credit Summer School and Dual Credit. Provide additional supports for students who have an IEP and need accommodations 	<ul style="list-style-type: none"> Increased number of students starting grade 9 with a secondary school credit Increased credit accumulation for Full Credit Summer School Resource available for e Learning Summer School teachers 	
✓	✓					
V. Houston New						



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CONFIDENT LEARNERS	ENGAGED COMMUNITIES	ETHICAL STEWARDSHIP
✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
✓ <i>act responsibly to self and others through good citizenship</i>	✓ <i>embrace the diversity of our region</i>	✓ <i>safe and welcoming schools and facilities</i>

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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	<ul style="list-style-type: none"> Increase credit accumulation from 85% to 90% in Dual Credit Summer School Increase enrolment by 5% in Moving Forward Summer School Increase in credit accumulation from 86% to 91% in ESL Summer School 	<ul style="list-style-type: none"> Create a resource for eLearning Summer School teachers around best practices of engaging students in an on line environment Expand current database of employers willing to take students for Co-op during Summer School Additional monitoring support for students in Co-op Create promotional material for Moving Forward so elementary staff and parents are aware of the program available to students Provide additional supports for students taking ESL credit courses in summer schools. Provide resources for teachers teaching ESL Summer school 	<ul style="list-style-type: none"> Increased number of accumulated Co-op Summer School credits Increased number of elementary schools promoting the Moving Forward and more students participating in the program Increased credit accumulation for ESL Summer School. Teachers are better prepared to teach ESL in a condensed timeframe 	
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CL	EC	ES	<ul style="list-style-type: none"> • Increase enrolment by 5% in Adult Night School • Increase enrolment by 5% in Night School Co-op • Increase enrolment by 5% in Adult ESL 	<ul style="list-style-type: none"> • Review Adult and Co-op Night School course offerings. Promote Adult and Co-op Night School in our schools and in the community through advertising and a variety of media sources • Review locations of Adult ESL • Create an Operational Plan for Adult and Continuing Education 	<ul style="list-style-type: none"> • Increased enrolment in Adult Night School • Increased enrolment in Night School Co-op • Increased enrolment in Adult ESL • Implement the Operational Plan for Adult and Continuing Education 	
✓	✓					
V. Houston <i>New</i>						
CL	EC	ES	<ul style="list-style-type: none"> • Increased staff capacity in intervention and tier one programming (click here to link to the <i>Mental Health and Well-Being Strategic Plan 2017-18 action steps</i>) 	<ul style="list-style-type: none"> • Conduct research on socio-emotional literacy kits examining if participating in a 5 week direct instruction program will improve students' skills in recognizing subtle emotions and their own regulation of emotions 	<ul style="list-style-type: none"> • Share findings with broader community • Increased student expression and regulation of their emotions • Decreased overt behavior • Social emotional kits used in every JK/SK classroom 	
		✓				
✓						
✓						
S. Pyke <i>New</i>						



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CL	EC	ES				
✓	✓	✓				
✓						
✓		✓				
<p>S. Pyke</p> <p style="color: purple; font-weight: bold;">New</p>			<ul style="list-style-type: none"> • Increase the ability of children and youth to cope with stress (see Mental Health and Well-Being Strategic Plan 2017-18 action steps) 	<ul style="list-style-type: none"> • Develop specific interventions for students enrolled in the IB and international student program based on student interviews • Support 3rd annual Youth Secondary School Well-being and Mental Health Summit • Committee to determine promotion of good sleep hygiene with secondary students. Consult with Student Senate on plan • Identify signs and symptoms of substance abuse and addictive behaviour 	<ul style="list-style-type: none"> • Resources developed on handling stress, promoting well-being and other topics as indicated by the students • Each secondary school to determine an outcome to promote the topics of sleep, BE SAFE app, and mindfulness • Measure the effectiveness of the campaign through survey and student interviews • Increased number of presentations to secondary students on substance abuse • Increased referrals to our Addiction Nurses 	



2017-2018 OPERATIONAL PLAN

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CL	EC	ES	<ul style="list-style-type: none"> Expand relationship with Employment Assessment Centre (EAC) 	<ul style="list-style-type: none"> Partner EAC services with Student Success, Co-op Opportunities, Guidance Counsellors, etc. Assist career classes with resume/job search and assist with obtaining a social insurance number Expand relationship with Adult Learning Centre by offering targeted classes at EAC offices 	<ul style="list-style-type: none"> Seamless transition for our learners entering the work force after graduation Seamless transition for our adult learners Increased activity of EAC services 	<p>C. Lynd V. Houston S. Pyke</p> <p style="color: purple; font-weight: bold;">New</p>
✓	✓	✓				
CL	EC	ES	<ul style="list-style-type: none"> Identify and understand the current education needs of our non-English speaking newcomers in Windsor/Leamington secondary schools and elementary schools in Leamington 	<ul style="list-style-type: none"> Student Focus groups will be setup at selected elementary and secondary schools Action plan to address the needs as identified by student voice 	<ul style="list-style-type: none"> Implement the student action plan Share with administrators and measure their understanding of the students' voice 	<p>S. Pyke</p> <p style="color: purple; font-weight: bold;">New</p>
✓	✓	✓				
✓	✓	✓				



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CL	EC	ES	<ul style="list-style-type: none"> Monitor and evaluate the new elementary ELL programming support 	<ul style="list-style-type: none"> Engage in an analysis of data to determine the impact of the new elementary ELL support program with ELL students 	<ul style="list-style-type: none"> 5% increase of students moving on the Steps to English Proficiency (STEP) continuum Qualitative data will be analyzed to determine improvement from the benchmark data from the ESL review 	
✓	✓	✓				
C. Howitt New						
CL	EC	ES	<ul style="list-style-type: none"> Implement a review of secondary ELL programming and support 	<ul style="list-style-type: none"> Engage in data collection from educators, administrators, students, parent/guardians, community partners and select Boards to determine ways to improve/maximize the acquisition of the English language for ELL students. There will also be a review of relevant research 	<ul style="list-style-type: none"> An analysis of qualitative data will be conducted with possible recommendations for programming improvements 	
✓	✓					
C. Howitt V. Houston S. Pyke New						



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CL	EC	ES			
	✓		<ul style="list-style-type: none"> • Develop a Parent Engagement Strategy • Increase administrator understanding about effective Parent Engagement practices • Increase system Parent Engagement understanding and effective practice 	<ul style="list-style-type: none"> • Development of Parent Engagement Strategy – key messages about effective Parent Engagement strategies from research • Support Administrator learning at Principal and Vice-Principal learning sessions re: Parent Engagement Strategy • Inclusion of Parent Engagement messages and strategies at system learning events (Central Office Staff) • Communicate and implement the new requirements of the GECPIC Policy and Regulation Updates to administrators • Implement the new family of school-based application process • Committee to review applications and select new GECPIC for 2017-18 	<ul style="list-style-type: none"> • Increased understanding about what effective parent engagement is, and how and why it is important • Increased use of effective parent engagement practices at the classroom, school and system level • Development of improved parent engagement resources available online through GECDSD platforms • Successful development of the new GECPIC organization structure for 2017-18
	✓				
✓	✓	✓			
J. Hillman E. Kelly New					



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> • Select the new GECPIC Executive • Successfully organize the new GECPIC meeting structure for 2017-18 • Update and expand parent engagement links and resources 											
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff; text-align: center;">✓</td> <td style="background-color: #a0d080; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff;"></td> <td style="background-color: #a0d080; text-align: center;">✓</td> </tr> </table>	CL	EC	ES		✓	✓			✓	<ul style="list-style-type: none"> • Continue to explore mutually beneficial community partnerships 	<ul style="list-style-type: none"> • Host a Facility Partnership Meeting in October 2017 • Advertise public meeting through the local media, an email to the organization and the inclusion of the information on the Board's website • Continue to engage community partners and explore opportunities 	<ul style="list-style-type: none"> • Community understanding of available space and costs involved • Potential to increase use of buildings through partnerships and community hubs 	
CL	EC	ES											
	✓	✓											
		✓											
T. Awender C. Lynd													



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CL	EC	ES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
	✓		<ul style="list-style-type: none"> Implementation of finance related technology upgrades 	<p>This represents a major upgrade from a legacy windows based program (BAS2000) to a web based system. (Note: Although progress has been made, this goal is carried forward from 2016-17 as the implementation was delayed due to a significant change in the project scope)</p> <ul style="list-style-type: none"> A project plan has been created and a project team identified Establishment of a testing and training environment Data transferred from BAS2000 to the new system The project team will review and document all major processes (accounting and purchasing) to determine potential improvements and efficiencies 	<ul style="list-style-type: none"> Problematic and redundant data in the current accounting system will be reduced and/or eliminated Customized reports will be developed to provide better financial information End users will be trained Reduced staff time dealing with system malfunctions and inefficiencies Transition to a fully supported web-based system with more functionality All users trained and using system by September 1, 2018 	
		✓				
C. Lynd J. Howitt P. Antaya						



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		<ul style="list-style-type: none"> • Training programs will be developed • The project will last the entire year with a 'go live' date of summer 2018 														
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CL	EC	ES														
	✓	✓														
		✓														
C. Lynd T. Awender																



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		<ul style="list-style-type: none"> Communicate project status to Trustees 											
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CL	EC	ES											
	✓	✓											
		✓											
C. Lynd													
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #a6c9ec;">✓</td> <td style="background-color: #c6e0b4;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #a6c9ec;"></td> <td style="background-color: #c6e0b4;"></td> </tr> </table>	CL	EC	ES		✓					<ul style="list-style-type: none"> Develop a marketing/advertising plan for our international student program 	<ul style="list-style-type: none"> Promote GECSDB to agents in targeted countries for recruitment (eg. China, Brazil, Korea, India) Gather anecdotal feedback from current international students Update the International Student website 	<ul style="list-style-type: none"> Agents, parents and students from target countries will be knowledgeable about our international student program and students will be registered in our schools GECSDB staff and our communities will be familiar 	
CL	EC	ES											
	✓												
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		<ul style="list-style-type: none"> • Provide information sessions for administrators, guidance staff and teachers in our schools • Create brochures about our schools for agents to use when recruiting for us in their home country 	with our international student program										
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CL	EC	ES											
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CL	EC	ES	<ul style="list-style-type: none"> Actively engage our recently signed Indigenous Education Protocol and our newly developed Indigenous Education Advisory Committee (IEAC) to support student learning and student success for FNMI students and to help build awareness about indigenous learning for non- FNMI students 	<ul style="list-style-type: none"> Work with the IEAC to support the FNMI foci for the 2017-2018 school year as noted in the FNMI Action Plan. Of the agreed upon actions there will be a regular reporting process from administration to the IEAC committee with adjustment made to the plan if needed based on guidance and feedback. 	<ul style="list-style-type: none"> Ongoing reporting based on measurement of each action item of the plan (i.e. enrolment and pass rates of students enrolled in Native Studies courses, student engagement pre/during/post FNMI secondary symposium, number of students served in the Open Minds Program as well as entry and exit surveys) 	
	✓					
C. Howitt						
CL	EC	ES	<ul style="list-style-type: none"> Increase the level of efficacy of newly placed administrators (within their first two years of placement as either a Vice-Principal or Principal) 	<ul style="list-style-type: none"> Hold differentiated learning sessions for all new administrators Provide mentorship opportunities and complete a learning plan Continue professional development for formal mentors 	<ul style="list-style-type: none"> A comparison analysis will be conducted to measure growth in leader efficacy Program support will be adjusted based on the focus group data collection and analysis. The focus group will be repeated in the spring of 	
	✓					
C. Howitt						



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		<ul style="list-style-type: none"> Collect baseline data from mentees as to their sense of efficacy in varying areas of the leadership role in the fall and spring Form a focus group in the fall for mentees regarding aspirations/ support 	2018 to note if program goals were achieved													
<table border="1" style="font-size: 8px;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd; text-align: center;">✓</td> <td style="background-color: #a6d88c;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #8eb9e1;"></td> <td style="background-color: #c1e1c1; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #b0c4de;"></td> <td style="background-color: #e1f5fe;"></td> </tr> </table>	CL	EC	ES		✓				✓				<ul style="list-style-type: none"> Streamline the workflow for professional learning and the alignment of its expenses to appropriate budget 	<ul style="list-style-type: none"> Reduce quantity of absence codes and align approver for month reconciliation Align budget codes with workshops at point of creation Streamline reconciliation of absences with professional development attendance and charge appropriate budgets Launch new BookIt tool 	<ul style="list-style-type: none"> Ease of use and improved communication for workshop attendees Reduced resources committed to reconciliations in Program, Special Education, Student Success, Human Resources, Payroll and Business Department 	
CL	EC	ES														
	✓															
		✓														
P. Antaya J. Howitt C. Lynd New																



2017-2018 OPERATIONAL PLAN STRATEGIC PRIORITIES

CONFIDENT LEARNERS	ENGAGED COMMUNITIES	ETHICAL STEWARDSHIP
✓ <i>achieve individual success in the pathway of their choice</i>	✓ <i>respond to the needs of our learners</i>	✓ <i>budget alignment with strategic priorities</i>
✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
✓ <i>act responsibly to self and others through good citizenship</i>	✓ <i>embrace the diversity of our region</i>	✓ <i>safe and welcoming schools and facilities</i>

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> • Successfully communicate our system and school Parent Engagement messages 	<ul style="list-style-type: none"> • Develop a Parent Engagement Communication Plan • Successful implementation of our communication plan – internal, website, media, etc. 	<ul style="list-style-type: none"> • Create and sharing/publication of GECDSD Parent Engagement messages in the system/community • Increased use of Board platforms (webpage, social media, Edsby) to share Parent Engagement messages 	
	✓					
	✓	✓				
J. Hillman E. Kelly New						
CL	EC	ES	<ul style="list-style-type: none"> • Improve service to employees through surveys/feedback on processes 	<ul style="list-style-type: none"> • Collect feedback through recruitment surveys • Analyze the feedback from new hires at all levels of the organization on the entire recruitment process including application, interview, orientation, board reputation and other • Identify areas of strength and areas of growth, take action where needed 	<ul style="list-style-type: none"> • Positive impressions of the board from new and potential employees • Better understanding of board employee services and processes for employees 	
		✓				
	✓	✓				
P. Antaya New						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES		
	✓			
C. Howitt	<ul style="list-style-type: none"> Increase the numbers of both elementary and secondary “leaders of promise” – or leadership interns in our system through the Leadership Ignite Program 	<ul style="list-style-type: none"> Encourage Leadership Ignite candidates to receive their qualifications and to identify as either an identee or intern for leadership Professional learning will include: The Role of Principal and Instructional Leader, The Role of Principal and Special Education, The Role of Principal and Students in Risk, The Role of Principal and Facility Services, The Role of Principal and Finances, The Role of Principal and Health and Safety and the Role of Principal and Building Positive Relationships Offer a learning session focused on “Preparing to Apply to a Position of Added Responsibility” 	<ul style="list-style-type: none"> An increase of 20% in the number of both elementary and secondary leadership interns in the system Qualitative feedback regarding effectiveness and impact of the training program will be collected from participating candidates to assist with planning for future sessions 	



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> Shadow visits and mentorship will be included with present administrators or central office staff by aspiring leaders 											
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff; text-align: center;">✓</td> <td style="background-color: #a0d080;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff; text-align: center;">✓</td> <td style="background-color: #a0d080;"></td> </tr> </table>	CL	EC	ES		✓			✓		<ul style="list-style-type: none"> Promote a positive image of the board through effective communication 	<ul style="list-style-type: none"> Share the goals and successes of the Board with many audiences in a variety of ways Share stories and events that are unique to Greater Essex on the board website, Edsby and social media Advertising/marketing/recruitment plan will promote and maintain support for our board Student Recruitment strategies will be promoted Identify and train School Community Correspondents 	<ul style="list-style-type: none"> Website, Edsby and school communications will reflect success Increased enrolment and increased parent engagement 	
CL	EC	ES											
	✓												
	✓												
E. Kelly													



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> Update process for field trips and excursions 	<ul style="list-style-type: none"> Review and update Field Trips and Excursions Policy, Regulation and Administrative Procedure through a system policy review committee Conduct meetings to gather feedback and research best practices 	<ul style="list-style-type: none"> Successful development of Field Trips and Excursion Policy, Regulation and Administrative Procedure 	
	✓					
	✓					
		✓				
J. Hillman <i>New</i>						
CL	EC	ES	<ul style="list-style-type: none"> Train and implement supervision and performance appraisal procedures and instrument for managers, supervisors, and non-bargaining employees 	<ul style="list-style-type: none"> Develop internal procedures including appraisal cycle, professional goals/objectives, improvement processes Develop and implement performance appraisal instruments 	<ul style="list-style-type: none"> Appraisal cycles determined and being implemented with first cadre using these documents 	
		✓				
		✓				
P. Antaya <i>New</i>						



2017-2018 OPERATIONAL PLAN

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> Continue to pursue opportunities to streamline processes, reduce redundancy, reduce paper processes where appropriate by examining workflows between Human Resources and Payroll 	<ul style="list-style-type: none"> Review various processes and 'workflows' to realize efficiencies within HR and Payroll Automate other timesheets such as ALC, overtime, etc. Automate communication between HR and Payroll and eliminate paper processes Automate process to reallocate long term teaching costs 	<ul style="list-style-type: none"> Expected savings of staff time and greater accuracy in records will be realized through elimination of manually editing information in multiple systems. 	
		✓				
		✓				
P. Antaya J. Howitt C. Lynd						
CL	EC	ES	<ul style="list-style-type: none"> Expand the use of Apply to Education for internal posting process 	<ul style="list-style-type: none"> Implement for additional bargaining units 	<ul style="list-style-type: none"> Efficiency and time saved 	
		✓				
P. Antaya <i>New</i>						



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CL	EC	ES	<ul style="list-style-type: none"> Reduce staff accidents and injuries through the implementation of the Accident and Injury Prevention Plan 	<ul style="list-style-type: none"> Develop and implement the accident and injury prevention plan Track monthly inspections and quarterly reporting Implement and track training 	<ul style="list-style-type: none"> Adherence to the Plan. Reduced accidents and injuries Completion of training as per the training matrix 	
		✓				
C. Lynd						
CL	EC	ES	<ul style="list-style-type: none"> Implementation of Employee Health Life Trusts (EHLT) benefits and reporting 	<p>As of April 1, 2017, OSSTF and ETFO has transitioned to their respective EHLT. The transition of all other applicable employee groups has been delayed into the 2017-18 school year. For the remaining groups:</p> <ul style="list-style-type: none"> Ensure compatibility of systems and software Ensure all necessary information sharing and reporting requirements are met as they are requested by the benefits carrier and the Ministry 	<ul style="list-style-type: none"> All eligible employee groups are fully transitioned to their respective ELHT by August 31, 2018 	
		✓				
C. Lynd P. Antaya						
New						



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CL	EC	ES	<ul style="list-style-type: none"> Identify methods to enable employees to return to work when off on medical leave 	<ul style="list-style-type: none"> Participate in a LTD/STD provincial pilot project with OPSBA and the OSSTF TBU to identify processes with the goal of returning employees to work through early intervention 	<ul style="list-style-type: none"> Reduced short term disability and long term disability usage 	
		✓				
		✓				
P. Antaya <i>New</i>						
CL	EC	ES	<ul style="list-style-type: none"> Continue to pursue opportunities to streamline processes, reduce redundancy, reduce paper processes where appropriate by examining Business Department workflows 	<ul style="list-style-type: none"> Review absence financial reporting process to improve costing analysis Improve and automate aspects of the purchasing card and expense reporting processes Pursue Web based T4 slips Implement electronic printing/photocopying request Improve alignment of payroll system entries to accounting system general ledger Improve professional development cost analysis and allocation 	<ul style="list-style-type: none"> Expected savings of staff time and increased accuracy in records will be realized through elimination of manually editing information in multiple systems and process improvements Improvement in financial reporting and analysis 	
		✓				
		✓				
C. Lynd <i>New</i>						



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CL	EC	ES	<ul style="list-style-type: none"> Implement the extension and remedy agreements for employee groups 	<ul style="list-style-type: none"> Implement the extension and remedy agreements for employee groups 	<ul style="list-style-type: none"> Extension and remedy agreements implemented for all employee groups 	
		✓				
		✓				
P. Antaya New						