



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				
✓						
✓						
C. Howitt L. McLaughlin J. Howitt J. Hillman T. Awender			<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 GECD SB • 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 	<ul style="list-style-type: none"> • Completed math training and resource support for schools during the 2017-18 school year with 100% participation • 80% of teachers noted that they have or will apply the learning from PD sessions into their classroom • 89% of teachers noted they feel confident in leading the learning with their colleagues • RISE (Reaching Individual Success and Excellence) pilot project complete with recommended action plan being implemented • 2017-2018 EQAO Primary and Junior Math <ul style="list-style-type: none"> ➤ Primary Math – 57% (same) ➤ Junior Math – 47% (-1) • PRIME data collected in 15 schools noted 92% of marker



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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 students with special education needs 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 		<p>students improved within a phase and 62% of marker students moved across phases</p> <ul style="list-style-type: none"> • 80% of participating teachers found the PRIME tool to be useful and relevant
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C. Howitt L. McLaughlin J. Howitt J. Hillman T. Awender			<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 improved writing skills • Analysis of writing achievement for students using Empower in 10 elementary schools • 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 • Student writing achievement will improve as a direct result of Empower 	<ul style="list-style-type: none"> • Provided Write Traits training and resources • Completed qualitative and quantitative analysis. There is evidence of improved reading and writing achievement for students using Empower as a reading intervention • Student interviews (those using Empower) evident of improved socio-emotional well-being as a result of intervention and the use of technology • 2017-2018 EQAO Primary and Junior Writing <ul style="list-style-type: none"> ➤ Primary Writing – 70% (+3) ➤ Junior Writing – 77% (+4)



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✓	✓	✓	<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"> 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 Empower Reading Intervention Program will be piloted in a secondary school 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Intensive support for three secondary schools in Gap Closing initiative from EPO showed improvement in two of the schools Teachers used class profiles and IEPs to plan for meeting the needs of students who did not achieve provincial standard in grade 3 and 6 Revised Secondary Learning Support Teachers' Resource Implemented Empower in one secondary school Implemented Lexia in five secondary schools. Due to difficulties with software and hardware there was limited time of usage, no results were gathered.
V. Houston C. Howitt L. McLaughlin S. Pyke						



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		<ul style="list-style-type: none"> Lexia will be implemented for students in selected 2L and 2P English courses Qualitative and Quantitative data will be gathered for students in Empower 		<ul style="list-style-type: none"> 2017-18 OSSLT Results <ul style="list-style-type: none"> ➤ Applied – 47% (-2) ➤ Academic – 91% (same) 					
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 will be offered School based learning days for school teams to work in their professional learning teams 	<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 strategies to meet those needs 	<ul style="list-style-type: none"> Professional learning sessions for intermediate grades and grade 9 teachers were focused on: <ul style="list-style-type: none"> ➤ identifying individual student needs ➤ the use of manipulatives in grade 9 applied mathematics classrooms ➤ spiraling of the curriculum for intermediate and grade 9 math Slip schools participated in professional learning opportunities sessions to identify areas of need
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		<ul style="list-style-type: none"> Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) Knowledgehook will be implemented in selected schools 		<ul style="list-style-type: none"> Implemented Knowledgehook in all secondary schools - usage varied 2017-18 EQAO Grade 9 Math <ul style="list-style-type: none"> ➤ Applied – 57% (+10) ➤ Academic – 86% (same) 												
<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 style="background-color: #ff9966;"></td> <td style="background-color: #6699cc;"></td> <td style="background-color: #99cc66;"></td> </tr> <tr> <td style="background-color: #ff9966;"></td> <td style="background-color: #6699cc;"></td> <td style="background-color: #99cc66;"></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 Student Success Teams to use the Indicator Data provided to them to identify their greatest area of need for their school 	<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 	<ul style="list-style-type: none"> Graduation Rate <ul style="list-style-type: none"> ➤ 4 year grad rate: 82.7% (2014-15 to 2017-18) ➤ 5 year grad rate: 88.6% (2013-14 to 2017-18) Provided opportunities through ACCESS EPO funding for students to participate in You Can Do University and College days at both the University of Windsor and St. Clair College Provided school administrators with data for all grade 12 students that were not on track to graduate to put a plan in place to support the student
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		<ul style="list-style-type: none"> • 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 		<p>toward meeting graduation requirements</p> <ul style="list-style-type: none"> • Schools determined graduation rate and were required to include in their SIPSA • Some secondary schools consistently monitored credit accumulation by grade level at midterm and end of semester for both semesters • Created new community partnerships to expand current cooperative education programs (Royal Canadian Navy, Local 494 Carpenter's Union) 									
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		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	• Increased graduation rates among our alternative education programs • Revised SAL procedures and new regulation	• Supervised Alternative Learning (SAL) policy and regulation were passed by Board of Trustees. Implementation will begin in the 2018-2019 school year
CL	EC	ES	• 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 	
✓	✓	✓	• 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,	
			• Achievement in primary reading and math will improve by 10% by 2019 • Achievement in junior reading and math will improve by 10% by 2019	
L. McLaughlin C. Howitt			• STRIVE symposium was held in April, focusing on student self-advocacy and parent engagement • DRA scores measured in 10 schools show evidence of improved reading ability and skills	



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<p>School Superintendents</p>	<ul style="list-style-type: none"> ➤ 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"> 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 • 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 	<ul style="list-style-type: none"> • 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 • Students will be actively using self-advocacy skills • Improved DRA scores and report card evaluations in reading, writing and math 	<ul style="list-style-type: none"> • Non-Identified IEPs are provided system wide to ensure needs are met for students requiring only accommodation • Tier 1 Intervention is an integral aspect of the Speech and Language delivery mode • 2017-2018 EQAO <ul style="list-style-type: none"> • Primary Reading – 43% (+7) • Primary Math – 17% (-5) • Junior Reading – 51% (+6) • Junior Math -10% (-2)
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		<ul style="list-style-type: none"> • 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 														
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		(including use of technology) and the profile of the learner <ul style="list-style-type: none"> Review course credit accumulation, continue to monitor success rates Teachers will plan in response to student profiles, including Individual Education Plans (IEPs) 		SCIENCE <ul style="list-style-type: none"> Grade 9: 92.1% (-0.1%) Grade 10: 91.2% (-1.9%) CANADIAN AND WORLD STUDIES (grade 10): <ul style="list-style-type: none"> 88.3% (+2.3%) 												
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				<p>Department ticket systems, completed</p> <ul style="list-style-type: none"> • IPPS v5.0 upgrade – completed • School Office kiosks – completed, configured and deployed 70 iPads to assist parent/guardians while at school(s) • Employee Request for Transfer automation – Phase 1 completed (ESS, CUPE 1348) • BookIT – developed and implemented an in-house system to register for PD learning sessions • Student Online Registration – completed Phase 2 allowing automated data flow to Student Information System • Special Education Record Management – Phase 1 completed, Psychology/ Social
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				<ul style="list-style-type: none"> Work/ Speech Pathology records tracked and managed • SD-WAN – 70% completed, 40 schools upgraded to 1GB per second Broadband service • Risk Assessment – audit completed, and remediation plan developed with implementation in process • Network Penetration Testing – Phase 1 completed, with remediation plan in progress 												
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CL	EC	ES														
✓	✓															
V. Houston																
New																



2017-2018 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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				<ul style="list-style-type: none"> 7% increase in enrolment in IB programs at Riverside Secondary School and Leamington District Secondary School 						
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CL	EC	ES								
✓	✓									
S. Pyke <i>New</i>										



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		<ul style="list-style-type: none"> Revise and expand the Mental Health Minute to include all domains within these messages 		<p>participant status, one bronze status, three silver status and three gold status</p> <ul style="list-style-type: none"> Joint Employee Assistance Plan (JEAP) promoted sleep hygiene practices throughout the year and it was the theme of May's "Fit Week" for staff Expanded Mental Health Minutes mandate to include all of the domains of the Well-Being wheel: Physical, Emotional, Social, and Cognitive 									
<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;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff; color: white;">✓</td> <td style="background-color: #a0d080;"></td> </tr> <tr> <td style="background-color: #f4a460; color: white;">✓</td> <td style="background-color: #66a0ff; color: white;">✓</td> <td style="background-color: #a0d080;"></td> </tr> </table>	CL	EC			✓		✓	✓		<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 	<ul style="list-style-type: none"> Increased capacity of staff to grant student religious accommodations Increased number of staff participating in "Diversity Destinations" experiences 	<ul style="list-style-type: none"> Promoted existing staff resources to administrators and professional services staff Held 3 "Diversity Destinations" sessions open to all staff. Over 150 staff participated Training with new teachers, Educational Support Staff and Specialist High Skills Major leads
CL	EC												
	✓												
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		<ul style="list-style-type: none"> • 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"> • All administrators, most senior administration and system alignment teams participated in Culturally Relevant and Responsive Pedagogy training • Expanded our outreach to include five targeted faith communities in addition to the faith communities to whom we already enjoy rich partnerships 												
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CL	EC	ES														
✓	✓	✓														
✓	✓	✓														
✓	✓	✓														
C. Lynd C. Howitt New																



2017-2018 OPERATIONAL PLAN

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CL	EC	ES				
✓	✓					
V. Houston New			<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 • 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"> • 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 • 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. 	<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 eLearning Summer School teachers • 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 	<ul style="list-style-type: none"> • Of the 230 credit attempts for Reaching Ahead 189 credits were achieved • Of the 685 credit attempts for Full Credit Summer School 464 credits were achieved • Of the 278 credit attempts for eLearning 161 credits were achieved • Of the 40 credit attempts for ESL (credit courses) 28 credits were achieved • Of the 639 credit attempts for Co-op Summer School 588 credits were achieved • Of the 23 credit attempts for Dual Credit 20 credits were achieved • Increased enrolment from 67 students to 90 students in Moving Forward Summer Program



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		<ul style="list-style-type: none"> • Provide resources for teachers teaching ESL Summer school • 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 		<ul style="list-style-type: none"> • Created resource for eLearning summer school teachers • Added additional employers to our Summer School database for Co-op 												
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CL	EC	ES														
✓	✓															
V. Houston New																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES									
				<ul style="list-style-type: none"> Reviewed locations for Adult ESL credit course potential but currently no space is available Created 5-year Operational Plan for Adult and Continuing Education 									
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CL	EC	ES											
✓		✓											
✓													



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CL	EC	ES				
✓	✓	✓	<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 	<ul style="list-style-type: none"> Continue to develop resources with our IB and international student program on handling stress Provided presentations to our students in IB and international programs Sleep campaign at secondary schools were school based. Three schools (70 students) visited sleep clinic through SHSM. Survey indicated that all students' awareness of the implications of lack of sleep increased. Will continue sleep focus for 2018-19. Police partnered with secondary school students on the dangers of Opioids. Provided in-service to all administrators Referrals to our Addiction Nurses increased by 10 %
✓						
✓		✓				
S. Pyke New						



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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 	<ul style="list-style-type: none"> Partnered with Guidance, Student Success, Co-op and OYAP programs to provide further support to graduating students to assist them with finding jobs Service Canada had a booth at the Graduating Student Job Fair in May 2018 for students to apply for their Social Insurance Number Job Search/resume activity ongoing in grade 10 Career Classes Adult Learning Centre offering ESL classes at Windsor location
✓	✓	✓				
C. Lynd V. Houston S. Pyke <i>New</i>						
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 	<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 	<ul style="list-style-type: none"> Survey results from student focus groups determined that: <ul style="list-style-type: none"> ➤ they wanted their parents to understand how to navigate school (10 - one hour
✓	✓	✓				
✓	✓	✓				
	✓					



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S. Pyke New	elementary schools in Leamington			<p>sessions through W5 were completed with mothers);</p> <ul style="list-style-type: none"> ➤ there is a need for Leamington connections (facilitated through community partners); ➤ Immigrant African black student experiences needed to be highlighted (Blackness in Canadian Identify Conference offered workshops on African Symbols) • Leamington elementary schools incorporated the "Choose Kind" campaign to include the experiences of non-English speaking newcomers
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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"> Qualitative data will be analyzed to determine improvement from the bench mark data from the ESL review 5% increase of students moving on the Steps to English Proficiency (STEP) continuum 	<ul style="list-style-type: none"> Qualitative data indicated that students are demonstrating a higher level of oral language skills with the implementation of the new program support Educators have noted additional need for support in content areas such as the social sciences Of the 1332 students in the ELL management system <ul style="list-style-type: none"> ➤ 1120 students progressed on the STEP continuum in one or more domains (Reading, Writing or Oral) ➤ 846 demonstrated progression on the STEP continuum (oral), 830 (reading), 768 (writing) ➤ 200 students were demitted from the ELL program (Level 3) and are fully integrated
✓	✓	✓				
C. Howitt New						



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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. Review relevant research 	<ul style="list-style-type: none"> An analysis of qualitative data will be conducted with possible recommendations for programming improvements 	<ul style="list-style-type: none"> Completed ELL review for secondary programming and analyzed data during the 2017-18 school year Recommendations for programming improvements will be implemented during the 2018-19 school year
✓						
	✓					
C. Howitt V. Houston S. Pyke New						
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 	<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 	<ul style="list-style-type: none"> Identified four elements of this strategy: 1) shift focus to parent engagement vs. involvement; 2) identify opportunities for authentic learning for parents; 3) attend to barriers to engagement (institutional, demographic, cultural); 4) direct connection to Ministry of Education Parents in Partnership
	✓					
	✓					
✓	✓	✓				
J. Hillman E. Kelly 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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		<p>system learning events (Central Office Staff)</p> <ul style="list-style-type: none"> • 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 • Select the new GECPIC Executive • Successfully organize the new GECPIC meeting structure for 2017-18 • Update and expand parent engagement links and resources 	<p>available online through GECDSD platforms</p> <ul style="list-style-type: none"> • Successful development of the new GECPIC organization structure for 2017-18 	<p>Parent Engagement Policy and supporting resources</p> <ul style="list-style-type: none"> • Resources and support for effective parent engagement provided at monthly administrator meetings • Provided key messages and resources to School Community Correspondents • Successful implementation of the new GECPIC process and model • Created GECPIC sub-committee structure to explore issues of equity, parent engagement and barriers • Updated parent and family resources sections of the GECDSD Website
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2017-2018 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES									
				<ul style="list-style-type: none"> Developed new practice (with GECDSD Newcomer Centre and Multicultural Council of Windsor) to begin translating GECDSD parent information (e.g. IEP brochure, Suspension Information pamphlet) into multiple languages (Arabic, Spanish, Chinese and French) 									
<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: #4f81bd; text-align: center;">✓</td> <td style="background-color: #a6d88c; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd;"></td> <td style="background-color: #a6d88c; 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 	<ul style="list-style-type: none"> Community meeting held October 2017 Two community organizations will have offices in two of the Board's schools in 2018-19. Ministry funding was used for renovations related to those moves. In discussions with another organization about a potential partnership and space in a Board location
CL	EC	ES											
	✓	✓											
		✓											
T. Awender C. Lynd													



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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"> 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 Project team will review and document all major processes (accounting and purchasing) to determine potential improvements and efficiencies Training programs will be developed 	<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 	<ul style="list-style-type: none"> Sparkrock has been chosen to replace BAS2000 A project plan has been developed and a targeted go live date is set for May 1, 2019 Initial training for key users has been completed and the final dates are scheduled for November 2018
	✓					
		✓				
C. Lynd J. Howitt P. Antaya						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> Project will last the entire year with a 'go live' date of summer 2018 														
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #f08080;">CL</td> <td style="background-color: #4682b4;">EC</td> <td style="background-color: #90ee90;">ES</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;">✓</td> <td style="background-color: #90ee90;">✓</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;">✓</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #4682b4;"></td> <td style="background-color: #90ee90;"></td> </tr> </table>	CL	EC	ES		✓	✓			✓				<ul style="list-style-type: none"> Effective management of capital projects resulting from enrolment pressures (additions), replacement or consolidation of schools 	<ul style="list-style-type: none"> Consult with stakeholders on project scope and floor plans Budget management to ensure alignment with Ministry approved funding and scope Timely, competitive procurement Effective management of the construction process to ensure project delivered on time and within budget Communicate project status and issues through monthly reports to Senior Administration and regular site meetings with contractor and consultant Communicate project status to Trustees 	<ul style="list-style-type: none"> Land purchase funding is approved and finalized for the new school sites (Prince Andrew, Kingsville JK-12, New North Shore area French Immersion and Dual Campus Western/General Amherst) 	<ul style="list-style-type: none"> Purchased land for the Dual Campus Western/General Amherst School Purchased land for Prince Andrew PS and is expected to close early in the 2018-19 school year Land for the New North Shore area French Immersion PS and Kingsville JK-12 is under negotiation Sales of the former Gordon McGregor PS and former Victoria PS properties were finalized during the year
CL	EC	ES														
	✓	✓														
		✓														
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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"> Facility Services staff partner with educators to support academic performance and attract enrolment 	<ul style="list-style-type: none"> Solicit School Administrator feedback through the Annual Facility Survey Investigate and mitigate all below expectations in the Survey Implement changes in existing fiscal year when possible, within existing budgets 	<ul style="list-style-type: none"> Facility Survey score meets expectations in all six areas of Cleanliness, School Condition, Occupant Comfort, Response Time, Customer Service and Partnership Greater participation in the Survey (increase from 75%) Average scores in all areas above 3.0 	<ul style="list-style-type: none"> Four of the areas had a score of "meets expectations" School Condition and Occupant Comfort were slightly less than "meets expectations" All of the lower scores will be reviewed and if possible, a strategy to improve will be implemented. 2018-19 renewal funding may assist with improving School Condition. Survey participation was 73% Average score was 3.0
	✓	✓				
		✓				
C. Lynd			<ul style="list-style-type: none"> Develop a marketing/advertising plan for our international student program 	<ul style="list-style-type: none"> Promote GECDSD 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 GECDSD staff and our communities will be familiar 	<ul style="list-style-type: none"> Created promotional material for marketing/advertising international student program Gathered anecdotal feedback from international students International Student website in process
CL	EC	ES				
	✓					
V. Houston						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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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	<ul style="list-style-type: none"> • Provided information sessions for administration, secretaries and guidance in our secondary schools • Brochures are in the process of being developed 									
<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: #4f81bd; color: white;">✓</td> <td style="background-color: #a6d886;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #8eb9e2;"></td> <td style="background-color: #c6e0b4;"></td> </tr> </table>	CL	EC	ES		✓					<ul style="list-style-type: none"> • Establish a network of international agents who are actively recruiting students to attend GECDSD schools from a variety of different countries • Increase the number of international students by 10% for the 2018-19 school year 	<ul style="list-style-type: none"> • Create an agent manual that provides information about all of our policies, procedures, and forms related to international students • Provide agents with detailed information about each one of our schools so that they are familiar with all the different programs that are available for international students 	<ul style="list-style-type: none"> • Increased number of students recruited by our present agents 	<ul style="list-style-type: none"> • Increased the number of international students by 42% for the 2018-19 school year • Agent manual is in development
CL	EC	ES											
	✓												
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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"> 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) 	<ul style="list-style-type: none"> Qualitative data from the Open Minds Program indicate that there is an increase: <ul style="list-style-type: none"> ➤ In the number of students speaking confidently about their culture ➤ In communication with parents and the school ➤ In student participation in cultural activities ➤ In student participation in school and system events ➤ In the number of students open to sharing their successes, experiences and challenges Qualitative data from the secondary symposium indicate that students were actively engaged in the learning



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				<ul style="list-style-type: none"> • Graduation Rate for students in the 2017-18 year increased by 12% from the previous year • Pass Rates for Native Studies courses increased from 93% to 96.1% overall • Self – ID numbers increased by 43 students in both the elementary and secondary panel 												
<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; color: white;">✓</td> <td style="background-color: #a6d88c;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd;"></td> <td style="background-color: #a6d88c;"></td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4f81bd;"></td> <td style="background-color: #a6d88c;"></td> </tr> </table>	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 • Collect baseline data from mentees as to their sense of efficacy in varying areas of the leadership role in the fall and spring 	<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 2018 to note if program goals were achieved 	<ul style="list-style-type: none"> • New administrators were placed with a trained administrator mentor • Training and guidelines were provided to both mentors and mentees • Mentorship was provided for the duration of the 2017-18 school year • Data indicated an increase in new administrator and mentor efficacy
CL	EC	ES														
	✓															
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> Form a focus group in the fall for mentees regarding aspirations/ support 														
<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: #6699cc; text-align: center;">✓</td><td style="background-color: #c1e1c1;"></td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #6699cc;"></td><td style="background-color: #c1e1c1; text-align: center;">✓</td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #6699cc;"></td><td style="background-color: #c1e1c1;"></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. 	<ul style="list-style-type: none"> TESS/Smartfind codes have been reviewed and reduced. Each code has been assigned an owner for accountability and review. A new BookIt tool has been launched and aligns the budget codes with PD workshops at the point of creation Reconciliation of absences with PD attendance is complete
CL	EC	ES														
	✓															
		✓														
<p>P. Antaya J. Howitt C. Lynd</p> <p style="color: purple; font-weight: bold;">New</p>																
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CL	EC	ES														
	✓															
	✓	✓														
<p>J. Hillman E. Kelly</p>																



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New			Parent Engagement messages	our Parent Engagement priorities and messages with all School Community Correspondents in GECD SB <ul style="list-style-type: none"> An updated series of links and resources were (and will continue to be) included in the GECD SB Website for Parent and family Engagement Created a Parent Engagement space for all families on EDSBY to share appropriate information 									
<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;"></td> <td style="background-color: #a0d080; text-align: center;">✓</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> </table>	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 	<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 	<ul style="list-style-type: none"> Recruitment survey implemented for individual position and group hiring All new hires receive online survey with opportunity to submit Results brought forward as standing item to monthly HR meetings to identify items
CL	EC	ES											
		✓											
	✓	✓											
New	P. Antaya												



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		<ul style="list-style-type: none"> Identify areas of strength and areas of growth, take action where needed 		requiring attention/improvement												
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CL	EC	ES														
	✓															
C. Howitt																



2017-2018 OPERATIONAL PLAN STRATEGIC PRIORITIES

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✓ <i>practice and promote positive and healthy behaviours</i>	✓ <i>partner to enhance outcomes</i>	✓ <i>effective, responsible and sustainable use of resources</i>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		Position of Added Responsibility” <ul style="list-style-type: none"> Shadow visits and mentorship will be included with present administrators or central office staff by aspiring leaders 				
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 	<ul style="list-style-type: none"> Increased information sharing by departments Provided training to the School Community Correspondents Increased Facebook/ Twitter promotion Working toward coordinating high school transition activities and promote collectively
	✓					
	✓					
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 	<ul style="list-style-type: none"> New Policy and Regulation have been developed by the system review committee. Draft versions have been approved by senior administration and have been submitted to OSBIE for feedback. This feedback has been incorporated into the latest DRAFT versions (August 2018) which will be submitted to trustees for approval at the September 2018 Board Meeting.
	✓					
	✓					
		✓				
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 	<ul style="list-style-type: none"> Implementation completed, process in full operation Training completed, cycles identified and communicated Appraisal from year 1 being tracked for completion
		✓				
		✓				
P. Antaya <i>New</i>						



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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					<ul style="list-style-type: none"> Completed an HR/Payroll Optimization review. Short term and long term recommendations will be reviewed. Automated all timesheets have with the exception of Adult Continuing Education. Management is still exploring the opportunity to automate this group. Developed a report to address the "Change Notice" communication between HR and Payroll. The effectiveness of this process change is currently under review and further automation is being reviewed. Developed a report from key information from IPPS and TESS which provides the accounting department with absence cost



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				information for accurate cost allocation												
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CL	EC	ES														
		✓														
<p>P. Antaya</p> <p style="color: purple; font-weight: bold;">New</p>																
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CL	EC	ES														
		✓														
<p>C. Lynd</p>																



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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 	<ul style="list-style-type: none"> System training completion percentage increased to 82% from 74% Most groups have transitioned to their respective EHLT Board continues to be involved with a significant amount of work relating to the EHLTs, this implementation and maintenance has in fact created additional work at the Board level
		✓				
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 	<ul style="list-style-type: none"> OSSTF withdrew from provincial pilot process Board continues to look for improvements including restructuring of Attendance Support/DM process into employee group service model to allow proper follow up on attendance support needs
		✓				
		✓				
P. Antaya						
New						
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 	<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 	<ul style="list-style-type: none"> Developed a report that has key information from TESS/ Smartfind and IPPS which provides the accounting dept. with absence cost information. This report improves the ability to analyze absence costs. Automated purchasing card process Issued web based T4 slips for the 2017 calendar year BookIt is being used to process all professional development
		✓				
		✓				
C. Lynd						
New						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES												
		<ul style="list-style-type: none"> Improve professional development cost analysis and allocation 		activity and is integrated with TESS/Smartfind to allow for an automated analysis of PD costs <ul style="list-style-type: none"> Review and implementation of other opportunities, including electronic photocopy requests and payroll system entries, are ongoing 												
<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: #4f81bd;"></td> <td style="background-color: #a6d88c; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #a6c9e8;"></td> <td style="background-color: #c6e0b4; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #a6c9e8;"></td> <td style="background-color: #c6e0b4;"></td> </tr> </table>	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 	<ul style="list-style-type: none"> Essentially complete with some ongoing implementation e.g. CUPE PD training set for fall 2018
CL	EC	ES														
		✓														
		✓														
P. Antaya <i>New</i>																