



# 2021-2022 OPERATIONAL PLAN

## STRATEGIC PRIORITIES

**Creating Confident learners through personalized learning, supportive environments and trusting relationships.**

SUPERINTENDENT(S) RESPONSIBLE	GOAL	ACTION STEPS	EXPECTED MEASURABLE OUTCOMES	ACHIEVED OUTCOMES
Superintendent Hillman	<ul style="list-style-type: none"> <li>• Increase access and supports for additional (second and third) language development for K to 8 GECDSB students through the transition and refinement of the International Languages program to an on-line, full year delivery model</li> </ul>	<ul style="list-style-type: none"> <li>• Modify our application process to a centralized, on-line application</li> <li>• Provide support to on-line instructors on effective pedagogy</li> <li>• Provide support to on-line instructors on effective use of Microsoft Teams tools</li> <li>• Hire (and support) additional instructors as required to support the program as it grows</li> <li>• Increase use of GECDSB Social Media and other web-based advertising of the program</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the size and breadth of the program</li> <li>• 10% increase in the number of students who enroll in an International Languages Class (from 837 in November 2020)</li> <li>• Increase in the number of languages being offered and the number of classes of some languages based on student demand</li> </ul>	
Superintendent Howitt Superintendent Wilcox	<ul style="list-style-type: none"> <li>• Improve reading fluency (decoding and language comprehension) for students in the primary division (Grade 1, 2 &amp; 3) a minimum of 3 DRA levels</li> <li>• Improve reading fluency and comprehension for marker students a minimum of one grade level in Lexia</li> <li>• Improve Grade 3 and Grade 6 reading scores as</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a comprehensive professional development program to support educators in the Science of Reading, Diagnostic Assessments and reading intervention strategies</li> <li>• Consistent implementation of reading intervention strategies</li> <li>• Provide training to staff in the use of Lexia Academy</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of all primary marker students will improve a minimum of 3 DRA levels between pre and post DRA assessments</li> <li>• Pre and post teacher survey data indicating Level of Implementation of strategies</li> <li>• 60% of primary marker students improve a minimum of one grade level in Lexia</li> </ul>	



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	measured by the Provincial EQAO assessments	<ul style="list-style-type: none"> <li>• Provide 20-30 minutes a day of regular Lexia use for identified students</li> <li>• Provide professional development to staff to prepare for the Grade 3 and Grade 6 EQAO assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 5% increase of students reading performance (Level 3 and Level 4) in Grade 3 and Grade 6 on the EQAO assessment compared to the most recent assessment (2019)</li> </ul>	
Superintendent Querbach	<ul style="list-style-type: none"> <li>• Increase mental health knowledge and literacy for staff and students across the GECDSB</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers to implement the School Mental Health Ontario “First Ten Days and Beyond 2021” document with their students</li> <li>• Present monthly mental-health literacy focus from SMHO to system principals and vice-principals for implementation in GECDSB classrooms</li> <li>• Staff Mindfulness Committee will develop and share mindfulness strategies for GECDSB staff</li> <li>• Pilot project in four elementary and 2 secondary schools of “Pop UP” for Grade 7-10 students. The program focuses on supporting and sustaining positive coping skills using</li> </ul>	<ul style="list-style-type: none"> <li>• Assist students transitioning back to school and provide students with mental health and well-being strategies they can use inside and outside of school</li> <li>• School Mental Health Ontario (SMHO) resources are accessed and utilized by teachers</li> <li>• Survey data on staff experiences implementing School Mental Health (SMHO) resources and the observed benefits for students</li> <li>• Students will complete a pre-survey in October and a post survey in June on their personal perceptions</li> </ul>	



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		input from the students themselves	of their knowledge of and growth in mental health knowledge and literacy <ul style="list-style-type: none"> <li>• Students will acquire and develop coping skills for managing uncertainty and adversity at a transitional period in their lives</li> <li>• Students and staff from selected schools will provide feedback on their experiences with and the benefits of the “Pop UP” program</li> </ul>	
Superintendent Querbach	<ul style="list-style-type: none"> <li>• For staff and students to make the link between bullying prevention; equity, inclusion and anti-racism; and mental-health and well-being through our theme of “Culture of Kindness”</li> </ul>	<ul style="list-style-type: none"> <li>• Provide curriculum resources to strengthen our theme with lesson plans, activities</li> <li>• School campaigns to reflect their community needs to be launched during Bullying Prevention/Intervention Week</li> <li>• Provide professional development to staff and administrators</li> <li>• Collect best practices of bullying prevention programs currently used in our schools</li> </ul>	<ul style="list-style-type: none"> <li>• Schools will actively engage in reinforcing and maintaining cultures of kindness through intentional and targeted bullying prevention plans related to “Culture of Kindness” theme</li> <li>• Student, family input will be reflected in bullying prevention plans</li> <li>• Increased board promotion of school led anti-bullying activities</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Develop and distribute a resource for school handbooks about how students report bullying. Draft already included for September 2021</li> <li>• Incorporate student voice into anti-bullying activities at the school level and through Student Senate</li> </ul>		
Superintendent Canty	<ul style="list-style-type: none"> <li>• 5% increase in the number of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Provide ongoing professional development in support of the Student Success Strategy to school-based Student Success Teams</li> <li>• Student Success Teams to use the Indicator Data provided to identify their greatest area of need for their school</li> <li>• Provide ongoing identification, monitoring and</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of students graduating with an OSSD (78.5% to 83.5%)</li> </ul>	



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		<p>counselling of students considered to be in risk or at risk of not graduating</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>		
Superintendent Canty	<ul style="list-style-type: none"> <li>• 5% increase in the number of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide teacher leads the required support to keep more students engaged in training and experiences</li> <li>• Provide participating students meaningful and engaging sector-relevant opportunities and training</li> <li>• Promote alternative education programs within our school community – principals, vice-principals, SSTs, LSTs, guidance, attendance, and CYFAs, graduation coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Increase system-wide the number of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits) (39% to 44%)</li> </ul>	



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Superintendent Canty	<ul style="list-style-type: none"> <li>75% of all SHSM graduating students will complete Anti-Oppression and Allyship Training</li> </ul>	<ul style="list-style-type: none"> <li>Work with established community partners to build training modules that actively engage students in the areas of Anti-Oppression and Allyship</li> <li>Provide multiple opportunities and modes of acquiring training (in-person, virtually, and asynchronously)</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 75% of SHSM graduates in June 2022 will have Anti-Oppression and Allyship Training on their SHSM record card</li> </ul>	
Superintendent Canty	<ul style="list-style-type: none"> <li>5% increase in the number of students enrolled in STEM-related courses (Math, Science, Computer Science, and Technological Education Curricula) in Grades 11 &amp; 12</li> </ul>	<ul style="list-style-type: none"> <li>Provide STEM teacher leads the required support to keep more students engaged in STEM training and experiences</li> <li>Provide STEM students meaningful and engaging sector-relevant opportunities and training</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students enrolled in STEM-related courses in Grades 11 and 12 (53% to 58%)</li> </ul>	
Superintendent Canty	<ul style="list-style-type: none"> <li>By June 2022, the success rate of first-time eligible students writing the OSSLT will increase from 80 to 82%</li> </ul>	<ul style="list-style-type: none"> <li>Build the capacity with secondary school teachers who are teaching grade 9 and 10 courses to differentiate literacy instruction and use instructional strategies to meet the needs of all learners through ongoing support of SALT (Special</li> </ul>	<ul style="list-style-type: none"> <li>In 2021-2022, our first-time-eligible results will meet or exceed the provincial average on the OSSLT</li> <li>Facilitate practice test sessions through the EQAO online platform, and preparation materials</li> </ul>	



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		Assignment Literacy Teacher) team <ul style="list-style-type: none"> <li>• Provide professional learning opportunities for the School Literacy Committees, including digital tutorials and virtual meetings</li> <li>• Support the planning of Literacy Committees to respond, according to student learning needs, as defined by the available EQAO achievement data (i.e. grade 6 scores for grade 10 cohort)</li> <li>• Promote the continued use of Lexia PowerUp in Applied and Locally Developed courses</li> </ul>	created by the Student Success department <ul style="list-style-type: none"> <li>• Offer responsive professional learning based on needs defined by school administrators</li> <li>• Provide release time for Literacy Committees who provide specific interventions for students identified through the student achievement analysis</li> </ul>	
Superintendent Canty	<ul style="list-style-type: none"> <li>• By June 2022, the success rate of Grade 9 students writing the EQAO Math Test will increase from 56% (Grade 6 EQAO) to 67% (Grade 9 EQAO)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Survey results will provide evidence that teachers have the resources and supports needed to provide differentiated instruction and assessment in their mathematics classroom</li> <li>• Share learnings and best practices with the system math teams</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Provide professional learning opportunities for the School Numeracy Improvement Team</li> <li>• Provide school-based learning days for school teams to work in their professional learning teams</li> <li>• Teachers will plan in response to student profiles, including Individual Education Plans (IEPs)</li> <li>• Continue use of Knowledgehook</li> </ul>		
Superintendent Howitt	<ul style="list-style-type: none"> <li>• Improve writing scores for primary and junior marker students 1 level on the Ontario Writing Assessment (OWA) in the areas of Ideas and Organization.</li> <li>• Improve writing scores for Grade 3 and Grade 6 students on the provincial EQAO assessment in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development for primary and junior educators focused on the use of WRITE TRAITS, the WRITE GENRE.</li> <li>• Provide professional development for Grade 3 and Grade 6 teachers to prepare students for the EQAO assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 60% of primary and junior marker students will improve 1 level pre and post as measured with the Ontario Writing Assessment</li> <li>• 5% increase for Grade 3 and Grade 6 student writing scores (Level 3 and 4) on the EQAO assessment based on the most recent assessment (2019)</li> </ul>	
Superintendent Howitt	<ul style="list-style-type: none"> <li>• Improve STEP level for English Language Learners (ELL) elementary</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development to classroom teachers with ELL students</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post STEP assessments of ELL students that are STEP 1</li> </ul>	





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	students in the ELL management system	with the support of ESL Coaches <ul style="list-style-type: none"> <li>Support classroom teachers with ELL students with the implementation of the Leveled Literacy Intervention (LLI) tool through professional development provided by ESL coaches</li> </ul>	and 2 in the ELL management system. <ul style="list-style-type: none"> <li>By June of 2022 there will be an increase of 1/3 of ELL students moving 1 level on the STEP continuum</li> <li>By June of 2022 there will be an increase of 1/4 of ELL students moving 2 levels on STEP</li> </ul>	
Superintendent Howitt	<ul style="list-style-type: none"> <li>Improve student performance in mathematics in number sense and operations</li> <li>Improve math scores for Grade 3 and Grade 6 students on the provincial EQAO assessment in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development to classroom teachers and administrators focused on the updated mathematics curriculum with a focus on number sense and operations</li> <li>Provide professional development in how to implement the use of diagnostic tools and assessment data</li> <li>Provide support with the implementation of tools such as Context for Learning, Minilessons, Math UP, Zorbis and Knowledgehook</li> </ul>	<ul style="list-style-type: none"> <li>Marker students in Grade 1,2,3 and SK will be monitored in 15 schools with use of the PRIME diagnostic assessment</li> <li>Marker students will increase 2 points on the PRIME diagnostic assessment based on pre and post data for each grade</li> <li>5% increase for Grade 3 and Grade 6 student math scores (Level 3 and Level 4) on the EQAO assessment based on the most recent assessment (2019)</li> </ul>	



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Superintendent Howitt	<ul style="list-style-type: none"> <li>Support year five implementation of the Grade 11 Indigenous Literature Course</li> <li>Support continued implementation of the Grade 11 Indigenous Literature Course in all secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development to year five educators instructing the Grade 11 Literature Course</li> <li>Provide refresher professional development to all instructors of the Grade 11 Indigenous Literature Course</li> <li>Infuse additional resources to the course</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a focus group on the impact of the PD to support their instruction of the course</li> <li>Pass rates of the course</li> </ul>	
Superintendent Wilcox	<p>As one of the selected Ministry of Education pilot boards our goals will include:</p> <ul style="list-style-type: none"> <li>Identify high yield strategies and supports in mathematics for students with Special Education Needs in Grades 4-6 in the area of number sense and operations.</li> <li>Increase student engagement, preventing learning gaps and support students to be prepared for the transition to de-streamed Grade 9 mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Implement high yield strategies in 5 pilot schools to support students in Junior mathematics</li> <li>Administer math screening tools to identify marker students for the pilot</li> <li>Provide professional development to teachers on the selected intervention tools</li> <li>Track marker student progress throughout the school year to determine student progress as a result of the pilot intervention</li> </ul>	<ul style="list-style-type: none"> <li>Marker students in the Junior grades will be monitored at the 5 pilot schools</li> <li>Marker students will demonstrate an increased proficiency in the area of number sense and operations through the administration of a pre- and post-standardized math assessment</li> </ul>	



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Superintendent Wilcox	<ul style="list-style-type: none"> <li>Expand implementation of the <i>School Skills Development Program</i> that develops and enhances school-ready skills in students identified with Autism Spectrum Disorder (ASD)</li> </ul>	<ul style="list-style-type: none"> <li>Identify students with ASD who would benefit from participating in the My Way Program and Applied Behaviour Analysis (ABA)</li> <li>Board Certified Behaviour Analyst (BCBA) to develop an individualized program to increase behavior compliance and to reduce problem behaviours that result in difficulties in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Collect data from educators and parent/caregivers to determine improvement in attendance, behaviour and communication</li> <li>Collect data from educators and parent/caregivers to determine improvement in academic goals identified on the Individual Education Plan (IEP)</li> </ul>	
Superintendent Wilcox	<ul style="list-style-type: none"> <li>This school year in consultation with the Indigenous Education Advisory Committee (IEAC) the Special Education Department is piloting a Grade 7/8 FNMI After School Empower Literacy Program to students who self-identify as Indigenous</li> </ul>	<ul style="list-style-type: none"> <li>Two teachers were trained to facilitate Empower and the Empower kits were purchased for those teachers</li> <li>Student profiles were reviewed to determine the eligibility of potential candidates</li> <li>Parents/caregivers were contacted personally to determine commitment to the program as it requires students to complete 110 lessons</li> <li>A pre- and post-assessment will be administered to determine progress</li> </ul>	<ul style="list-style-type: none"> <li>Participating students will demonstrate progress in their foundational reading skills as measured by the pre- and post-assessment</li> </ul>	



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		<ul style="list-style-type: none"> <li>Technology will be provided by the Special Education Department for those students who indicate a need</li> </ul>		
Superintendent Mills	<ul style="list-style-type: none"> <li>Provide access to digital tools and devices to all learners at the Board</li> </ul>	<ul style="list-style-type: none"> <li>Provide a device to virtual students</li> <li>Provide devices to schools to support in-person learning</li> <li>Replace end of life student devices</li> <li>Provide technical support to students</li> </ul>	<ul style="list-style-type: none"> <li>All students in the virtual school will have a device for their personal use</li> <li>Laptop carts delivered to all elementary and secondary locations</li> <li>Continue to log issues and provide support through the Helpdesk system</li> </ul>	
Superintendent Mills	<ul style="list-style-type: none"> <li>Develop and implement the annual Information <a href="#">Technology Services Demand Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>Develop proposed project plans based on perceived needs</li> <li>Review proposed projects, plans and available human/financial resources to prioritize and approve projects which make up the ITS Annual Demand Plan</li> <li>Address Ad Hoc ITS needs in relation to Demand Plan as required</li> </ul>	<ul style="list-style-type: none"> <li>Regular reporting on project progress</li> <li>Completion of demand plan and/or explanation of revised expected outcomes</li> </ul>	
Director Kelly Superintendent Canty Superintendent Howitt	<ul style="list-style-type: none"> <li>Develop an Anti-Black Racism (ABR) Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Develop a communication plan</li> <li>Analyze any available data on the academic</li> </ul>	<ul style="list-style-type: none"> <li>Identify ABR barriers and biases in formal systems, policies and documentation</li> </ul>	



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Superintendent Houston		<p>achievement, suspensions and expulsion and well-being of Black students and staff</p> <ul style="list-style-type: none"> <li>• Review any relevant documents, policies and information collected from previous community consultations and focus groups</li> <li>• Review the equity and anti-racism professional development conducted for staff, protocols for managing incidents of racism</li> <li>• Undertake a comprehensive consultation strategy to hear from the community, committees, students and staff at all levels of the organization (consultations, surveys, interviews)</li> <li>• Review best practices of the literature and in leading organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify ABR barriers and biases in informal systems and practices</li> <li>• Identify gaps in policies and practices</li> <li>• Identify potential strategies to respond to issues</li> <li>• Develop a strategy that not only addresses the identified issues, but supports an understanding of the issues and creation of buy-in from stakeholders throughout the school community</li> <li>• Build momentum throughout the organization in addressing anti-Black racism</li> <li>• Increase in confidence among Black students, staff and community that the implementation of the strategy will lead to real change in their experiences at GECDSB</li> </ul>	



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			<ul style="list-style-type: none"> <li>Increase in confidence among the Senior Leadership Team that the strategy is realistic and achievable and will support lasting change</li> </ul>	
Superintendent Awender	<ul style="list-style-type: none"> <li>Increase the number of elementary and secondary teachers aspiring to become leaders through the Leadership Ignite Program</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning with guest speakers, booktalks, panels, simulations, etc. with a focus on Equity and Inclusion</li> <li>Shadow visits, mentorships with experienced admin</li> <li>Resume writing</li> </ul>	<ul style="list-style-type: none"> <li>Increase of 5% participation in the number of Ignite candidates</li> <li>High percentage of candidates indicate the effectiveness of Ignite</li> </ul>	
Superintendent Awender	<ul style="list-style-type: none"> <li>Authorization of the IB PYP at the two candidate schools</li> <li>Increase the enrolment at MD Bennie and Glenwood Public School.</li> </ul>	<ul style="list-style-type: none"> <li>Align the Primary Years Programme (PYP) six transdisciplinary themes with the Ontario curriculum</li> <li>Provide PD for each staff to be IB certified</li> <li>Develop and revise a JK-8 Program of Inquiry</li> <li>Invite IB coordinators to witness school culture and learning at MD Bennie and Glenwood Public School</li> </ul>	<ul style="list-style-type: none"> <li>Full authorization to become a PYP IB World School</li> <li>Increase of ten or more students in each school from last year to this year</li> </ul>	



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<p>Director Kelly Superintendent Hillman</p>	<ul style="list-style-type: none"> <li>Consistently and effectively engage with GECD SB parents/guardian communities through a diverse variety of electronic means (website, social media, Edsby and virtual communications)</li> </ul>	<ul style="list-style-type: none"> <li>Communications Department will regularly join GECPIC meetings to share information and hear feedback from committee members</li> <li>Encourage GECPIC members to create a communications committee that will connect with school Chairs and bring news, events and community updates back to GECPIC meetings</li> <li>Encourage GECPIC and school council members to follow GECD SB channels and share these trustworthy information sources with their school communities</li> <li>Implement the 2021-2022 Communications Calendar on all platforms and consistently update to reflect the needs of GECD SB families</li> <li>Continue to report on monthly social engagement</li> </ul>	<ul style="list-style-type: none"> <li>Increase in digital parent engagement numbers from 2020-2021 to 2021-2022</li> <li>Digital Engagement Measures will include total website, social media and Edsby engagement sessions and impressions at the conclusion of the 2021-2022 school year</li> </ul>	



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		and track communication of our strategic priorities (confident learners, engaged communities, ethical stewardship) <ul style="list-style-type: none"> <li>• Effectively utilize the new website as it is released to increase engagement and reach</li> </ul>		
Superintendent Armstrong	<ul style="list-style-type: none"> <li>• Implement an enhanced consultation process for the 2022-23 budget</li> </ul>	<ul style="list-style-type: none"> <li>• Research budget consultation practices across Ontario district school boards and identify:               <ul style="list-style-type: none"> <li>○ best practices</li> <li>○ recommendations for enhanced community consultation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Issue budget consultation report to Trustees by February 1, 2022</li> <li>• Implement at least one recommendation for the 2022-23 budget</li> <li>• Provide a monitoring report to Trustees by May 3, 2022 of the impact of the implemented recommendation on community consultation</li> </ul>	
Superintendent Howitt Superintendent Canty Superintendent Houston	<ul style="list-style-type: none"> <li>• Plan and provide professional development in the area of Diversity, Equity and Inclusion for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Plan professional development for all bargaining and non-bargaining groups in</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct pre and post surveys with staff to measure increased awareness and</li> </ul>	





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		Diversity, Equity and Inclusion <ul style="list-style-type: none"> <li>• Build staff capacity and understanding of social issues and impact, in underserved communities</li> <li>• Consult the development and execution of the professional development plan with internal advising committees such as the Diversity, Equity and Inclusion Committee, the Anti-Black Racism Committee, the Indigenous Education Advisory Committee, Student Senate, GECPIC, Union partners and external community groups</li> <li>• Share the impact of professional learning with staff and internal advising committees and community partners</li> </ul>	understanding of PD content <ul style="list-style-type: none"> <li>• Conduct focus group interviews with staff to measure impact and increase capacity and future needs</li> </ul>	



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Superintendent Howitt	<ul style="list-style-type: none"> <li>Review library resources that depict Black history, people and culture to ensure the resources reflect the contemporary, lived experience and accurate, historical representations</li> </ul>	<ul style="list-style-type: none"> <li>Develop and review a compilation list of all resources based on consultation with the DEI Committee and the ABR Committee and community partners to delineate items to be removed, to remain and items to reinvigorate the library collections</li> <li>Garner input from students as to recommended books for the library collection</li> </ul>	<ul style="list-style-type: none"> <li>Upon the implementation of new resources, conduct focus group interviews with students to determine their impression of added resources</li> </ul>	
Superintendent Howitt	<ul style="list-style-type: none"> <li>Reinvesting in the Grade 10 English Resources so that the resources reflect the diverse, lived, experiences of all students</li> </ul>	<ul style="list-style-type: none"> <li>Consult with English Teachers and the DEI Committee, Student Senate, ABR Committee, IEAC and SEAC as well as community partners as to contemporary appropriate selections</li> </ul>	<ul style="list-style-type: none"> <li>Conduct focus group interviews with students and teachers to determine their impression of the new resources</li> </ul>	
Superintendent Howitt	<ul style="list-style-type: none"> <li>Demonstrate improved math and reading scores for students that engage in the Camp Wonder experience- Summer 2022 particularly in central city</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development to Camp Wonder teachers in the use of diagnostic assessments and screeners for both reading and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate improved performance between pre and post diagnostic assessments in both reading and writing</li> </ul>	



## 2021-2022 OPERATIONAL PLAN STRATEGIC PRIORITIES

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	participating schools and the Leamington area schools	<ul style="list-style-type: none"> <li>• Provide professional development to Camp Wonder teachers on the use of effective pedagogical practices to support improved reading and mathematics performance</li> </ul>		
Superintendent Howitt	<ul style="list-style-type: none"> <li>• Support all grade 12 self-identified Indigenous students achieve their graduation requirements</li> <li>• Support access to post-secondary pathways, scholarships and bursaries</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous graduation coach will support self-identified students in achieving the requirements for an Ontario Secondary School Diploma</li> <li>• Provide Information sessions as to post-secondary pathways, scholarships and bursaries</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of all 2021-22 Grade 12 self-identified students achieve their graduation requirements</li> <li>• Track the post-secondary pathways, scholarships and bursary achievements</li> </ul>	
Superintendent Canty Superintendent Howitt Superintendent Houston	<ul style="list-style-type: none"> <li>• Conduct a Student Census</li> </ul>	<ul style="list-style-type: none"> <li>• Create an online survey for students/parents/guardians</li> <li>• Consult with students and community about the purpose of the data collection</li> <li>• Collect and analyze the data</li> </ul>	<ul style="list-style-type: none"> <li>• Better understanding the needs of our students</li> <li>• Plan programs to meet identified student need</li> <li>• Improve the quality of service delivery and programs</li> </ul>	



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			<ul style="list-style-type: none"> <li>Reduce disadvantages faced by some students</li> <li>Determine where funds are allocated</li> <li>Improve equitable programs</li> </ul>	
Superintendent Awender	<ul style="list-style-type: none"> <li>Develop the Active Transportation pilot project in 5 elementary schools</li> <li>Increase Active Transportation to and from school, year round</li> <li>Decrease traffic congestion before and after school</li> </ul>	<ul style="list-style-type: none"> <li>Partner with various organizations, the city of Windsor, and municipalities</li> <li>Monthly promotions (Walktober / Drive for Five)</li> <li>Walkability/Bikeability checks</li> <li>Social Media blitz</li> <li>Newsletters specific to AT</li> <li>Develop AT tool kits</li> <li>Conduct pre/post surveys</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed AT program year around</li> <li>Increase AT to and from school</li> <li>Decrease traffic congestion before and after school</li> <li>Create an increased awareness of AT as indicated with the surveys</li> <li>Develop increased partnerships with various organizations</li> </ul>	



## 2021-2022 OPERATIONAL PLAN STRATEGIC PRIORITIES

**Demonstrating ethical stewardship through thoughtful and intentional use of financial, human, environmental and community resources.**

SUPERINTENDENT(S) RESPONSIBLE	GOAL	ACTION STEPS	EXPECTED MEASURABLE OUTCOMES	ACHIEVED OUTCOMES
Superintendent Armstrong	<ul style="list-style-type: none"> <li>Become an environmental stewardship leader in our community</li> </ul>	<ul style="list-style-type: none"> <li>Implement Phase 1 of the Single Use Plastics Reduction (SUPR) initiatives</li> <li>Implement “green clauses” in procurement contracts</li> <li>Conduct waste audits</li> <li>Conduct student education awareness of environmental stewardship</li> <li>Reduce energy consumption</li> <li>Implement an effective social media campaign and school communication</li> <li>Collaborate with stakeholders including IEAC, SEAC, student senate</li> <li>Declare a climate emergency</li> </ul>	<ul style="list-style-type: none"> <li>Elimination of 6 single use plastic (SUP) products board-wide by December 31, 2021</li> <li>Implement “green clauses” in procurements competitively procured through RFP processes</li> <li>Conduct 10 waste audits across school sites</li> <li>Hold assemblies or virtual sessions in schools in collaboration with the Environmental Outdoor Education teacher consultants</li> <li>Complete the procurement process for ‘Real-Time Metering’ with a phased implementation plan over 2 years</li> <li>Regular social media posts to promote</li> </ul>	



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SUPERINTENDENT(S) RESPONSIBLE	GOAL	ACTION STEPS	EXPECTED MEASURABLE OUTCOMES	ACHIEVED OUTCOMES
			environmental stewardship initiatives	
Superintendent Armstrong	<ul style="list-style-type: none"> <li>Develop a revised school instructional supply budget allocation formula for implementation in the 2022-2023 budget which considers an equity lens</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the current use of school budgets</li> <li>Develop a Policy and Regulation for school budgets</li> <li>Consult with principals and gather data to understand school and student needs</li> <li>Develop a process for addressing year-end school budget surpluses and deficits</li> <li>Communicate new process with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder input meetings at two principal meetings in 2021/22</li> <li>Approved Policy and Regulation for school budgets by June 2022</li> <li>Implement a new formula for the allocation of school budgets for the 2022/23 budget</li> <li>Documented process / procedure for the management of school surpluses and deficits</li> </ul>	
Superintendent Houston	<ul style="list-style-type: none"> <li>Develop an overarching Staff Wellness Strategy</li> </ul>	<p><b>Prevention</b></p> <ul style="list-style-type: none"> <li>Implement a business practice that will routinely identify workplace risk factors and plan to address them</li> <li>Review of best practices and programs</li> </ul>	<ul style="list-style-type: none"> <li>Improved staff well-being</li> <li>Enhanced coping skills</li> <li>Increased productivity</li> <li>Decreased lost time from work</li> <li>Mitigated psychological risk</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Education and overviews – impact on mental health of employees</li> <li>• Identify and assess risk factors</li> <li>• Prioritize factors and needs</li> <li>• Respond to key psychological risks</li> </ul> <p><b>Promotion</b></p> <ul style="list-style-type: none"> <li>• Training and awareness campaign targeted toward all key stakeholders with a specific focus on building resiliency and reducing stigma</li> </ul> <p><b>Leadership Training</b></p> <ul style="list-style-type: none"> <li>• What is Mental Health/Illness/Resiliency</li> <li>• Triggers and Warning Signs</li> <li>• Support for Employees</li> <li>• Absence and Return to Work Support</li> </ul> <p><b>Resiliency Training</b></p> <ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Improved workplace culture</li> <li>• Reduced stigma</li> </ul>	



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SUPERINTENDENT(S) RESPONSIBLE	GOAL	ACTION STEPS	EXPECTED MEASURABLE OUTCOMES	ACHIEVED OUTCOMES
		<p><b>Workplace Support</b></p> <ul style="list-style-type: none"> <li>• Maintenance and evaluation of best practices and procedures to ensure employee support through accommodation processes and appropriate sick leave administration</li> <li>• Accommodation and Return to Work Processes and Programs</li> <li>• Sick Leave Administration Review</li> <li>• Continuous improvement cycle</li> <li>• Evaluation</li> <li>• Survey</li> <li>• Identify Risk</li> <li>• Respond</li> </ul>		
Superintendent Houston	<ul style="list-style-type: none"> <li>• Conduct a Staff Census</li> </ul>	<ul style="list-style-type: none"> <li>• Collect data to analyze the extent to which the organization reflects the diverse talent in the external workforce as well as identify</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve a 100% survey rate. While the completion of the survey is voluntary, it is important to document</li> </ul>	





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		patterns of under-representation and possible barriers to hiring and advancement of employees from diverse communities, backgrounds, and identities	<p>that each employee has been given the opportunity to complete the survey.</p> <ul style="list-style-type: none"> <li>• Analyze and report on the diversity of staff within the Board</li> <li>• Identify potential barriers to hiring and advancement</li> <li>• Assist with human resources and diversity planning</li> </ul>	
Superintendent Houston	<ul style="list-style-type: none"> <li>• Conduct an Employment Systems Review</li> </ul>	<p>Evaluate the formal and informal policies and practices related to the following employment systems:</p> <ul style="list-style-type: none"> <li>• Recruitment (including how jobs are advertised, qualifications stated on the job ad, other information provided on the job ad, how applications are accepted and screened)</li> </ul>	<ul style="list-style-type: none"> <li>• Create and manage a diverse workforce</li> <li>• Compliance with human rights and employment equity legislation</li> <li>• Develop diversity policies and hiring practices</li> </ul>	



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		<ul style="list-style-type: none"> <li>Hiring and Selection (including accommodation during the interview process, whether selection criteria reflect the bona fide duties of the job, how interviews are conducted, criteria used for making hiring decisions)</li> <li>Training and Development (including the availability of and access to training, development and mentoring programs)</li> <li>Retention and termination (including an analysis of turnover data and findings from exit interviews)</li> <li>Upward mobility / promotion (including how jobs are advertised internally, the performance review process, mentoring, the P/VP promotion process)</li> </ul>		



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SUPERINTENDENT(S) RESPONSIBLE	GOAL	ACTION STEPS	EXPECTED MEASURABLE OUTCOMES	ACHIEVED OUTCOMES
		<ul style="list-style-type: none"> <li>Organizational culture and work environment (including equity and diversity policies and programs, workplace harassment, discrimination and violence prevention programs, management knowledge and support of equity and diversity, as well as individual attitudes toward equity and diversity)</li> <li>Accommodation and workplace accessibility (including religious accommodation, flexible work programs, and the physical accessibility of facilities)</li> <li>Review will include an assessment of the absence of policies or practices that could promote equity, diversity and inclusion.</li> </ul>		