



2015-2016 OPERATIONAL PLAN

STRATEGIC PRIORITIES

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

STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> By June 2017 the achievement of students participating in the EQAO OSSLT assessment will improve from: <ul style="list-style-type: none"> ➤ 80% to 85% 	<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 Quad SI and professional development sessions. 	<ul style="list-style-type: none"> Teachers will have the resources and supports needed to provide differentiated instruction and assessment in their grade 9/10 courses classrooms. Teachers will be able to identify individual student needs and use appropriate instructional strategies to meet those needs. 	
✓	✓					
		✓				
V. Houston D. Fister C. Howitt L. McLaughlin						
CL	EC	ES	<ul style="list-style-type: none"> By June 2017 the achievement of grade 9 students participating in the EQAO mathematics assessment will improve from: <ul style="list-style-type: none"> ➤ 56% to 61% in applied math ➤ 85% to 90% 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. 	<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 have resources and supports to identify individual student need and 	
✓	✓					
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			use appropriate instructional strategies to meet those needs.													
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CL	EC	ES														
✓	✓															
<i>D. Fister</i>																



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		school, system and community supports and interventions for students in order to maximize credit completion.														
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		<ul style="list-style-type: none"> • PLT members and the school’s instructional coach will share resources and partner to enhance professional learning among their network. • Report student progress at each PLT meeting and centrally twice per semester. 														
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		<ul style="list-style-type: none"> ➤ credit accumulation; ➤ student attendance. 														
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		<ul style="list-style-type: none"> • Recognize reasonable results. 	<ul style="list-style-type: none"> ➤ take ownership of their teacher-led collaborative inquiry. • Students writing the grade 9 EQAO in 2015 will show an increase in dot score from their grade 6 EQAO test. • Students will show one level (or more) improvement in mathematics assessment. • Increased student results based on teacher involvement and experience in the MYCI initiative. 	
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<p><i>C. Howitt</i> <i>L. McLaughlin</i></p> <p><i>School Superintendents</i></p>			<ul style="list-style-type: none"> • By June 2017 the achievement of primary students identified with Learning Disabilities will increase: <ul style="list-style-type: none"> ➢ 30% to 40% in reading ➢ 27% to 37% in math • By June 2017 the achievement of junior students identified with Learning Disabilities will increase from: <ul style="list-style-type: none"> ➢ from 31% to 41% in math ➢ from 37% to 42% in reading 	
			<ul style="list-style-type: none"> • Implement an intensive reading intervention program in selected schools (based on achievement and IPRC identification of LD). • Professional development for teachers on how students learn differently and on the scope and sequence for reading instruction (small groups, specific and targeted intervention). • Early intervention specific to oral language in early years and primary classrooms. • Gather attitudinal base line data through student interviews and re-measure annually (focus on self advocacy). • Gather data through school climate surveys, report cards and staff surveys. 	
			<ul style="list-style-type: none"> • Achievement in primary reading and math will improve by 10% by 2017. • Achievement in junior reading will improve by 10% by 2017. • Achievement in junior math will improve by 10% by 2017. • 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 	



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		<ul style="list-style-type: none"> Develop and share resources specific to supporting students with Learning Disabilities related to their profile of learning. Ensure students receive accommodations in accordance with their Individual Education Plans. Provide math professional development/capacity building series. Four sessions have been scheduled. Planning for the Math Capacity Building Series will be done between the Program and Special Education Departments. Baseline data is determined based on board developed math continuum. 	<ul style="list-style-type: none"> accommodations provided on EQAO Assessments. Student interviews will support use of self-advocacy skills. DRA scores will increase. Fifteen high intensity schools will be followed to determine if student's progress on the math continuum and reading continuum. 	
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CL	EC	ES	<ul style="list-style-type: none"> Children's Speech and Language Support will be transitioned from community agencies to school board Speech and Language Pathologists (SLP) prior to school start. Wait lists will be reduced. 	<ul style="list-style-type: none"> Adherence to partnership with Community Agency protocol. Transitions for students will occur prior to school start. A communication plan will be implemented clearly explaining the differences between Tier 1, 2 and 3 supports. Expand Oral Language Pilot Project to additional schools (partnership with CCAC). Place Oral Language videos on the POD for educator PD purposes. Formalize reporting protocol for SLPs and CDAs to be implemented Fall 2015 (tracking of wait times included). 	<ul style="list-style-type: none"> School Board SLPs will ensure all students are transitioned prior to school start each year. Oral Language Pilot feedback will be collected annually from participating schools to guide future programming. Wait times for assessment and direct support will be reduced. Parents/guardians will have a clear understanding of what services their child will be receiving directly linked to the level of intervention (Tier 1, 2 or 3) 	
✓	✓	✓				
	✓					
L. McLaughlin						
CL	EC	ES	<ul style="list-style-type: none"> Every student in a Locally Developed Course will achieve the credit (100% course accumulation) by 	<ul style="list-style-type: none"> Teachers of Locally Developed Courses plan and program effectively, understanding the profile of our learners (including 	<ul style="list-style-type: none"> Increased credit accumulation and increased marks. 	
✓	✓					



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<i>L. McLaughlin V. Houston D. Fister</i>	attaining the course requirements.	the requirements for accommodations/IEP implementation where appropriate). <ul style="list-style-type: none"> • Professional development for all teachers assigned to LDCC (by semester) with focus on subject base, resources (including use of technology) and the profile of the learner. • Review of course credit accumulation, continue to monitor success rates. • Review student input obtained through exit surveys and interviews/ questionnaires. 			
CL	EC	ES	<ul style="list-style-type: none"> • Elicit student voice regarding mental health and well-being to inform Mental Health Strategic Plan. 	<ul style="list-style-type: none"> • With our community partners, design, conduct and analyze exit surveys for students being discharged from hospitals. 	<ul style="list-style-type: none"> • Results from survey inform our Mental Health Strategic Plan.
✓	✓				
	✓	✓			



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S. Pyke		<ul style="list-style-type: none"> Engage student trustees and school ambassadors on managing their emotions when their friends disclose suicidal thoughts. Develop wellness clubs in secondary schools. 	<ul style="list-style-type: none"> Development of wellness clubs/rooms in 50% of our secondary schools. 													
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CL	EC	ES														
✓	✓	✓														
S. Pyke		<ul style="list-style-type: none"> Implement the Mental Health Strategic Plan. Please refer to this plan for all of the goals for the 2015-16 school year. 	<ul style="list-style-type: none"> Develop plans based on goals through the Mental Health Steering Committee. 	<ul style="list-style-type: none"> Outcomes met as noted on the Mental Health Strategic Plan. 												
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	✓					
✓	✓					
S. Pyke						
CL	EC	ES	<ul style="list-style-type: none"> Development of a poverty framework for GECDSD. 	<ul style="list-style-type: none"> Develop a GECDSD framework for school staff to increase awareness of the concepts, myths and their own perceptions of families living in poverty and the realities of 	<ul style="list-style-type: none"> Develop and implement a system wide action plan which includes identifying systemic barriers, practices, and strategies within the school system that impact students' learning. The plan 	
✓	✓	✓				
S. Pyke						

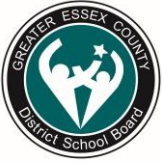


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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<p>poverty within our region as it impacts learning and outcomes.</p> <ul style="list-style-type: none"> • Conduct a critical look, through a poverty/equity/inclusive lens of current school practices that may negatively impact student success. • System committee to be struck to develop the framework and system action plan. 	will be shared within and outside of the school system.													
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #ff0000; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #70ad47; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff; text-align: center;">✓</td> <td style="background-color: #a0d080; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #66a0ff; text-align: center;">✓</td> <td style="background-color: #a0d080; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f4a460; text-align: center;">✓</td> <td style="background-color: #66a0ff;"></td> <td style="background-color: #a0d080;"></td> </tr> </table>	CL	EC	ES		✓	✓		✓	✓	✓			<ul style="list-style-type: none"> • Facility Services staff to partner with educators to promote environmental stewardship and energy conservation. 	<ul style="list-style-type: none"> • Support school EcoTeams through annual EcoSchools conference. • Administer and support the Energy Challenge. • Promote and support school ground greening. • Promote and support school recycling programs. • Implement energy conservation through building and operational improvements. 	<ul style="list-style-type: none"> • 10% increased participation in the EcoSchool program, from 50 to 55 schools. • Energy savings realized. • Increased participation in the Energy Challenge. • Compliance with the 3R's Regulation (reduce, recycle, reuse). • Continued implementation of building and operational 	
CL	EC	ES														
	✓	✓														
	✓	✓														
✓																
C. Lynd																

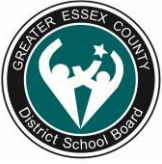


2015-2016 OPERATIONAL PLAN STRATEGIC PRIORITIES

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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			improvements for energy conservation.													
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CL	EC	ES														
✓	✓	✓														
	✓	✓														
✓		✓														
<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: #c6e0b4;"></td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #66a0ff;"></td><td style="background-color: #c6e0b4;"></td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #66a0ff;"></td><td style="background-color: #c6e0b4;"></td></tr> </table> <p>V. Houston</p>	CL	EC	ES	✓	✓								<ul style="list-style-type: none"> Continue to explore the International Baccalaureate Program in one of our secondary schools. 	<ul style="list-style-type: none"> Present to the Board of Trustees about the IB Program. Consult with school administrators and secondary school staff on interest. Determine school location. Train principal, coordinator and required staff. 	<ul style="list-style-type: none"> A secondary school is selected to host the IB Program. Certification as an IB school board is completed. 	
CL	EC	ES														
✓	✓															



2015-2016 OPERATIONAL PLAN

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CL	EC	ES	<ul style="list-style-type: none"> Update our Religious Accommodations Protocol. 	<ul style="list-style-type: none"> Conduct a critical look and update of our current Religious Accommodations Protocol. Design and publish a brochure outlining a summary of the religious accommodations. Consult with the Equity and Inclusion Work Group for feedback on protocol and brochure. Consult with community partners for feedback. Publish and distribute for system use. 	<ul style="list-style-type: none"> Publish updated Religious Accommodations Protocol. Brochure to be available on our website and in our schools. 	
	✓	✓				
S. Pyke						
CL	EC	ES	<ul style="list-style-type: none"> Develop a continuum of Equity and Inclusion practices. 	<ul style="list-style-type: none"> Develop a practical guide for school staff to assess their school equity and inclusive practices. Equity and Inclusion Work Group to develop draft continuum framework. Train our administrators. 	<ul style="list-style-type: none"> All administrators to be able to conduct their own equity and inclusion environmental scan in their school and be able to use these results in conjunction with the School Climate Survey results to improve student outcomes. 	
	✓	✓				
S. Pyke						



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CL	EC	ES	<ul style="list-style-type: none"> Develop a process for the efficient and responsible use of school space. 	<ul style="list-style-type: none"> Create a capital plan and update the Accommodation Report. Develop a new Facility Partnership Policy/Regulation. Develop a new Accommodate Review Policy/Regulation. 	<ul style="list-style-type: none"> Create a well defined process based on new Ministry Guidelines. Approved policies and regulations. 	
	✓	✓				
		✓				
T. Awender C. Lynd						
CL	EC	ES	<ul style="list-style-type: none"> Implementation of finance related technology upgrades. 	<p><u>New Integrated Financial Management System (K212)</u> from a Windows based to web-based system.</p> <ul style="list-style-type: none"> A project plan created and a project team identified. Establishment of a testing and training environment. Transfer data. The project team will review and document all major processes (accounting and purchasing) to determine potential improvements and efficiencies. 	<p><u>Integrated Financial Management System (K212)</u></p> <ul style="list-style-type: none"> Customized reports will be developed to provide better financial information. Transition to a fully supported web-based system with more functionality and greater efficiencies. All users using system on September 1, 2016. 	
	✓	✓				
C. Lynd J. Howitt						



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		<ul style="list-style-type: none"> • Training programs will be developed. <p><u>Final Phase of School Cash Online (SCO) Implementation</u></p> <ul style="list-style-type: none"> • Provide training to Phase 4 school support staff (22 schools) in October 2015 • ‘Go live’ with SCO at 22 schools by December 1, 2015. 	<p><u>School Cash Online (SCO)</u></p> <ul style="list-style-type: none"> • System using consistent program for school generated funds. • Increase efficiency and effectiveness of recording and monitoring SGFs. • Provide meaningful in-year reporting to the school community as well as senior administration. • Increase online payment participation rates to reduce cash collection risks and inefficiencies within the schools. 	
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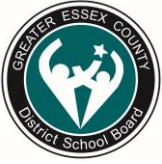


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CL	EC	ES	<ul style="list-style-type: none"> Effective management of capital projects resulting from enrolment pressures (additions), replacement or consolidation of schools. 	<ul style="list-style-type: none"> Consult with stakeholders on project scope 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. Communication of project status and issues through monthly reports to Senior Administration and regular site meetings with contractor and consultant. Communication of project status to Trustees through regular Operation Updates. 	<ul style="list-style-type: none"> Projects are completed on time to accommodate students – TVA addition January 1, 2016 and Herman-McCallum consolidation September 1, 2016. 	
	✓	✓				
		✓				
<p>C. Lynd T. Awender</p>						



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CL	EC	ES	<ul style="list-style-type: none"> Implement our Customer Service Manual. 	<ul style="list-style-type: none"> Develop our Customer Service Manual. Train staff on the manual with emphasis on the importance of excellent customer service. 	<ul style="list-style-type: none"> Manual available for all staff. Training complete. Customer Service beliefs available on our website. 	
	✓	✓				
<i>S. Pyke</i> <i>S. Scantlebury</i>						
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 provide feedback, identifying potential solutions, to all items below expectations. Implement changes in existing fiscal year when possible, within existing budgets. Prioritize and schedule large scale project funding needs. Allocate a portion of renewal funds yearly to address building 	<ul style="list-style-type: none"> 100% participation in the annual survey. Facility survey score meets expectations in the areas of School Condition, Cleanliness, Occupant Comfort, and Partnership. Issues are identified and addressed. 	
		✓				
	✓	✓				
<i>C. Lynd</i> <i>Superintendents</i>						



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		deficiencies which negatively impact academic performance.		
CL	EC	ES	✓	
	✓			
<p><i>V. Houston</i> <i>S. Scantlebury</i></p>	<ul style="list-style-type: none"> Develop a marketing/ advertising plan for our international student program. 	<ul style="list-style-type: none"> Promote GECSB to agents in targeted countries for recruitment (eg. China, Brazil, Korea, India). Gather anecdotal feedback from current international students. Update the International Student website. 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. 	<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. GECSB staff and our communities will be familiar with our international student program. 	



2015-2016 OPERATIONAL PLAN

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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. 	<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"> Increase the number of agents we currently have with signed agreements from 14 to 20 during the 2015-16 school year. Increase the number of students recruited by our present agents. 	
	✓					
V. Houston C. Lynd						
CL	EC	ES	<ul style="list-style-type: none"> To actively engage our newly developed Indigenous Parent Committee (IPC) 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 IPC to develop the Board FNMI plan of support for the 2015-2016 school year. Of the agreed upon actions there will be a regular reporting process from administration to the IPC committee with adjustments being made to the plan if needed. 	<ul style="list-style-type: none"> A grassroots involvement of the IPC for the development of the Board FNMI plan. 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). 	
	✓					
C. Howitt						



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CL	EC	ES	<ul style="list-style-type: none"> To 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"> Training sessions for all new administrators. Mentorship opportunities will be provided and a learning plan will be completed. 	<ul style="list-style-type: none"> Baseline data will be collected from mentees as to their sense of efficacy in varying areas of the leadership role in the fall. Data will be collected again in the late spring. A comparison analysis will be conducted to measure growth in leader efficacy. A focus group will be formed in the fall for mentees regarding aspirations/ support. The program support will be adjusted based on the focus group data collection and analysis. The focus group will be repeated in the spring of 2016 to note if program goals were achieved. 	
	✓					
<p><i>C. Howitt</i></p>						



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CL	EC	ES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
	✓		<ul style="list-style-type: none"> To increase the numbers of both elementary and secondary “leaders of promise” – or leadership interns in our system. 	<ul style="list-style-type: none"> Confirm presently identified leadership interns. A campaign for teacher leaders to self-identify and for administrators to identify “leaders of promise”. Leadership interns will be encouraged to participate in professional learning which will include: The Role of Principal and Instructional Leader, The Role of Principal and Special Education, The Role of Principal and Students in Risk, The Role of Principal and Facility Services, The Role of Principal and Finances, The Role of Principal and Health and Safety and the Role of Principal and Building Positive Relationships. Candidates will also be offered a learning session focused on 	<ul style="list-style-type: none"> An increase of 20% in the number of both elementary and secondary leadership interns in the system. Feedback regarding effectiveness of program will show growth in leadership efficacy for candidates. 	
<p><i>C. Howitt</i></p>						



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		Preparing to Apply to a Position of Added Responsibility.											
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CL	EC	ES											
	✓												
E. Kelly													
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CL	EC	ES											
	✓												
	✓												
E. Kelly													