



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 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 	<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). 	<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. 	
✓	✓	✓				
C. Howitt L. McLaughlin School Superintendents						



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	<p>Learning Disabilities will increase from:</p> <ul style="list-style-type: none"> ➤ from 31% to 41% in math ➤ from 37% to 42% in reading 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. • Student interviews will support use of self-advocacy skills. • DRA scores will increase. 	
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		<ul style="list-style-type: none"> 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"> Fifteen high intensity schools will be followed to determine if student's progress on the math continuum and reading continuum. 													
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #e67e22; color: white;">CL</td> <td style="background-color: #2980b9; color: white;">EC</td> <td style="background-color: #27ae60; color: white;">ES</td> </tr> <tr> <td style="background-color: #f1c40f; text-align: center;">✓</td> <td style="background-color: #2980b9; text-align: center;">✓</td> <td style="background-color: #27ae60; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #f1c40f;"></td> <td style="background-color: #2980b9; text-align: center;">✓</td> <td style="background-color: #27ae60;"></td> </tr> <tr> <td style="background-color: #f1c40f;"></td> <td style="background-color: #2980b9;"></td> <td style="background-color: #27ae60;"></td> </tr> </table>	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. 	<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) 	
CL	EC	ES														
✓	✓	✓														
	✓															
L. McLaughlin																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES						
		<ul style="list-style-type: none"> Formalize reporting protocol for SLPs and CDAs to be implemented Fall 2015 (tracking of wait times included). 								
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CL	EC	ES								
✓	✓	✓								
S. Pyke										
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S. Pyke										



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		<ul style="list-style-type: none"> Provide training and support to school staff as they work through the protocol. 														
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CL	EC	ES														
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✓	✓															
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✓		✓														
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		<ul style="list-style-type: none"> Revise templates based on the new regulations. Train administrators. 											
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CL	EC	ES											
✓	✓	✓											



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		<ul style="list-style-type: none"> System committee to be struck to develop the framework and system action plan. 														
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CL	EC	ES														
✓		✓														
		✓														
P. Antaya V. Houston																



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<p>J. Howitt L. McLaughlin C. Lynd D. Fister</p>	<p>Model for the Education Sector.</p>															
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		feedback on protocol and brochure. <ul style="list-style-type: none"> Consult with community partners for feedback. Publish and distribute for system use. 											
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CL	EC	ES											
	✓	✓											
		✓											
T. Awender C. Lynd													



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	✓		<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. 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 	<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. <p><u>School Cash Online (SCO)</u></p> <ul style="list-style-type: none"> System using consistent program for school generated funds. 	
		✓				
<p>C. Lynd J. Howitt</p>						



2015-2016 OPERATIONAL PLAN STRATEGIC PRIORITIES

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✓ <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>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<ul style="list-style-type: none"> • ‘Go live’ with SCO at 22 schools by December 1, 2015. 	<ul style="list-style-type: none"> • 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. 													
<table border="1" style="font-size: small;"> <tr> <td style="background-color: #e67e22; color: white;">CL</td> <td style="background-color: #2980b9; color: white;">EC</td> <td style="background-color: #27ae60; color: white;">ES</td> </tr> <tr> <td style="background-color: #e67e22;"></td> <td style="background-color: #2980b9; color: white; text-align: center;">✓</td> <td style="background-color: #27ae60; color: white; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #e67e22;"></td> <td style="background-color: #2980b9;"></td> <td style="background-color: #27ae60; color: white; text-align: center;">✓</td> </tr> <tr> <td style="background-color: #e67e22;"></td> <td style="background-color: #2980b9;"></td> <td style="background-color: #27ae60;"></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 	<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. 	
CL	EC	ES														
	✓	✓														
		✓														
<p>C. Lynd T. Awender</p>																

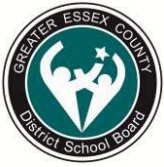


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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		<p>project delivered on time and within budget.</p> <ul style="list-style-type: none"> • Communication of project status 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. 														
<table border="1" style="width: 100%; text-align: center;"> <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: #add8e6;"></td> <td style="background-color: #90ee90;"></td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #add8e6;">✓</td> <td style="background-color: #90ee90;">✓</td> </tr> </table>	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. 				
CL	EC	ES														
	✓	✓														
<p>S. Pyke S. Scantlebury</p>																
<table border="1" style="width: 100%; text-align: center;"> <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: #add8e6;"></td> <td style="background-color: #90ee90;">✓</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #add8e6;">✓</td> <td style="background-color: #90ee90;">✓</td> </tr> <tr> <td style="background-color: #f08080;"></td> <td style="background-color: #add8e6;"></td> <td style="background-color: #90ee90;">✓</td> </tr> </table>	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 	<ul style="list-style-type: none"> • 100% participation in the annual survey. • Facility survey score meets expectations in the areas of School Condition, 	
CL	EC	ES														
		✓														
	✓	✓														
		✓														
<p>C. Lynd</p>																



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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<i>Superintendents</i>		<p>solutions, to all items below expectations.</p> <ul style="list-style-type: none"> • 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 deficiencies which negatively impact academic performance. 	<p>Cleanliness, Occupant Comfort, and Partnership.</p> <ul style="list-style-type: none"> • Issues are identified and addressed. 										
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #e91e63; color: white;">CL</td> <td style="background-color: #0056b3; color: white;">EC</td> <td style="background-color: #43a047; color: white;">ES</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #4682b4; color: white;">✓</td> <td style="background-color: #90ee90; color: white;">✓</td> </tr> <tr> <td style="background-color: #f4a460;"></td> <td style="background-color: #add8e6;"></td> <td style="background-color: #90ee90;"></td> </tr> </table>	CL	EC	ES		✓	✓				<ul style="list-style-type: none"> • Develop a marketing/ advertising plan for our international student program. 	<ul style="list-style-type: none"> • Promote GECSDB to agents in targeted countries for recruitment (eg. China, Brazil, Korea, India). • Gather anecdotal feedback from current international students. • Update the International Student website. 	<ul style="list-style-type: none"> • Agents, parents and students from target countries will be knowledgeable about our international student program and students will be registered in our schools. • GECSDB staff and our communities will be familiar with our international student program. 	<p><i>V. Houston</i> <i>S. Scantlebury</i></p>
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"> • 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. 														
<table border="1" style="font-size: 8px;"> <tr> <td style="background-color: #f44336; color: white;">CL</td> <td style="background-color: #005596; color: white;">EC</td> <td style="background-color: #43a047; color: white;">ES</td> </tr> <tr> <td style="background-color: #f44336;"></td> <td style="background-color: #005596; color: white;">✓</td> <td style="background-color: #43a047; color: white;">✓</td> </tr> <tr> <td style="background-color: #f44336;"></td> <td style="background-color: #005596; color: white;"></td> <td style="background-color: #43a047; color: white;"></td> </tr> <tr> <td style="background-color: #f44336;"></td> <td style="background-color: #005596; color: white;"></td> <td style="background-color: #43a047; color: white;"></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 GECSDB 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. 	
CL	EC	ES														
	✓	✓														
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES		
		✓		
		✓		
P. Antaya J. Howitt C. Lynd	<ul style="list-style-type: none"> Automation of workflows to streamline Human Resource/Finance processes to improve communication, accuracy and develop efficiencies for staff. 		<ul style="list-style-type: none"> Automate absence reporting to streamline process and communication. Automate demographic changes (for example surname, address, phone number) in HR system to create efficiencies in HR, reduce input errors and provide greater convenience for staff. Automate Teaching assignment set up in Smart Find Express Automate on-line timesheet reporting for outstanding employee groups. Automate on-line timesheet reporting for outstanding groups. Automate generation of benefit billings and related journal entries. Create consistent electronic communication process 	<ul style="list-style-type: none"> All bargaining units to use automated absence reporting in September 2015. Demographic Changes - Fall of 2015, develop an automated interface to permit Human Resources staff to input and edit employee demographic information (Surname, Address, Phone Number) once in the Human Resource database and interface those changes to populate SmartFind. Expected savings of staff time and greater accuracy in records will be realized through elimination of manually editing information in multiple systems.



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES												
		<ul style="list-style-type: none"> between Human Resources and Payroll. Automate the file transmission process to benefit providers. Automate process to reallocate long term teaching costs. 	<ul style="list-style-type: none"> Winter of 2015 - Develop interface for the Student information system to populate elementary and secondary teaching assignments in the Absence Reporting System (SmartFind) currently completed manually. 													
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CL	EC	ES														
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CL	EC	ES														
		✓														
		✓														
<p><i>P. Antaya</i></p> <p><i>V. Houston</i> <i>C. Lynd</i></p>																



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	international student program.	<ul style="list-style-type: none"> Clearly define responsibilities of individuals who work within the international student program area. 	program to ensure successful recruitment.													
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CL	EC	ES														
		✓														
C. Lynd																