



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"> • Primary and junior math provincial assessments will improve by 10% by June 2017. <ul style="list-style-type: none"> ➤ Primary Math 64% to 74% ➤ Junior Math 52% to 62% 	<ul style="list-style-type: none"> • Launch the GECSB Math Task Force in September 2015 including a series of subcommittees with a presentation to the Board in February 2016. • Math capacity building series will be provided to all elementary schools. • 15 schools will receive high intensity support re: human and financial resources. • Math learning sessions will focus on: <ul style="list-style-type: none"> ➤ conceptual understanding; ➤ procedural fluency; ➤ adaptive reasoning; ➤ strategic competence; ➤ productive disposition. • Sessions regarding resource use such as math kits, NumberTalks, 	<ul style="list-style-type: none"> • Increased results by 2017 as seen in EQAO scores and report card data. • Increased results in achievement and learning skills and analysis of subgroups (eg. Special Education results). • Follow up research based on quantitative data (case studies and focus groups). 	
✓						
✓						
<p><i>C. Howitt</i> School Superintendents</p>						



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		the Anie, Prime and Leaps & Bounds will be provided.														
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CL	EC	ES														
✓																
✓																
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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. 			
✓	✓	✓						
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 			
✓	✓	✓						
V. Houston D. Fister C. Howitt L. McLaughlin								
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			use appropriate instructional strategies to meet those needs.													
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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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CL	EC	ES	<ul style="list-style-type: none"> ➤ credit accumulation; ➤ student attendance. 		
✓	✓				
D. Fister			<ul style="list-style-type: none"> • The Middle Years Collaborative Inquiry (MYCI) will support a progression rate of moving 75% of all participating students in math forward one level or more on their final report card during the 2015-2016 school year based on their final report card from 2014-2015. 	<ul style="list-style-type: none"> • Continue to carry out an inquiry project designed to generate knowledge about and evidence in support of effective instructional and assessment practices in middle years (grades 7-10) mathematics classrooms. • Organize Professional Learning sessions. • Board-wide learning needs will be articulated by school teams with a focus on: <ul style="list-style-type: none"> ➤ Deconstructing the problem; ➤ Determining where to begin; ➤ Retention and application of prior knowledge & skills; ➤ Communicating thinking and understanding. 	<ul style="list-style-type: none"> • Teachers will be able to: <ul style="list-style-type: none"> ➤ monitor student progress more effectively throughout their course; ➤ better address the student learning needs in their classrooms; ➤ utilize technology in the classroom with purpose and confidence; ➤ Implement their new learning in their classroom the next day; ➤ better value the professional learning and implement these strategies in their teaching;



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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>L. McLaughlin</i></p> <p><i>School Superintendents</i></p>	<p>➤ 27% to 37% in math</p> <ul style="list-style-type: none"> • 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 	<p>differently and on the scope and sequence for reading instruction (small groups, specific and targeted intervention).</p> <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 	<ul style="list-style-type: none"> • 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 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"> 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"> • Fifteen high intensity schools will be followed to determine if student's progress on the math continuum and reading continuum. 													
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		<ul style="list-style-type: none"> 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"> 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) 													
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		<p>technology) and the profile of the learner.</p> <ul style="list-style-type: none"> • Review of course credit accumulation, continue to monitor success rates. • Review student input obtained through exit surveys and interviews/ questionnaires. 											
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CL	EC	ES											
✓	✓												
	✓	✓											
<p><i>S. Pyke</i></p>													



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"> Develop a consistent protocol in our schools to support gender identity and gender expression of students and staff. 	<ul style="list-style-type: none"> Equity and Inclusion Work Group to review and revise draft protocol based on our current practices and other board policies. Provide training and support to school staff as they work through the protocol. 	<ul style="list-style-type: none"> Protocol refined and published. 	
✓	✓	✓				
S. Pyke						
CL	EC	ES	<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. 	
		✓				
✓	✓					
S. Pyke						



2015-2016 OPERATIONAL PLAN

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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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CL	EC	ES	<ul style="list-style-type: none"> Implement the revised Safe Schools Policy, the new Suspension and Expulsion regulation and associated regulations. 	<ul style="list-style-type: none"> Alignment of current regulations as it related to the revised Safe Schools Policy. Develop new regulations that support the revised Safe Schools Policy, eg. Smoking, with consultation from our community partners. Implement the new Suspension and Expulsion Regulation with our administrators and trustees. Revise templates based on the new regulations. Train administrators. 	<ul style="list-style-type: none"> All regulations associated with the revised Safe Schools Policy will be created or updated and published. Update the Safe Schools webpage. 	
✓		✓				
S. Pyke						
CL	EC	ES	<ul style="list-style-type: none"> Build inclusive, supportive school cultures by piloting various socio-emotional programs. 	<ul style="list-style-type: none"> Work with the Windsor Essex County Health Unit to implement evidence based Roots of Empathy. Select pilot elementary schools. Select a skills based framework on pro-social behaviour and pilot in up to 10 schools across 	<ul style="list-style-type: none"> Implement Roots of Empathy program in up to 10 of our classrooms across the system. Increase in student socio-emotional literacy as indicated by staff. 	
	✓					
✓	✓					
S. Pyke						



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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		the system to provide feedback on the program (including Student Voice). Our GECD SB Bullying Prevention and Implementation Committee to explore, research and select various supports/programs.	<ul style="list-style-type: none"> A skills based pro-social behaviour program selected for full implementation in 2016-2017. 										
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CL	EC	ES											
✓	✓	✓											
S. Pyke													



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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
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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														
	✓	✓														
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C. Lynd																
<table border="1" style="font-size: small;"> <tr><td style="background-color: #ff0000; color: white;">CL</td><td style="background-color: #0056b3; color: white;">EC</td><td style="background-color: #70ad47; color: white;">ES</td></tr> <tr><td style="background-color: #f4a460; text-align: center;">✓</td><td style="background-color: #4f81bd;"></td><td style="background-color: #a6d886; text-align: center;">✓</td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #4f81bd;"></td><td style="background-color: #a6d886; text-align: center;">✓</td></tr> <tr><td style="background-color: #f4a460;"></td><td style="background-color: #4f81bd;"></td><td style="background-color: #a6d886;"></td></tr> </table>	CL	EC	ES	✓		✓			✓				<ul style="list-style-type: none"> Negotiation and implementation of new Collective Agreements with all employee groups under the new Provincial Bargaining 	<ul style="list-style-type: none"> Negotiate locally with all bargaining groups. Implement local and provincial Collective Agreements. 	<ul style="list-style-type: none"> Successfully negotiated contracts. Maintain and build upon good relationships with bargaining units to maximize student success. 	
CL	EC	ES														
✓		✓														
		✓														
P. Antaya V. Houston																



2015-2016 OPERATIONAL PLAN

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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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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="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td style="background-color: #ff9966;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td style="background-color: #ff9966;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></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														
✓	✓															