

Summary of input from the December 2006 Director's Meeting December 14, 2006

Goal: Success for All Students

Action plan 1: Every student demonstrates the skills and values to contribute positively to their chosen communities.

Action step 1: Set and measure specific system and school level targets for student performance in the areas of literacy and numeracy, passing and credit accumulation rates, graduation and planned exit rates, as well as community, culture and caring.

| Strengths | Challenges | Next steps |
|--|---|---|
| <ul style="list-style-type: none"> • Process is good – we have a lot of experience, less artificial becoming very concrete • Better understanding of how to set ambition yet, realistic target (not always a gain over previous year) • Individual school target – keep checks and balances in order towards overall gain • Looking at a broader group (not just 3's and 6's) • Board is supporting us with training and resources • CST is great at supporting our needs – giving training/support/resources • ESI, etc., giving funds and resources to support individual school initiatives and projects • Teachers are using data for student improvement; they understand Ministry of Education initiatives • Consistency throughout school and board • Shift away from Grade 3 and 6 emphasis • Class/school profiles and data looked at monthly through Literacy Partner consolidation days • More focus on instruction and learning assessment for learning • Focused instruction because of focused PD | <ul style="list-style-type: none"> • Staying focused on the specific needs of students • Keep the resources coming – ensuring that all teachers are hearing the message and getting resources • Having the students/parents buy in to programs offered • Budgets in small schools make it difficult to provide required/desired resources • Increased population of English language – will we have the resources? • Constant assessment tools and practices are needed • Understanding what data is telling us • Consistency of people in the roles • Number of identified students | <ul style="list-style-type: none"> • A common assessment tool for math • Look at possibility/feasibility of math teachers in elementary with specific experience taking that role • Possibility of diagnostic tool to help determine pathways • Grade 8-9 more transition and info sharing/data sharing • Engagement of all grade 6-8 students in helping them to choose an appropriate pathway. |

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Goal: Success for All Students

Action plan 1: Every student demonstrates the skills and values to contribute positively to their chosen communities.

Action step 2: Implement effective system and school improvement plans based on student performance data and target setting. Maximize the use of Ministry of Education, Board and school resources to support student performance through effective system and school improvement planning.

| Strengths | Challenges | Next steps |
|--|---|---|
| <ul style="list-style-type: none"> • Clear sense of moral purpose, learning first, aligned • Template and consistency of info/support network/alignment of ministry, Education Centre, schools • Balance – consistency with some flexibility/diversity • Leadership and having ideas between schools • Secondary and elementary – input/engagement from staff | <ul style="list-style-type: none"> • Data for intermediate/senior math assessment/balance • Move all students - it is necessary to set targets but, important to put faces with numbers • Secondary - new framework, new A&E document, so we need time to move forward | <ul style="list-style-type: none"> • Collection of data from wider range/easier comparison. (academic/behaviour) • Detailed info that is current to use in informing instruction at regular intervals – continue to support IT • Develop leaders to have tools to engage staff |

Goal: Success for All Students

Action plan 2: Students select appropriate program pathways and experience success. *Every student—a successful pathway. Every pathway—a valued destination.*

Action step 2: Determine and implement the measurement tools and methods to evaluate that students are selecting appropriate pathways.

| Strengths | Challenges | Next steps |
|-----------|--|--|
| | <ul style="list-style-type: none"> • EDP program needs appropriate definition of successful outcomes • Look beyond the destination – are we well connected to <u>all</u> destinations? | <ul style="list-style-type: none"> • Continue to share data between elementary and secondary on how students do in Grade 9 • Take a close look at learning skills and impact on success • Make data portal available to both elementary and secondary • Continue to define what we mean by terms, recognition of all courses • Lobby to have a definition of exit outcomes changed • Collect information on whether or not students are <u>able</u> to change pathways |

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| <p>Goal: Success for All Students Action plan 3: Students select appropriate program pathways and experience success. <i>Every student—a successful pathway. Every pathway—a valued destination.</i></p> <p>Action step 2: Continue to respond to input and recommendations coming from other <i>A/M</i> action plans and move towards further alignment of system resources.</p> | | |
|--|------------|--|
| Strengths | Challenges | Next steps |
| <ul style="list-style-type: none"> IT staffing committees School staffing committees Training and in-service | | <ul style="list-style-type: none"> Review Policy #-59 for adequacy/ consistency with new Ministry guidelines (includes review of current practices and well-defined school boundaries), grandfathering scenarios) Develop processes to deal with cap piercing - more staff, move students / refuse students / (redirect), overflow classes |

| <p>Goal: Success for All Students Action plan 3: Maximize resources to provide excellent learning and working environments.</p> <p>Action step 4: Form a primary class size planning group to develop a preliminary plan for 2007-2008 identifying issues to be addressed, resources required and processes to be followed.</p> | | |
|--|--|---|
| Strengths | Challenges | Next steps |
| <ul style="list-style-type: none"> School supervision model Literacy partner 75% at level 3 Focus and support on EarthCARE - how do we sustain Facility review - more \$ into repairs then before Continued custodian support | <ul style="list-style-type: none"> Declining enrolment Geography Declining resources How to maintain current service levels? Curriculum | <ul style="list-style-type: none"> Create resource centers in isolated areas - e.g., more Best Start Video conferencing Best Start - expand program earlier age More contribution from Ministry Resource / funding support from other outside agencies More consultation with school administrators Prior to implementation of new initiatives - e.g., CYC's / learning strategies Foster relationship with outside agencies who face same challenges |

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Goal: Employee Excellence

Action plan 1: Recognize employee achievements and their contributions to student success.

Action step 2: Provide opportunity for input on draft recommendations from the system and modify as required.

| Strengths | Challenges | Next steps |
|---|---|--|
| <ul style="list-style-type: none"> Retirement reception-memory box Personalized – well done | <ul style="list-style-type: none"> Consistency for all employee groups – effective coordination Budget Diverse workforce - meaningful selections | <ul style="list-style-type: none"> Recognition at 10 years, 25 years, 30 years Student-made gifts – check with secondary school shops and art departments Stock piling year ahead Honorarium |

Goal: Employee Excellence

Action plan 2: Actively promote wellness and healthy active living for all staff.

Action step 1: Enhance wellness communication through regular updates and a Web presence.

| Strengths | Challenges | Next steps |
|--|---|---|
| <ul style="list-style-type: none"> New wellness Web page Employee interest | <ul style="list-style-type: none"> Sustaining the momentum | <ul style="list-style-type: none"> New items for wellness on main page Bulletin boards at schools – recognition notes, inspirational quotes Monthly staff meeting agendas – healthy active schools reps Provide pedometers to every staff Weekly healthy recipes link on the Web Explore child care for sick dependents Quiet space for staff Wellness blankets for each school |

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Goal: Employee Excellence

Action plan 3: Promote coaching, mentoring and professional development for all employees.

Action step 1: Identify, through a gap analysis, existing programs of coaching, mentoring and professional development.

| Strengths | Challenges | Next steps |
|---|--|--|
| <ul style="list-style-type: none"> • Good committee representation, include trustee's and educational assistants | <ul style="list-style-type: none"> • Increase communication • Allow representatives the opportunity to understand their role on the committee and provide frameworks and timelines for data collection and communication | <ul style="list-style-type: none"> • Value all employees in their coaching, mentoring and PD needs • Include more varied participation in committees, work groups and forums • Be creative in the application of C.M and PD opportunities such as consolidation of information built within the structure of meetings, consideration of opportunity to participate jointly as a team in meetings for capacity building and mentoring models • Encourage new and varied participation in professional development opportunities and thereby model the attributes of character education |

Goal: Open Communication

Action plan 1: Develop a marketing plan to promote the Board as the system of choice and as an essential community partner.

Action step 2: Identify factors that influence school and system choice.

| Strengths | Challenges | Next steps |
|--|--|--|
| <ul style="list-style-type: none"> • Consistent branding • Diversity of programs e.g., Best start, Destinations, EcoBound • Word of mouth • Approachability of the senior team and support staff at the Education Centre | <ul style="list-style-type: none"> • So far leading edge bogged down • need more programming for highest need children • No programming for Grade 7-8 to specifically address those at-risk, to help kids feel valued | <ul style="list-style-type: none"> • Create intermediate schools with facilities for Grades 7 and 8 • Board needs to understand new legislation passes workload issues regarding keeping kids in schools |

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Goal: Open Communication

Action plan 2: Improve processes and mechanisms to support open, two-way communication within the organization and with community partners.

Action step 1: Further investigate and implement recommendations for Year 1, including: conduct a survey of internal and external audiences to gauge the effectiveness of communication initiatives; and expand the use of the Web site.

| Strengths | Challenges | Next steps |
|---|---|---|
| <ul style="list-style-type: none"> • New Web site – it's updated branding, navigation and content • System memos are efficient and effective • There has been an overall improvement in communication between the Education Centre, schools and other HPEDSB offices | <ul style="list-style-type: none"> • It can be difficult to find information on the Web site due to so much content • Need to ensure that information is circulated through the proper hierarchy to ensure effective communication <ul style="list-style-type: none"> ○ For example, it is crucial that school administrators are aware of initiatives prior to their staff being asked to complete tasks such as data collection or surveys, to ensure all staff can be adequately supported feels their input is valued | <ul style="list-style-type: none"> • Strong support for communications: staff feel it is an area that should have continual focus; it is paramount to success in all areas of the system • Expand the site map to include drilled-down topics • For emails: include an actionable reference in the subject line, for example ACTION, UPDATE or INFO, for easy identification and response • Continue to clamp down on spam and junk mail • Continue with a quarterly employee newsletter, limited to four pages • Introduce a bulletin board solution where issues could be discussed <ul style="list-style-type: none"> ○ Discussion forums could be hosted and appropriate posts would appear under the appropriate category ○ Forum topics could include: curriculum, elementary, secondary, general discussion |

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Goal: Open Communication

Action plan 3: Utilize technology to plan, organize and share information, and to manage records.

Action step 4: Identify areas of technological need in information and records management.

| Strengths | Challenges | Next steps |
|---|---|--|
| <ul style="list-style-type: none"> Many connected systems in place Well-trained ITS staff | <ul style="list-style-type: none"> Need to develop and implement an electronic survey tool Need to develop procedures for information and records management <ul style="list-style-type: none"> Training required for implementation of procedures Implementation of collaboration software requires financial and human resources | <ul style="list-style-type: none"> Electronic surveys – respond individually on own time When a survey is created, use a representative group, e.g., classroom, administrative, central, rural vs. urban <ul style="list-style-type: none"> Survey should include school level, not just Education Centre departments to determine actual use effectiveness, e.g., use of DRA into Maplewood |

Goal: Community Relationships

Action plan 1: Collaborate with community partners to develop a diversity and equity policy and accompanying procedures.

Action step 1: The Equity and Diversity Steering Committee will complete the development of an equity and diversity policy and establish an implementation plan for presentation to senior administration and the Board.

| Strengths | Challenges | Next steps |
|---|--|--|
| <ul style="list-style-type: none"> Partner to support students in need for field trips, supplies, etc. Universal respect for individual | <ul style="list-style-type: none"> Ways to reach all to provide services, seek partners to support Willingness to work with community support, little diversity within some of our own district Different geography, different issues | <ul style="list-style-type: none"> Support services integration Immigration services – UN Look deeply at current level of tolerance and diversity |

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Goal: Community Relationships

Action plan 2: Continue to develop community partnerships.

Action step 1: Form a work group to conduct a review of current community partnerships.

| Strengths | Challenges | Next steps |
|--|--|---|
| <ul style="list-style-type: none">• The HPE Learning Foundation• Positive media relationships• School council and parental involvement | <ul style="list-style-type: none">• Geography – traveling distances• Accepting changing model of support – teachers very traditional and isolated• Financial assistance for those schools and organizations who may not have the same opportunity• Understand the learning priorities in our schools• Ensure consistency among all schools and offices | <ul style="list-style-type: none">• Decision on survey tool• Need to determine what the needs are• Create list of needs, then partners who could assist• Coordinated initiatives across HPEDSB and specific to areas• Coordinate efforts to maximize volunteers |