



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



SYSTEM GOAL - SUCCESS FOR EACH STUDENT

Hastings and Prince Edward District School Board is a system of character that delivers a quality learning experience to support high levels of achievement for each student.

SUCCESS FOR EACH STUDENT ACTION PLAN 1 **RESPONSIBILITY:** We have a sense of duty to fulfill commitments. We take ownership for our own thoughts and actions. We are reliable and accountable in our words and actions.

Develop processes to create a culture of collective responsibility for high levels of student achievement for 21st Century learners who are resilient, critical-thinking global citizens and who can effectively communicate, collaborate and problem solve.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Complete monitoring the implementation of the January 2011 to December 2011 Board Improvement Plan for Student Achievement and School Improvement Plans for Student Achievement.	T. FitzGibbon C. Portt M. Prendergast Curriculum Serv. Information and Technology Special Ed. Serv.	September to December 2011	Ministry of Ed. and Board	<ul style="list-style-type: none"> • Superintendent and assistant superintendent school visits to monitor implementation of strategies, artifacts of instructional development and evidence of student achievement. • Professional development at principal meetings addresses specific elements of Board Improvement Plan for Student Achievement (BIPSA)/School Improvement Plan for Student Achievement (SIPSA) implementation. • Collaborative inquiry, job-embedded professional learning and networking initiatives address implementation of evidenced-based instructional strategies. • Learning partners and coaches provide ongoing school-based support to clusters of elementary and/or secondary schools/teachers in the implementation of their SIPSA. 	Student achievement goals demonstrate students are achieving at Levels 3 or 4, or according to the goals of their learning plans. READING <ul style="list-style-type: none"> • Primary: 51% to 58% • Junior: 65% to 70% • OSSLT Applied: 67% to 72% WRITING <ul style="list-style-type: none"> • Primary: 56% to 63% • Junior: 56% to 63% • OSSLT Applied: 67% to 72% NUMERACY <ul style="list-style-type: none"> • Primary: 59% to 65% • Junior: 47% to 55% • Grade 9 Academic: 81% to 84% • Grade 9 Applied: 48% to 55% PATHWAYS <ul style="list-style-type: none"> • 8 credits by end of Gr. 9; Applied Math 74% to 78% • Achieving Level 3 or 4 in all Applied subjects, 36% to 50% COMMUNITY, CULTURE & CARING <ul style="list-style-type: none"> • Baseline target date TBD, 2011 Learning Skills and Work Habits



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



<p>2. Develop and implement the January to December 2012 Board Improvement Plan for Student Achievement that reflect the 21st Century learner and learning environment.</p>	<p>T. FitzGibbon C. Portt M. Prendergast Curriculum Serv. Information and Technology Special Ed. Serv</p>	<p>September to December 2011 develop BIPSA</p> <p>January to December 2012 implement BIPSA</p>	<p>Ministry of Ed. and Board</p>	<ul style="list-style-type: none"> • Conduct a needs assessment analysis of various sets of data (EQAO, school-based student achievement, program, perceptual, demographic, etc.). • Analyze data from the 2010-2011 district reviews. • Conduct a system-level self-assessment using the School Effectiveness Framework with multiple departments and representative educators across both panels. • Based on data: develop BIPSA goals that are aligned K-12, identify student achievement targets that set high and attainable expectations for success, focus on high yield instructional practices that result in critical thinking skills and reflect 21st Century learning environments, and outline processes for monitoring the implementation and progress of the BIPSA at the school/classroom level. • Schools develop their SIPSAs in alignment with the BIPSA and according to school-based data and identified improvement needs through the school self-assessment process. 	<ul style="list-style-type: none"> • System needs assessments, data from 2010-2011 district reviews and collaborative planning with educators across the system result in the development and implementation of the BIPSA. • School-based assessments, data from 2010-2011 district reviews and collaborative planning with school staff result in the development and implementation of the SIPSA.
<p>3. Continue to build knowledge and develop effective implementation practices at the school and classroom level for Procedure 388: Growing Success Assessment, Evaluation and Reporting, Grades 1 to 12.</p>	<p>C. Portt M. Prendergast Curriculum Serv. Information and Technology Special Ed. Serv.</p>	<p>September 2011 to June 2012</p>	<p>Ministry of Ed. and Board</p>	<ul style="list-style-type: none"> • Revise the procedure based upon feedback and consultation with work groups and continue implementation. • Make revisions to the reporting templates, as required. 	<ul style="list-style-type: none"> • Classroom instructional practices reflect assessment for, as and of learning. • Reporting templates reflect Ministry of Education and Board procedural requirements.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



				<ul style="list-style-type: none"> Provide continued professional development to principals and teachers, during administrator meetings, on PA Days and as part of school-based job-embedded initiatives and through the use of learning partners, coaches and the support of system personnel (i.e. coordinators). 	<ul style="list-style-type: none"> Evaluation and reporting practices reflect procedure requirements.
<p>4. Continue to build knowledge and develop effective implementation practices at the school and classroom level for Full-day Kindergarten early learning sites and programs.</p>	<p>T. FitzGibbon Curriculum Serv. Information and Technology, Facility Services Special Ed. Serv.</p>	<p>September 2011 to June 2012</p>	<p>Ministry of Ed. and Board</p>	<ul style="list-style-type: none"> Establish staffing (teacher and designated early childhood educator) for all Year 1 and 2 sites. 	<ul style="list-style-type: none"> Full-day Kindergarten classes are implemented in Year 1 sites and new programs in Year 2 sites (York River, two classes; Prince Charles (B), three classes).
				<ul style="list-style-type: none"> Provide programming resources and professional development to principals, teachers and designated early childhood educators (DECEs) to create play-based learning kindergarten environments. Establish early learning network meetings with teachers and DECEs to implement effective instructional classroom strategies to improve student literacy development. Address facility needs at Year 2 and 3 sites. Continue participation on the local early learning work group to address Year 3 to 5 site implementation and community partnerships (i.e. extended day). 	<ul style="list-style-type: none"> Play-based learning programs are implemented in Year 1 and 2 sites, reflecting teacher-designated early childhood educator (DECE) collaborative planning and instruction. Student literacy work demonstrates achievement that meets or extends the overall expectations of the draft Full-day Early Learning Kindergarten program.
				<ul style="list-style-type: none"> Continue communications with community partners and parents regarding play-based learning programs and survey for viability of extended day programs. 	<ul style="list-style-type: none"> Parent survey determines viability of extended day programs.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



<p>5. Conduct a French Immersion review to determine the viability of early immersion, Kindergarten to Grade 3.</p>	<p>T. FitzGibbon N. Vickers Curriculum Serv.</p>	<p>September to December 2011</p>	<p>Board</p>	<ul style="list-style-type: none"> Establish a French Immersion review team to consult with schools and the broader community, gather and analyze data, and provide recommendations to the senior team regarding viability of early immersion. Establish timelines for consultation, data review and delivery of a recommendation report by December 2011. 	<ul style="list-style-type: none"> A French Immersion review and recommendation report is submitted to the senior team by December 2011.
<p>6. Build knowledge and develop implementation of Applied Behaviour Analysis strategies at the school and classroom levels for students with Autism Spectrum Disorder (ASD).</p>	<p>J. Rogers C. DeMille</p>	<p>Ongoing</p>	<p>Ministry funding</p>	<ul style="list-style-type: none"> Project plan is developed. Professional development is provided for teachers and educational assistants. 	<ul style="list-style-type: none"> Number of training sessions is tracked by month.
				<ul style="list-style-type: none"> Ongoing classroom support provided through Special Education Services. 	<ul style="list-style-type: none"> Seamless transitions for students from Intensive Behaviour Intervention to Applied Behaviour Analysis are tracked by month. Overview of training and transitions is provided to Special Education Advisory Committee.
				<ul style="list-style-type: none"> Resources are developed and shared through the Resource Centre. 	<ul style="list-style-type: none"> Resources are posted on Resource Centre website as they become available. Ministry reports completed by June 2012.
<p>7. Conduct a review of identification processes and services provided by Special Education Services as outlined in the Special Education Plan for students who may be:</p> <ul style="list-style-type: none"> Gifted Blind and low vision Deaf/deaf and hard-of-hearing 	<p>J. Rogers C. DeMille</p>	<p>December 2011</p>	<p>Department budget</p>	<ul style="list-style-type: none"> Review current practices. 	<ul style="list-style-type: none"> Current practices reviewed by October 2011.
				<ul style="list-style-type: none"> Gather identification criteria, processes and services provided by other school boards. 	<ul style="list-style-type: none"> Information is gathered by November 2011.
				<ul style="list-style-type: none"> Create an identification and services flow chart. Consultation with key stakeholders (SES, SEAC). 	<ul style="list-style-type: none"> Identification and services flow chart completed for consultation by January 2012.
				<ul style="list-style-type: none"> School administrators and ISRTs/ISEHs are trained on the new identification process and any service refinements. 	<ul style="list-style-type: none"> Training completed by February 2012



AiM—Achievement in Motion for Student Success System Plan



Year 2, 2011-2012

8. Review Grade 9 Locally Developed English and Math Courses (with modifications) and develop Grade 10 Locally Developed English and Math Courses (with modifications).	J. Rogers C. DeMille	December 2011	Ministry funding	<ul style="list-style-type: none"> Work group is established to develop Grade 10 courses. 	<ul style="list-style-type: none"> Work group established by September 2011. Grade 10 Locally Developed English and Math (with modifications) completed by December 2011.
				<ul style="list-style-type: none"> Host a meeting for teachers of Grade 9 Locally Developed English and Math to discuss and share best practices. 	<ul style="list-style-type: none"> Teacher network meeting occurs by December 2011.
				<ul style="list-style-type: none"> Revisions are made to locally developed Grade 9 program documents as required. 	<ul style="list-style-type: none"> Revised documents (if necessary) are provided to system by January 2012.

SUCCESS FOR EACH STUDENT ACTION PLAN 2	COOPERATION: We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.
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Access and utilize facility, technological and knowledge based resources to support 21st Century learning environments and learners.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Develop an environmental procedure that promotes environmental education and responsible management.	T. FitzGibbon D. Tregenza N. Pfeiffer	By Nov. 30	Staff time	<ul style="list-style-type: none"> A work group is created. Guiding principles are developed. Meetings are scheduled. 	<ul style="list-style-type: none"> A procedure is developed and released.
2. Identify future facility consolidation options for consideration by the Student Enrolment/School Capacity Committee.	R. McGall D. Rutherford S. Smith	Winter 2012		<ul style="list-style-type: none"> Student Enrolment/School Capacity Committee meets and confirms the location of an accommodation review(s). 	<ul style="list-style-type: none"> Accommodation review(s) begin.
3. Select architect and designs for new schools in Stirling and Tweed.	D. Rutherford J. Rogers M. Savery-Whiteway D. Tregenza	September 2011 to June 2012	Capital funding	<ul style="list-style-type: none"> Request for Proposals (RFP) for architect and project manager are developed. 	<ul style="list-style-type: none"> Architect and project manager are selected by October 2011.
			Staff time	<ul style="list-style-type: none"> Design parameters, including community representation, are developed through consultation. 	<ul style="list-style-type: none"> Designs are finalized by January 2012.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



				<ul style="list-style-type: none"> Tender specifications are developed. 	<ul style="list-style-type: none"> Tenders are issued by May 2012 and awarded by June 2012. Construction begins by July 2012.
4. Develop a Full-day Kindergarten capital plan for Years 3, 4 and 5.	D. Rutherford D. Tregenza T. FitzGibbon	Year 3, 4 & 5	Staff time	<ul style="list-style-type: none"> Funding is confirmed. Renovation plans and specifications are developed. 	<ul style="list-style-type: none"> Projects are tendered as funding is confirmed.
5. Review and analyze components of the budget in order to meet provincial funding constraints while supporting the AiM System Plan.	D. Rutherford M. Savery-Whiteway	September 2011 to June 2012	Staff time	<ul style="list-style-type: none"> A multi-year funding projection is completed. 	<ul style="list-style-type: none"> An expenditure reduction plan is created.
6. Continue to develop and implement privacy and information management practices.	M. Norton S. Smith	September 2011 to June 2012	Release time for training	<ul style="list-style-type: none"> Records and information management procedures and records retention schedules are developed. 	<ul style="list-style-type: none"> A procedure is approved by Administrative Council and released by fall 2011.
				<ul style="list-style-type: none"> Employees are trained on records management procedures. 	<ul style="list-style-type: none"> Records management training for administrative users is completed by June 2012.
7. Build system knowledge through collaboration between Information and Technology Services and Facility Services to make improvements to the infrastructures that support administration, instruction and district operations.	M. Norton D. Tregenza Curriculum Services Facility Services Financial Services Information and Technology Services Human Resources Services Special Education Services	2011-12 school year	ITS budget	<ul style="list-style-type: none"> A staff planning day to review resources and knowledge that may be shared between departments is scheduled for fall 2011. 	<ul style="list-style-type: none"> Report complete by December 2011 outlining proposed action plan and proposed projects.
				<ul style="list-style-type: none"> A communication plan and report are created to identify required resources and proposed action including future projects. 	<ul style="list-style-type: none"> Projects to be evaluated may include those listed in this Action Step along with: <ul style="list-style-type: none"> standardized system infrastructure documentation review of reduced energy consumption of IT equipment; installation of school energy use display monitors; and integration of building security with video surveillance systems.
				<ul style="list-style-type: none"> The wide area network (WAN) is upgraded for an increase in Internet bandwidth with higher capacity to secondary schools and selected elementary schools by fall 2011. 	<ul style="list-style-type: none"> Users experience a noticeable increase in the speed of Internet browsing (qualitative measures). Users are able to more reliably and more quickly access Web 2.0 tools and district resources, such as Maplewood, web resources and email (quantitative and qualitative measures).



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



				<ul style="list-style-type: none"> All schools have Wi-Fi installed and accessible by June 2012. 	<ul style="list-style-type: none"> Students and staff are accessing Internet based resources with their own equipment (quantitative measures). There is an increase use of mobile devices as measured by the Wi-Fi reporting tools (quantitative measures). Schools are making a cultural shift to allow mobile devices to be used in the classroom to support 21st Century learning, as measured by surveys and anecdotes by staff and students (qualitative measures).
				<ul style="list-style-type: none"> Elementary schools continue to have their video surveillance systems upgraded to the district standard by January 2012. 	<ul style="list-style-type: none"> Staff and students understand that the systems are in place as a safety measure and feel more secure as a result (qualitative measures). School administrators are able to use the system to reduce the number of negative incidents in the school as measured by the monthly incident report (quantitative measures).
				<ul style="list-style-type: none"> A new elementary evergreening plan is implemented by – January 2012. 	<ul style="list-style-type: none"> Elementary schools receive new and reliably working mobile devices (qualitative and quantitative measures). Students and staff are using mobile devices and making the shift from the 20th Century lab approach to the more accessible and differentiated 21st Century approach (quantitative and qualitative measures). An increase in training for evergreened schools is provided by the System Educational Technology Supports (quantitative measures).
				<ul style="list-style-type: none"> Investigate and prioritize efficiencies within the existing enterprise resource planning systems (purchasing, finance, payroll and human resources). 	<ul style="list-style-type: none"> Existing project plans are re-visited and updated by winter 2012 to accommodate changes in technology.



AiM—Achievement in Motion for Student Success System Plan



Year 2, 2011-2012

<p>8. Conduct a pilot study of mobile device/assistive technology (e.g., laptop) use in the classroom:</p> <ul style="list-style-type: none"> - as a communication and learning tool; - to enhance technology use; and review for effectiveness; as funding permits. 	<p>J. Rogers C. DeMille C. Portt M. Norton</p>	<p>September 2011 – April 2012</p>	<p>Department budgets, as funding permits</p>	<ul style="list-style-type: none"> • Explore funding sources to obtain mobile devices for the pilot study (e.g., iPads, MP3 players, iPods, elementary and secondary Special Equipment Amount laptops). 	<ul style="list-style-type: none"> • Monitor individual student outcomes (increased use, increased social interaction, increased participation, and confidence in use). • Monitor student access to the curriculum.
				<ul style="list-style-type: none"> • Establish pilot sites/field study candidates and research questions based on a collaborative inquiry process (as previously conducted through a Managing Information for Student Achievement (MISA) project with Special Education Services), and including the criteria established by the Instructional Technology Advisory Committee. 	<ul style="list-style-type: none"> • Pilot sites are selected through an application process. • Pilot project/study data are compiled, analyzed and shared. • Participants are surveyed to determine improvement in project objectives.
				<ul style="list-style-type: none"> • Training provided to ISRTs, ISEHs and Curriculum Services, Special Education Services and Information & Technology Services on the effective use of mobile devices. 	<ul style="list-style-type: none"> • Participants are using the devices and customizing them in ways that support their learning and student learning. • Collect and analyze data. • Plan for next steps.

<p>SUCCESS FOR EACH STUDENT ACTION PLAN 3</p>		<p>INTEGRITY: We do what is right for ourselves and others. We demonstrate values and ethics that are good for all. We speak directly, clearly and respectfully.</p>			
<p>Establish processes that build healthy relationships, develop student well-being and ensure safe, caring and inclusive schools 21st Century schools.</p>					
ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
<p>1. Continue with the Working Together for Kid's Mental Health Demonstration Project.</p>	<p>J. Pohlman-Brogee C. Demille</p>	<p>Ongoing</p>	<p>Department budget</p>	<ul style="list-style-type: none"> • Gather data regarding the use of assessment tools. • Work with community and ministry partners to implement components of project (extend the use of screening tools for school staff to all schools in the district) 	<ul style="list-style-type: none"> • Pilot project results are compiled and shared with stakeholders.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



2. Increase awareness and understanding of Mental Health literacy, support and treatment.	J. Pohlman-Brogee C. Demille	Ongoing	Department budget	<ul style="list-style-type: none"> Investigate and select or develop information materials regarding mental health literacy. Develop a project plan to provide information to various audiences (staff, students, parents/guardians and the community). 	<ul style="list-style-type: none"> Information sessions are tracked within the district.
				<ul style="list-style-type: none"> Create a link on the board website that provides relevant mental health information and links to services. Investigate shared training opportunities with community partners. 	<ul style="list-style-type: none"> Website is developed and resources are posted.
3. Develop project plan to implement the components of Year 4 Ministry Equity and Inclusive Education Framework.	C. Portt C. Goerke S. Smith	Ongoing	Department budget, as funding permits	<ul style="list-style-type: none"> Participate in activities supported by the Eastern Ontario Equity and Inclusive Education Network. 	<ul style="list-style-type: none"> Numbers of information and training sessions are tracked.
			Ministry of Ed. funding	<ul style="list-style-type: none"> Equity and Inclusive Education Advisory Committee meets twice. Opportunities are identified for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives. 	<ul style="list-style-type: none"> Equity and Inclusive Education Advisory Committee meets fall and spring
4. Complete the consultation for and finalize Procedure 393: Police Protocol.	M. Savery-Whiteway S. Steele	September 2011	Ministry of Education	<ul style="list-style-type: none"> Procedure 393: Police Protocol is developed. 	<ul style="list-style-type: none"> Procedure 393: Police Protocol is released and posted on the website.
				<ul style="list-style-type: none"> School administrators are trained on the procedure. 	<ul style="list-style-type: none"> Training has occurred on specific dates.
				<ul style="list-style-type: none"> Data is collected to address additional training needs for employees and community partners related to the Community Threat Assessment Protocol. 	<ul style="list-style-type: none"> A survey is conducted with employees and community partners.
5. Expand restorative practices awareness and training.	C. DeMille M. Savery-Whiteway	2011-2012 school year	Department budget	<ul style="list-style-type: none"> Training for restorative circles is expanded to build community, foster relationships and enhance student well-being. 	<ul style="list-style-type: none"> Restorative practices training dates are set. Training is completed.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012

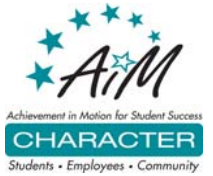


	S. Steele J. Pohlman- Brogee	September to December for pilot project Winter 2012 for data analysis	Student Success budget	<ul style="list-style-type: none"> A restorative practices pilot project is conducted to enhance self-regulation, and assist in creating respectful and inclusive learning and working environments through the philosophies of Restorative Practices. 	<ul style="list-style-type: none"> Two schools are selected through an application process and receive intensive Restorative Practices direction and support. Pilot is completed and data is analyzed.
6. Develop procedures to support students with special education needs: - service dogs in schools; and - medical procedure (revised).	J. Rogers	September to December 2011	Staff time and department budget	<ul style="list-style-type: none"> Procedures are developed. Tri-Board Student Transportation Services personnel are consulted regarding procedures. 	<ul style="list-style-type: none"> Procedures are released and posted on the website.
				<ul style="list-style-type: none"> School administrators and ISRTs/ISEHs are trained on the procedures. 	<ul style="list-style-type: none"> Training is completed by September 30, 2011. Other employees are trained as required.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



SYSTEM GOAL – EMPLOYEE EXCELLENCE

Hastings and Prince Edward District School Board is a system of character where every employee is valued, benefits from opportunities to learn and grow, and is engaged in, and contributes to, the success of each student.

EMPLOYEE EXCELLENCE ACTION PLAN 1 **RESPECT:** We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy, dignity and cooperation.

Focus and enhance the 21st Century leadership development plan with emphasis on building relationships and developing people.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Continue to refine the Board Leadership Development Strategy with goals and action steps focused on critical thinking, communication and collaboration.	M. Savery-Whiteway C. DeMille K. Fox S. Taylor	Review September 2011, December 2011 and March 2011	Ministry of Education	<ul style="list-style-type: none"> Professional learning opportunities for new, experienced and aspiring staff focused on: <ul style="list-style-type: none"> mentoring succession planning coaching performance appraisals professional development 	<ul style="list-style-type: none"> Training opportunities are developed for all employee groups. Board Leadership Development Strategy is updated and communicated to employees and Ministry of Education. Board Leadership Development Steering Committee reviews the process and determines next steps.
2. Support full system implementation of the support staff performance appraisal process.	K. Fox	Fall 2011	Department budget	<ul style="list-style-type: none"> Pilot completed by June 2011. Full rollout in fall 2011. 	<ul style="list-style-type: none"> In-service for site supervisors/principals is conducted. Implementation is completed.
3. Develop the Senior Management Performance Appraisal tool and pilot project in alignment with Ministry of Education direction.	M. Savery-Whiteway	2011-2012 school year	Department budget	<ul style="list-style-type: none"> Receipt of Ministry of Education guidelines. Development of a Board procedure. In-service is offered to the senior team. 	<ul style="list-style-type: none"> Senior Management Performance Appraisal process is developed and implemented. Process is reviewed with participants to determine next steps
4. Establish a steering committee to investigate support staff mentoring and develop an action plan.	K. Fox	Winter 2012	Department budget	<ul style="list-style-type: none"> Committee is established. An inventory of best practices is established and reviewed. An action plan is developed for senior team approval. Design pilot. 	<ul style="list-style-type: none"> Committee meetings are scheduled. Action plan based on review of best practices and current research is developed.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



<p>5. Review and update recruiting and hiring processes for academic and support staff to ensure fair and transparent practices and alignment with recommendations from the 2010 Operational Review.</p>	<p>M. Savery-Whitway K. Fox S. Taylor</p>	<p>Fall 2011</p>	<p>Department budget</p>	<ul style="list-style-type: none"> • Research other school boards. • A draft procedure is developed and released by September 2011. • Procedures are built into annual communications/orientations for employees applying to positions. 	<ul style="list-style-type: none"> • Procedures are approved and communicated to the system. • Review dates for the procedures are established.
<p>6. Develop a process to collect data, review trends and identify needs for exit interviews in order to enhance and improve relationships with employees as per recommendation from the 2010 Operational Review.</p>	<p>M. Savery-Whitway K. Fox S. Taylor</p>	<p>June 2012</p>	<p>Department budget</p>	<ul style="list-style-type: none"> • Research other boards. • Develop guidelines in consultation with the senior team and others. • Develop and communicate a procedure. • Pilot project during the 2011-2012 school year. 	<ul style="list-style-type: none"> • Pilot project is completed. • Data is analyzed and an action plan is developed.
<p>7. Review and expand supports related to employees who are declared redundant through ongoing revisions to procedures and in cooperation with employee groups. Align staffing levels to funding.</p>	<p>M. Savery-Whitway K. Fox S. Taylor</p>	<p>June 2012</p>	<p>Department budget Refer to Action Plan 2, Action Step 4</p>	<ul style="list-style-type: none"> • Establish a work group to explore possible supports and best practices regarding communication. 	<ul style="list-style-type: none"> • A work group is established and meets several times during the school year.
<p>8. Identify issues and complete preparations related to renewal of employee agreements.</p>	<p>M. Savery-Whitway K. Fox S. Taylor</p>	<p>2011-2012 school year</p>	<p>Staff time</p>	<ul style="list-style-type: none"> • Begin preparation for 2012 negotiations/discussions/consultations for employee groups. 	<ul style="list-style-type: none"> • Ongoing preparation for 2012 negotiations/discussions/consultations for employee groups.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



EMPLOYEE EXCELLENCE ACTION PLAN 2 **CARING:** We demonstrate concern for self and others. We show empathy and express genuine concern. We consider the long-term effect of our actions.
HUMOUR: We celebrate the fun in life. We lighten the emotions of others by interacting in a joyful manner.

Promote wellness as a joint responsibility to enhance a caring, safe, healthy and inclusive workplace.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Collaborate with an external provider to design and facilitate a wellness and inclusivity survey of all employees.	D. Rutherford M. Savery-Whiteway A. Dagenais	By December 31, 2011	Wellness Committee budget	<ul style="list-style-type: none"> Survey questions are compiled. A communication plan is developed. 	<ul style="list-style-type: none"> Survey is conducted.
2. Analyze survey results and develop recommendations.	D. Rutherford M. Savery-Whiteway A. Dagenais	Winter 2012	Staff time	<ul style="list-style-type: none"> Results are tabulated and recommendations developed. 	<ul style="list-style-type: none"> Future wellness initiatives are identified.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



SYSTEM GOAL – COMMUNITY CONNECTIONS

Hastings and Prince Edward District School Board is a system of character that supports the success of each student through effective community relationships, and safe, respectful, inclusive learning and working environments.

COMMUNITY CONNECTIONS ACTION PLAN 1	<p>CARING: We demonstrate concern for self and others. We show empathy and express genuine concern. We consider the long-term effect of our actions.</p> <p>COOPERATION: We work together as a team for a common good. We value the opinions of others and show a willingness to work towards a common goal.</p> <p>RESPECT: We value ourselves, others and our environment. We give consideration to the thoughts and actions of others. We treat others as we would want to be treated ourselves, with courtesy and dignity.</p>
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Collaborate with parents/guardians and the community to help students become 21st Century learners, and develop into skilled, knowledgeable, caring citizens who contribute to society both locally and globally.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Cultivate community relationships that support public education in the development of 21 st Century learners who will become global citizens of the future.	R. McGall J. Rogers M.deSnoo K. Donnell P. Fong C. Goerke N. Pfeiffer S. Smith	Fall 2011	Department budget	<ul style="list-style-type: none"> A list of existing community partnerships, including legislated committees is compiled as a benchmark. Refer to Community Key publication as a starting point. 	<ul style="list-style-type: none"> A comprehensive list is ready for review by Administrative Council by December 2011. The list is posted on the HPE and school websites. The data is incorporated into key messages (refer to Action Plan 2).
				<ul style="list-style-type: none"> A School District Survey for external and internal audiences is developed, and focus group sessions scheduled to seek input on future board direction. 	<ul style="list-style-type: none"> School District Survey is conducted between September 1 and October 28, 2011.
				<ul style="list-style-type: none"> Results are analyzed to determine target areas to build upon within Community Connections (i.e. how are we doing as a facility provider, ISP, HPELF, community partner?) 	<ul style="list-style-type: none"> Results compiled and analyzed by early December and initial release at December AiM Update Meeting. Results are made public by spring 2012.
				<ul style="list-style-type: none"> The number of times employees are involved in community meetings and speaking engagements are tracked and included in corporate messaging. 	<ul style="list-style-type: none"> A baseline number is established and analyzed to determine the degree to which HPEDSB employees are involved with the community. The data is incorporated into key messages



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



					(refer to Action Plan 2).
				<ul style="list-style-type: none"> Multi-ministry provincial strategy about children’s mental health. 	<ul style="list-style-type: none"> Indication of partnerships.
	J. Rogers M. Prendergast			<ul style="list-style-type: none"> The Crown Ward Education Championship Team prepares a document to increase the educational opportunities for students in care of the CAS. 	<ul style="list-style-type: none"> Document is finalized and released by fall 2011.
				<ul style="list-style-type: none"> The Integration with Education Committee (IWE) prepares a document about Grade 8 to 9 transitions for at-risk students through IWE. 	<ul style="list-style-type: none"> Document is finalized and released by fall 2011.
2. Enhance community access to board facilities to strengthen relationships, break down barriers and enhance the school board value to communities.	S. Smith	Winter 2012	Department budget	<ul style="list-style-type: none"> Evaluate community use of schools by internal and external audiences through surveys. 	<ul style="list-style-type: none"> Surveys are conducted by December 2011. Results compiled and analyzed by February 2012. Results are made public by spring 2012.
				<ul style="list-style-type: none"> Opportunities for shared use of space are reviewed on a regular basis. 	<ul style="list-style-type: none"> Services and supports available to students are improved. Relationships between the board, community partners and the public are enhanced as evidenced by an increase in the number of service partnerships.



AiM—Achievement in Motion for Student Success System Plan

Year 2, 2011-2012



COMMUNITY CONNECTIONS ACTION PLAN 2

COOPERATION: We work as a team for a common good. we value the opinions of others and show a willingness to work together towards a common goal.
HONESTY: We choose to live truthfully. We communicate and act in a sincere and respectful way.
TRUSTWORTHINESS: We can all be counted on to do what is right. We instill confidence in one another through our actions.

Promote Hastings and Prince Edward District School Board as the 21st Century school system of choice in the communities we serve.

ACTION STEPS	Lead and partners	Timelines	Financial sources	Indicators of progress	Evidence of success
1. Develop key messages using consistent language to be shared internally and externally.	M.deSnoo K. Donnell C. Goerke S. Smith	Fall 2011	Department budget	<ul style="list-style-type: none"> Programs and services and other factors that distinguish HPEDSB from other school systems are determined. 	<ul style="list-style-type: none"> A report, with recommendations on next steps, is provided to Administrative Council by January 2012.
				<ul style="list-style-type: none"> Messaging for specific target audiences, such as employees, students and/or the community, is identified and promoted through various communication tools. 	<ul style="list-style-type: none"> Messaging is developed by February 2012, with evidence of it being used with Student Senate, AiM Update Meetings, Administrator Meetings, department and community partner meetings, and in requests for proposals and tenders. Employees and students demonstrate being role models/ambassadors for HPEDSB. Employees role model for each other as ambassadors by speaking up/standing up to co-workers who do not speak positively about HPEDSB.