

STRATEGIC PLANNING AND RENEWAL PROCESS

CULMINATING REPORTS

PURPOSE:

To provide trustees with a detailed outline of the Board's Strategic Planning and Renewal Process for the 2011 – 2012 school year.

SUMMARY:

Over the past four (4) months, trustees have been presented with a series of five (5) reports describing Strategic Commitments to be undertaken by Board staff in the 2011 – 2012 school year as part of its Strategic Planning and Renewal Process.

Specifically, these Strategic Commitments were organized and presented in four (4) categories:

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The fifth in the series of reports, presented to the Board on May 3rd, provided additional information in each of the four (4) areas of Strategic Commitment by listing "Specific Actions" that would assist in the implementation of those strategic commitments moving forward to the 2011 – 2012 school year and beyond to 2015.

This report presented provides trustees additional information about the specific actions to be undertaken. This report also includes the following information in regards to each specific action outlined in previous reports.

- budget estimates (where appropriate)
- timelines for implementation
- evidence of success for each specific action and any other details pertinent to the development and implementation process.

CONCLUSION:

The Strategic Planning and Renewal Process began almost a year ago, in April 2010 with a focus on the Board's new Vision Statement, as the foundation for the eventual Strategic Plan.

As detailed in earlier reports, input from system stakeholders, gathered through extensive consultation, supported the process by which system needs were identified, and broad areas of focus and specific strategic commitments were developed. The Board approved a Strategic Plan in June 2010 and subsequently, in September 2010 approved specific indicators to be used as periodic measures to gauge progress towards specific objectives.

Senior staff reviewed and prioritized numerous action steps that were identified through the planning process.

Specific plans, outlining the appropriate action steps for the 2011 – 2012 school year, have been developed for each of the strategic commitments identified as part of the Board's Strategic Plan. Where applicable, specific cost implications have been identified, and have been incorporated into the proposed budget estimates for the 2011 – 2012 school year, presented to the Board for approval on June 21, 2011.

As staff continue to develop detailed implementation plans, lead by our Senior Administrative team, the Board's strategic commitments and priorities reflected in these action plans guide the process. Progress reports will be provided to the Board at regular intervals throughout the 2011 – 2012 school year, reporting action, progress, and indicators of success.

The SPRP Steering Committee is confident that it has successfully identified key system needs and developed associated actions that will continue to strengthen student achievement at all levels moving forward to the 2011 – 2012 school year and beyond.

REPORT PREPARED BY: J. LANGILL
SUPERINTENDENT OF EDUCATION

REPORT SUBMITTED BY: J. LANGILL
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY: M. W. PAUTLER
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



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Achieving

INITIATIVES 2011 - 2012	BUDGET ESTIMATES	TIMELINES	RESPONSIBILITY	DETAILS	EVIDENCE OF SUCCESS
<p>Assessment and Instruction: We will focus on critical literacy and higher order thinking skills through consistent implementation of research-based assessment and instructional strategies within a culture of high expectations.</p> <ul style="list-style-type: none"> ○ Ongoing review to ensure Board and School Improvement Planning identify areas which require an instructional emphasis. ○ Strengthen alignment of Board and School Improvement Planning with budgets. ○ Enhance focus on clearly identified Board priorities through strengthened coordination of consultants as system staff developers. ○ Build capacity of consultants and itinerant teachers as instructional coaches through focused staff development. 	<p>\$25 – 30K</p>	<p>Ongoing</p>	<p>Curriculum Depart/SEF/School Services</p>	<p>All school and board team use data at specific times during the school year to focus attention on each student's learning, identify gaps in achievement for specific clusters of students and set targets to close achievement gaps. Superintendents support schools to align School Improvement Plans with the Board Improvement Plan.</p>	<p>Board and School Improvement Planning processes are organized to include the review of student achievement data at specific times throughout the year to ensure that schools can demonstrate progress in meeting the targets and SMART goals in all classrooms and for every student.</p>
<p>Ongoing</p>		<p>Academic Council</p>	<p>Principals and Superintendents will monitor SIPs, including budgets allocated to implement selected strategies.</p>	<p>Schools and staff have access to the resources needed to implement selected strategies for improved staff and student learning.</p>	
<p>Sept 2011- June 2012</p>		<p>Curriculum/Spec Ed</p>	<p>Align consultant assignments to the Family of School organizational structure. Consultants work collaboratively with respective School Superintendents to support staff learning goals.</p>	<p>School teams are able to easily access system learning supports as needed.</p>	
<p>2011 – 2012</p>		<p>Curriculum/SEF/School Services/Spec Ed</p>	<p>Develop a professional learning plan to build consultant and itinerant capacity to facilitate learning sessions which focus on the evidence based strategies identified in the BIP. Curriculum and Special Education Superintendents coordinate common learning sessions as needed. Teacher and principal learning needs are supported by Superintendents, Consultants and Itinerants.</p>	<p>Coordinated Professional Learning Plan is implemented. Consultants and itinerants are able to confidently support Superintendents, principals and teachers in learning knowledge needed to use the evidence-based instructional strategies identified in the BIP. School teams feel supported and can easily access the learning supports needed.</p>	
<p>May 2011 – June 2012</p>	<p>Academic Council</p>	<p>Implementation of the Theory of Change for IC developed from the Logic Model for IC</p>	<p>Initial Outcome: Instructional coaches acquire knowledge, skills, attitudes and behaviours for their roles. Intermediate Outcome: Instructional coaches demonstrate their expertise in their work with teachers.</p>		



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<p>INNOVATION AND TECHNOLOGY <i>We will identify the skills, knowledge, values and attitudes to support the needs of 21st century learners, and explore and implement structures and programs necessary to provide breadth of learning opportunities to meet the needs and aspirations of all learners.</i></p> <ul style="list-style-type: none"> ○ Develop and communicate the HCDSB 21st Century Skills Strategy that will inform school and K-12 classroom planning for all programs. ○ Develop a multi-year plan to expand the breadth and variety of program offerings. ○ Develop and communicate plan to implement Advanced Placement (AP) programs. ○ Implement a pre-IB program and pursue accreditation for a full International Baccalaureate program. 	<p>\$10-20K</p> <p>\$35-50K</p>	<p>Feb 2012</p> <p>April 2012</p> <p>September 2011 – June 2012</p> <p>September 2011 – June 2012</p>	<p>Academic Council</p> <p>Curriculum Services</p> <p>T. Pinelli</p> <p>T. Pinelli</p>	<p>Continue to work with both Assumption CSS and Bishop P.F. Reding CSS in implementing Pre-AP in Grades 9 + 10. Focus will be on curriculum alignment in the core areas (English, Mathematics, Science, Geography, History). Focus will be on staff development and broader community awareness.</p> <p>Continue to work with the St. Thomas Aquinas CSS community in working on achieving full accreditation for a full International Baccalaureate program. Focus will be on the school visit from IBO in the fall 2011. Continue to promote staff development and broader community awareness.</p>	<ul style="list-style-type: none"> ● A multi-year plan to expand the breadth of the AP program in the school Board – will include marketing and staff development. ● Full accreditation for September 2012 offering Grade 11 International Baccalaureate courses ● Increase student enrolment at St. Thomas Aquinas CSS
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<p>LEADERSHIP <i>We will create, enhance, and promote leadership opportunities that engage all staff as transformational leaders in order to strengthen staff capacity for instructional leadership, to enhance organizational effectiveness, and to support succession planning.</i></p> <ul style="list-style-type: none"> ○ Implement Ministry Ontario Leadership Framework Networks for Learning initiatives. The goal is to support system leaders to: <ul style="list-style-type: none"> ● Build Culture: establish networks (Catholic Professional Learning Communities) of collaborative inquiry where teachers, principals and supervisory officers think, work, and learn together. ● Lead Change: promote and support professional practices that enable principals and teachers to lead implementation in their schools. ● Manage Complexity: leaders develop, implement and monitor focused plans for student achievement, professional learning, and school improvement. ○ Implement teacher-learning networks of principals, teachers and system leaders, i.e. Schools Helping Schools. Learning network sessions focus on Teacher-Professional learning in the network sessions is designed to focus on the evidence based assessment and instructional strategies identified in the Board Improvement Plan and the intent is to promote consistency of practice and promote consistency to assessment practices and increase instructional expertise. ○ Introduce revised application and selection processes to support leadership priorities across system. 		<p>June 2011- June 2012</p>	<p>Staff Development, Program Services, Instructional Coaches, Manager, Library Services</p>	<p>Implementation of the Theory of Change for Subject Council CLC, Library CLC's and SPTL CLCs developed from the Logic Model for CLC (see attached)</p> <p>Learning network sessions focus on the evidence-based assessment and instructional strategies identified in the BIP.</p>	<p>Intermediate Outcome: The district has a common and clear understanding of the roles of Catholic Learning Communities (CLCs) in improving teaching and learning.</p> <p>Consistent assessment practices and increased instructional expertise result in improved student achievement.</p>
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<ul style="list-style-type: none"> • HCDSB Leadership Journey Programs; • Principal/Vice Principal Mentoring and Coaching Program; • Principal/Vice Principal Performance Appraisal; • Support of Equity and Inclusive Education Professional Learning; • Adopt an Instructional Coaches Framework; 		<p>May 2011 – June 2012</p>	<p>SAT</p>	<p>Develop Logic Model for IC</p>	<p>Initial Outcome: Instructional Coaches acquire knowledge, skills, attitudes and behaviours for their roles. Intermediate Outcome: Instructional Coaches demonstrate their expertise in their work with teachers.</p>
<ul style="list-style-type: none"> • Staff Development will review and determine an effective model of professional learning through technology (e.g. Moodle, E Community). 	<p>\$25K</p>	<p>June 2011 – December 2012</p>	<p>Staff Development/IT 21st Century Teaching & Learning Steering Committee</p>	<p>Identify requirements of a technology structure that supports professional development needs. Schedule a review of available structures.</p>	<p>There is synchronous communication in the Board. Staff have access to a flexible system that support collaboration, communication, creativity and innovation.</p>
<ul style="list-style-type: none"> ○ Increase awareness of the Staff Development Focus Group. 					
<ul style="list-style-type: none"> ○ Enhance role of Consultants and Itinerant teachers as staff developers through ongoing, focused professional learning sessions. 	<p>\$25 – 30K</p>	<p>2011-2012</p>		<p>Develop a Professional Learning Plan to build consultant and itinerant capacity to facilitate learning sessions which focus on the evidence-based strategies identified in the BIP. Curriculum and Special Education Superintendents coordinate common learning sessions as needed. Teacher and principal learning needs are supported by Superintendents, Consultants and Itinerants.</p>	<p>Coordinated Professional Learning Plan is implemented. Consultants and itinerants are able to confidently support Superintendents, principals and teachers in learning knowledge needed to use the evidence-based instructional strategies identified in the BIP.</p>
<ul style="list-style-type: none"> ○ Enhance role of Family of School Superintendents in supporting and monitoring School Effectiveness through ongoing staff development. 		<p>Ongoing</p>		<p>Migrate responsibilities associated with SEF to Family of Schools Superintendents. Superintendents support and monitor implementation of the BIP and SIPs.</p>	<p>Superintendents are instructional leaders actively supporting and monitoring the implementation of SIPs and the BIP.</p>
<ul style="list-style-type: none"> ○ Adopt a Board Mentoring Framework 	<p>\$10K</p>	<p>July 2011</p>	<p>Staff Development Services</p>	<p>Development Team will draft a Logic Model for Board Mentoring</p>	<p>Staff have a clear and common understanding of the Board Mentoring Framework.</p>



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<p>EMPHASIZE CATHOLIC GRADUATE EXPECTATIONS: <i>We will consistently use the lens of Catholic Graduate Expectations to ensure students, staff, and parents understand and are supported in the expectation that Catholic values and world view are infused into all aspects of curriculum</i></p> <ul style="list-style-type: none"> ○ <i>Assessment Framework for Religious Education</i> Currently in the process of being developed for Grade 2 and Grade 4 for implementation September 2011. Future grades to be determined pending the completion of the Elementary Curriculum document for Religious Education currently being developed by I.C.E. ○ <i>Emphasizing Catholic Graduate Expectations Posters and Teaching Package</i> <ul style="list-style-type: none"> ● Posters being developed for use in all schools that link the Catholic Graduate Expectations to Catholic Social Teachings. Posters will be followed by a teaching package to go with the posters. ● Develop resource for teachers to link Catholic Graduate Expectations with learning skills and report card comments. (Look at work EOCC completed "Planting the Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective (Grades 1 – 8 	<p>Cost factored into Faith Formation print materials</p>	<p>Resource to be created for roll out January 2012</p>	<p>Superintendent, Faith Formation/Curriculum</p>	<p>Resource to be developed linking CGE (revised) with learning skills and report card comments – Grade 1-8</p>	<p>Resource created and rolled out to staff</p>
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<p>HOME, SCHOOL, PARISH PARTNERS: <i>We will enhance, promote and support strong and positive partnerships between home, school and parish.</i></p> <ul style="list-style-type: none"> ○ <i>Home, School, Parish Partnership Day</i> This day brings together staff, parents and parish team members with the purpose of strengthening the relationship between home, school and parish. ○ <i>Relationship with Halton Deanery</i> The Halton Deanery meets three times a year. Representatives participate in Deanery meetings to provide updates on activities and receive information regarding new initiatives. ○ <i>Eucharistic Minister Training</i> This training is provided annually for secondary students in conjunction with a host parish. Students are trained and led by Chaplaincy Leaders. ○ <i>Home, School, Parish Partnership Connections Committee</i> 	<p>\$15K</p> <p>None</p> <p>\$500.</p> <p>None</p>	<p>November 23, 2011</p> <p>3 Meetings: Fall 2011, Winter 2012 Spring 2012</p> <p>Winter 2012</p> <p>On-going 2011 - 2012</p>	<p>Superintendent, Faith Formation/Home School Parish Connections Committee</p> <p>Superintendent, Faith Formation/System Chaplain</p> <p>System Chaplain</p> <p>Superintendent, Faith Formation</p>	<p>Home School Parish Partnership Day will take place November 23, 2011 at Holy Trinity Croatian Church. School and Parish Teams will gather to focus on building the home/school/parish connections with a focus on engaging our youth in the HSP partnership. Survey will be developed to evaluate if goals were met.</p> <p>The Halton Deanery meets three times a year. Representatives participate in Deanery meetings to provide updates on activities and receive information regarding new initiatives.</p> <p>Continue to work with the Dean of Halton for connections with priests and directions. Students are trained as Eucharistic Ministers in cooperation with chaplains and parish.</p> <p>On-going committee. Focus on HSP partnership day and as well project to build connections between newly baptized children in the parish and their future attendance at the Catholic elementary school.</p>	<p>Home School Parish Partnership Day implemented. Survey result show success related to the goals outlined for the day.</p> <p>Continued meetings with Deanery and involvement of members from Deanery of various system committees (i.e., Focus on Faith Steering Committee, Home School Parish Partnership Committee, Walk with Jesus Committee)</p> <p>Goals and objectives set for the HSP partnership connections, and achieved. Goals to be set in September meeting.</p>
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Belonging

INITIATIVES 2011 - 2012	BUDGET ESTIMATES	TIMELINES	RESPONSIBILITY	DETAILS	EVIDENCE OF SUCCESS
<p>STUDENT VOICE <i>We will create, enhance, and promote opportunities for student leadership and engagement in school, board, parish and community initiatives</i></p> <ul style="list-style-type: none"> ○ <i>Student Voice (General)</i> ○ <i>Facilitate and participate on Regional Student Forums</i> ○ <i>Speak Up Projects</i> Increase elementary and secondary school involvement in “Speak Up” projects. ○ <i>Me-to-We/Take Action Youth Leadership Training Program</i> Increase elementary and secondary school involvement to enhance student leadership training programs. ○ <i>Kingdom Project (Secondary Schools)</i> Increase awareness in secondary schools of Kingdom Project. ○ <i>Student Leaders Assessing Mentors (SLAM)</i> Increase student involvement in SLAM to foster student engagement and academic success through peer level support. 	<p>\$40K</p> <p>Ministry Funds</p> <p>\$2K</p>	<p>On –going project November 2011 – May 2012</p>	<p>Student Success Lead</p> <p>Student Success Lead</p> <p>Superintendent of Faith Formation</p> <p>Superintendent for Faith Formation Student Success Lead</p> <p>Student success Lead</p>	<p>Engage Student Trustees and Student Senate in the discussion and issues – school and system wide.</p> <p>Facilitate student forums to inform the development of Board framework for 21st Century Teaching and Learning.</p> <p>Continue to provide opportunities for students to be active in their community by living their faith (e.g. Walk with Jesus, Kingdom Project)</p> <p>Secondary school students will have the opportunity to apply for funding for a Social Justice Initiative at their school following guidelines for Kingdom Project. Project aims at returning seed money each year to sustain the Project.</p> <p>Increase elementary and secondary school awareness and involvement in Me to We, Speak Up, SLAM projects to enhance student leadership training. Provide opportunities for student leadership roles.</p>	<p>Student input is considered on a variety of system decisions. Use student input to further develop the student section of the Board’s website.</p> <p>An increasing number of schools and students avail themselves of the student leadership opportunities. Student leaders articulate that student-led activities are motivated by a call to service.</p> <p>Students participate in Kingdom Project and complete Social Justice/Outreach project while maintaining seed money to continue the project the following year.</p> <p>Increased number of students participate on the SLAM Leadership program. An increasing number of schools and students participate in Me to We projects. Student led activities are motivated by a call to service.</p>



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<ul style="list-style-type: none"> ○ Implement Action Steps to Access Student Voice and Supports – SIDE Spaces ○ Develop Equity Initiatives such as Equity Walks and provide timely and specific feedback that will further school-wide equitable practices. <p>PARENT AND COMMUNITY ENGAGEMENT <i>We will provide the supports and tools needed to connect parents to their child’s school, involve them in the life of the school community, and to engage them fully in their child’s education.</i></p> <p><i>We will actively create and promote opportunities for community outreach and capacity building with all educational partners to improve student achievement and well-being.</i></p> <ul style="list-style-type: none"> ○ Catholic Parent Involvement Committee (CPIC) <ul style="list-style-type: none"> ● Develop board policy and procedure as appropriate ● Increase parent engagement through the use of Board technology (parent tab/page on Board website/Synre system) ○ Catholic Values Training This training will be provided for outside agencies working within our Board. ○ Implement Strategies for Succession and Talent Development Planning <ul style="list-style-type: none"> ● Exploring Leadership ● In Leadership Positions 	<p>None</p> <p>None</p>	<p>December 2011</p> <p>Fall 2011</p> <p>Ongoing – reviewed annually</p>	<p>Superintendent for Policy Development and Parent Engagement</p> <p>Include in CPIC annual goals a sub-committee to review Parent page on Board website.</p> <p>Executive Officer, HR</p>	<p>Development of new policy and procedure for CPIC including new CPIC by-laws under Reg. 330</p> <p>Sub-committee made up of CPIC members will meet to provide input on updates for Parent section of the Board website. Sub-committee will develop plan for gaining feedback from School Council Chairs on the updated site.</p> <p>Coordinate the Principal/Vice Principal selection process. Created Principal/Vice Principal candidate hiring pools. Create a succession plan for Administrative support staff.</p>	<p>Policy and Procedures developed.</p> <p>Website changes made. Parent feedback from Council of Chairs provides evidence of successful changes to promote parent engagement.</p> <p>Internal leadership development which promotes and retains competent, qualified staff. Smoother transitions when retirements/resignations take place.</p>
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<ul style="list-style-type: none"> ○ <i>Ensure that schools Code of Conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents and a representative cross-section of community members.</i> ○ <i>Communicate programs/provide information to all partners.</i> ○ <i>Develop a process for building on existing partnerships, and explore new partnerships with other Community Agencies.</i> ○ <i>Use of School Climate Surveys – cyclical analysis with Safe School Teams and connect to the SIP</i> ○ <i>Tools for Tolerance</i> Continue to develop the partnership to move towards Board-wide implementation at the secondary school level ○ <i>Engage Student Trustees in the discussion and issues – school and system wide.</i> ○ <i>Provide opportunities for student leadership roles (e.g. peer mediation, mentorship, ambassadors, etc.)</i> ○ <i>Collect and analyze data to assist in the implementation needs assessment.</i> 					
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INITIATIVES 2011 - 2012	BUDGET ESTIMATES	TIMELINES	RESPONSIBILITY	DETAILS	EVIDENCE OF SUCCESS
<p>ESTABLISH PRINCIPLES OF PRACTICE <i>We will develop, implement and monitor a distinct set of core values and principles that guide the behaviours and practices of all staff, departments and schools across the Halton Catholic District School Board and provide a system-wide framework for instructional practice.</i></p> <ul style="list-style-type: none"> ○ Establish, communicate and support service excellence standards in administrative departments with the overall objective of continuous meeting of and exceeding the agreed upon standards ○ Development of departmental action planning process to reflect principles of practice and strategic directions and priorities ○ Develop long range plan to upgrade school facilities 	<p>\$20 -30K</p>	<p>July 2011 – December 2012</p> <p>June 2012</p> <p>June 2012</p>	<p>All Academic Superintendents and Consultants of Staff Development, Curriculum, Special Education</p> <p>J. Rowles/G. Corbacio</p> <p>G. Corbacio</p>	<ul style="list-style-type: none"> ○ Develop and implement a plan to communicate HCDSB Principles of Practice of Assessment, Evaluation and Reporting ○ Develop and implement a plan to communicate HCDSB Principles of Practice for Catholic Learning Environment ○ Develop and implement a plan to communicate HCDSB Principles of Practice for Instructional Strategies ○ Develop and implement a plan to communicate HCDSB Principles of Practice for Essential Learning ○ Provide in-service on Principles of Practice 	<p>Staff Development Department guides development and implementation of plan for HCDSB Principles of Practice.</p> <p>Principles are established, resources are developed and expected practices are communicated to system.</p>



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<ul style="list-style-type: none"> ○ <i>Creation of a School and Central Office Administrators' Advisory Committee to support improved service and support to schools</i> ○ <i>Continue to align services delivery to focus on Family of Schools, and ensure processes that recognize, value and develop Human Resources necessary to sustain quality Catholic programs and system services.</i> <p>COMMUNICATE WITH CLARITY <i>We will develop and implement a plan to provide clear, open and transparent communication with, and service to, students, staff, parents, parishes and Catholic school communities.</i></p> <ul style="list-style-type: none"> ○ <i>Develop and implement a comprehensive communications plan to act on the recommendations of the communications audit process</i> ○ <i>Develop an internal protocol to ensure that all communication is clear, open, timely and transparent</i> ○ <i>Develop a communication protocol to ensure that students, parents and community members have access to all necessary information and receive communication to facilitate involvement and foster encouragement</i> ○ <i>Create consultation and advisory processes to improve communication and strengthen connections between service providers and service clients</i> ○ <i>Develop, implement and monitor a communications practices audit within each department on an annual basis</i> ○ <i>Plan the migration of StaffNet to a new edition of Microsoft SharePoint 2010 and continue to enhance the new Board website</i> 	<p>No cost.</p>	<p>Jan 2012</p> <p>Ongoing</p> <p>Dec. 2011</p> <p>Aug 2012</p> <p>During 2011-2012.</p>	<p>J. Rowles/G. Corbacio</p> <p>Administrative Council</p> <p>Executive Officer, HR</p> <p>P. McMahon/W. Elshof</p>	<p>Coordinate with IT Department to ensure the creation of personal email accounts for casual staff. Continue to enhance the Employee Self Serve Portal. Regularly review HR key contacts and responsibilities on StaffNet.</p> <p>Create a log of routine concerns directed to HR staff. Review the concerns/practices during staff meetings for opportunities for improvements and corrective actions.</p> <p>The goal is to have more content organized into specific user audiences. This will help staff to access the information used frequently in their daily routines.</p>	<p>Increased service satisfaction. Fewer calls regarding routine matters to multiple staff.</p> <p>Monitor the feedback. Goal is to increase service delivery to stakeholders.</p> <p>Enhancement of user experience and overall friendliness of both websites with information properly tagged for better navigation and search results. Both sites being kept current and content rich by the department responsible.</p>
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<p>FOCUS ON RESULTS <i>We will adopt a results based accountability framework that ensures evidence-informed decision making as the standard approach in all aspects or organizational planning, program evaluation and systematic improvement efforts.</i></p> <ul style="list-style-type: none"> ○ <i>Expand capacity building in the area of Results Based Accountability</i> ○ <i>Design, schedule, support and monitor implementation of senior leadership training in use of evidence based decision making to determine priorities, guide progress and direct system efforts continuous improvement</i> ○ <i>Develop and implement a three (3) year Educational Technology plan to support the needs of 21st Century learners</i> ○ <i>Establish, communicate and support service excellence standards in all administrative departments with the overall objective of continuous meeting or exceeding the agreed upon standards</i> ○ <i>Act upon all recommendations for the Ministry of Education Operational Review</i> ○ <i>Staff Development for administrative and non-teaching staff</i> ○ <i>Develop comprehensive staff development programs for administrative and non-teaching staff in conjunction with departments of the Board</i> ○ <i>Provide developmental opportunities and training so that our administrative staff can excel in their service delivery and progress in their careers</i> 	<p>See specific items below.</p> <p>\$25K</p>	<p>Feb 2012</p> <p>June 2012</p> <p>During 2011-2012. Jan 2012</p> <p>Ongoing</p>	<p>Research Department</p> <p>J. Rowles/G. Corbacio</p> <p>P. McMahon/S. Zucker G. Corbacio</p> <p>Executive Officer, HR in conjunction with Staff Development</p>	<p>This is a repeat of initiative on previous page</p> <p>The remaining three recommendations are specifically identified at the end of this document.</p> <p>Develop comprehensive staff development programs for administrative and non-teaching staff in conjunction with departments of the Board.</p>	<p>Marked as complete when the Ministry follow-up on the Operation Review occurs.</p> <p>Training and development programs completed. Feedback from participants.</p>
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<ul style="list-style-type: none"> ○ <i>External budget process to ensure community is engaged through communication and consultation</i> 	No cost	As part of 2012-13 Budget Process	P. McMahan/S. Zucker	Budget is discussed at the Regular Board Meetings. Opportunities for input are available.	Valuable input from community is reflected in the budget process
<ul style="list-style-type: none"> ○ <i>Internal budget process to facilitate reallocation of resources that support emerging priorities and are linked to results</i> 	No cost		P. McMahan/S. Zucker/F. Gibson	Priorities addressed during the budget process and resources allocated accordingly.	Goals established as part of priority setting are met.
<ul style="list-style-type: none"> ○ <i>Implement the Worktech Fixed Asset System</i> 	License already purchased.	During 2011-2012.	P. McMahan/S. Zucker/W. Elshof	Transfer of all tangible capital asset data to this system and have it support all financial reporting requirements.	Full integration with the BAS software so that the tangible capital asset recording and reporting is as automated as possible.
<ul style="list-style-type: none"> ○ <i>Conduct a competitive bid process (RFP) for external audit services and banking services, and a review of legal services</i> 	No cost.	During 2011-2012.	P. McMahan/S. Zucker/C. Harling	External audit RFP to be awarded in time for the 2010-2011 year-end audit process. Others to follow	The best service possible being provided by experts in their field at the least cost.
<ul style="list-style-type: none"> ○ <i>Enhance Attendance Management Process/Programs</i> 		Ongoing	Executive Officer, HR	Continue to monitor attendance of staff expectations re, Identification of trends, patterns. Meet with staff as required. Report to the Board on annual attendance statistics by employee group 3x a year.	
<ul style="list-style-type: none"> ○ <i>Audit management of Board's Benefit Plans</i> 		Biannually	Executive Officer, HR/Benefit Consulting firm	Coordinate with the Board's Benefit Consulting firm to conduct audit on the benefit carrier's adjudication of claims.	Detailed report provided by the Benefit Consulting firm report on findings to Admin Council
<ul style="list-style-type: none"> ○ <i>Leading Practices – Construction Management</i> <ul style="list-style-type: none"> ● cost effective practice in the design and construction of facilities; ● monitoring and reporting on progress of construction projects, and ● maintaining current approved professional service providing 		March 2012	G. Corbacio		
<ul style="list-style-type: none"> ○ <i>Capital Plans, Policies and Procedures</i> <ul style="list-style-type: none"> ● development of annual and multi-year capital plans, and ● on-going monitoring and maintenance of data to support capital planning 	No cost	March 2012 During 2011-2012.	G. Corbacio P. McMahan/S. Bland	Monitoring of capital priorities against the 2009 Long Term Capital Plan	The right sized schools being built in the right areas on a timely basis to accommodate enrolment pressures.



Achieving...Believing...Belonging...Creating Conditions for Success

<ul style="list-style-type: none"> ○ Explore and implement cashless schools initiative ○ Pursue greater coordination of business processes through integrated enterprise software ○ Provide effective professional learning opportunities for staff to support the systems achievement of strategic priorities, and to encourage a positive system culture of trust, efficiency, and shared purpose by requiring departmental professional learning plans and leadership plans ○ Maintain and strengthen collaborative relationships with all employee groups through enhanced employee relations meetings, and CLC leadership meetings with administrators 	TBD.	Conduct pilot during 2011-2012.		Pursuing this with current SGF accounting software provider. Former cashless tool no longer available due to severed relationship between vendors.	Ease of use for parents to pay fees for students and reduction of cash handling ion the schools.
<ul style="list-style-type: none"> ○ Identify and document all significant risks during the budget planning process and develop strategies to mitigate the risks of spending beyond authorized/budgeted levels 	No cost	2011-2012 Budget Process.	P. McMahan/S. Zucker/F. Gibson	Risks are identified in the budget planning process (e.g. staffing, enrolment, inflation, etc.).	Ministry Operational Review team to provide samples from other boards to assist in formally documenting the risks they are referring to.
<ul style="list-style-type: none"> ○ Establish an investment policy and periodically report to the Board on the performance of the investment activity in accordance with the investment policy 	No cost	During 2011-2012.	P. McMahan/S.Zucker/F. Gibson	Develop a formal policy to comply with Ministry regulation.	Marked as complete when the Ministry follow-up on the Operation Review occurs.
<ul style="list-style-type: none"> ○ Finalize the implementation of EFTs (Electronic Funds Transfers) for all vendors 	TBD	Move vendors over in stages in 2011-2012.	P.McMahan/S. Zucker/F. Gibson/C. Harling	Elimination of paper cheques by transfers to vendor bank accounts, thereby reducing cheque handling procedures and minimizing the chance of fraud.	Marked as complete when the Ministry follow-up on the Operation Review occurs.
<ul style="list-style-type: none"> ○ Timely and accurate completion of all five Ministry financial reporting cycles 	No cost	During 2011-2012.	Paul McMahan/Stacey Zucker/Franca Gibson	Budget, Revised Budget, Financial Statements, Five-Month and Seven-Month Reports.	All reporting cycles completed in a timely and accurate manner with no cash flow penalties to the Board.