



Annual Operating Plan

2010-2011

Preamble

The Annual Operating Plan flows from the HWDSB Strategic Directions. Directions, Essential Components, Strategies, Anticipated Results, and Measures are highlighted. More detailed tactics for carrying out each strategy will be created by departments, with leadership from Executive Council, and will be contained within Service Improvement Plans. There is an expectation that leaders will consult available data and research evidence in the development of specific tactics.

Although the three broad areas; Achievement Matters, Engagement Matters, Equity Matters, are presented separately, it is understood that they are connected and interdependent. A key theme cutting across these areas is the focus on implementation of best practices. Staff development, coaching and monitoring activities within supportive professional learning environments are required to ensure that practices are implemented in a way that brings students the most benefit. The Annual Operating Plan will guide and focus school and system action for 2010-2011.

April 2010

Respect, Creativity, Excellence, Citizenship

STUDENTS ACHIEVING THEIR FULL POTENTIAL

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will prepare all elementary students to be ready for success at the secondary school level.</p>	<p>Create and implement an oral language and early reading strategy for students in kindergarten to Grade 2.</p>	<ul style="list-style-type: none"> ▪ Support kindergarten programming in light of full day strategy and focus on oral language/early reading ▪ Implement and monitor formative assessment for learning and differentiated instruction ▪ Select, introduce, and/or support programming that facilitates a Learning for All approach to intervention for all, some and few students 	<p>Implementation...</p> <p>By spring 2011, all primary division educators will be full participants in school-based learning teams and/or networks to enhance their capacity for formative assessment and differentiated instruction for early learners, through the Teaching Learning Critical Pathway (TLCP) process.</p> <p>By spring 2011, an Early Learning Program will have been piloted in 11 schools.</p> <p>By spring 2011, programs with proven effectiveness in improving oral language and early reading (e.g., Kindergarten Language and Literacy In the Classroom (KLLIC), Leveled Literacy Instruction) have been scaled up and differentiated so that more students can benefit.</p> <p>By spring 2011, drawing on a Learning for All approach to intervention, innovations in early reading, and support for struggling learners and special populations, have been selected, piloted and evaluated.</p> <p>Student Progress...</p> <p>Student progress for 2010-2011, measured across multiple datasets, will reflect overall improvements in performance, enhanced readiness for junior curriculum, and narrowing of achievement gaps*</p>	<p>Monitoring Implementation...</p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies.</p> <p>Results from Early Learning Program Evaluation</p> <p>Data collection method to be developed to track scaling up efforts</p> <p>Results from Learning For All Tier Two Program Evaluations</p> <p>Monitoring Student Progress...</p> <p>EQAO (Gr. 3 reading and writing) DRA report card grades, learning skills</p> <p><i>*Throughout the plan, with a view to promoting equity, where possible, datasets will be analyzed to review progress with respect to achievement gaps (e.g., by gender, English Language Learners, etc.)</i></p>

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will prepare all elementary students to be ready for success at the secondary school level.</p>	<p>Focus on critical literacy/higher order thinking skills.</p>	<ul style="list-style-type: none"> ▪ Implement and monitor TLCP cycles, Collaborative Inquiry processes, and Comprehensive Literacy ▪ Implement and monitor formative assessment for learning and Differentiated Instruction ▪ Select, introduce, and/or support programming that facilitates a Learning for All approach to intervention for all, some and few students ▪ Introduce ISTE standards for students, teachers, administrators (International Society for Technology in Education) and 21st century fluency skills 	<p><i>Implementation...</i></p> <p>By spring 2011, the TLCP process will include all subject/itinerant educators and will be a regular part of every school's professional routine.</p> <p>By spring 2011, the TLCP process will include consideration of Learning for All assessment and instructional strategies.</p> <p>By spring 2011, all schools will be applying core strategies for formative assessment and differentiated instruction in the classroom.</p> <p>By spring 2011, all schools will participate in networking opportunities that promote consistency and sharing of best practices across schools.</p> <p>By spring 2011, educators will be aware of the ISTE standards and HWDSB 21st century fluencies, and will begin to integrate them into all courses. Support personnel will model and facilitate the incorporation of existing technologies into the TLCP process and other classroom instruction.</p> <p><i>Student Progress...</i></p> <p>Student progress for 2010-2011, measured across multiple datasets, will reflect overall improvements in performance in critical literacy / higher order thinking skills, enhanced readiness for secondary curriculum, and narrowing of achievement gaps.</p>	<p><i>Monitoring Implementation...</i></p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies.</p> <p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p> <p><i>Monitoring Student Progress...</i></p> <p>EQAO (gr. 3 & 6 reading, writing) DRA report card grades, learning skills</p>

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will prepare all elementary students to be ready for success at the secondary school level.</p>	<p>Implement problem-solving approach to mathematics.</p>	<ul style="list-style-type: none"> ▪ Introduce and support high yield strategies (clustering of Ontario curriculum expectations / mathematical big ideas, accountable talk, use of tools and technology, teaching through problem-solving) ▪ Implement and monitor TIPS4RM / Guide to Effective Instruction K-6 ▪ Expand math lesson study and collaborative inquiry lesson study ▪ Implement and monitor formative assessment for learning and differentiated instruction ▪ Introduce ISTE standards for students, teachers and administrators and 21st century fluency skills 	<p><i>Implementation...</i></p> <p>By spring 2011, all schools will have awareness of the big ideas in mathematics, and some schools will be identified for whom the TLCP process will include a focus on improving mathematics instruction.</p> <p>By spring 2011, teachers are beginning to plan mathematics instruction based on the TIPS4RM resource and guides to effective instruction.</p> <p>By spring 2011, to some degree all schools will have participated in math lesson study and/or collaborative inquiry sessions.</p> <p>By spring 2011, schools involved in work with a math facilitator will consistently use formative assessment to drive differentiated instruction in mathematics.</p> <p>By spring 2011, educators will be aware of the ISTE standards and HWDSB 21st century fluencies, and will begin to integrate them into all courses. Support personnel will model and facilitate the incorporation existing technologies into the TLCP process and other classroom instruction.</p> <p><i>Student Progress...</i></p> <p>Student progress for 2010-2011, measured across multiple datasets, will reflect overall improvements in mathematics performance, enhanced readiness for secondary curriculum, and narrowing of achievement gaps.</p>	<p><i>Monitoring Implementation...</i></p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies.</p> <p>As above</p> <p>Data collection method to be developed to track lesson study implementation</p> <p>Math facilitator focus group</p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies</p> <p>Math facilitator focus group</p> <p><i>Monitoring Student Progress...</i></p> <p>EQAO (grades 3,6,9 math) report card grades, learning skills</p>

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will prepare all secondary students to be ready for success in their chosen pathway.</p>	<p>Focus on critical literacy/higher order thinking skills .</p>	<ul style="list-style-type: none"> ▪ Implement and monitor formative assessment for learning and differentiated instruction based on the big ideas of the curriculum ▪ Implement and monitor TLCP cycles ▪ Select, introduce, and support programming that facilitates a Learning For All approach to intervention for all, some and few students ▪ Introduce ISTE standards for students, teachers and administrators and 21st century fluency skills 	<p><i>Implementation...</i></p> <p>By spring 2011, the TLCP process will be used in all secondary schools to support school/department action planning, use of formative assessment and teacher moderation, implementation of high-yield instructional strategies, and student feedback.</p> <p>By spring 2011, the TLCP process will include specific consideration of Learning for All assessment and instructional strategies and all schools will be implementing and monitoring effective and continuous formative assessment and differentiated instruction in the classroom.</p> <p>By spring 2011, all schools involved in Student Success projects (e.g., cross-panel, differentiated instruction, Cross-curricular Applied Literacy Learners (CALL), Student Success Support Initiative (SSSI)) will participate in networking opportunities that promote consistency and sharing of best practices across schools.</p> <p>By spring 2011, explore the creation of 21st century classrooms as pilot projects that reflect 21st century fluencies, ISTE standards and virtual learning.</p> <p><i>Student Progress...</i></p> <p>Student progress for 2010-2011, measured across multiple datasets, will reflect overall improvements in performance in critical literacy / higher-order thinking skills, enhanced readiness for curriculum pathways, engagement, and narrowing of achievement gaps.</p>	<p><i>Monitoring Implementation...</i></p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies.</p> <p>As above</p> <p>As above</p> <p>Results from 21st century classroom program evaluations</p> <p><i>Monitoring Student Progress...</i></p> <p>OSSLT (literacy test) Pass rates and mark distributions Option sheets (student interests based on selection of courses)</p> <p>Transitions Survey expanded to include student awareness of, access to, and readiness for secondary programs and pathways</p>

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will prepare all secondary students to be ready for success in their chosen pathway.</p>	<p>Implement problem-solving approach to mathematics.</p>	<ul style="list-style-type: none"> ▪ Implement, monitor and support high-yield strategies (clustering of Ontario curriculum expectations, mathematical big ideas, accountable talk, use of tools and technology, teaching through problem-solving) ▪ Implement and monitor Targeted Implementation and Planning Support for Revised Math (TIPS4RM) approach and use of the three-part lesson template ▪ Continue to implement and monitor formative assessment for learning and differentiated instruction ▪ Introduce ISTE standards for students, teachers and administrators and 21st century fluency 	<p>Implementation...</p> <p>By spring 2011, all secondary mathematics teachers will demonstrate implementation of the elements of effective mathematical instruction as outlined in the Leading Math Success – Report of the Expert Panel (2004), and use of manipulatives, technology, TIPS4RM approach, and onMath tutoring.</p> <p>By spring 2011, the TLCP process will include specific consideration of mathematics – focused Learning for All assessment and instructional strategies.</p> <p>By spring 2011, educators will be aware of the ISTE standards and HWDSB 21st century fluencies, and will begin to integrate them into all courses. Support personnel will model and facilitate the incorporation of existing technologies into the TLCP process and other classroom instruction.</p> <p>Student Progress...</p> <p>Student progress for 2010-2011, measured across multiple datasets, will reflect overall improvements in mathematics performance, and narrowing of achievement gaps.</p>	<p>Monitoring Implementation...</p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies.</p> <p>Math consultant/facilitator focus groups</p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies</p> <p>Math facilitator focus group</p> <p>Monitoring Student Progress...</p> <p>EQAO (Grade 9 math)</p> <p>Pass rates and mark distributions</p>
<p>HWDSB will prepare all secondary students to be ready for success in their chosen pathway.</p>	<p>Develop reading intervention strategies for adolescent non-readers.</p>	<ul style="list-style-type: none"> ▪ Pilot interventions for adolescent non-readers 	<p>Implementation...</p> <p>By spring 2011, drawing on the Learning for All approach to intervention, innovations for adolescent non-readers and special populations have been selected and piloted.</p> <p>Student Progress...</p> <p>Participating students will show gains in academic performance and confidence.</p>	<p>Monitoring Implementation...</p> <p>Results from adolescent non-reader program evaluations</p> <p>Monitoring Student Progress...</p> <p>Results from adolescent non-reader program evaluations</p>

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
HWDSB will prepare all secondary students to be ready for success in their chosen pathway.	Implement problem-solving approach to Mathematics	<ul style="list-style-type: none"> ▪ Implement, monitor and support high yield strategies (clustering of Ontario Curriculum expectations, Mathematical Big Ideas, accountable talk, use of tools and technology, teaching through problem-solving) ▪ Implement and monitor Targeted Implementation and Planning Support for Revised Math (TIPS4RM) approach and use of the 3-part lesson template ▪ Continue to implement and monitor formative assessment for learning and Differentiated Instruction 	<p>Implementation...</p> <p>Secondary mathematics teachers will demonstrate implementation of the elements of effective mathematical instruction as outlined in the Leading Math Success , and use of manipulatives, and technology.</p> <p>By spring 2011, the TLCP process will include specific consideration of mathematics – focused Learning for All assessment and instructional strategies.</p> <p>Student Progress...</p> <p>Student progress for 2010-2011, measured across multiple datasets, will reflect overall improvements in mathematics performance, and narrowing of achievement gaps.</p>	<p>Monitoring Implementation...</p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies.</p> <p>Math consultant / facilitator focus groups</p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies</p> <p>Math facilitator focus group</p> <p>Monitoring Student Progress...</p> <p>Pass rates and mark distributions</p>
HWDSB will prepare all our Adult Literacy Basic Skills Students to be ready for success in their chosen pathway.	Develop reading intervention strategies for Adults in our Literacy Basic Skills Program.	<ul style="list-style-type: none"> ▪ Review and implement new Curriculum and Strategies in place by the Ministry of College and Training. 	<p>Implementation...</p> <p>Spring of 2011 all our LBS staff will be inserviced on the new curriculum.</p> <p>Student Progress...</p> <p>Progress will be measured by current Assessment and Evaluation strategies.</p>	<p>Monitoring Implementation...</p> <p>Results from LBS program evaluations</p> <p>Monitoring Student Progress...</p> <p>Monitoring student progress will be done in consultation with Community Agencies, Family Members, and the Students.</p>

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will prepare all adults students to be ready for success in their chosen pathway, apprenticeship, college, university, or workplace.</p>	<p>Develop varied and customized learning opportunities and options to support the completion of secondary school credits, the development of language, literacy, and numeracy skills, and further training to reach work or other life goals</p>	<ul style="list-style-type: none"> ▪ Implement a full range of programs to develop both essential, academic and employability skills ▪ Integrate programs and improve co-ordination between day school and community & continuing education ▪ Organize adult education and training programs into a coherent and cohesive system with a clear pathway for learners 	<p>Implementation...</p> <p>By spring of 2011, CCE will produce a Program Services Guide identifying all programs for adult learners showing clear connections with pathways to completion of education and employability goals</p> <p>By spring 2011, CCE will undertake a thorough review of the Program Pathway Document to ensure inclusivity and responsiveness to the learning needs of adults learners in HWDSB</p>	<p>Monitoring Implementation...</p> <p>Program Services Guide distributed to all adult learners.</p> <p>Program Pathway document</p> <p>Monitoring Student Progress...</p> <p>On-going analysis of Early Leavers and Graduation rates.</p> <p>Continuous dialogue with the Program Department, Student Success Principal and all Secondary Schools.</p>
<p>HWDSB will prepare all adults students to be ready for success in their chosen pathway, apprenticeship, college, university, or workplace.</p>	<p>Create innovative, flexible, accessible and inclusive environments that support the adult learner and community needs with a focus on 21st century fluencies</p>	<ul style="list-style-type: none"> ▪ Build on the principle of accessibility and inclusion for all adults in programs ▪ Create settings where adult learners are comfortable, where the learning environment is flexible, where the staff respect the learners and where there is a sense of community 	<p>Implementation...</p> <p>By spring 2011, CCE staff will have received training on differentiated instruction, TLCP as it relates to the principles of adult learning</p> <p>Student Progress...</p> <p>Adult Students will have the opportunity to provide input via Exit Cards and Program Satisfaction Survey.</p>	<p>Monitoring Implementation...</p> <p>District Program Strategy will include consideration of the needs of adult learning programs.</p> <p>CCE staff report, on a workshop exit survey, that they are aware of key principles of Differentiated Instruction, and the TLCP process, and have an understanding of how they will apply this learning to their daily work with adult learners</p> <p>Monitoring Student Progress...</p> <p>Adult Learner Satisfaction Survey</p>

ENGAGEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will achieve high levels of student engagement in our schools.</p>	<p>Create and implement a system plan to engage students and to encourage their development as lifelong learners.</p>	<ul style="list-style-type: none"> ▪ Create an Engagement Plan that aligns initiatives related to Student Voice (school and system opportunities for authentic student input into decision-making to support achievement), Student Leadership (opportunities for leadership development and engaging in the social justice movement), and Character Development (enhancement of Character Builds). ▪ Create a Program Plan that integrates Student Access (increased opportunities for all students to access school and system programs/pathways and activities that support a sense of belonging, breadth in learning, and choice), Differentiated Instruction (high quality, relevant teaching for all students, with curriculum delivery in every classroom that capitalizes on student abilities, interests, and strengths), and 21st Century Fluency Skills (including ISTE Standards for students, teachers and administrators) 	<p>Implementation...</p> <p>By spring 2011, one integrated Student Engagement Plan that incorporates student voice, leadership, and character development initiatives will be created and implemented.</p> <p>By spring 2011, one integrated Program Plan that incorporates student access, differentiated instruction, and 21st century fluency skills will be created and implemented.</p> <p>Student Engagement...</p> <p>Student engagement for 2010-2011, measured across multiple datasets, will reflect overall improvements in enrollment, attendance, sense of belonging, aspirations, and social-emotional well-being.</p> <p>Student engagement gaps across diverse groups will be narrowed.</p>	<p>Monitoring Implementation...</p> <p>Student Engagement Plan and progress report</p> <p>Program Plan and progress report</p> <p>Monitoring Engagement...</p> <p>Tell Them From Me Safe & Equitable Schools Survey Enrollment and attendance data Early Leaver Data Participation rates in Specialist High Skills Major, Experiential Learning programs (Co-op, OYAP, Dual Credits)</p>

ENGAGEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will achieve high levels of student engagement in our schools.</p>	<p>Develop specific strategies to engage at-risk students.</p>	<ul style="list-style-type: none"> ▪ Explore and extend existing data to identify factors that lead to student disengagement ▪ Identify and track at-risk students ▪ Determine engagement strategies for at-risk students, targeting in particular grades 7 – 10 (e.g., programs, supports, incentives, technology) ▪ Track and support credit accumulation, program participation rates and graduation rates through Learning for All intervention and differentiated instruction ▪ Explore the use of 21st century fluencies to enhance the engagement of at-risk students 	<p>Implementation...</p> <p>By spring 2011, all schools will use student voice data to create and implement a communication and engagement plan for students that are at-risk of leaving school.</p> <p>By spring 2011, a web-based Individualized Education Plan (IEP) engine will be selected to assist with tracking and program planning for at-risk students.</p> <p>By spring 2011, through staff development strategies, all secondary schools will improve school culture to support at-risk students, providing them with appropriate programming (e.g., alternative education, CHAT, credit intervention/rescue/recovery, transitions).</p> <p>By spring 2011, explore the creation of 21st century classrooms as pilot projects that reflect 21st century fluencies, ISTE standards and virtual learning.</p> <p>By spring 2011, Learning for All assessment and instructional strategies will be introduced in all schools in an effort to engage students through differentiated programming.</p> <p>Student Engagement...</p> <p>Engagement of at-risk students for 2010-2011, measured across multiple datasets, will reflect overall improvements in attendance, sense of belonging, aspirations, social-emotional well-being, and achievement.</p>	<p>Monitoring Implementation...</p> <p>Superintendent School Improvement Plan visits include a focus on student data use for programming for at-risk students</p> <p>Data collection method to be developed to track use of web-based IEP engine, for program planning</p> <p>Embedded data collection method that invites dialogue and reflection regarding a culture of support for at-risk students</p> <p>Results from 21st century classroom program evaluations (special focus on engagement of at-risk learners)</p> <p>Data collection method to be developed to measure team learning and implementation of high-yield strategies.</p> <p>Monitoring Engagement...</p> <p>Safe & Equitable Schools Survey Attendance of at-risk students Program participation Credit accumulation Course mark distribution Early leaver data Graduation rates</p>

ENGAGEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will achieve high levels of student engagement in our schools.</p>	<p>Re-engage early leavers.</p>	<ul style="list-style-type: none"> ▪ Using research and local data related to factors that lead to early school leaving, select, develop, and implement strategies and interventions to re-engage early leavers 	<p>Implementation...</p> <p>By spring 2011, a report is made available to schools summarizing research and local data related to early school leaving.</p> <p>By spring 2011, all schools create and implement a plan for re-engaging students, and provide appropriate programming/ support.</p> <p>Student Engagement...</p> <p>There will be an enhanced rate of re-engagement for early leavers.</p>	<p>Monitoring Implementation...</p> <p>Practice-oriented report related to early school leaving and strategies for re-engagement</p> <p>Superintendents School Improvement Plan visits include a focus on re-engaging students and providing appropriate programming and support</p> <p>Monitoring Engagement...</p> <p>Early leaver data Community and Continuing Education data</p>

ENGAGEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will achieve high levels of parent engagement in our school communities.</p>	<p>Support parent/guardian engagement via a Parent Engagement Plan that includes both board-wide initiatives and the development of school-level tools that assist parents/guardians to support their children's learning.</p>	<ul style="list-style-type: none"> ▪ Coordinate and provide system family learning initiatives under the Focus 4 Family banner. ▪ Improve parent/guardian engagement at the school level by providing resources and supports to administrators and classroom teachers that will "reach out" to parents (e.g., parental involvement toolkit, strategies to assist with entry/transition to school) 	<p><i>Implementation...</i></p> <p>By spring 2011, all system-organized parental engagement activities will be coordinated and communicated to the community using a Focus 4 Family catalogue</p> <p>By spring 2011, materials for a Parent Engagement Toolkit have been created, collated, and shared with schools.</p> <p>By spring 2011, the Parent Engagement Toolkit includes resources to support connections with special populations (e.g., newcomer video, SEAC parent guide, transition process for high-needs students)</p> <p><i>Parent Engagement...</i></p> <p>Parent engagement, as measured across multiple datasets, will reflect overall improvements in connectedness to the board, the school, and their children's learning.</p>	<p><i>Monitoring Implementation...</i></p> <p>Parent Satisfaction Survey</p> <p>Superintendent School Improvement Plan visits include a focus on the Parent Engagement Toolkit</p> <p>Superintendent School Improvement Plan visits include a focus on parent engagement research, and use of effective strategies for engaging parents from diverse communities</p> <p><i>Monitoring Engagement...</i></p> <p>Parent Engagement Survey Parent Satisfaction Survey Participation rates in Focus 4 Family offerings Visits to the Virtual Parent Library</p>

ENGAGEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will maintain and strengthen collaborative relationships with employee groups.</p>	<p>Develop and implement an Employee Relations Plan, rooted in networking, job-embedded professional learning, and leadership development, that is designed to create a culture of collective efficacy, trust, and high expectations (academic optimism).</p>	<ul style="list-style-type: none"> ▪ Promote and support leadership development to enhance school, system and service department practices in distributed leadership ▪ Establish strategies and supports for leadership succession planning ▪ Enhance the relations meeting process with all employees and union groups, and the leadership meetings with Managers' Cabinet and the principals associations ▪ Effectively implement attendance, care and support programs, and medical accommodation processes ▪ Strengthen HWDSB as a Healthy Workplace ▪ Provide effective professional learning opportunities for staff intended to support the system's achievement of our strategic directions with an emphasis on job-embedded learning, and networking ▪ Ensure the School Effectiveness Framework process supports staff to implement high-yield instructional strategies in every classroom 	<p><i>Implementation...</i></p> <p>By spring 2011, tools to support the use of the Ontario Leadership Framework, and a succession planning model, will be developed for aspiring school and service leaders.</p> <p>By spring 2011, processes for employee relations and leadership meetings will be reviewed and consolidated.</p> <p>By spring 2011, implement the findings of a review of attendance, care, support and medical accommodation processes, using training modules to create awareness and understanding of the revised processes.</p> <p>By spring 2011, implement the Healthy Workplace Plan as outlined for NQI PEP Level 3.</p> <p>By spring 2011, the SEF process is experienced by our system as one that supports professional learning, distributed leaderships leading to appropriate changes in classroom practice.</p> <p><i>Employee Engagement...</i></p> <p>Employee engagement, as measured across multiple datasets, will reflect overall improvements in satisfaction with the board, and a culture of academic optimism (collective efficacy, trust, and high expectations)</p>	<p><i>Monitoring Implementation...</i></p> <p>Results from leadership development and succession planning tools pilot</p> <p>Assess satisfaction with employee relations / leadership meetings</p> <p>Gather feedback about the revised attendance, care, support, and medical accommodation processes</p> <p>Results from the PEP Level 3 NQI assessment for Healthy Workplace</p> <p>Embedded data collection method that invites dialogue and reflection regarding the SEF process as support for professional learning, distributed leadership and practice change.</p> <p><i>Monitoring Engagement...</i></p> <p>Attendance, satisfaction with, leadership development Participant satisfaction with mentorship opportunities Data collection method to be developed to measure employee health, satisfaction, and academic optimism Workplace attendance</p>

ENGAGEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will maintain and strengthen collaborative relationships with community partners.</p>	<p>Develop and implement a Community Engagement Plan to improve student achievement and well being.</p>	<ul style="list-style-type: none"> ▪ Complete a mapping of partnerships and community engagement activities currently underway within the board, with a view to consolidating efforts, creating shared understandings, identifying gaps and redundancies, and creating a unified vision for community engagement within HWDSB, and a related Community Engagement Policy ▪ Examine, nurture, and celebrate effective collaborative initiatives with a view to building upon positive relationships forged with community ▪ Engage in protocol development with our community partners to streamline processes in support of student achievement (e.g., next steps in Student Support Leadership Initiative) 	<p><i>Implementation...</i></p> <p>By spring 2011, a mapping of partnerships and community engagement activities, related to the arts community, diversity/equity, mental health services, and research, will be completed and shared, and plans to address gaps and redundancies will be underway.</p> <p>By spring 2011, characteristics of successful HWDSB partnerships will be identified, and positive collaborative initiatives will be profiled at the Annual Partner Celebration.</p> <p>By spring 2011, the presence of a Community Engagement Policy and action plan will improve the quality of HWDSB collaborative initiatives and communication with partners.</p> <p>By spring 2011, engage in protocol development with community partners that leads to improved communication and coordinated service delivery, particularly in the area of mental health.</p> <p><i>Community Engagement...</i></p> <p>Community engagement, as measured across multiple datasets, will reflect better understanding of: methods for initiating collaboration with the Board, areas in which the Board is interested in partnering, criteria for and examples of positive collaboration, and protocols for communication and coordinated service delivery that ensure that students from all schools receive benefit.</p>	<p><i>Monitoring Implementation...</i></p> <p>Results from partnership and community engagement mapping and related action plan</p> <p>Criteria for effective partnerships are created</p> <p>Community Engagement Policy</p> <p>Clear protocols for communication and coordinated service delivery for child and youth mental health</p> <p><i>Monitoring Engagement...</i></p> <p>Data collection method to be developed to measure community partner perceptions</p> <p>Number of effective partnerships that could be featured at the Annual Partner Celebration.</p>

EQUITY MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will ensure equitable resource allocation to schools, staff, and students.</p>	<p>Develop and implement criteria to ensure equitable allocation of resources.</p>	<ul style="list-style-type: none"> ▪ Develop criteria to equitably support high and moderate need schools, small schools, rural schools, schools with higher proportion of English Language Learners (ELL) and student with special needs ▪ Examine needs/best practices with regard to specific programs (e.g., Compensatory Education, ELL, Special Education, Programs of Choice, Specialist High Skills Majors (SHSM), Experiential Learning, French Immersion, etc.) ▪ Conduct a Budget Analysis Process to support equity of outcome for all students 	<p><i>Implementation...</i></p> <p>By spring 2011, research-informed criteria is established to equitably support high and moderate needs schools, small schools, and rural schools.</p> <p>By spring 2011, one integrated Program Plan that incorporates student access, differentiated instruction, and 21st century fluency skills will be created and implemented.</p> <p>By spring 2011, complete an equity analysis with respect to specific programs, using research, local data, and evaluation methods.</p> <p>By spring 2011, create a set of criteria for analyzing the budget to see if we are approaching decisions with an equity lens.</p> <p><i>Equity Progress...</i></p> <p>Stakeholders perceive that there is an equitable allocation of system resources and students are aware of and accessing program offerings.</p>	<p><i>Monitoring Implementation...</i></p> <p>Create a method, including the development of key criteria, for decision-making about resource allocation.</p> <p>Program Plan and progress report</p> <p>Equity analysis findings</p> <p>Budget analysis findings</p> <p><i>Monitoring Equity Progress...</i></p> <p>Parent Satisfaction Survey Safe & Equitable Schools Survey</p>

EQUITY MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.</p>	<p>Expand pathway opportunities and improve student outcomes for diverse learners, with a view to closing achievement gaps.</p>	<ul style="list-style-type: none"> ▪ Ensure that the Program Plan created to integrate student access, differentiated instruction, and 21st century learning skills expands opportunities for diverse learners in all schools and aligns with Community and Continuing Education ▪ Develop and implement targeted school to work programs, and expand pathways, for all diverse learners ▪ In response to findings from the Student Equity Inventory (2009), continue to foster relationships with community partners, and build staff capacity, to support our diverse learners (e.g., cultural proficiency training, supports for aboriginal students, protocols for self-identification, positive space training, mental health promotion and pathways to care) 	<p>Implementation...</p> <p>By spring 2011, diverse learners from all schools will have increased opportunity to participate in specialized programming in the arts, SHSM, and Programs of Choice, and to participate in experiential learning and pathways programs.</p> <p>By spring 2011, all school and department employees will have participated in staff development opportunities related to enhancing capacity for supporting diverse learners (cultural proficiency training, positive space, mental health literacy).</p> <p>By spring 2011, in collaboration with community partners, specific initiatives to identify and support aboriginal students have been piloted and evaluated.</p> <p>Equity Progress...</p> <p>Student access, achievement and engagement gaps will be narrowed.</p>	<p>Monitoring Implementation...</p> <p>Equity analysis findings</p> <p>Staff development offerings and participation rates, and related evaluation (e.g., mental health literacy assessments)</p> <p>Aboriginal education program evaluation findings</p> <p>Monitoring Equity Progress...</p> <p>Safe & Equitable Schools Survey Tell Them From Me Student focus groups that include all voices</p>

EQUITY MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will provide safe, inclusive, and respectful learning environments for all staff and students.</p>	<p>Create equitable school environments.</p>	<ul style="list-style-type: none"> ▪ Use findings from student surveys to inform the development of the Safe and Equitable Schools Plan ▪ Identify best practices to address bullying issues in our schools ▪ Reduce suspensions for all, with a particular focus on identified students ▪ Continue with the system-wide implementation of restorative justice practices ▪ Develop a District Mental Health Strategy ▪ Recruit and retain staff who reflect the diversity of the communities that we serve 	<p><i>Implementation...</i></p> <p>By spring 2011, develop, implement, and interpret a new student survey that integrates Safe Schools and Equity, and reflects new Board and Ministry directions.</p> <p>By spring 2011, review the literature and local data to inform action planning on bullying.</p> <p>By spring 2011, build capacity for supporting exceptional students, alternatives to suspension and refine programming for at-risk students based on program evaluation findings.</p> <p>By spring 2011, all grade 7-12 schools will be introduced to Restorative Justice and school-based leads will receive training to support implementation.</p> <p>By spring 2011, develop and implement a District Mental Health Strategy that includes collaboration with community partners, student self-advocacy, stigma reduction, mental health literacy, and research-supported programming.</p> <p>By spring 2011, develop relationships with university faculty to encourage diversity in teaching staff, and introduce the Teach in Hamilton program (100% of Teach in Ontario candidates receive an interview)</p> <p>By spring 2011, bolster staff retention through deeper understanding of departures, turnover.</p> <p><i>Equity Progress...</i></p> <p>Across multiple datasets, students will report an improved sense of safety, belonging, engagement and achievement</p>	<p><i>Monitoring Implementation...</i></p> <p>Safe & Equitable Schools Survey</p> <p>Practice-oriented report related to school bullying interventions</p> <p>Embedded data collection method that invites dialogue and reflection regarding a culture of support for at-risk students; Results from Character Networks program evaluation.</p> <p>Results from Restorative Justice evaluation</p> <p>District Mental Health Strategy communication, action plan, and related program evaluation findings (e.g., FRIENDS pilot)</p> <p>Number of successful Teach in Ontario candidates; coordinated plan for formally linking with faculties re: student teacher admissions and placements</p> <p>Exit interviews</p> <p><i>Monitoring Equity Progress...</i></p> <p>Safe & Equitable Schools Survey Tell Them From Me</p>

ACHIEVEMENT MATTERS

Direction	Essential Component	Strategies	Anticipated Results (2010-2011)	Measures
<p>HWDSB will provide safe, inclusive, and respectful learning environments for all staff and students.</p>	<p>Develop and implement inclusive practices within schools.</p>	<ul style="list-style-type: none"> ▪ Consistent use of equity lens in the design and delivery of professional learning and in the design and implementation of school and department improvement plans. ▪ System-wide implementation of the HWDSB Equity Policy and Procedures (Antiracism and Ethno-cultural Equity, Anti-classicism and Socio-economic equity, Sexual Orientation and the soon-to-be approved or developed Gender Equity, Persons with Disabilities and Religious Accommodations guidelines) 	<p>Implementation...</p> <p>By spring 2011, all school administrators will receive training related to the school application of the revised Equity Lens document.</p> <p>By spring 2011, all staff will receive awareness training regarding the Equity Policy and the Equity Lens</p> <p>By spring 2011, all professional learning opportunities will embed foundational equity principles</p> <p>Equity Progress...</p> <p>Staff will report enhanced knowledge and comfort with equity policies and their implementation.</p>	<p>Monitoring Implementation...</p> <p>Embedded data collection methods that invite dialogue and reflection regarding key equity principles; Superintendent School Improvement Plan visits include a focus on the Equity Lens</p> <p>As above</p> <p>Superintendent School Improvement Plan visits include a focus on foundational equity principles</p> <p>Monitoring Equity Progress...</p> <p>Embedded data collection methods that invite dialogue and reflection regarding key equity principles and their application</p>

Glossary of Terms

TLCP	Teaching Learning Critical Pathway
KLLIC	Kindergarten Literacy and Language in the Classroom
ISTE	International Society for Technology in Education
TIPS4RM	Targeted Implementation and Planning Support for Revised Math
CALL	Cross-curricular Applied Literacy Learners
SSSI	Student Success Support Initiative
SHSM	Specialist High Skills Major
OYAP	Ontario Youth Apprenticeship Program
IEP	Individualized Education Plan
CHAT	Choosing Healthy Actions and Thoughts
SEAC	Special Education Advisory Committee
NQI	National Quality Index
ELL	English Language Learner