

Director's Workplan 2017-2018

Stewardship	Equity	Engagement	Well-Being	Learning
<p>Improve access to learning environments and optimize the use of resources through school accommodation and program review planning:</p> <ul style="list-style-type: none"> • Monitor student transitions from Rideau to Gloucester [D. Jeudy-Hugo] • Conduct boundary review for Osgoode/ Metcalfe area [M. Carson] • Develop plans for future use/disposal of closed school sites [M. Carson] • Develop Capital Priorities list [M. Carson] • Complete renovations at schools affected by accommodation reviews [M. Carson] <p>Enhance operational practices to effectively and responsibly manage human and financial resources in support of students:</p> <ul style="list-style-type: none"> • Develop leadership succession planning strategy [J. McCoy/M.J. Farrish] • Develop procedure for dealing with financial loss [M. Carson/M. Giroux] • Migrate school councils to banking with OCDSB [M. Carson/M. Giroux] • Investigate delivery model options for the Infant/Toddler/Preschool program [P. Symmonds] <p>Model sustainability, smart energy use and sound environmental practices for students:</p> <ul style="list-style-type: none"> • Develop strategies to reduce of carbon emissions by 15% by 2023 [M. Carson] • Increase number of EcoSchools/Forest Schools [D. Baker] 	<p>Develop and implement enhanced methodologies to differentiate the allocation of resources to improve equity of opportunity for all students:</p> <ul style="list-style-type: none"> • Determine methodology for the collection and use of identity-based data [M. Giroux] • Enhance use of STEP assessments for English Language Learners to increase use of special provisions [D. Baker] • Provide cultural-proficiency training for all involved in employee selection processes [J. McCoy] <p>Identify students and groups of students who face barriers to learning and differentiate supports to close achievement gaps:</p> <ul style="list-style-type: none"> • Disaggregate achievement data for students with a learning disability, and establish performance targets [O. Grigoriev] <p>Review and ensure effective use of FNMI funding to increase FNMI graduation rates:</p> <ul style="list-style-type: none"> • Develop curriculum modules to support Indigenous education [D. Baker] • Establish community and parent-led Indigenous Education Advisory Council [D. Baker] 	<p>Develop tools to support parent involvement in learning and well-being:</p> <ul style="list-style-type: none"> • Support parents in learning more about self-regulation through events and resources [M. Giroux/O. Grigoriev] • Launch improved communications tools: parent portal, school websites, and mobile app [M. Giroux/S. Lehman] <p>Develop strategies to enhance communication and dialogue with and among staff, students, families and community partners to improve the delivery of public education:</p> <ul style="list-style-type: none"> • Administer staff well-being and engagement survey [J. McCoy] 	<p>Build capacity to improve mental health supports:</p> <ul style="list-style-type: none"> • Develop implementation plan to build capacity to support consistency in socio-emotional learning programs in high needs schools [O. Grigoriev/D. Baker/ P. Symmonds] <p>Increase opportunities to support and encourage creative expression, physical health and physical literacy:</p> <ul style="list-style-type: none"> • Investigate district-wide tracking tool to support increase in physical activity [D. Baker] <p>Develop and implement the well-being framework and School Well-Being Plans to enhance school climate:</p> <ul style="list-style-type: none"> • Develop teacher resources to support instruction of the Exit Outcomes in 7-12 [D. Baker] • Provide French translation of Exit Outcomes for all schools with French Immersion programs [M. Giroux] 	<p>Promote and encourage the personalization of learning and enhance instructional practice to meet the individual needs of learners:</p> <ul style="list-style-type: none"> • Identify and implement targeted resources and PD to support differentiation in math [D. Baker] • Complete gifted review, plan for screening tool, and move to geographic model for congregated gifted programs [O. Grigoriev] <p>Improve and increase access to the educational pathways for every student:</p> <ul style="list-style-type: none"> • Establish standards of practice for a coordinated student success model 7-12 [D. Baker] • Identify gaps and growth opportunities for SHSM programs [D. Baker] • Monitor the impact of 50/50 kindergarten (year one of longitudinal assessment) [D. Baker/P. Symmonds/M. Giroux] <p>Optimize School Learning Plans to develop strategies to support achievement in targeted areas:</p> <ul style="list-style-type: none"> • Develop public reporting template for SLPs [D. Baker/M. Giroux] • Identify precise goals, strategies, and monitoring tools in all SLPs [D. Baker/ O. Grigoriev] • Implement revised assessment tool to monitor parent engagement in school learning plans in cycle 2 [D. Baker]