



**The Northwest Catholic
District School Board**

S C H O O L S O F H O P E

Multi-Year Strategic Plan

2014-2018

Year 1 Update

December 31, 2015

Our Mission Statement

It is the Mission of The Northwest Catholic District School Board to provide for students entrusted to our care excellence in Catholic Education in partnership with home, Church and community.

Our Vision

The Northwest Catholic District School Board will be an excellent provider of Catholic Education so our students are able to succeed spiritually, academically, socially, emotionally and physically to be caring, responsible citizens and lifelong learners.

Our Values

The Northwest Catholic District School Board believes:

Every child is God's opinion that the world should go on, and all children are created in the image and likeness of God.

In the provision of excellence in education and a love of learning based on Catholic values; and

In a partnership of home, church and school that live the values of:

- ✚ Love of God
- ✚ Respect for Life
- ✚ Service
- ✚ Integrity
- ✚ Fairness
- ✚ Responsibility
- ✚ Tolerance
- ✚ Compassion
- ✚ Forgiveness
- ✚ Caring
- ✚ Humility
- ✚ Honesty

to respond to our global environment in a manner reflective of the teachings of Jesus Christ.

The Ontario Catholic School Graduate Expectations

From the time the *Ontario Catholic School Graduate Expectations* (OCSGE) were first released they were immediately used as a framework for designing Ontario Catholic curriculum and in the development of programs in The Northwest Catholic School Board and in local school Boards across the province.

In 2011 a second edition of the *OCSGE* was released and the expectations continue to provide a distinctive vision for the formation of our Catholic students.

OCSGE IMAGES

	OCSGE IMAGES	
A DISCERNING BELIEVER		I AM A BELIEVER
AN EFFECTIVE COMMUNICATOR		I HAVE A VOICE
A REFLECTIVE, CREATIVE AND HOLISTIC THINKER		I HAVE IDEAS
A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER		I AM A LEARNER FOR LIFE
A COLLABORATIVE CONTRIBUTOR		I AM A TEAM PLAYER
A CARING FAMILY MEMBER		I CARE
A RESPONSIBLE CITIZEN		I HAVE RESPONSIBILITIES

(The Institute for Catholic Education)

At this moment in our history as a believing community, the leadership of the Catholic schools is clearly in the hands of lay people. It is in the hands of Trustees whose task it is to make plans and decisions for our schools, and in the hands of educators who are asked to shape and deliver the message.

(The Challenge of Leadership, A Pastoral Letter to the Catholic Education Community. Assembly of Catholic Bishops of Ontario)

Our Strategic Priorities

The priorities of our Multi-year Strategic Plan identify those areas where there will be added focus and attention. These priorities are clearly aligned to the work that we have historically supported and to which we remain committed. The priorities that are identified will require the development of knowledge, skills and understanding at all levels. The commitment of time and the alignment of budget are required. Our staff will broaden their understanding and our students will benefit.



The Northwest Catholic District School Board Strategic Priorities

Catholic Faith Formation

- Demonstrate Catholic values in action,
- Increase parent engagement in faith formation,
- Build intentional connections between School, Home and Parish.

Student & Staff Well-Being

- Build on partnerships with First Nations, Métis and Inuit communities,
- Take steps to lessen the impact of poverty in our schools,
- Enhance mental health support for students,
- Enhance mental health training and resources for staff,
- Enhance communication that engages staff and promotes partnership.

Student Achievement

- Improve and maximize opportunities for quality academic programming,
- Ensure staff have the supports and development opportunities to deliver quality academic programming,
- Increase the focus on resiliency and readiness to prepare students for important transitions,
- Accent character development and value good character as a form of achievement,
- Support students in specialized ways to achieve in specific areas.

Responsible Stewardship of Resources

- Development of responsive, balanced budget,
- Planning use available resources to achieve priorities.

Catholic Graduate Expectations



The Northwest Catholic District School Board Strategic Direction for 21st Century Learning

Program 2014-2018

Ministry of Education Priorities

1. Increased Student Achievement,
2. Closing the Gap in Student Achievement, and
3. Increased Confidence in Publicly Funded Education,

Northwest Catholic District School Board: "Keeping the Course"

1. Catholic Faith Formation
2. Student & Staff Well-Being
3. Student Achievement
4. Responsible Stewardship of Resources

The Northwest Catholic District School Board System Goal

Our main academic goal for the entire system and the entire student body is to move all students to the provincial standard of level 3 (75%) or higher in our Catholic Schools that are based on Gospel values where we work in partnership with home, Church and community.

Our Instructional Goals for Our Teachers

Our Catholic Board and our Catholic schools will continue moving forward with the "Board's Strategic Direction for the 2015-2016 school year." The areas of focus the Board will continue to work on are:

1. The strategy of Differentiated Instruction to meet the needs of all of the students in the classroom during all parts of a lesson, and
2. The use of data in the Critical Learning Instructional Pathways process to assist teachers in moving student achievement forward in every classroom.
3. To increase student engagement through the use of technological tools that expand curriculum opportunities for student.





The Northwest Catholic District School Board

Senior Administrative Organization Chart
December 31 2015



BOARD OF TRUSTEES

Cathy Bowen / Kathy Bryck / Al Cesiuinas / Anne-Marie Fitzgerald / Bob Grynol / Genevieve Jourdain / Jim Kulchyski /
Teresa Larson / David Sharp

Rick Boisvert
Director of Education
Governance/Budget Advisory
Catholicity
Full Day Kindergarten

Cheryl Wilson
Executive Assistant

Pat Loshaw
Admin Assistant

Brendan Hyatt
Superintendent of Education
Student Success

(IPP/My Blueprint/Adolescent Literacy)
Safe Schools/ Healthy Schools/
Equity and Inclusive School
Tele-Learning/MISA/PIMM
OECTA Staffing/ Negotiations
FNMI
OnSis
NTIP/TPA/PPA
Leadership: Succession
CPIC/Parent Engagement/Schools
Councils
Outdoor Ed./Healthy Schools
School Year Calendar
Direct oversight: OLOW, Sacred Heart,
St. Francis
Information Systems
*Other Duties as Assigned

Admin Assistance: Pat Loshaw

Joanne Querel
Superintendent of Education
School Effectiveness

SIM/EQAO/BIPSA/SIPs
Literacy/Numeracy
District Review
OFIP/EPCI/SWST
(CILM/Small & Northern Boards)
FSL/ French Immersion
Special Education
(SEAC/ABA/Attendance Counsellor)
Staffing/ Negotiations- CUPE
Mental Health
Leadership: Succession
Direct oversight: St. Joseph's, St.
Michael's, St. Patrick's
*Other Duties as Assigned

Admin Assistance: Denise Witty
Admin Assistance: Jill LaFreniere

Seija Van Haesendonck
Superintendent of Business

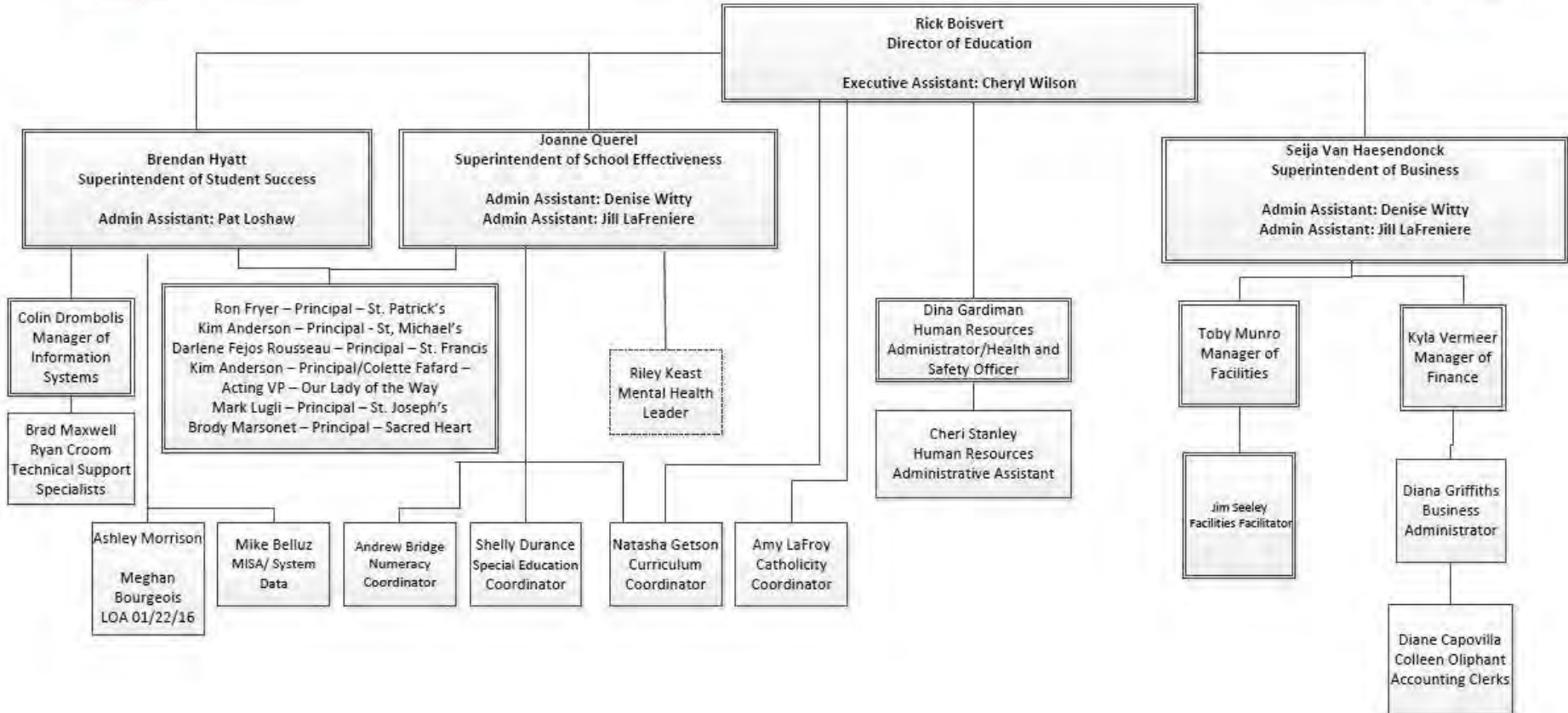
DBO
Budget
Financial Statements
Financial Reporting
Payroll
Audit Committee
Risk Management
OSBIE
Capital Planning
Construction
Energy Management
Custodial Services
Facility Maintenance
Community Use of Schools
Student Transportation
Purchasing
*Other Duties as Assigned

Admin Assistance: Denise Witty
Admin Assistance: Jill LaFreniere



The Northwest Catholic District School Board

Department Organization Chart
December 31, 2015



Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Demonstrate Catholic Values in Action: 75% of students will participate in Catholic Social Justice activities						
<p>Each school will support student participation in Catholic Social Justice initiatives.</p> <p>- A call to action to support those in need.</p>	<ul style="list-style-type: none"> ➤ System resources to support school development and participation. ➤ Annual system budget allocation to support participation in activities that develop student awareness of Catholic Social teaching. 	<p>75% of students participate in Catholic Social Justice activities within school/parish/local and global community.</p>	<p>Complete for 2014/2015 school year</p>	<p>Principal Pastoral team</p>	<p>Perceptual Data from student and class participant surveys- indicates heightened awareness of connection Social Justice activities and Catholic Social teaching.</p>	<p>October 2015, 15 student leaders and three teacher leaders attended "We Day Manitoba," associated with "Free the Children" World Wide.</p> <p>Schools participated in "We Scare Hunger" events to support local food banks.</p> <p>On-Going practices within the schools and school boards to support local food banks and charities and refugee families.</p> <p>Students and staff plan to support Development and Peace "Share Lent" campaigns.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Demonstrate Catholic Values in Action: 100% of staff will participate in Faith Development activities.						
A Board plan to support staff participation in Faith development activities.	<ul style="list-style-type: none"> ➤ Annual System plan to support Faith Development activities for staff. ➤ Annual system budget allocation to support Staff participation in Faith Development activities. 	<p>An annual system plan supporting Faith Development will be completed annually by June 1st.</p> <p>The Faith development activities respond to system, site and individual needs.</p>	Complete for 2014/2015 school year	<p>Director of Education / Catholicity Coordinator</p> <p>Principal Pastoral team</p>	System Exit Cards from Staff PD session and Faith development resources indicates strong connection to enhanced personal Faith awareness and Faith development.	All staff participated in the annual Faith Day on November 30, 2015.
Demonstrate Catholic Values in Action: 100% of students participate in Faith Retreat.						
Each school will support student participation in a one day retreat focused on Living our Faith.	<ul style="list-style-type: none"> ➤ System resources to support school development of retreat program. ➤ Annual system budget allocation to support student retreat activities. 	100% of students participate in retreat focused on Living our Faith.	Complete for the 2014/2015 school year	<p>Director of Education / Catholicity Coordinator</p> <p>Principal Pastoral team</p>	Perceptual Data from student and class participant surveys- indicates awareness of "lived" Gospel values.	<p>Planned for May 2-5, 2016 during Catholic Education Week.</p> <p>All students in each school will participate in a one day student faith retreat led by PULSE Ministries.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Increase Parent Engagement in Faith Formation: 100% of schools will engage parents in liturgical activities in the school.						
Develop school level capacity to support parent engagement in liturgical and faith activities. - A guideline will be established and available in schools.	<ul style="list-style-type: none"> ➤ Formalized structure that encourages parent engagement in liturgical and Faith activities. ➤ Pastoral team resources for school staff. ➤ Pastoral resources for School Councils. 	A school level resource has been established for use in schools. School pastoral team plans include strategies to encourage parent participation in school based faith activities.	Completed for 2015/2016 school year	Director of Education / Catholicity Coordinator Principal Pastoral team	Perceptual data from parents indicates increased involvement awareness and involvement in school-based liturgical and Faith Activities.	On-going Parent TIPS in monthly school newsletters. Completed – parents and community involvement in school and parish Advent activities, liturgical services and events. Lenten activities are planned to involve parent engagement.
Increase Parent Engagement in Faith Formation: 100% of classrooms will support family faith with student lead activities.						
Develop teacher level knowledge and capacity with the 2012 Religious Ed. Curriculum & the Family Life Ed. Curriculum. - Introduce within classrooms student lead family faith activities that can be used in the home to celebrate significant events on the liturgical calendar.	<ul style="list-style-type: none"> ➤ Religious Ed Curriculum. ➤ Family Life Education Curriculum. ➤ Professional Development resources to support teacher practice. 	Implementation of the Religious Education Curriculum and Family Life Education Curriculum. Family faith celebrations that reflect and are supported by classrooms faith celebrations.	2014-2018	Director of Education / Catholicity Coordinator Principal	System Exit Cards from Staff PD sessions indicates strong clear understanding of Religious Ed and Family Life curriculum. Perceptual data from principal reporting indicates implementation of family lead faith activities in each classroom.	On-going in-servicing for Teachers regarding the new RE curriculum. Catholicity coordinator meets monthly with teachers for planning sessions and best practices. Weekly resources for RE curriculum are delivered to teachers through the Catholic Culture Updates. In-service for Grade 1 & 2 teachers presented by Pearson Canada was held in October.

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Increase Parent Engagement in Faith Formation: 100% of Catholic School Councils will support student faith development.						
The mandate of Catholic School Councils will include as a priority support of Faith Development activities for students within the school.	<ul style="list-style-type: none"> ➤ System level guidelines that identify the priorities of Catholic School Councils. ➤ Learning opportunities for Catholic School Councils to support the implementation of faith activities. 	School council year end reporting will identify the Faith activities for students that they have supported.	2015/2016 school year	Director of Education / Catholicity Coordinator / Superintendent of Education Principal	Catholic School Council year- end reporting identifies successful implementation of faith activities. Year-end surveys completed by School Councils indicates heightened attention and support of Faith activities.	<p>On-going practices within the school, home and parish communities.</p> <p>Sacramental Retreats within the parishes delivered by teachers and Catholicity Coordinator.</p> <p>On-going and planned – All Pastoral Teams will integrate school bulletin boards in each Parish.</p>
Build Intentional Connections Between School, Home & Parish: 100% of schools will support parish presence in school activities.						
<p>A system level “master timetable” will be developed that identifies the presence of the parish within each school; i.e. Mass schedule, priest visits, parish ministry visits, sacramental prep and Masses</p> <ul style="list-style-type: none"> • The sharing of promising practices across the Board. 	<ul style="list-style-type: none"> ➤ A formalized structure for use at the Board office that identifies parish presence in schools. ➤ A formalized structure for use by schools that identifies parish presence in the school. 	<p>Formalized structures are identified.</p> <p>A schedule is completed in each school by September 10th.</p> <p>A system maser schedule will be completed by September 30th.</p>	Completed for 2015/2016 school year	Director of Education / Catholicity Coordinator Principal Pastoral team	Survey of Pastoral teams/ Principals and Parish indicates awareness of formal structure to cooperatively develop parish support of ‘in-school’ faith activities.	A formal “System Level Master Timetable” has not been developed yet. Planned for February, 2016.

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Build intentional Connections Between School, Home and Parish: 100% of schools will support the Catholic Student Ambassador program.						
To develop a Catholic Student ambassador program for students serving in the parish.	A system/parish resource document that identifies service opportunities for student ambassadors within each parish.	Students from each school will serve within their parish as school ambassadors. Students will serve as greets, altar servers, readers, helpers. Students will identify parish service as an important aspect of parish Ministry.	Completed for 2015/2016 school year	Director of Education / Catholicity Coordinator Principal Parish Priest Parish Ministers	Survey of Pastoral teams/ Principals and Parish indicates development of student ambassador plan within each parish. Survey of student participation in ambassador program indicates increased participation.	This program has not yet been developed. Planned for February, 2016.
Demonstrate Catholic Values in Action: TNCDSE Document Engaging Parishes.						
To develop an "Engaging Parishes" document that will be shared at the Diocesan level that highlights promising practices that strengthen Home, School and Parish partnerships.	System and parish documents supporting the development of the "Engaging Parishes" document.	An "Engaging Parishes" document will be shared with parents, school councils and the Dioceses. The sharing of the document will produce additional sharing of best practices that are present in other Catholic District Schools Boards within the Diocese.	Completed for 2017/2018 school year	Director of Education / Catholicity Coordinator Parish Representation	Survey parents, school councils and the Dioceses indicates that "Engaging Parishes" Document is helpful and leads to increased sharing of best practice.	This document has not yet been developed.

Strategic Priority:		Student and Staff Well-being				
Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic intent	Resources Required	Measure of Success	Timelines	Responsibility		
Enhance mental health training and resources for staff						
1. Develop system capacity to support on-going mental health and well-being education and resources for all staff.	<ul style="list-style-type: none"> ➤ Board budget to support training & web development. ➤ PD sessions for staff. ➤ Resources & training for support staff to recognize mental health concerns & provide Classroom/ individual strategies. ➤ Resources for teachers on intranet. ➤ Mental Health Awareness component for NTIP. 	<p>Supporting Minds roll-out to Principals, Vice Principals, SERTs and JK-3 teachers</p> <p>Supporting Minds roll-out to Gr 4-8 teachers</p> <p>Supporting Minds roll-out to EA's</p> <p>Information and resources continually being shared with staff through newsletters, emails, etc.</p> <p>Development of web-based mental health and well-being resource site</p> <p>Key messages regarding mental health and well-being at NTIP session</p>	<p>Completed by December 2014</p> <p>Completed by December 2015</p> <p>Completed by June 2015</p> <p>On-going</p> <p>Completed by October 2016</p> <p>Completed by September 2014</p>	<p>Mental Health Lead/Superintendent of Education</p> <p>Special Education Coordinator</p> <p>NTIP Coordinator</p> <p>IT</p>	<p>System Exit Cards to assess impact</p> <p>Perceptual Data from participant surveys- pre and post professional learning sessions indicates increase knowledge and awareness.</p>	<p>On-going – SERT Collaborative Inquiry on Self-Regulation</p> <p>Supporting Minds Training completed January 2016 for all teachers.</p> <p>Mental Health PD day for all staff to take place on April 25/16.</p> <p>Supporting Minds Anxiety Module Training Completed for all EA's by January 2016.</p> <p>Zones of Regulation Training completed for all marker teachers, principals, SERTs and select coordinators by January 2016.</p>
2. Continue with ASIST and Mental Health First Aid Training for Board staff, EAs and ECEs.	<ul style="list-style-type: none"> ➤ Trainers from ASIST and CMHA (or train the trainers). ➤ Use of ASIST, MHFA, Supporting Minds document, Religion education documents, Leading Mentally Healthy Schools document. 	<p>Board-wide training achieved</p> <p>Review of evidence-based mental health programming and establish priorities for individual school's needs</p>	<p>Completed by June 2018</p> <p>On-going</p>			<p>Information for website compiled. To be completed by Spring 2016.</p> <p>On-going</p>
3. Continuing exploration of evidence-based programs that will be sustainable within our system.						<p>Continuing to support staff attend ASIST and CMHA training. Six staff have been trained in the school year of 2015-2016.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Enhance communication that engages staff and promotes partnership						
1. Develop training and resources based on staff feedback.	➤ Student Mental Health School survey results, School Climate and NWHU SHAPES results, staff input	Increased number of completed surveys by staff, families and students as representation of engagement, voice and measurement increased of mental health awareness.	Completed by July 2016	Mental Health Lead/ Superintendent of Education	School surveys indicate increased participation and awareness of mental health	On-going
2. Development of website to enhance and engage stakeholders.	➤ Board budget to support web-based resources on school and board site	Web site is developed and roll-out of the site communicated to stakeholders.	Completed by end of October 2016	Principals, Vice Principals, Teachers, EA/ECE's	Web-site use suggests increase awareness	On-going
3. On-going and timely communication with stakeholders to ensure collaboration.		Stakeholders will identify themselves as partners in promoting mental health and well-being.	On-going	IT		On-going

Enhance mental health support for students

<p>1. Each School will be supported in integrating health and well-being components into the curriculum.</p>	<ul style="list-style-type: none"> ➤ Supporting Minds document, Family Tips, presentations, Board-wide newsletter, stakeholder presentations to students. 	<p>School level resources will have been rolled out and on-going communication regarding mental health and well-being will be established.</p>	<p>Ongoing</p>	<p>Mental Health Lead/ Superintendent of Education</p> <p>Special Education Coordinator, Principals, Vice Principals, Teachers, EA/ECE's</p>	<p>Student School climate and NWHU surveys results indicate increased connection of school and community supports</p>	<p>On-going – SERT Collaborative Inquiry on Self-Regulation</p>
<p>2. Resources to increase mental health and well-being will be further established.</p>	<ul style="list-style-type: none"> ➤ Board budget to support web-based resources on school and board site. ➤ IT support in the Installation of KidsHelpPhone.ca and AlwaysThere app on desktops and IPADS. 	<p>Web-based resource will be implemented and its roll-out communicated to stakeholders.</p>	<p>Completed by end of October 2016</p>	<p>IT</p>	<p>Exit surveys from information sessions indicates awareness of mental health and a reduction in stigma of mental health</p>	<p>Oct 2015 – SOE, SERTs, Principals, VPs, Spec Ed Coordinator attended Osgoode Special Education and the Law</p> <p>On-going</p> <p>KidsHelpPhone.ca and AlwaysThere apps have been installed on IPADS.</p>
<p>3. Evidence-based programming and resources in each school to build mental health awareness and decrease stigma.</p>	<ul style="list-style-type: none"> ➤ Use of PRO grants to offer information sessions to school community. 	<p>Students will identify increased connection to their school and awareness related to mental health through School Climate and NWHU SHAPES survey results</p>	<p>Completed by June 2016</p>			<p>The Zones of Regulation program has been implemented in marker classes at each school.</p> <p>Self-Regulation resources have been given to all schools.</p> <p>Sensory rooms have been created in 5/6 schools.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Enhance mental health support for students cont.						
4. Continued collaboration with community agencies to support student's needs.		Families will attend and provide feedback for school based mental health and well-being activities.	Completed by June 2015			Collaboration with community agencies is ongoing.
Take steps to lessen the impact of poverty in our schools						
1. Provision of system wide-training for staff regarding the effects of poverty for staff to reduce bias and increase understanding.	<ul style="list-style-type: none"> ➤ Collaboration with NWHU. ➤ Equity and Inclusive Education document. 	Improved understanding regarding poverty, the use of bias-free language by staff and welcoming climate and culture within schools.	Completed by June 2018	Mental Health Lead/ Superintendent of Education	System Exit Cards indicates increased awareness of effects of poverty	Ongoing through family tips, collaboration with NWHU, newsletters and emails to staff.
2. Provision of breakfast, lunch and/or snack nutrition programs that include parental and community agency involvement and volunteers.	<ul style="list-style-type: none"> ➤ Board budget to support nutrition programs and Family Nights. ➤ Newsletters and Family Tips, positive messages/notes in communication bags regarding student. 	Increased family engagement and attendance at Parent/Family Nights.	Completed by June 2016	Principals, Vice Principals, Teachers, EA/ECE's	Perceptual Data from school reporting indicates increased support to address identified needs.	
3. Family engagement to increase student well-being and achievement.	<ul style="list-style-type: none"> ➤ Collaboration with community agencies and Parish Communities. 	Increased positive communication focusing on student's strengths between school staff and parents.	Completed by June 2015 Completed by October 2016	Pastoral Team		

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Take steps to lessen the impact of poverty in our schools cont.						
5. Provision of links to community agencies and resources on website.	➤ Review and revise where required Board procedures and school practices.	Increased collaboration between community agencies, Parish communities and schools.	On-going			
6. Whole school approach to providing resources for those without.	➤ Review tool for School Council.	Increase awareness of financial requests placed on families is reflected in Board procedures and school practices.	Completed 2015 - 2018	Senior staff Principals Schools Councils	Activities and practices that place financial demands on families will be appropriate set.	
7. Board procedures and school practices that are sensitive to the number and amount of financial requests made of families.					Feedback from families will identify that financial demands are appropriate.	
8. Board procedures and practices that enable participation in activities by all students					Feedback from principals will indicate that no student is denied access to participate in activities.	

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Build on Partnerships with First Nations, Métis and Inuit Communities						
1. Cultural sensitivity presentations and workshops for staff to increase awareness and decrease stigma.	<ul style="list-style-type: none"> ➤ Involved community elders and/or friendship centres. ➤ Budget allocation. 	Improved understanding of FNMI culture and history, the use of bias-free language by staff.	Completed by June 2018	Mental Health Lead/ Superintendent of Education	System Exit Cards to assess impact of staff learning and student activities.	On-going collaboration with UNFC, MNO, Weechi-te-win.
2. Cultural presentations and activities for students to increase awareness and decrease stigma.	<ul style="list-style-type: none"> ➤ Transportation and child care. ➤ Translators. ➤ Ensure FNMI culture is visible on Board and school websites. 	Increased collaboration with FNMI agencies and elders. Increased FNMI family engagement and attendance at Parent/Family Nights.	Completed by June 2018 Completed by June 2016	Principals, Vice Principals, NLS Teachers, Teachers, EA/ECE's Elders	Perceptual Data from participant surveys- pre and post learning sessions.	Cultural Competency Training planned for May 25, 2016. Elders/traditional knowledge in SMS/SFS/SPS classrooms.
3. Include representatives of FNMI on school and board committees to ensure they are a part of the decision making process.	<ul style="list-style-type: none"> ➤ Climate in schools is welcoming and inclusive. ➤ Newsletters & Family Tips, positive messages/notes in communication bags regarding student. 	Increased FNMI representatives on school and board committees. Increased positive communication focusing on students' strengths and FNMI culture.	On-going		School Improvement Planning addresses needs identified in data review.	Board FNMI website is live (Jan 2016). Planned for Métis Nation of ON Rep. for FNMI Advisory Committee – waiting approval.
4. Build relationships through on-going positive communication through emails, phone calls, web pages, etc.				Superintendent of Education MISA Lead, Principal/Vice-Principals	Board achievement data will show improved outcomes for self-identified FNMI students.	Completed NSL/FNMI JK insert in registration bags.

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Build on Partnerships with First Nations, Métis and Inuit Communities cont.						
5. Engage with local FNMI communities and organizations to support a shared understanding of student demographics to explore challenges and successes experienced by Aboriginal Learners.	<ul style="list-style-type: none"> ➤ Data from ONSIS related to our Self-ID students ➤ Data provided at key times during the year will be utilized. PR, Term 1 and Term 2 reporting periods. 	<p>100% of schools will utilize FNMI data to support student achievement and report on it with our FNMI partners.</p> <p>100% of school and board improvement teams will discuss student achievement data 3 times per year (minimum) for our Aboriginal students.</p>	<p>February 2015, June -2017 inclusive</p> <p>Ongoing 2015-2017</p>	<p>SOE with responsibility for FMNI Framework MISA Lead, Principal/Vice-Principals</p>	<p>SOE with responsibility for FMNI Framework MISA Lead, Principal/Vice-Principals</p>	<p>On-going.</p> <p>Shared FNMI data with Couchiching FN.</p> <p>Planned Meeting with MNO.</p> <p>K registration at local communities.</p>
6. 100% of our teachers will incorporate the First Nation, Métis and Inuit Policy Framework as a resource to support FNMI student achievement	<ul style="list-style-type: none"> ➤ Targeted PD and resources will be aligned to increase educator satisfaction related to supporting First Nation, Métis and Inuit students more effectively. ➤ Aboriginal Teachers Toolkit will be used as a supporting resource. ➤ Integration of Education opportunities to significantly improve the knowledge of all students and 	<p>Superintendent of Education will work with the P/VP group to monitor our implementation of the Board Action Plan as it relates to Ontario First Nation, Métis and Inuit Education. Performance measures 1, 4, 7-10 will be key indicators of success.</p> <p>75% of Students and staff will be involved in cultural events such as Fall Harvest, Voyageur days, Pow Wow, Faceless Doll Project, Aboriginal Treaty Days celebrations.</p> <p>100% of classrooms</p>	<p>Ongoing September 2014-2017</p>	<p>SOE with responsibility for FMNI Framework MISA Lead, Principal/Vice-Principals First Nation Community Partners, Sunset Country Métis Nation of Ontario</p>	<p>Perceptual data from meetings with FNMI organizations will indicate a shared understanding of challenges and successes of self-identified FNMI students.</p>	<p>On-going.</p> <p>Visits to Manitou Mounds/Historical Centre. (Gr 7/8 SFS completed, Gr 5 Feb 12 & Gr 2/3 Feb 18, 2016).</p> <p>On-going. Fall Harvest completed Oct 2015. Voyageur Days scheduled for May 2016.</p> <p>Board Pow Wow scheduled for June 2016.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Build on Partnerships with First Nations, Métis and Inuit Communities cont.						
	educators in Ontario about the rich cultures and histories of First Nation, Métis and Inuit peoples.	will be able to incorporate the 7 Grandfather teaching in their classrooms and align them with our Catholic Values and monthly virtues.				Faceless Doll Project at SPS to be planned.
Improve and support students in specialized ways to achieve in specific areas						
1. 100% of our teachers will recognize and support student's physical, mental, social and spiritual well-being as it relates to Health Living.	<ul style="list-style-type: none"> ➤ Schools will continue to timetable 20 minutes of DPA in their schedules. ➤ Schools will work with classroom teachers to promote healthy living <p>Board procedure/policy on concussions will be implemented and all staff will receive targeted training</p>	<p>100% of our students will receive a minimum of 20 minutes of quality daily physical activity.</p> <p>100% of students will receive classroom instruction on healthy living which will include cultural components such as the Aboriginal version of Canada's Food Guide.</p>	<p>September 2014 -2017</p> <p>February</p> <p>2015-June 2015 and Ongoing</p>	<p>Superintendent of Education, Mental Health Lead, Curriculum Coordinator, Principals/Vice Principals, Classroom teachers</p> <p>SOE, Principals/Vice Principals, Human Resources Administrator</p>	<p>School climate surveys will identify increased student awareness of the need for living a healthy, 'balanced' life.</p>	<p>These connections have been supported by the Supporting Minds training, Zones of Regulation training and sensory rooms for students and staff.</p> <p>Educators are beginning to study the Four Foundational Conditions that are important for children to grow and flourish: Belonging, Engagement, Expression and Well-Being. A focus on these foundations throughout all aspects of early years programs will ensure optimal learning and healthy development.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Improve and support students in specialized ways to achieve in specific areas cont.						
2. Develop System capacity to identify and support program planning for students with Learning Disabilities.	<ul style="list-style-type: none"> ➤ Ministry of Education Policy and Program Memorandum. ➤ Evidence based, evidence-informed and informed provincially developed resources for use in the classroom. 	<p>Schools will receive all updates related to health and physical education.</p> <p>100% of staff will be trained on the concussion procedure and related documentation.</p> <p>100% of classrooms will incorporate (where needed) instructional planning, practices and approaches that support students with Learning Disabilities.</p>	2015 – 2017	SOE Principals SERTs Classroom teachers	School and provincial data indicates improved achievement for students identified with a Learning Disability.	<p>May 2015 – SERTs attended Math & LD Conference in Thunder Bay</p> <p>Aug 2015 – SERTs attended Learning Disabilities Institute in Mississauga</p>

Strategic Priority:		Student Achievement				
Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic intent	Resources Required	Measure of Success	Timelines	Responsibility		
Statement of focus will be developed and listed here						
<p>1. Develop instructional leadership within Principal Learning Teams – instructional rounds. Principal learning teams will meet once a month for instructional rounds coaching.</p> <p>2. Refine District Review Visits to reflect the practices embedded in instructional rounds.</p> <p>3. Learning Opportunities will be provided at Principal Learning Team meetings for instructional leaders to identify and name the qualities of rigorous</p>	<ul style="list-style-type: none"> ➤ Annual budget allocated for Principal Team meetings is developed. ➤ Resources are provided- print and digital. ➤ Catholic Ontario Leadership framework. ➤ Strong Districts Leading Student Achievement Research. ➤ Ontario Leadership Framework. ➤ Instruction Rounds- R. Elmore book. 	<p>System Principals and Vice Principal Learning Teams are established and meet on a monthly basis.</p> <p>System leaders self-report an increase in confidence in participating in instructional rounds in their school and within the Board.</p> <p>Problems of Practice are clearly identified and next steps are planned by the end of June each school year.</p> <p>Student achievement levels are increasing as demonstrated by classroom, Board and provincial assessments.</p>	<p>On-going – September 2014 to June 2017</p>	<p>Director of Education / SOE- SEF Lead / SOE- Student Success Lead / Principals/Vice Principals / Student Achievement Officers</p>	<p>System Exit Cards to assess impact</p> <p>Perceptual Data from participant surveys- pre and post professional learning sessions.</p> <p>Student achievement data indicates an increase in the areas of literacy and numeracy.</p> <p>Report card results</p> <p>Provincial EQAO results</p>	<p>Principal Learning Teams- ongoing with Provincial Math Coach October 2015, February 2016.</p> <p>Co-Planned PLT session in Nov 2015 and Feb 2016 with Danielle Blair to increase instructional leadership in the area of PR.</p> <p>Perceptual data collected and analyzed in June 2015- presented to MOE at BIPSA meeting- December 1, 2015.</p> <p>On-going/cyclical- Data analysis- BIPSA and SIPSA team- Problem of Practice identified- Mathematics.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Statement of focus will be developed and listed here cont.						
<p>instructional practices.</p> <p>4. Collaborative Inquiry focused on rich, authentic tasks that demonstrate high levels of critical thinking.</p>	<ul style="list-style-type: none"> ➤ Deconstruct instructional tasks to ensure students are communicating their thinking to the provincial standard. 					<p>May 2015- District Support Team visits to SHS and SJS.</p> <p>April 2016- SPS instructional support visit.</p> <p>CIL-M – exit cards and student work samples illustrate shifts in teacher practice and in student learning.</p>
Ensure staff have the supports and development opportunities to deliver quality academic programming						
<p>1. Develop a system calendar to identify job embedded professional learning occurring in all schools.</p> <p>- Annual overview of system learning needs will be established at the system level.</p> <p>- Annual overview of school level priorities will be established within the</p>	<ul style="list-style-type: none"> ➤ Develop an annual budget to support professional learning needs of all staff. ➤ Connect the professional development plans to student learning needs by examining student achievement data. ➤ Ministry resources and monographs. 		<p>November 2015- June 2017</p>	<p>SOE Principals SIPSA Team members Classroom teachers, EAs and DECEs</p> <p>Board Coordinators</p> <p>SOE – SEF lead and</p>	<p>Feedback from Principals will indicate that the system calendar supports professional learning for staff.</p>	<p>Developed calendar and budget to facilitate the CIL-M/SNB work at each worksite.</p> <p>On-going – SERT Collaborative Inquiry on Self-Regulation with Marker Teachers/ Classes in each school.</p> <p>Electronic Coordinators’ calendar developed and tacks all professional learning sessions.</p> <p>CIL-M math sessions - 3 Primary and 2 Junior completed so far in the 2015-2016 school year-tied to SIM goal, on-going - cycle back with student work and teacher observations.</p>

<p>structure of the School Improvement Teams.</p> <ul style="list-style-type: none"> - Professional Learning Communities (PLCs) will employ the use of research to drive the learning and examine student learning artifacts. <p>2. Develop a system budget to provide funding for release time for Professional learning to occur on a cyclical basis. 100 % of teachers will participate in a minimum of 2 Collaborative inquiry learning cycles per school year.</p>	<ul style="list-style-type: none"> ➤ A System budget is developed and funding is strategically planned, employing Board and ministry grant project monies. 	<p>Results of the Collaborative Inquiry cycle are tracked at the school level and are aligned with the Board and School Improvement Plans.</p>	<p>January and May of each school year.</p>	<p>Student Success Lead Principals, Vice-Principals, Lead Teachers , School Improvement Team members, Coordinators, Students</p>	<p>Early years school teams meet on a cyclical basis to study program and research, while setting team and individual goals. Educators monitor the impact their shifts in practice have on student learning. Educators are beginning to use pedagogical documentation to bring student work to the table to study the learning. They are also using each other's classrooms as a source of study while they focus on learning.</p>	<p>Monthly coordinators' meetings purposefully connect the portfolios to align the work- monthly check in points.</p> <p>Student Achievement reports were presented to Trustees in August and December 2015 and March of 2016.</p> <p>Professional Learning communities are engaged in math learning at all schools (CIL-M).</p> <p>PLC- ongoing in each school and supported by Board level personnel</p> <p>Funded through Board and Provincial grant monies.</p> <p>On-going PLCs during the 2015-2016 school year- report back at Principals' meetings, SIPSA team meetings, IMPACT analysis, review report card data (June 2015, February 2016, June 2016).</p>
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Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Ensure staff have the supports and development opportunities to deliver quality academic programming						
<p>1. Focus on increasing teacher efficacy and content knowledge in numeracy. Develop a rigorous professional development plan for numeracy.</p> <p>2. All teaching staff will increase student achievement levels in literacy and numeracy by supporting best practices in all classrooms.</p>	<p>A system budget is provided to ensure ongoing, job embedded professional learning in mathematics. (AQ, CIL- M).</p> <p>Instructional rounds training for system leaders to identify and name effective practices.</p>	<p>Student and teacher perceptual data is solicited pre and post learning sessions.</p> <p>Instructional rounds data is analyzed on a bi-yearly basis to solicit trends in best practices.</p>	<p>September 2014 and ongoing</p>	<p>Math Facilitator Student Achievement Officer</p>	<p>Student work samples guide the next steps in adult learning.</p> <p>Instructional Rounds visits, SOE School Visits and Principal Walkthroughs will anecdotally demonstrate effective, research based teaching strategies are being employed.</p>	<p>On-going- Math Capacity building- CIL- M learning sessions 2015-2016.</p> <p>PD in the area of Proportional Reasoning: Naming and noticing elements of PR, important mathematical ideas, curriculum, and content connections.</p> <p>SHS EAs: Oct 30 SMS/SFS EAs: Jan 29</p> <p>Teachers created tasks based above to be used in the classroom and inform future inquiries.</p> <p>Instructional Rounds training – March 2015 – ongoing through Math Principal Learning Team meetings.</p> <p>Adolescent Literacy- PD February 2016.</p> <p>Math PD, on-going.</p>
Increase the focus on resiliency and readiness to prepare students for important transitions						
<p>1. Precise, personalized instruction meets the needs of each learner through high quality</p>	<ul style="list-style-type: none"> ➤ Transition plans. ➤ Professional resources- Growth Mindsets. 	<p>Transition plans are embedded into all IEPs.</p>	<p>November 2014-2016</p>	<p>Mental Health Lead SOE Principals, Vice Principals, SERTs,</p>	<p>Safe Schools Climate Surveys indicate annual improvements as reported by students.</p>	<p>On-going – Specialized Equipment Amount (SEA) equipment ordered for students with special needs as per recommendations of qualified professionals.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Increase the focus on resiliency and readiness to prepare students for important transitions cont.						
<p>programming, data analysis and differentiated instructional practices.</p> <p>2. All teaching staff will create inclusive classrooms and through the use of assistive technology for students with special needs.</p>	<ul style="list-style-type: none"> ➤ Learning for All. ➤ IPP. ➤ Class profiles. 	<p>Transitions into school, between grades and divisions are provided for students and their families.</p>		<p>MISA Coordinator, Teachers, DECEs, Coordinators</p>	<p>Report & provincial data demonstrates increases in student achievement levels for students with IEPs.</p>	<p>SIPSA teams analysis of school level data, IEPs, report card analysis-on-going.</p> <p>Transition plans now embedded in all IEPs.</p> <p>Continue to raise awareness and use the Transition to School Document to build relationships between childcare agencies, families and schools. This document along with the accompanied transition meetings and sharing of information/relationship building will allow educators to use individualized strategies identified to provide the best start for children entering Kindergarten. This document has also been used to help aid in class set up.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
To accent character development and value good character as a form of achievement						
Develop system capacity to support a growth mindset in all children.	<ul style="list-style-type: none"> ➤ Formalized system and school details opportunities for students to develop character building skills. ➤ The Seven Habits of highly effective children. 	Students participate in character building activities during social justice activities.	Completed by December 2014		Bi Annual School Climate surveys are analyzed.	All schools have integrated "Growth Mindset" strategies into the culture of the school, on-going.
Support Students in Specialized Ways						
<ol style="list-style-type: none"> 1. Develop system capacity to analyze multiple forms of student data to identify students at risk. 2. Professional Development opportunities are provided to staff are designed to assist in meeting the needs of at-risk students. 3. Provide training to teachers in the area of assistive technology. 	<ul style="list-style-type: none"> ➤ COGNOS data, perceptual data, student interviews. 	Staffs report an increased confidence in developing programming to meet the needs of students considered at risk in their learning.		SOE, Principals, Vice-Principals, SERTS, Special Education Coordinator, Math and Literacy Coordinators, Teachers, ECEs DECEs, School Improvement Team members	<p>Report card and EQAO assessment data illustrate increases in achievement data for students at risk.</p> <p>Student attendance data improves annually.</p> <p>Suspension data is decreasing over time.</p>	<p>On-going. CIL-M sessions include focus on open and parallel tasks, capturing mathematical thinking through questioning, task design, use of structures and manipulatives and multiple strategies and ways of accessing important mathematical ideas.</p> <p>February 2016- Attendance data reviewed following TERM 1 Report Cards, Attendance Counsellor training- January 2016.</p> <p>PD - Math and LD learners, SERT collaborative inquiry, Mental Health PD- April 25, 2016, BMS training - on-going, OSGOODE and the Law- October 2015.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Support Students in specialized ways to achieve in specific areas						
<p>Build capacity for all leaders and staff in Differentiating instruction.</p> <p>Student with special education needs will be provided with.</p>	<ul style="list-style-type: none"> ➤ Education for All. ➤ FSL for All. ➤ Universal Design . ➤ Growth Mindset. ➤ IEPs. ➤ Assistive Technology tools. ➤ Transition Plans. 	<p>100% of system leaders will engage staff in supporting their understanding of DI.</p>	<p>Dec 2015- June 2018</p>	<p>SOE Coordinators Principal</p>	<p>Exit surveys of Coordinators and Principals will indicate improved understanding.</p>	
Improve and maximize opportunities for quality academic programming						
<p>1. 100% of teaching staff will use Differentiated instruction (RAFT) to support student achievement in Literacy/ Numeracy.</p>	<ul style="list-style-type: none"> ➤ 100% of intermediate teaching staff will be provided with release time to support DI strategy. ➤ Resources will be purchased to support enhanced understanding of DI strategy. 	<p>100% of intermediate teaching staff will use differentiated instruction strategies to support student instruction in literacy and math</p> <p>Release time will be provided to teachers to support DI strategy.</p>	<p>Dec 2015- June 2018</p>	<p>Superintendent of Education responsible for Student Success grade 7-8, Principals/Vice-Principals Math Coordinator, Curriculum Coordinator</p>	<p>System Exit Cards to assess impact</p> <p>Perceptual Data from participant surveys- pre and post professional learning sessions.</p>	<p>On-going.</p> <p>Attended Ministry RAFT Adobe Connect session on Oct 8.</p>

Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic Intent	Resources Required	Measure of Success	Timelines	Responsibility		
Improve and maximize opportunities for quality academic programming cont.						
2. For the 2014-2015 School year teachers will be involved in a TLCP to support all students with transitions in school with a focus on students identified as being at risk. Transitions Pathways Collaborative Inquiry (learning skills).	➤ Teacher will be provided joint release time for collaborative inquiry to support student transitions.	75% of intermediate teachers will be involved in TLCP to support understanding of Learnings Skills from Growing Success document.	2014-2015 school year	SOE responsible for Student Success grade 7-8, Principals/Vice-Principals, Student Success Teacher, ELC		Designed plan to rollout PD/CI to Intermediate teachers.
3. 100% of teachers will use Creating Pathways to Success (An Education and Career/Life Planning program for Ontario Schools) to provide opportunities for students to answer Four key questions. i. Who am I? ii. What are my opportunities?	➤ Teachers and students will receive training and release time to support student pathways and the creation of Individual Pathways Plans (Career Cruising, My Blueprint) in Gr. 7-8. ➤ 100% of K-6 teachers will be provided training and release on an electronic portfolio	100% of intermediate teachers students will create and monitor and individual pathways plan electronically 100% of K-6 teachers will use an electronic portfolio to support Pathways and "All About Me Portfolio"	September 2014 – ongoing January 2015- June 2018	SOE responsible for Student Success grade 7-8, Principals/Vice-Principals, Student Success Teacher, ELC	System Exit Cards to assess impact. Perceptual Data from participant surveys- pre and post professional learning sessions. Student surveys of Pathway planning will indicate their understanding of their Pathway planning.	On-going My Blueprint Career Cruising Grade 7/8 On-going K-6 FreshGrade 2015/2016

iii. What do I want to Become? and iv. What is my plan for achieving my goals?	to support Pathways and "All About Me Portfolio"					
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Ensure staff have the supports and development opportunities to deliver quality academic programming

100% of First and Second Year teachers (this includes contract and those on LTO assignment) will engage in learning opportunities that support student achievement.	➤ All NTIP candidates will be provided with opportunity to take up to 5 full release days to work with mentors on the following. Classroom MNG, Planning, Assessment & Evaluation, Communication with parents, Teaching students with special needs and other diverse learners and Current Education priorities related to literacy and math.	100% of teachers involved will complete their NTIP Strategy form and annual learning plan with support and guidance from the school Principal and NTIP coordinator.	September 2014- Ongoing	Superintendent of Education responsible for Student Success grade 7-8, Principals/Vice-Principals, Student Success Teacher, NTIP coordinator, NTIP Mentors and NTIP Mentees		On-going
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Strategic Priority:		Responsible Stewardship of Resources				
Actions		Monitoring Strategy			Impact	Status (as at Dec. 2015)
Strategic intent	Resources Required	Measure of Success	Timelines	Responsibility		
Development of responsive, balanced budget						
1. Review expanded level of interim reporting to the Board to simplify communication.	<ul style="list-style-type: none"> Provincial task force on interim school board reporting. 	Task force recommendations and analysis incorporated into desired reporting format.	To be Determined	SBO	Board of Trustees feedback indicates greater understanding of interim reporting.	Will continue to improve format of interim report and frequency of reporting to agree with best practices – updated timeline to June 2016
2. Prioritize focus on key issues during the year-to-date reporting.						
3. Develop a process to enhance transparency for trustees and staff regarding roles and responsibilities for budget planning. *document key budget risks and mitigation strategies as part of budget development.	<ul style="list-style-type: none"> Internal staff analysis regarding effectiveness of current reporting. Prepare planning document and gather input from staff. 	Implementation of Budget planning policy that enhances transparency regarding roles and responsibilities.	March 2015	SBO	Board of Trustees feedback indicates greater understanding of roles and responsibilities for budget planning.	Over the next two budget cycles, will work with Manager of Finance to review roles and responsibilities and formalize the process – revised timeline to June 2017
4. Development of an annual finance department plan that aligns with	<ul style="list-style-type: none"> Survey 'like-Boards' to assess departmental planning strategies utilized. 	Implementation of department planning that enhances transparency regarding roles and responsibilities	February 2016	SBO	Department plan aligns with Board Improvement Plan Department tracking and	Will begin this process with Manager of Finance, begin canvassing other boards in spring of 2016 to develop an annual finance department plan for 2016-17 – revised

Development of responsive, balanced budget cont.

<p>the objectives of the Board improvement plan. *Identifies targets, timelines and responsibilities for key activities in the finance department.</p>	<ul style="list-style-type: none"> ➤ Internal staff analysis regarding current department planning. 				<p>reporting of progress of defined priorities and goals.</p>	<p>timeline to September 2016</p>
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Planning to use available resources to achieve priorities

<p>1. Establish 3-year cycle to monitor appropriate purchasing levels of authority commensurate with the job title or role to ensure efficient process.</p>	<ul style="list-style-type: none"> ➤ Ministry of Education guidelines ➤ Survey 'like-Boards' to assess purchasing procedures and responsibilities ➤ Internal staff analysis regarding effectiveness of purchasing level authorities 	<p>Compliance with appropriate Ministry of Education guidelines</p> <p>Internal and external review of survey results indicates appropriate the implementation of appropriate purchasing levels.</p>	<p>June 2015</p>	<p>SBO/Finance Manager</p>	<p>Review of surveys indicates efficiency in department procedures</p>	<p>Completed January 2015</p>
<p>2. Pursue joint purchasing opportunities with other school boards, municipalities and local agencies on high volume items would help develop the school board's purchasing strategy.</p>	<ul style="list-style-type: none"> ➤ Established process to complete cost study comparing current practice with potential partnership with other school boards and/or local government authorities. 	<p>Provincial purchasing cooperatives such as Ontario Buys have been investigated and participation is occurring where practical.</p> <p>Purchasing procedure revised to ensure joint purchasing opportunities are explored and followed.</p>	<p>June 2015</p>	<p>SBO</p>	<p>Operational cost efficiencies have been realized allowing for savings to be invested to address priorities.</p>	<p>Ongoing as opportunities arise</p>

Planning to use available resources to achieve priorities cont.

<p>3. Explore electronic supplier interface for ordering, processing and payment.</p>	<ul style="list-style-type: none"> ➤ Completed cost/benefit analysis. ➤ Develop implementation plan including staff training. 		<p>July 2015</p>	<p>SBO</p>		<p>Revised timeline to June 2017 for possible completed implementation</p>
<p>4. Development of an annual Facilities Dept. plan that aligns with the objectives of the Board improvement plan * identifies targets, timelines and responsibilities for key activities in the finance department.</p>	<ul style="list-style-type: none"> ➤ Survey 'like-Boards' to assess departmental planning strategies utilized. ➤ Internal staff analysis regarding current department planning. 	<p>Implementation of department planning that enhances transparency regarding roles and responsibilities.</p> <p>Facility department to be reviewed for appropriate staffing levels.</p>	<p>July 2016</p> <p>January 2015</p>	<p>SBO</p> <p>Not determined</p>	<p>Department plan aligns with Board Improvement Plan. Department tracking and reporting of progress of defined priorities and goals.</p>	<p>With addition of Manager of Facilities position, this is ongoing – revised timeline for September 2016</p> <p>Added Manager of Facilities position to ensure adequate Facilities Department staffing – complete April 2015</p>
<p>5. Implementation of cleaning standards, with periodic visits and a formal review log. *develop department plan to address areas of deficiency.</p>	<p>Survey 'like-Boards' to assess departmental plans for establishing cleaning standards.</p> <p>Internal staff analysis regarding current practice.</p> <p>Annual training plan for facilities staff to address skills development and emerging regulatory issues.</p> <p>Results of the energy audit.</p>	<p>Implementation of department planning that enhances transparency regarding roles and responsibilities.</p> <p>See above</p>	<p>July 2016</p> <p>Immediate</p> <p>July 2016</p>	<p>SBO</p> <p>Not determined</p> <p>SBO</p> <p>SBO</p>	<p>Improved monitoring, management and reporting on cleanliness levels.</p>	<p>Have put in place standardized cleaning schedules; Ongoing adjustments as required</p> <p>Ongoing – Manager of Facilities developing standardized training to updated annually with custodians;</p>

Planning to use available resources to achieve priorities cont.

<p>6. Develop a multi-year energy management plan that incorporates quantifiable measures and is aligned with its strategic direction. * Revise energy audit to reflect current standards.</p>	<p>Internal staff analysis regarding current practice.</p>	<p>Implementation of multi-year energy plan.</p>	<p>August 2016</p>	<p>SBO</p>	<p>Increased efficiency with reduced energy costs.</p>	<p>Partially complete – have developed a Conservation Demand Management Plan and subsequent Report Card; will continue to evolve into a more formalized multi-year energy management plan with quantifiable measures – Ongoing</p>
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