Living, Learning and Leading in a Changing World

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

STRATEGIC DIRECTIONS 2015 – 2018

Strategic Priorities Update; September 2017

KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

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Living, Learning and Leading in a Changing World 2015-2018

Strategic Priorities

In a rapidly evolving world, a good education is fundamental to future, long-term success. An exceptional education, however, prepares students to lead change, create new and significant ideas, and solve important global issues.

Our strategic plan, Living, Learning and Leading in a Changing World 2015-2018, is the result of an almost year-long consultative process with students, staff, parents and community members who completed a public survey through our website.

We heard strongly from our stakeholders about the need to focus not only on academics, such as literacy, numeracy and science, but also on the essential areas of overall well-being; including inclusion, and mental and physical health. Building on this foundation, we heard about our important role in providing meaningful, real-world learning opportunities, from the effective use of learning technology, to partnerships with parents, community agencies and post-secondary institutions.

The Kawartha Pine Ridge District School Board supports a world-class education for well over 30,000 students in 91 schools spread across our jurisdiction. This is supported through central departments in Teaching and Learning, Business and Corporate Services, and Human Resource Services, as well as through system-wide portfolios including Safe, Caring and Restorative Schools, and Equity, Diversity and Inclusion.

Highlights of ongoing work through our central departments include:

Teaching and Learning continues to provide support to schools through:

- Instructional and curriculum supports JK-12

- Oral language and early reading strategies for students in Kindergarten to Grade 2

- Alignment of child care services, professional learning, wrap-around services, and play-based instructional programming in Kindergarten

- Critical literacy / higher order thinking skills K-12 through a comprehensive literacy strategy

- Assessment for learning culture/strategy in all classrooms that respond to student needs

- Differentiated instruction / tiered approach to intervention

- First Nation, Métis, and Inuit education

- Modern/digital fluencies that augment student learning

- Children and Youth Mental Health and Well-being Strategy

- Professional Learning Communities that focus on visibly improving culturally relevant and responsive pedagogy and/or competencies through the structure of collaborative inquiry

- Multi-disciplinary teams in the area of special education to provide clinical and programming expertise to schools for students with special needs to succeed in the inclusive classroom

- Self-regulation program to support students with behavioural needs.

Business and Corporate Services continues to provide ongoing service in the following areas:

- Business and Finance: budget management and administration, payroll, purchasing, reporting (enhancing public confidence through proactive planning and workforce management implementing departmental plans with foresight and collaboration)

- Information and Communications Technology: network, administrative and school support

- Facility Operations: custodial, maintenance, and energy management (developing modern learning environments by taking advantage of opportunities to implement changes to physical space and technology through sustainable financial strategies)

- Strategic Planning and Projects: planning, property, engineering, strategic projects and support (incorporating analysis and action plans to support maximizing the stewardship of resources).

Human Resource Services continues to provide ongoing service in the following areas:

- Staff recruitment and hiring processes

- Support to the annual teacher staffing process

- Responsibility for the non-teaching personnel staffing process

- Labour Relations including collective bargaining, and collective agreement administration

- Health and Safety

- Attendance support processes including the long-term absence programs

- Employee benefits administration

- Employee performance evaluation processes

Student Success continues to lead and support the following areas:

- Specialized Programming: Dual Credits, Specialist High Skills Majors, Ontario Youth Apprenticeship Program

- At-Risk Student Support through school Student Success teams, re-engagement programs and community partnerships

- Guidance and Career Pathways education and training

- Instructional Technology through eLearning, and blended learning

- Student Achievement in secondary schools with a focus on instruction and student engagement

- Program Safety

Safe, Caring and Restorative Schools – ongoing work in this area includes:

- Violent Threat Risk Assessments – this process guides schools and our community partners in working together to identify individuals who may be at high risk of committing serious violence. Its goal is to prevent possible violent incidents, to keep our schools and communities safe.

- Restorative Practice – is an effective approach to teaching, learning and keeping schools safe. It is a way of thinking and acting as a community. It focuses on strengthening relationships, to deal with conflict or tension positively.

- Student Incident Reporting – supports the whole-school approach to addressing behaviours that may lead to suspension and/or expulsion.

- Long-Term Suspension and Expulsion Program – is an intensive intervention program to support students who have been suspended and/or expelled from school. The program focuses on academic and non-academic (counselling) support that is designed for each student with the goal of returning to school.

- KPR Website – provides students, staff, parents and community members with current information and resources about many topics related to safe, caring and restorative schools.

Focused strategic priorities for the next six to twelve months are outlined in the following document.

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Health and Well-being: • Creating conditions for social and emotional well-being and supporting positive mental health; • Enhancing supports for physical activity and healthy living; and • Providing interventions, programs and supports responsive to the needs of students and staff	• Mental Health Steering Committee – Mental Health Video (We Belong) • completed a staff video focusing on well-being and mental health support at work • completed a student video with student voice focusing on well-being and inclusive schools with the theme BE YOU, You belong at Kawartha Pine Ridge District School Board	• Human Resource Services (supported by Joint Employer & Employee Health & Well-being Committee) • Teaching and Learning (Mental Health Lead)	Ongoing filming to begin in February 2016 – Completed • Completed	• A strong sense of belonging at work • Developing skills for managing workload and social/emotional challenges • Caring communities equipped to support staff experiencing mental health problems
	• Creation of Educator video highlighting evidenced based Kids Have Stress Too lessons and tiered approach to mental health promotion		• Completion Fall 2017	• Increase educator and parent awareness and knowledge of Mental Health promotion and evidence based social emotional learning programs
	• Developing social media strategies for webpage and future challenges • Twitter feed #mindsmatter@kprdsb website and Twitter messages about student well-being, mental health, social-emotional learning, reducing stigma • Revamping webpages for mental health • Parent, educator and student resources were added-links to websites and apps • New educator resources will be posted on new staff Intranet • Working with schools to provide support packages for staff rooms (resources, relaxing activities)	• Teaching and Learning (Mental Health Lead) • Human Resource Services (supported by Communications)	• Ongoing • Ongoing – Completion by December 2016 • Completed • Ongoing	• Continue to set organizational conditions for mental health strategy, shared vision and language • Increase mental health literacy for parents, educators and students • Early identification and accommodations for mental health problems • Increased referrals for appropriate mental health intervention
	• Developing training for principals and managers around Mental Health in their schools and departments – eLearning, early intervention	• Teaching and Learning (Mental Health Lead)	• Ongoing	• Increase capacity of leaders, managers and staff for creating organizational conditions for mental health and well-being • Increase opportunities for well-being and mental health promotion for staff and students

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Health and Well-being (continued)	• Conduct a collaborative inquiry with three schools to increase teachers' understanding of promoting students' sense of belonging at school and promote mentally healthy schools • Continue Mentally Healthy Schools project in 24 schools to increase capacity to promote mentally healthy schools and teach social-emotional learning skills to increase student well-being - 2016-2017 school year 27 schools will be involved	• Teaching and Learning: (Mental Health Steering Committee) • System Principal of Special Education • Mental Health Lead	• February - June 2016 - Completed • September 2015 - June 2016 • September 2016 - June 2017 • Completed	• Theories of Action will be developed and linked to the School Improvement Plan and artefacts and best practices will be highlighted for improved student sense of belonging • Increased social-emotional learning skills in students measured on pre and post assessments • Build capacity in child and youth workers and educators to deliver universal and targeted evidence-based strategies to promote mental health and well-being • Increased social emotional learning for students • Integration of well-being and learning in the classroom
	• Conduct a collaborative inquiry with elementary and secondary educators on mindfulness in the classroom - February to June 2017		• Completed	
	• Scale up Mentally Healthy Schools project through ongoing educator learning sessions and coaching on social-emotional learning and everyday mental health practices in a tiered approach for whole school and whole classrooms		• September 2017 - June 2018	
	• Annual Parent Conference focus on mental health and resiliency		• October 2016	• Reduce stigma, raise awareness of mental health problems, learn ways to promote good mental health, and connect parents to community resources
	• Develop and implement a leadership learning session to deepen learning about creating mentally healthy school conditions and increasing student sense of belonging at school	• Mental Health Lead and • Mental Health Steering Committee	• April 2016 • Completed	• Increased leadership capacity as measured by self-assessment

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Health and Well-being (continued)	• Introduce new Mental Health ASSIST resources for Leading Mentally Healthy Schools and creating mentally healthy classrooms • Introduce new walk-through tool to help set school improvement goals for well-being at school	• Mental Health Lead and • Mental Health Steering Committee	• September 2017 - June 2018	• Connect educator learning of Leading Mentally Healthy Schools to School Improvement Plan mental health and well-being goal using walk-through tool
	Children Youth in Care Project (Year 2): • This project focuses on secondary school students who have been involved with the Children's Aid Society • It is a partnership between Community Employment Agencies, KPR and the Ministry of Education • The program is based on academic and skills training for the workplace; students will complete high school credits while receiving training in culinary techniques, business management and industry recognized certifications	• Superintendent responsible for Student Success	• Pilot Semester 2; Two, eight week sessions - Completed	• Increased credit attainment • Develop improved skills for employment • Student retention
	Children Youth in Care Pilot Project (Phase 3): • This innovative program is focused on building business and entrepreneurial skills through skateboard design, production and marketing. Students will complete high school credits while also receiving sector related training and certifications	• Superintendent responsible for Student Success	• New September 2016 - January 2017 • New – February - June 2017	• Increased student engagement, credit attainment and graduation • Reach ahead opportunities for college credits • Increased potential for post-secondary education for participants

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Health and Well-being (continued)	Innovations in Learning: Skateboard Projects • This innovative program is focused on building business and entrepreneurial skills through skateboard design, production and marketing. Students will complete high school credits while also receiving sector related training and certifications. The project has been approved again and will be offered at PACE (Children and Youth in Care focus) and Northumberland Centre for Individual Studies (Student engagement and increased post-secondary enrolment focus)	• Superintendent responsible for Student Success • System Principal • Principal of Alternative Education • Pathways Consultant	• New – 2017-2018	• Increased student engagement, credit attainment and graduation • Increased enrolment in post-secondary education for participants
	• First-Aid and Sport Specific Training for coaches throughout KPR based on updated Ontario Physical and Health Education Association guidelines regarding higher risk sports	• Superintendent responsible for Athletics Co-ordination	• Fall 2016 - Spring 2017 (to continue through Spring 2018)	• Training for coaches at all KPR secondary schools, interested occasional teachers, KPR volunteer coaches • Safer environment for our students participating in sports such as lacrosse, rugby, football and hockey
	• Connect – Change – Connect – Smoking Cessation Project This project is a partnership with local health units who provide counselling, guidance and support for students in some of our local high schools to be able to quit smoking	• Superintendent of Education • Principals • School Board Counsellors	• Ongoing project at identified high schools	• A reduction in numbers of students smoking and an increased awareness on the part of students of skills necessary to quit and the community supports available to them

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Health and Well-being (continued)	• Healthy Kids Community Challenge This partnership with health units and local municipal governments is designed to curb childhood obesity through a multi-faceted approach recognizing that to be effective, the partnership must include education, health, community and business sectors. Focus areas include increasing physical activity, encouraging water consumption (rather than sugar drinks) and an increase in the consumption of fruits and vegetables	• Superintendent of Education • Principals • Teachers	• Ongoing – March 2018	• Awareness of healthy practices to reduce childhood obesity • Strengthened partnerships with community agencies in the quest of healthier children and communities
Safe, Equitable and Inclusive Environments: • Creating safe and positive environments by fostering a culture of respect and inclusion; • Promoting healthy and respectful relationships; and • Developing responsible digital citizenship	• Use common language to better understand when students experience bullying versus conflict through the creation of posters K-12	• Safe, Caring and Restorative Schools (SCRS) Committee • SCRS Resource Teacher	• Fall 2015 - Spring 2016 • Completed – Posters were provided to all elementary and secondary schools	• Students can identify situations of bullying or conflict and respond accordingly • Reduced incidents of bullying as reported through the School Climate Survey
	• Educate parents about the difference between bullying and conflict through monthly website/school newsletter inserts • One day of professional learning for school student well-being teams to learn how to promote positive relationships through a focused whole school approach • Release of the Ontario College of Teachers Professional Advisory on Bullying	• Corporate Affairs Department Safe, Caring and Restorative Schools Committee (SCRS) • SCRS Resource Teacher • Principals • Teachers	• 2015-2016 Completed • January – February 2016 Completed • September 2017 Safe Schools Update Newsletter to all Principals and Vice-principals	• Principals report having more informed discussions with parents about the difference between bullying and conflict • Staff confidently act as interveners to address worrisome behaviours in all areas of the school • Improved School Climate Survey results • The reflective framework in the advisory will support all educators in being proactive when addressing inappropriate behaviour such as bullying
	• Increased student voice through the creation of a KPR shirt with a social media campaign and a student led conference in Spring 2016	• KPR Student Leadership Advisory Group	• 2015-2016 Completed	• Students take a leadership role in promoting healthy and respectful relationships – over 2,000 Be You t-shirts have been distributed and 300 students from Grades 7-11 attended the spring student led conference at Trent University

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Safe, Equitable and Inclusive Environments (continued)	• Focus on Youth Program for at-risk youth of high school age	• Strategic Priorities Lead • System Principal • Equity And Diversity Advisor	• Winter 2016 Completed • Summer 2017 Completed	• Students successfully complete a mentoring placement within our before and after school programs - with a winter session of 42 secondary students and a summer session of 65 students. Placements were in KPR Numeracy and Literacy Camps, YMCA Day Camps and Local Child Care Centres • Same as above with 70 secondary students representing all secondary schools. A celebration banquet was held at the Ganaraska Forest Centre on August 30, 2017
	• Creation and distribution of Effective Use of Social Media Poster to all employees	• Strategic Priorities Lead	• Winter 2017	• All staff demonstrate effective practices when using social media and when engaging students in social media
	• Increased student voice, action and leadership through an elementary student conference led by secondary students	• KPR Student Leadership Advisory Group	• Fall 2016 • Completed November 2016	• Students take a leadership role in promoting healthy and respectful relationships
	• Develop resources to facilitate deeper staff and student understanding of transgender	• Superintendent responsible for Equity, Diversity and Inclusion	• New • Completed (Introduced Fall 2016)	• Measurably improved sense of inclusion – evidence gathered through Tell Them From Me and Employee Survey
	• Develop Guideline for Inclusive Rental Spaces		• New (Fall 2016) • Completed, Fall 2016	
	• Implementation of the revised KPR/Police Protocol	• Superintendent responsible for Safe Schools • Safe Schools Committee	• 2016-2017 • Completed in June 2017	• Principals/Vice-principals will know their roles and responsibilities for police involvement in schools • Revisions resulted in the creation of a standard Emergency Response Plan for all schools

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Safe, Equitable and Inclusive Environments (continued)	• Violent Threat Risk Assessment Training (level 1) for Principals and Vice-principals new to the role and/or KPR	• Superintendent responsible for Safe Schools • Chief Social Worker • Violent Threat Risk Assessment Lead Team	• February 2014-2015, 2017 • New - October 2017	• Principals/Vice-principals will know how to conduct a violent threat risk assessment in order to prevent violence in our schools • Level 1 training for all new Vice-principals and Principals new to the board
	• Administer and analyze the ourSCHOOL climate survey and revise school well-being goals	• Superintendent responsible for Safe Schools • Principals and Vice-principals	• November - December 2016 • January - June 2017 • Ongoing	• Principals and school teams respond accordingly with concrete actions as outlined in School Well-Being Improvement plans • Continued focus on well-being improvement goals based on 2016-2017 survey results
Focus on Excellence: • Setting ambitious student achievement goals; • Optimizing learning conditions and inspiring all students to reach their full potential (e.g. during transitions, addressing gender and achievement gaps, supporting students with special needs); and • Championing Aboriginal education, achievement and awareness	Supporting Students with Special Needs – Self-Regulation • Provide professional learning opportunities for self-regulation teachers, principals and support staff to learn/explore/implement self-regulation strategies to support students • Monitor students who have completed program and collect data to: i) determine effective strategies in home school classroom ii) determine next steps in student/teacher/team learning	• Teaching and Learning: System Principal – Special Education • Principals of host schools • Teaching and Learning: Instructional Leadership Consultant • Applied Behaviour Analysis Coordinators	• March 2016 • February – June 2016	• Pre/post student observations and assessment data • Teacher and parent surveys to measure outcomes of program • Increased use of evidence-based programs and effective self-regulation strategies in the program and in the regular classroom
	• Build capacity with teachers who have received the students from the self-regulation classroom through: i) scheduled visits to the self-regulation classrooms ii) sharing evidence based programs and effective strategies iii) giving opportunities for students to show learning and advocate for their strengths and needs	• Teaching and Learning: Research Lead	• February – June 2016	• Continued research focused study with teachers in the regular classroom with students from the self-regulation program

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Focus on Excellence (continued)	Supporting Students with special needs - Empower program • Eight schools as pilot • Special Education Teachers in eight schools to receive training on the Empower reading program through Sick Kids Hospital • Pre/post data collection to assess student need, impact of program and next steps • Lessons ongoing throughout the year and a June assessment to measure gains made	• Teaching and Learning: • Superintendent • System Principal • Special Education Consultants	• New/Pilot - September 2016 to June 2016 • Ongoing	• Pre and post assessment data to measure impact on student learning • Clear criteria to determine student need for program • Increased reading levels as determined through KPR assessments • Improved implementation of reading strategies in the classroom
	First Nation, Métis, Inuit Education (FNMI): • Facilitate professional learning for teachers to support the integration of FNMI histories, cultures and perspectives into on-going instruction (through Literacy/Arts Collaborative Inquiry and incorporating authentic voice through our Elders list) • Provide opportunities for students of FNMI, through our Youth Networking structure, to come together to address areas identified by them (i.e. cultural traditions, mental health, alcohol use and drugs, etc.)	• Teaching and Learning: Academic Superintendent • System Principal • Consultants • Teaching and Learning: Academic Superintendent • System Principal • Consultants	• January 2016 – May 2016 • Fall 2015 – Spring 2016	• Pre and post surveys to measure both student and teacher understanding and awareness of First Nation, Métis and Inuit cultures/perspectives for both the Literacy/Arts and the Environmental Inquiry collaboratives • Exit cards to capture student voice and needs at Youth Networking days • Increased use of Elders in our schools
	• Skilled Trades Camp One day skilled trade camps will be offered to over 100 Grade 7 students at a college learning about skilled trades. Year three of this initiative will allow four new schools to participate	• Superintendent responsible for Student Success • System Principal • Pathways Consultants	• Ongoing – May 2018 (Camp)	• The purpose of these camps is to increase student interest and awareness of skilled trades • Supports students in the completion of their individual pathways plan • Increased student selection of technology courses at secondary school

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Focus on Excellence (continued)	• Engage teachers from high population of First Nations students to participate in an Environmental Inquiry to draw on First Nations connection to the land and engage learners	• Teaching and Learning: Academic Superintendent • System Principal • Consultants	• January 2016 - May 2016	
	Secondary School Lead Teacher Leadership and Learning Inquiry: • Lead teachers and principals will participate in an inquiry process focused on building their knowledge and skills in leading instructional change and improvement. Each lead teacher and/or school will select a global competency to focus on with their colleagues to impact a student achievement need at their school	• Superintendent responsible for Student Success • System Principal • Instructional Leadership Consultants	• New – 2017-2018	• Lead teachers and principals will learn and apply instructional coaching skills with their colleagues focused on improving student learning • All departments focused on improving student achievement through a focus on global competencies, influenced design and pedagogy
	Autism Spectrum Disorder Ministry of Education pilot project (two parts): • A dedicated space in schools for third party service providers in Intensive Behavioural Intervention and Applied Behaviour Analysis and • Support Staff professional development and certification as a Registered Behaviour Technician through the Geneva Centre for Autism	• Superintendent responsible for Special Education • Principal of Special Education • Applied Behaviour Assistant Coordinators • Behaviour Support Assistants	• Pilot 2017-2018	• Model provides parents and guardians with funding to find their own service providers in the community to work alongside our schools to support students • Gain skills within our Support Staff employee group who support students on the autism spectrum so that students will be more successful within the school environment
	• Teacher and consultant professional learning focused on increased awareness and use of FNMI resources and instructional strategies (developed FNMI curriculum resources for Grade 12 college English and created an Ontario Secondary School Literacy Test practice test with an FNMI focus)	• Superintendent responsible for Secondary School Program • System Principal • Instructional Leadership Consultant	• New • Partially completed - remainder of consultants to participate before June 2017 • Ongoing	• Improvement in First Nation, Métis, and Inuit student achievement • Re-engagement of FNMI students not currently engaged in school • Increased satisfaction and awareness among teachers with respect to targeted professional development and resources designed to help them serve FNMI students more effectively • increase in the graduation rate

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Focus on Excellence (continued)	School Within a College (SWAC) • Students who are dis-engaged or who are at risk of not graduating but have enough credits to potentially graduate within a semester have the opportunity to attend either Fleming or Durham College, supported by a KPR teacher and college instructors, students will earn both high school and college credits. Upon successful completion of the program students will have earned their OSSD and have a head start to a college education. • Approximately 120 students will attend the SWAC this year • There is a 90% success rate	• Superintendent responsible for Student Success • System Principal • Pathways Consultants	• Pilot – Spring 2016 (Fleming College) • New – 2016-2017 (Fleming College) • Ongoing – 2016-2017 (Durham College)	• Increased engagement of students at risk of leaving school • Increased number of students graduating and attending college following the completion of dual credits within the school within a college program
	Ontario Youth Apprenticeship Program (OYAP) Level 1 Training at Durham and Fleming Colleges • Students who have decided to pursue a skilled trade following secondary school may begin their college program during the second semester of their final year of school. These students also must have an employer who will provide the on-the-job training toward the apprenticeship. This year we have 39 students enrolled in the following programs: Automotive, Child Development Practitioner, Cook, Electrician, Hairstyling, Industrial Mechanic Millwright, Plumbing, Welding and General Carpenter	• Superintendent responsible for Student Success • System Principal • Pathways Consultants	• February 2017 - June 2017	• Students will complete their level one apprenticeship and will continue in the trade following secondary school

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Focus on Excellence (continued)	• Implementation of Creating Pathways to Success: An education and career/life planning program. Creating Pathways implementation is focused on a vision in which all students leave secondary school with a clear plan for their initial post-secondary destination. Implementation of the following key components is our goal to achieve this vision: • Individual Pathways Plan Grades 7-12 • Transitions Planning • Experiential Learning Opportunities • Re-engagement of students in Grades 12 and 12+	• Superintendent responsible for Student Success • System Principal • Pathways Consultants	• Ongoing	• Creation and use of digital Individual Pathways Plans by students in Grades 7-12 • Completion of student exit surveys (Grades 8 and 12) will increase our understanding of what is helping students in preparation for their next transition • Data will indicate which post-secondary schools and post-secondary programs our students are choosing following graduation • All students re-engaged in school who did not return in September
	• Student Exit Surveys (Grades 8 and 12)		• New – Spring 2017 (exit surveys) • Ongoing – Spring 2018 (exit surveys)	• Exit surveys will identify post-secondary destinations of students • Exit surveys will identify subject interest and areas of concern for students leaving Grade 8
	• Engage school and system leaders in professional learning about indigenous history, culture and perspectives and enhance their cultural competence in the service of indigenous students and families	• Superintendent, First Nation, Métis, and Inuit Education, and • Advisory Committee on Aboriginal Issues (ACAI)	• Ongoing – September 2016 - June 2017 (School & System Leaders Conference – February 2017) • Completed	• Increased self-efficacy of school and system leaders in the area of indigenous cultural competence
	• Educators and consultants will engage in professional learning in culturally relevant and responsive pedagogy from an indigenous perspective. In secondary, teachers will collaborate on building curriculum resources for Native Studies courses such as NBE3U/3C/3E and NAC1O, and History courses such as CHC2P/2D	• Superintendent, First Nation, Métis, and Inuit Education and Teaching and Learning	• Ongoing – September 2016 - June 2017 • Ongoing, awaiting Ministry revised curriculum documents, and course selection information (September 2017)	• Classroom teaching and learning includes substantial references to indigenous history, culture and perspectives • Continued efforts to increase enrollment in Ojibwe and Native Study courses

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Focus on Excellence (continued)	• In support of the broader goals of truth-learning and reconciliation, educators and consultants will continue to engage in professional learning about the revised curriculum relating to increased infusion of indigenous history, culture and perspectives in the daily curriculum for the benefit of ALL students	• Superintendent, First Nation, Métis, and Inuit Education and Teaching and Learning	• Ongoing – September 2016 – June 2017 • Various schools participating through to June 2017	• Classroom teaching and learning includes substantial references to indigenous history, culture and perspectives • 52 schools conducted learning activities for students and/or professional development activities for teachers • 2017-2018 at least one Indigenous Education Goal/Strategy in every school improvement plan
	• School and Board support staff (education centre staff, school secretaries, custodians, Education Assistants and Child and Youth Workers) will participate in indigenous cultural learning opportunities	• Superintendent, First Nation, Métis, and Inuit Education and Human Resource Services	• New – September 2016 – June 2017 • Orange Shirt Day – September 30, 2016 Treaty Recognition Week – Kairos Blanket Exercise (November 2016)	• Increased cultural competence and understanding among all Board employees • Orange Shirt Day – September 30, 2016 – Education Centre • Treaty Recognition Week – Kairos Blanket Exercise (November 2016) • At school locations - various activities to involve support staff
	• Design a robust Self-Identification process to clearly articulate the benefits of self-identification, and foster the building of trust with our First Nation territories, and other First Nation, Métis and Inuit families	• Superintendent, First Nation, Métis, and Inuit Education, Corporate Affairs and Advisory Committee on Aboriginal Issues (ACAI)	• Ongoing – September 2016 – February 2017 • In progress, to be completed June 2017 • Completed	• Increased self-identification statistics Board-wide • Renewed promotional materials plus four week public television campaign plus school mailing
	• Enhance student voice through our Youth Network and the establishment of a Director's Indigenous Student Advisory Group, to address concerns identified by students in KPR schools	• Superintendent, First Nation, Métis, and Inuit Education, with Director of Education	• New – by November 2016, 1st meeting – February 2017 • Ongoing - Youth Network • November 22, 2016 and May 10, 2017	• Identification of potential areas of focus, establishing priorities • Directors-Indigenous Student Advisory Group Many priority areas identified including: anti-racism initiatives, increased Elder presence, and more information for transitions to post- secondary
	• Identify specific indigenous student achievement gaps, and develop a plan to analyze and close those gaps through data collection and collaboration across departments	• Superintendent, First Nation, Métis, and Inuit Education with Board Researcher	• November 2016 – Identification Report • In progress, Board researcher to complete comprehensive report (Spring 2017) • Completed	• Programming and intervention needs identified, future planning • Completed extensive data report on self-identified student achievement; this will inform board action plan priorities

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Focus on Excellence (continued)	• Achieving Excellence in Applied Courses (AEAC): Schools will identify teacher teams to focus on learning about and using evidence-based instructional strategies to improve learning outcomes for students in applied courses. Teachers will also learn about indigenous cultures and apply their learning in designing inclusive experiences for all students. All schools will include a focus on Mathematics	• Superintendent responsible for Student Success • System Principal • Instructional Leadership Consultants	• Ongoing – 2017-2018	• Increased use of evidence-based instructional strategies • Increased pass rates in Applied level classes • Improved mark distribution in Applied level classes • Increased awareness and use of instructional strategies and learning designs from an indigenous perspective
	• Achieving Excellence in Applied Courses/Enhanced Program This pilot project extension of the AEAC program will involve three secondary schools focusing college level math and science in Grade 11. Schools will focus on instruction, student retention in senior math/science courses and career pathways related to math and science	• Superintendent responsible for Student Success • System Principal • Instructional Leadership Consultants	• Pilot - 2017-2018	• Increased use of evidence-based instructional strategies • Increased pass rates in College math and science courses • Improved mark distribution • Increased number of students continuing their studies in Grade 12 math and science
	• Ontario Secondary School Literacy Course Collaborative Inquiry: Teachers from each secondary school will focus on examining the existing course and then revise and update it to better meet the needs of students enrolled in the Literacy Course	• Superintendent Responsible for Secondary Program • System Principal • Instructional Leadership Consultant	• New – 2017-2018	• Updated Ontario Secondary School Literacy Course that is more responsive to student learning needs • Teacher and principal learning related to identifying and responding to literacy needs of students

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Modern Learning Environments: • Creating innovative learning environments accelerated through the use of learning technologies; • Creating Pathways and authentic learning opportunities to support transitions into, throughout, and out of school; and • Implementing research-based best practices in the areas of assessment and instruction	• Establish, maintain and effectively utilize budgets to support	• Business and Corporate Services (Finance)	• Ongoing Annually March 31, 2016	• Internal appropriation and operating funds • Applied deferred renewal and deferred capital funds to support significant needs through summer 2016 to 47 properties • Finance established project account codes and budgets • Project list for summer 2017 to be prepared for Board approval November 2016 • Received Capital funding to support Millbrook/South Cavan Public School, Lakefield District Intermediate School., Ridpath Junior Public School, Lakefield District Secondary School, Thomas A. Stewart Secondary School • Submitted 4 additional capital priority projects June 2016 • Applied deferred renewal and deferred capital funds to support significant needs through summer 2017 to 111 projects at more than 53 properties • Capital priority projects at Lakefield District Public School, King George Public School and Ganaraska Trail Public School underway • Received Capital funding to support Lakefield Intermediate Pubic School child care spaces and a new school to replace King George Public School and Armour Heights Public School • Submitted two new capital priority projects September 2017

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Modern Learning Environments (continued)	• Library Refresh Program (Elementary and Secondary)	• Business and Corporate Services (Strategic Planning and Projects)	• Ongoing Annually November 30, 2016 • Completed	• Design options and priorities established, funds applied • Adam Scott Collegiate Vocational Institute, Campbellford District High School complete with Thomas A. Stewart Secondary School and Port Hope High School on 2017 list • Elementary model developed for summer 2017 at Havelock-Belmont Public School, Kent Public School and Central Public School • Secondary Schools include Port Hope High School, Bowmanville High School and Courtice Secondary School for summer 2017
	• School Technology Program Refresh	• Business and Corporate Services (ICT)	• Ongoing	• Program needs and priorities established, funds applied • Budgets allocated with unspent funds rolling forward (Kenner Collegiate and Vocational Institute, Crestwood Secondary School, Bowmanville High School and Campbellford District High School) • ICT providing technical support to assist schools with purchasing decisions • Budgets allocated with unspent funds rolling forward • ICT providing technical support to assist schools with purchasing decisions
	• Continue to develop and refine teachers' understanding and implementation of New Pedagogies for Deep Learning (NPDL) through incorporating future skills (i.e. critical thinking, creativity, collaboration, communication, citizenship and character) and leveraging technology to support learning	• Teaching and Learning: • Academic Superintendent • System Principal • Consultants • 8 NPDL Schools	• Pilot - year two of three-year pilot project	• Pre and post teacher assessments of students' development of future skills outlined in the global project NPDL progressions • Student growth in the use of the six C's (learning progressions) • Published artefacts from each participating teacher that reflects the NPDL learning design model

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Modern Learning Environments (continued)	• Facilitate and support the integration of innovative practices into curriculum planning (i.e. technology, STEAM and inquiry-based learning, etc.)	• Teaching and Learning: • Academic Superintendent • System Principal • Consultants	• February - June 2016	• Pre and post teacher self-reflection survey on teacher efficacy in the area of integration of innovation practices into current instruction
	• Provide opportunities for selected schools to incorporate the use of robotics and coding into instruction	• Teaching and Learning: • Academic Superintendent • System Principal • Consultants	• February - June 2016	• Video audit trail of learning through the Innovations and Robotics Collaboratives • New Pedagogies for Deep Learning digital artefacts per school team
	• Skilled Trades Camp at Fleming College Trades and Technology Centre: One day skilled trade camps will be offered to over 100 Grade 7 students; the purpose of these camps is to increase student interest and awareness of skilled trades	• Superintendent responsible for Student Success • System Principal • Pathways Consultant	• New – Spring 2016 • May 2017	• Student participation in the camp • Supports students in the completion of their individual pathways plan • Increased student selection of technology courses at secondary school
	• Kids that Code: This special project is a partnership with the local colleges to engage students in coding. Similar to the skilled trades camp, students will attend the college for a day of emersion in learning and writing code	• Superintendent responsible for Secondary Program • System Principal • Instructional Leadership Consultant	• Pilot – 2017-2018	• Students will be able to write basic code • Visit a college and learn more about a career path related to math and technology
	• Secondary schools will be invited to participate in an innovations in learning collaborative inquiry with a focus on building the global competencies within a modern learning design. The global competencies include creativity, collaboration, critical thinking, citizenship, character and communication	• Superintendent responsible for Secondary Program • System Principal • Instructional Leadership Consultant	• New – 2017-2018	• Enhanced understanding of how to integrate and assess student growth and development related to the global competencies • Teacher use of modern learning designs focused on pedagogy, learning partnerships, environment and digital technologies • Increased student engagement and achievement • Pre and post teacher assessments of students' development of global competencies • Artefacts of learning designs will be developed and shared for teacher learning and as a measure of student impact

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Modern Learning Environments (continued)	• Science 3D: Discovery, Design and Development Makerspaces Project (11 School Boards) • The focus of this research project will be on the development and observation of constructionist pedagogies that build capacity for investigating and affecting change and innovation in the learning environment. The project will investigate the impact of "makerspace" learning that facilitates the discovery, design and development (3Ds) of digital and tangible products for teachers, their students and the school community. • Integrated digital and hands on learning through creation of artifacts has begun through the use of robots and different textiles • Students are currently using programming and coding to "teach" robots how to navigate mazes; sewing machines and embroidery machines are being programmed to complete designs and different items are being used to build	• Superintendent responsible for Learning Technologies	• New – September 2016 – June 2017 • New – Spring 2017	• Enhanced understanding of how makerspaces may be integrated into schools • Increased understanding of the methods of expression through digital design and production • Increased student capacity in Science Technology Engineering Arts Mathematics (STEAM) education
	• New Pedagogies for Deep Learning: • Continue to develop and refine teachers' understanding and implementation by incorporating future skills (i.e. critical thinking, creativity, collaboration, communication, citizenship and character) and leveraging technology to support learning • Teacher teams from each participating school met to develop school action plans	• Superintendent responsible for Learning Technologies	• Ongoing – 2016 - 2017	• Student growth in the use of the six C's (creativity, character, critical thinking, citizenship, collaboration, communication) • Published artefacts from each participating teacher that reflect the NPDL learning design model • Increased use of innovative practices by participating teachers

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Modern Learning Environments (continued)	Innovations for Learning accelerated through Technology. • Facilitate and support the integration of innovative practices into curriculum planning (i.e. technology, STEAM and inquiry-based learning, etc.) • 70 teachers applied to participate	• Superintendent responsible for Learning Technologies	• Ongoing – 2016-2017	• Development of authentic learning opportunities connected to curriculum expectations
	• Provide opportunities for selected schools to incorporate the use of robotics and coding into instruction • A group of teachers continued this learning in the first half of the school year	• Superintendent responsible for Learning Technologies	• New – 2016-2017	• Development of a learning technologies vision and plan to support student and teacher learning
	• Individual teachers applied for and received funding to support their innovations in the use of technology in the classroom 71 applications and 31 projects were funded		• Ongoing – January – June 2017	• Increased teacher use of learning technologies • Increased student and teacher engagement in the use of technology in the classroom
	• Development of a learning technologies plan.	• Superintendent responsible for Learning Technologies	• New – 2016-2017	• Development of a learning technologies vision and plan to support student and teacher learning • Learning Technology Advisory Committee established and consists of teachers, consultants, Vice-principals, Principals and Superintendents. The committee met in November 2016
	• Review of Alternative Human Resources Information Systems	• Human Resource Services • Finance Department Staff • Information and Communications Technology Department (ICT)	• New – beginning 2017-2018	• Goal of moving to a fully integrated system, streamlining communication between departments, schools, and improve reporting and data collection

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Modern Learning Environments (continued)	• Confidential Web Portal for School Administration and Managers	• Human Resource Services • Information and Communications Technology Department (ICT)	• Fall 2017	• Develop a confidential web portal for use by school administration and managers to house documents, processes, and forms required by all supervisors. The portal will also include an interactive discussion board where supervisors will receive timely responses to inquiries and be able to share information with other managers. The goal is to streamline access to information, reduce the need to access multiple applications and to locate information
	• System Level Recruitment and Staffing	• Human Resource Services • Superintendent Responsible for Elementary and Secondary Staffing • Principals/Vice-principals	• New – Fall 2017	• Review external and internal recruitment processes, including screening tools, consistency in interview assessments, efficiencies in technology and ongoing review of current practices
	• Non-Union Staffing and Position Control Process	• Human Resource Services • Finance Department • Senior Managers • Information and Communications Technology (ICT) • Senior Administration	• New – Fall 2017	• Create a process of communication flow between Human Resources, Finance and Departments to ensure hiring of non-union staff is completed in an efficient and timely manner and aligns with department and Board budget approval process

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Enhancing Public Confidence: • Continuous improvement in organizational effectiveness and financial stewardship; • Being ambassadors of public education and celebrating our achievements; and • Transparent and accountable governance in support of improved student outcomes.	• Elementary Staffing Process – New Hires	• Human Resource Services (Development: Support from Information and Communications Technology (ICT) Department, Principal Ad Hoc Group, Superintendent Responsible for Elementary Staffing)	• New – April 2016 Ongoing • Phase 1 completed Fall 2016	• Streamline the on-line portion of staffing process, specifically the data flow from the schools to various administrative systems • Goal is to provide efficiencies within the staffing process specifically, improving the data flow and reducing the number of touch points by the principals when notifying of a posting and their recommendation to hire
	• Secondary Staffing – Internal Posting Process	• Human Resource Services (Development: Support from Information and Communications Technology Department, Principal Ad Hoc Group, Superintendent Responsible for Secondary Staffing)	• New – Fall 2016 • Ongoing	• Streamline the on-line portion of staffing process, specifically the data flow from the schools to various administrative systems • Goal is to provide efficiencies within the staffing process specifically, improving the data flow and reducing the number of touch points by the principals when notifying of a posting and their recommendation to hire
		• Human Resource Services (Testing: Small pilot group of four to six principals)	• New – Pilot Fall/Winter 2017-2018 • Ongoing	• Test the new process for effectiveness and efficiency during the Fall/Winter 2016-2017
	• Non-Teaching Support Staffing Posting Process through Apply To Education (ATE)	• Human Resource Services • Information and Communications Technology (ICT) Department	• New – 2017-2018	• Goal is to move the non-teaching posting process to ATE, improving workflow, create consistency in processes between teaching and non-teaching, reduce the number of applications staff are required to access
	• Non-Teaching Support Staffing Process	• Human Resource Services (Testing: Small pilot group of 4-6 principals)	• Pilot – Spring 2016 Completed August 2016	• Test the new process for effectiveness and efficiency during the Spring 2016 staffing process
		• Human Resource Services (Support from ICT Department)	• New – April 2016 • Completed	• Streamline the on-line portion of staffing process, specifically the data flow from the schools to various administrative systems

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Enhancing Public Confidence (continued)		• Human Resource Services (Testing: Support from ICT Department)	• Pilot – Spring 2016 • Completed on-line posting and Application Process	• Test the new process for effectiveness and efficiency during the Spring 2016 staffing process
	• Non-Teaching Support Staffing Process – Elimination of Change of Status Form	• Human Resource Services (Support from ICT Department)	• New – Winter - 2017 • Completed	
	• Integrated Human Resources , Payroll and Financial System - Project Based - exploring opportunities for implementing a fully integrated system	• Business and Corporate Services • Human Resource Services (Support from ICT Department)	• New – Fall 2017	• Data stored in one system • Improvement on work load/work flow
	• Non-Teaching Support Staffing Process – Electronic Storage of Job Assignments	• Human Resource Services (Support from ICT Department)	• New – Spring/Summer 2017 • Ongoing	• Creating database and automated uploads to Human Resources System
	• School Cash OnLine	• Business and Corporate Services (Finance)	• New - June 30, 2016 • Ongoing	• School secretary workload management gains • Program fully rolled out to schools on schedule • School secretarial full-time equivalent adjusted to support process. Staff hired through job posting process and program supports in place on schedule. Both processes should improve secretarial workload. • Feedback requested through secretary focus group will be used to inform ongoing program evolution • Consider cost versus utilization issues
	• K212 (enterprise system upgrade)	• Business and Corporate Services (Finance/ICT)	• New - August 31, 2017 • Completed September 2017	• System gains in financial management, report capability, control environment • On target following vendor / customer support issues. • KPR go-live June 2017 • On target following vendor/customer support issues • KPR go-live June 2017 • KPR live as of September 2017

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Enhancing Public Confidence (continued)	• Safe Arrival (synervoice enhancement)	• Business and Corporate Services (ICT)	• New - December 31, 2016 • Ongoing	• School secretary workload management gains • Pilot completed at 6 elementary schools in June and will be rolled out to all elementary schools through 2016 school year • Program in place through all elementary schools and one-third of secondary schools • System feedback extremely positive for secretarial workload • Expect to complete June 2018
	• Capital and Operational building improvement plans which support the Board's Long-Term Accommodation Plan	• Business and Corporate Services (Strategic Planning and Projects)	• Ongoing – Twice Annually (November 30 / February 28)	• Maintenance and Program Enhancement projects considered through steering committee to utilize available funds minimizing deferral of available funds • 90% approved plans completed Summer 2017 with 10% deferred to Summer 2018 as a result of contractor demand and escalating costs • Summer 2018 plans to be presented to Board before November 2017 meeting along with other Capital/Project plans • $9.6M Summer 2017 plan presented and approved by Board at November 2016 meeting along with other Capital/Project plans
	• School Budget Allocation and elementary/secondary principal focus groups	• Business and Corporate Services (Finance)	• Ongoing - Annually March 31, 2016	• Optimize use of school budgets, central funding and school funds while reducing unnecessary carry-over of school budgets • Restored some funding to secondary allocation for 2016-2017 based on Principal Budget Dialogue and implementation of a new project request form and clarity around expense responsibility with Finance, Facilities and Schools • School Budget Committee to review prior to 2017-18 budget submission • Elementary and secondary Budget sessions held with representatives from each panel separately to consider unique circumstances in each group

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Enhancing Public Confidence (continued)	• Making efficient use of vacant space at Education Centre	• Business and Corporate Services	• New – December 31, 2016 • Completed – December 31, 2016	• Productivity and efficiency gains through functional proximity • Confidential environment improved through realignment of staff and improved use of space and furniture • Moved classroom support resources from Peterborough Alternative and Continuing Education (PACE) to Education Centre • Adjusted Payroll area Education Centre • Relocated Student Success and Leadership to renovated space in Learning Resource Centre • Relocated Special Education staff from warehouse to office space improving function • Switching Finance/Human Resources deferred pending further consideration
Partnerships: • Developing creative and strategic partnerships in support of our schools and communities; • Enhancing partnerships with colleges, universities and business/industry to make connections for students; and • Promoting home-school connections and parental engagement.	• #KPRisAwesome Social Media Campaign	• Director's Office – Corporate Affairs	• New – January 2016 and continuing thereafter	• #KPRisAwesome engages parents, students and staff as ambassadors in sharing positive, good news stories through Facebook, Twitter, Instagram and the kprschools.ca website
	• #SuccessStarts@kprschools Kindergarten Registration Campaign	• Director's Office – Corporate Affairs	• New – January 2016 and continuing thereafter	• Provides parents with up-to-date, easily accessible resources and information promoting warm, welcoming Kindergarten classrooms through the creation of a new video, on-line webinar, social media and website promotions and posts, and child care resource packages
	• Build relationships of trust with our three First Nation communities through increased collaboration and partnerships(e.g. on-territory meetings with Education Leaders, First Nation Councils, and parents)	• Superintendent, First Nation, Métis, and Inuit Education	• New – September 2016 – February 2017 • Ongoing meetings with all three First Nation Territories took place Fall 2016	• Identification of potential areas of focus, increased self-identification • Effective relationships with indigenous communities, government structures, non-government organizations and media • Multiple meetings with three First Nation territories to build relationships and problem-solve issues of concern

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	• Review and enhance recruitment strategies relating to indigenous teachers, school leaders and ECE staff through collaboration with Universities, Colleges, and focus on existing leadership opportunities for indigenous teachers	• Superintendent, First Nation, Métis, and Inuit Education with Human Resource Services	• New – September 2016 – June 2017 • Ongoing, personal conversations with known indigenous staff members, as well as Trent University Faculty of Education	• Enhanced knowledge of, collaboration with, and outreach to, relevant university and college departments, programs, staff, and where appropriate, resident Elders • On-going development of recruitment planning, strategies, tracking/data and outcomes as well as on selection processes that emphasize indigenous background as well as related experience, qualifications and skills • improved capacity to anticipate and fulfill the need for staff with indigenous background, related experience, qualifications and skills, for specific positions, as needed • Ongoing, personal conversations with known indigenous staff members, as well as Trent University Faculty of Education
	• Numeracy: Continue the implementation of content learning for Fractions with all Grade 6 teachers (whole group content learning with Dr. Cathy Bruce followed by two family of schools job-embedded learning sessions • Completion of the 3-year Fractions mathematics strategy in June 2016	• Teaching and Learning: Academic Superintendent • Numeracy Consultants • Teachers • Numeracy Coaches • Dr. Cathy Bruce and Trent Research Team	• December 2015 – June 2016 • Grade 6 Fractions Strategy completed in June 2016	• Pre and post student assessments of Fractions learning are currently being analyzed by Trent research team. Results to be shared with KPR in the fall of 2016. • Pre and post student assessments of selected content learning for K-3 and 7-9 students to measure student learning outcomes in the Renewed Mathematics Strategy (Fall 2016 and Spring 2017)
	• Create a similar structure for "ALL" schools whereby Principal and Primary Math Lead attend 3 central sessions to support content learning identified in their respective School Improvement Plans	• Superintendent of Teaching and Learning • Principal of Program • Numeracy Consultants	• New – Fall of 2016 • Completed	

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	• Renewed Mathematics Strategy will commence in September 2016 with a professional learning focus on all K-3 educators and transition teams from Grades 7-9 • Year 1 focus on schools designated by the Ministry as "SOME" in the tiered approach of support • Choice of content for professional learning by schools (spatial reasoning, algebraic reasoning, fractions and/or proportional reasoning)	• Teaching and Learning: Academic Superintendent Numeracy Consultants Teachers Numeracy Coaches Dr. Cathy Bruce and Trent Research Team Principal of Program	• December 2015 - June 2016 • Completed in June 2017	• On-going teacher self-reflection sheets on professional learning in order to be responsive to future learning needs (new questions determined next steps for their learning) • Reflection sheets indicated teachers prefer the small collaborative groups as a structure for professional learning than large group learning • Teachers indicated having a greater number of teachers from each school involved in the professional learning supports implementation of this learning to classrooms • Continued use of teacher self-reflection sheets as part of the Renewed Mathematics Strategy - On-going
	• Year Two of the Renewed Mathematics Strategy will begin in September 2017. Individual educators as well as 16 Pilot Schools (Grades 1 to 8) will participate in professional learning designed around a set Scope and Sequence adapted from District School Board of Niagara. Learning will take place regionally in grade alike groups. Numeracy coaches/consultants will work in schools to support the implementation of the professional learning. Special Education Resource Teachers in Pilot Schools will work in Grade 3 and/or 6 classrooms to support students with special learning needs	• Superintendent of Teaching and Learning • Principal of Program • Numeracy Consultants • Numeracy Coaches • Ministry of Education Student Achievement Officers	• September 2017 - June 2018	• Fall Education Quality and Accountability Office (EQAO) - like assessment (Grades 3 and 6) for students involved in the Pilot project • Mid-year EQAO-like assessment (Grades 3 and 6) for students involved in the Pilot project • Teachers will mark collaboratively and determine targeted areas of instruction based on assessment data

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	• Provide support for Principal leadership at bi-monthly Principals' meetings in the areas of: 　-Understanding and exploring the vision of the mathematics learner and corresponding pedagogical system 　-Supporting leadership in the implementation of the five dimensions of mathematically powerful classrooms 　-Supporting Principals and educators with targeted planning for students with learning disabilities 　-Securing accountability through monitoring strategies dialogue	• Superintendent of Teaching and Learning Principal of Program	• On-going	• Transitions 7-9 professional learning complete for Bowmanville HS, East Northumberland Secondary School, Crestwood Secondary School and Kenner Collegiate and Vocational Institute Family of Schools – positive feedback from teachers and principals • Beginning second semester Transitions 7-9 learning with Clarington Central Secondary School, Thomas A. Stewart Secondary School, Norwood District High School and Cobourg Collegiate Institute • Completed Two central professional learning sessions for each school designated as SOME • As of mid-February, math leads and their principals will have had two central professional learning sessions – feedback from first session very positive with principals indicating, "The session helped me to gain a deeper understanding of algebraic reasoning. I feel I can lead this learning more effectively in my school with my staff as a result" • Completed in June 2017
	• Principal leadership in mathematics will continue at bi-monthly Principals' meetings with focus on effective professional development, instructional strategies and monitoring in relation to the Scope and Sequence Framework	• Superintendent of Teaching and Learning • Principal of Program	• October 2017 - June 2018	• Build principal capacity in the area of leading mathematics professional learning and monitoring at the school level
	• Create partnership with Trent University to provide collaborative learning for Principal Leadership in Mathematics: -20 principals selected from all superintendencies will attend 4 central sessions with Dr. Cathy Bruce with leadership commitment at their respective schools in between meetings	• Superintendent of Teaching and Learning Principal of Program Trent University – Dr. Cathy Bruce	• New – February 2017 • Completed May 2017	• Increase principal confidence and efficacy in leading mathematics instruction in their respective schools • Positive feedback from Principals – many commented that this learning supported them with leading mathematics instruction at their respective schools

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	• KPR Superintendent and Principal team continues to participate in the Barrie Regional Mathematics Leadership and Learning opportunity (ML2N)	• KPR Superintendents • KPR Principals	• April 2017 - December 2017	• Building of leadership capacity (including monitoring) in mathematics through a three tier (Superintendent, Principal, Educator) collaborative mathematics inquiry
	• Engage in monitoring visits of Ministry designated SOME Schools (increased support schools) to support principal leadership and align use of resources (i.e. – numeracy coaches, Ministry Student Achievement Officer support)		• New – Ongoing meetings to take place between January 2017 and February 2017 • Ongoing	• Greater coherence between central and school-based professional learning • Maximizing the use of human resources throughout our system
	• Create resources to support principals and educators to identify student learning gaps in mathematics and strategies to support (i.e. – Focused Intervention Plan, Grade 9 Applied trends over time, Junior Division trends over time etc.)	• Superintendent of Teaching and Learning	• New – January and February 2017	• Resources to support school improvement planning and the use of strategies to address student learning needs
	• Creation of monthly newsletters to summarize Scope and Sequence learning • On-going updates of mathematics resources on the Teaching and Learning website and Edsby	• Superintendent of Teaching and Learning • Principal of Program • Numeracy Consultants	• September 2017 - June 2018	• Increased Principal and educator efficacy in mathematics through the creation of professional resources
	• Provide professional learning sessions for teachers focused on content and pedagogy through the following processes: i. analyzing student work through an assessment for learning lens ii. reading current research iii. collaborative networks (family of schools) iv. learning how to teach for conceptual and procedural understanding • The above components will continue to be part of the Renewed Mathematics Strategy job-embedded learning structure	• Superintendent Responsible for Student Success	• Ongoing – March 2017 • Complete	• Regional focus groups to capture teacher voice around benefits and challenges to inform future system direction for learning (at the end of this initiative) • Focus group interviews to be conducted throughout the month of September 2016 to capture both teacher and principal voice regarding lessons learned to inform the Renewed Mathematics Strategy

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	• Specialist High Skills Major Certification Day at Kawartha Trades and Technology Centre, the Frost Campus and Haliburton School of the Arts (Fleming College). Many students from all KPR secondary schools involved in a SHSM will earn industry recognized certifications toward the completion of their SHSM red seal diploma. • Certification day will be held in March 2018 • Certifications range from species identification and habit restoration to energy and efficiency training	• Superintendent responsible for Student Success • System Principal • Pathways Consultants	• New – Spring 2016 • Ongoing – March 2017 • Ongoing – Expanded to Loyalist College – Fall 2017 and Spring 2018	• Student participation and completion of certification • Increased completion of the red seal requirements • Students will develop a greater depth of understanding of the functioning and challenges faced by the sector related to their Specialist High Skills Major (SHSM) (i.e., Arts and Culture, Business, Health and Wellness) • Earn industry recognized certifications in a variety of employment sectors • Experience the college learning environment • Increase the number of students pursuing post-secondary school opportunities • Develop creative, problem solving strategies that can be used in school and the workplace • Apply critical thinking skills in a real life context
	• Innovation, Creativity and Entrepreneurship (ICE) The ICE training initiative is a process based approach which provides students the opportunity to apply the skills of innovation and creativity to solve real world problems while working in partnership with local businesses and community organizations • Trained two teachers from each secondary school • Established partnership with Siemens Canada	• Superintendent responsible for Student Success	• October 2016 • New – February 2017	• Students will utilize a process and set of tools that help them develop a mindset of innovation, creativity and entrepreneurship • Students will be supported in the development of sector specific knowledge and skills to solve real world problems • Develop creative, problem solving strategies that can be used in school and the workplace • Apply critical thinking skills in a real life context

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	Women in the Trades Evening Hosted by Fleming College • 20 students will participate from KPR • Focused on opportunities in the trades.	• Superintendent responsible for Student Success • System Principal • Pathways Consultants	• Ongoing – Winter 2018	• Increased awareness of careers in traditional and non-traditional skilled trades

	• Implement the use of our communication and collaboration tool Edsby across all schools. Edsby supports parent engagement and offers digital collaboration and learning opportunities for teachers and students.
	  -School Office staff use the school news feed, school calendar and may consider creating groups
	  -All teachers use Edsby to check for communication updates from the School Office on a daily basis
	  -All teachers communicate with students and/or parents by posting updates in their classroom newsfeed on a regular basis
	  -All secondary school teachers will use Edsby for Assessment and Evaluation
		• Superintendent responsible for Learning Technologies	• Ongoing – 2016-2017	• Schools and teachers will communicate with parents through Edsby on a regular basis to provide school and individual student information

	• New before and after-school child care programs at four elementary schools	• Corporate Affairs – Community Outreach	• New – September 2016 and continuing thereafter	• Seamless transitions for students and families by providing an extended day of learning
	• Facility partnership with Community Opportunity and Innovation Network (COIN) at PACE at PCVS to provide culinary and entrepreneurial training	• Corporate Affairs – Community Outreach	• New – January 2016 and continuing thereafter	• Learning and training partnerships for students and community members, positive use of surplus school space through cost-recovery lease
	• Facility partnership with Stewart Homes at Kenner CVI to provide programming for adults with special needs	• Corporate Affairs – Community Outreach	• New – September 2016 and continuing thereafter	• Successful transitions for school graduates into community life, positive use of surplus school space

Area of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	• Establish partnerships to provide opportunities to both indigenous and non-indigenous students to enhance their knowledge and understanding of indigenous ways of knowing(e.g. Canada 150 projects, exchanges, curricular and extra-curricular projects)	• Superintendent, First Nation, Métis, and Inuit Education	• Superintendent, First Nation, Métis, and Inuit Education Métis, and Inuit Education • Ongoing - LISTEN project with Yale University and Hamilton Children's Chorus Stage 1 completed Stage 2 by June 2017	• Robust opportunities for authentic learning experiences for indigenous and new indigenous students and heightened profile for First Nation, Métis, and Inuit Education • Completed - LISTEN project with Yale University and Hamilton Children's Chorus Stage 1 • Walking the Path –partnerships with Ontario Provincial Police and local Indigenous Friendship Centre • Dnaagdawenmag Binojiiyaag Child and Family Services continuing provision of mental health counselling, family support, and culturally appropriate services • Collaborative Inquiry work with the Jackman Institute at Ontario Institute for Studies in Education, University of Toronto

February 25 / March 29, 2016
September 22, 2016
February 23, 2017
September 28, 2017