



Living, Learning and Leading in a Changing World

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

STRATEGIC DIRECTIONS 2015 – 2018

Strategic Priorities Update; September 2016





KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

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.





STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Health and Well-being:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • 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) • Developing training for principals and managers around Mental Health in their schools and departments – eLearning, early intervention 	<ul style="list-style-type: none"> • Human Resource Services (supported by Joint Employer & Employee Health & Well-being Committee) • Teaching and Learning (Mental Health Lead) • Teaching and Learning (Mental Health Lead) • Human Resource Services (supported by Communications) 	<p>O – Ongoing filming to begin in February 2016 - Completed</p> <ul style="list-style-type: none"> • Ongoing • Ongoing – Completion by December 2016 	<ul style="list-style-type: none"> • 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 • 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



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Health and Well-being (continued)</p>	<ul style="list-style-type: none"> • 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 • Annual Parent Conference focus on mental health and resiliency • Develop and implement a leadership learning session to deepen learning about creating mentally healthy school conditions and increasing student sense of belonging at school <p>Children Youth in Care Project (Year 2):</p> <ul style="list-style-type: none"> • This project focuses on secondary school students who have been 	<ul style="list-style-type: none"> • Teaching and Learning: (Mental Health Steering Committee) System Principal of Special Education Mental Health Lead • Superintendent responsible for Student Success 	<ul style="list-style-type: none"> • February to June 2016 - Completed • September 2015 to June 2016 • September 2016 to June 2017 • October 2016 • April 2016 • P – Pilot Semester 2; Two, 8 week sessions - Completed 	<ul style="list-style-type: none"> • 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 • Reduce stigma, raise awareness of mental health problems, learn ways to promote good mental health, and connect parents to community resources • Increased leadership capacity as measured by self-assessment • Increased credit attainment • Develop improved skills for employment • Student retention



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Health and Well-being (continued)	<p>involved with the Children's Aid Society</p> <ul style="list-style-type: none"> • 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 <p>Children Youth in Care Pilot Project (Phase 3):</p> <ul style="list-style-type: none"> • 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. • First-Aid and Sport Specific Training for coaches throughout KPR based on new Ontario Physical and Health Education Association guidelines regarding higher risk sports 	<ul style="list-style-type: none"> • Superintendent responsible for Student Success • Superintendent responsible for Athletics Co-ordination 	<ul style="list-style-type: none"> • New September 2016 – January 2017 • Fall 2016 to Spring 2017 	<ul style="list-style-type: none"> • Increased student engagement, credit attainment and graduation • Reach ahead opportunities for college credits • Increased potential for post-secondary education for participants • 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



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Safe, Equitable and Inclusive Environments:</p> <ul style="list-style-type: none"> • Creating safe and positive environments by fostering a culture of respect and inclusion; • Promoting healthy and respectful relationships; and • Developing responsible digital citizenship. 	<ul style="list-style-type: none"> • Use common language to better understand when students experience bullying versus conflict through the creation of posters K-12 • 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 • Increased student voice through the creation of a KPR shirt with a social media campaign and a student led conference in Spring 2016 • Focus on Youth Program for at-risk youth of high school age 	<ul style="list-style-type: none"> • Safe, Caring and Restorative Schools (SCRS) Committee SCRS Resource Teacher • Corporate Affairs Department Safe, Caring and Restorative Schools Committee SCRS Resource Teacher • Principals Teachers SCRS Committee • KPR Student Leadership Advisory Group • Strategic Priorities Lead • System Principal • Equity And Diversity Advisor 	<ul style="list-style-type: none"> • Fall 2015 to Spring 2016 Completed – Posters were provided to all elementary and secondary schools • 2015-2016 Completed • January – February 2016 Completed • 2015-2016 Completed • Winter 2016 Completed 	<ul style="list-style-type: none"> • Students can identify situations of bullying or conflict and respond accordingly • Reduced incidents of bullying as reported through the School Climate Survey • 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 • 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. • 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.



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Safe, Equitable and Inclusive Environments (continued)</p> <p>Focus on Excellence:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Creation and distribution of Effective Use of Social Media Poster to all employees • Increased student voice, action and leadership through an elementary student conference led by secondary students • Develop resources to facilitate deeper staff and student understanding of transgender • Develop Guideline for Inclusive Rental Spaces <p>Supporting Students with Special Needs – Self-Regulation:</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> i) determine effective strategies in home school classroom ii) determine next steps in student/teacher/team learning • Build capacity with teachers who have received the students from the self-regulation classroom through: <ol style="list-style-type: none"> i) scheduled visits to the self- 	<ul style="list-style-type: none"> • Strategic Priorities Lead • KPR Student Leadership Advisory Group • Superintendent responsible for Equity, Diversity and Inclusion • Teaching and Learning: System Principal – Special Education Principals of host schools • Teaching and Learning: Instructional Leadership Consultant Applied Behaviour Analysis Coordinators • Teaching and Learning: Research Lead 	<ul style="list-style-type: none"> • Winter 2017 • Fall 2016 • N – New • N – New (Fall 2016) • March 2016 • February – June 2016 • February – June 2016 	<ul style="list-style-type: none"> • All staff demonstrate effective practices when using social media and when engaging students in social media • Students take a leadership role in promoting healthy and respectful relationships • Measurably improved sense of inclusion – evidence gathered through Tell Them From Me and Employee Survey • 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 • Continued research focused study with teachers in the regular classroom with students from the self-regulation program



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Focus on Excellence (continued)</p>	<p>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</p> <p>Supporting Students with special needs - Empower program</p> <ul style="list-style-type: none"> • 8 schools as pilot • Special Education Teachers in 8 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 <p>First Nation, Métis, Inuit (FNMI) Education:</p> <ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • Teaching and Learning: Superintendent System Principal Special Education Consultants • Teaching and Learning: Academic Superintendent System Principal Consultants • Teaching and Learning: Academic Superintendent System Principal Consultants 	<ul style="list-style-type: none"> • New/Pilot - September 2016 to June 2016 • January 2016 to May 2016 • Fall 2015 and Spring 2016 	<ul style="list-style-type: none"> • Pre and post assessment data to measure impact on student learning • Clear criteria to determine student need for program • 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



STRATEGIC PRIORITIES – SEPTEMBER 2016

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<p>Focus on Excellence (continued)</p>	<ul style="list-style-type: none"> • 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 • 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 OSSLT practice test with an FNMI focus) School Within a College <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teaching and Learning: Academic Superintendent System Principal Consultants • Superintendent responsible for Student Success • Superintendent responsible for Student Success 	<ul style="list-style-type: none"> • January 2016 to May 2016 • N – New • P – Spring 2016 (Fleming College) • N – 2016-2017 (Fleming College) • O – 2016-2017 (Durham College) 	<ul style="list-style-type: none"> • 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 • 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



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<p>Focus on Excellence (continued)</p>	<ul style="list-style-type: none"> • 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: • Development of an “All about Me” Portfolio Grades K-6 • Individual Pathways Plan Grades 7-12 • Transitions Planning • Experiential Learning Opportunities • Student Exit Surveys (Grades 8 and 12) • Skilled Trades Camp. One day skilled trade camps will be offered to over 100 Grade 7 students at a College <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Superintendent responsible for Student Success <ul style="list-style-type: none"> • Superintendent, First Nation, Métis, and Inuit Education, and Advisory Committee on Aboriginal Issues (ACAI) 	<ul style="list-style-type: none"> • O – Ongoing <ul style="list-style-type: none"> • N – Spring 2017 (exit surveys) <ul style="list-style-type: none"> • O – Ongoing – September 2016 – June 2017 (School & System Leaders Conference – February 2017) 	<ul style="list-style-type: none"> • Creation of digital “All about Me” portfolios by students in Grades K-6 • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Increased self-efficacy of school and system leaders in the area of indigenous cultural competence



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<p>Focus on Excellence (continued)</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. 	<ul style="list-style-type: none"> • Superintendent, First Nation, Métis, and Inuit Education and Teaching and Learning • Superintendent, First Nation, Métis, and Inuit Education and Teaching and Learning • Superintendent, First Nation, Métis, and Inuit Education and Human Resource Services • Superintendent, First Nation, Métis, and Inuit Education, Corporate Affairs and Advisory Committee on Aboriginal Issues (ACAI) 	<ul style="list-style-type: none"> • O – Ongoing – September 2016 – June 2017 • O – Ongoing – September 2016 – June 2017 • N - New – September 2016 – June 2017 • O – Ongoing – September 2016 – February 2017 	<ul style="list-style-type: none"> • Classroom teaching and learning includes substantial references to indigenous history, culture and perspectives • Classroom teaching and learning includes substantial references to indigenous history, culture and perspectives • Increased cultural competence and understanding among all Board employees • Increased self-identification statistics Board-wide



STRATEGIC PRIORITIES – SEPTEMBER 2016

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<p>Focus on Excellence (continued)</p> <p>Modern Learning Environments:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Enhance student voice through our Youth Network and the establishment of a Director's Indigenous Student Advisory committee, to address concerns identified by students in KPR schools. • Identify specific indigenous student achievement gaps, and develop a plan to analyze and close those gaps through data collection and collaboration across departments • Achieving Excellence in applied level classrooms. Schools will identify teacher teams to focus on learning about and using evidence-based instructional strategies to improve learning outcomes for students in applied level classrooms. • Establish, maintain and effectively utilize budgets to support 	<ul style="list-style-type: none"> • Superintendent, First Nation, Métis, and Inuit Education, with Director of Education • Superintendent, First Nation, Métis, and Inuit Education with Board Researcher • Superintendent responsible for Student Success • Business and Corporate Services (Finance) 	<ul style="list-style-type: none"> • N – New – by November 2016, 1st meeting – February 2017 • O – Ongoing - Youth Network • November 2016 – Identification Report • O – 2016-2017 • O – Ongoing Annually March 31, 2016 	<ul style="list-style-type: none"> • Identification of potential areas of focus, establishing priorities • Programming and intervention needs identified, future planning • Increased use of evidence-based instructional strategies • Increased pass rates in applied level classes • Improved mark distribution in applied level classes • 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 PS, Lakefield Int., Ridpath Jr. PS, Lakefield DSS, Thomas A. Stewart SS • Submitted 4 additional capital priority projects June 2016



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Modern Learning Environments (continued)	<ul style="list-style-type: none"> • Library Refresh Program (Elementary and Secondary) • School Technology Program Refresh • 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 • Facilitate and support the integration of innovative practices into curriculum planning (i.e. technology, STEAM and inquiry-based learning, etc.) • Provide opportunities for selected schools to incorporate the use of robotics and coding into instruction 	<ul style="list-style-type: none"> • Business and Corporate Services (Strategic Planning and Projects) • Business and Corporate Services (ICT) • Teaching and Learning: Academic Superintendent System Principal Consultants 8 NPDL Schools • Teaching and Learning: Academic Superintendent System Principal Consultants • Teaching and Learning: Academic Superintendent System Principal Consultants 	<ul style="list-style-type: none"> • O – Ongoing Annually November 30, 2016 • O – Ongoing Annually November 30, 2016 • P – Pilot year two of three-year pilot project • February to June 2016 • February to June 2016 	<ul style="list-style-type: none"> • Design options and priorities established, funds applied • Adam Scott CVI, Campbellford DHS complete with Thomas A. Stewart SS and Port Hope HS on 2017 list • Elementary model being developed to begin implementing summer 2017 • Program needs and priorities established, funds applied • Budgets allocated with unspent funds rolling forward • ICT providing technical support to assist schools with purchasing decisions • 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 • Pre and post teacher self-reflection survey on teacher efficacy in the area of integration of innovation practices into current instruction • Video audit trail of learning through the Innovations and Robotics Collaboratives • New Pedagogies for Deep Learning digital artefacts per school team



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Modern Learning Environments (continued)	<ul style="list-style-type: none"> • Skilled Trades Camp at Fleming College Trades and Technology Centre: One day skilled trade camps will be offered to 120 Grade 7 students; the purpose of these camps is to increase student interest and awareness of skilled trades • Transitions – Student Exit Surveys: Students in Grades 8 and 12 will complete an exit survey each year; the survey will focus on questions provided by the Ministry of Education and questions created by KPR staff • 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. 	<ul style="list-style-type: none"> • Superintendent responsible for Student Success • Superintendent responsible for Student Success • Superintendent responsible for Learning Technologies 	<ul style="list-style-type: none"> • N – New – Spring 2016 • N – New – June 2016 and continuing each year thereafter • N – September 2016 – June 2017 	<ul style="list-style-type: none"> • Student participation in the camp • Supports students in the completion of their individual pathways plan • Increased student selection of technology courses at secondary school • Increased 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 • 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



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Modern Learning Environments (continued)	<ul style="list-style-type: none"> • New Pedagogies for Deep Learning (NPDL): • 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 <p>Innovations for Learning accelerated through Technology.</p> <ul style="list-style-type: none"> • Facilitate and support the integration of innovative practices into curriculum planning (i.e. technology, STEAM and inquiry-based learning, etc.) <ul style="list-style-type: none"> • Provide opportunities for selected schools to incorporate the use of robotics and coding into instruction <ul style="list-style-type: none"> • Development of a learning technologies plan 	<ul style="list-style-type: none"> • Superintendent responsible for Learning Technologies <ul style="list-style-type: none"> • Superintendent responsible for Learning Technologies <ul style="list-style-type: none"> • Superintendent responsible for Learning Technologies <ul style="list-style-type: none"> • Superintendent responsible for Learning Technologies 	<ul style="list-style-type: none"> • O – 2016 - 2017 <ul style="list-style-type: none"> • O – 2016-2017 <ul style="list-style-type: none"> • P – 2016-2017 <ul style="list-style-type: none"> • N – 2016-2017 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Development of authentic learning opportunities connected to curriculum expectations <ul style="list-style-type: none"> • Learning through the use of technology innovations and robotics collaboratives <ul style="list-style-type: none"> • Development of a learning technologies vision and plan to support student and teacher learning



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Enhancing Public Confidence:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Elementary Staffing Process – New Hires • Secondary Staffing – Internal Posting Process • Non-Teaching Support Staffing Process 	<ul style="list-style-type: none"> • Human Resource Services (Development: Support from Information and Communications Technology (ICT) Department, Principal Ad Hoc Group, Superintendent Responsible for Elementary Staffing) • Human Resource Services (Development: Support from Information and Communications Technology Department, Principal Ad Hoc Group, Superintendent Responsible for Elementary Staffing) • Human Resource Services (Testing: Small pilot group of 4-6 principals) • Human Resource Services (Testing: Small pilot group of 4-6 principals) • Human Resource Services (Support from ICT Department) 	<ul style="list-style-type: none"> • N – New April 2016 Ongoing • N – Fall 2016 • N – Pilot Fall/Winter 2016-2017 • P – Pilot Spring 2016 Completed August 2016 • N – New April 2016 - Ongoing 	<ul style="list-style-type: none"> • 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 • 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 • Test the new process for effectiveness and efficiency during the Fall/Winter 2016-2017 • Test the new process for effectiveness and efficiency during the Spring 2016 staffing process • Streamline the on-line portion of staffing process, specifically the data flow from the schools to various administrative systems



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Enhancing Public Confidence (continued)	<ul style="list-style-type: none"> • Non-Teaching Support Staffing Process – Elimination of Change of Status Form • Non-Teaching Support Staffing Process – Electronic Storage of Job Assignments • School Cash OnLine • K212 (enterprise system upgrade) 	<ul style="list-style-type: none"> • Human Resource Services (Testing: Support from ICT Department) • Human Resource Services (Support from ICT Department) • Human Resource Services (Support from ICT Department) • Business and Corporate Services (Finance) • Business and Corporate Services (Finance/ICT) 	<ul style="list-style-type: none"> • P – Pilot Spring 2016 Completed On-line posting and Application Process - June 2016 • N – Winter - 2017 • N – Spring/Summer 2017 • N – New June 30, 2016 • N – New August 31, 2017 	<ul style="list-style-type: none"> • Provide efficiencies within the staffing process specifically, improving the data flow and reducing the number of touch points by principals and managers when notifying of a posting and their recommendation to hire • Test the new process for effectiveness and efficiency during the Spring 2016 staffing process • Creating database and automated uploads to HR System • School secretary workload management gains <ul style="list-style-type: none"> • 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. • System gains in financial management, report capability, control environment <ul style="list-style-type: none"> • On target following vendor / customer support issues. • KPR go-live June 2017



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Enhancing Public Confidence (continued)	<ul style="list-style-type: none"> • Safe Arrival (synervice enhancement) • Capital and Operational building improvement plans which support the Board's Long-Term Accommodation Plan • School Budget Allocation and elementary/secondary principal focus groups 	<ul style="list-style-type: none"> • Business and Corporate Services (ICT) • Business and Corporate Services (Strategic Planning and Projects) • Business and Corporate Services (Finance) 	<ul style="list-style-type: none"> • N – New December 31, 2016 • O – Ongoing – Twice Annually (November 30 / February 28) • O – Ongoing Annually March 31, 2016 	<ul style="list-style-type: none"> • 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 • Maintenance and Program Enhancement projects considered through steering committee to utilize available funds minimizing deferral of available funds • 90% approved plans completed summer 2016 with 10% deferred to summer 2017 as a result of emergent needs and reallocating resources • Summer 2017 plans to be presented to Board at November 2016 meeting along with other capital/project plans • 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



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Partnerships (continued)</p>	<ul style="list-style-type: none"> • 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) • 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 <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Superintendent, First Nation, Métis, and Inuit Education <ul style="list-style-type: none"> • Superintendent, First Nation, Métis, and Inuit Education with Human Resource Services <ul style="list-style-type: none"> • Teaching and Learning: Academic Superintendent Numeracy Consultants Teachers Numeracy Coaches Dr. Cathy Bruce and Trent Research Team 	<ul style="list-style-type: none"> • N – New – September 2016 – February 2017 <ul style="list-style-type: none"> • N – New – September 2016 – June 2017 <ul style="list-style-type: none"> • December 2015 – June 2016 Grade 6 Fractions Strategy completed in June 2016 	<ul style="list-style-type: none"> • Identification of potential areas of focus, increased self-identification • Effective relationships with indigenous communities, government structures, non-government organizations and media • 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 <ul style="list-style-type: none"> • 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)



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Partnerships (continued)</p>	<ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • Provide professional learning sessions for teachers focused on content and pedagogy through the following processes: <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Teaching and Learning: Academic Superintendent Numeracy Consultants Teachers Numeracy Coaches Dr. Cathy Bruce and Trent Research Team 	<ul style="list-style-type: none"> • December 2015 to June 2016 	<ul style="list-style-type: none"> • 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 • 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



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
<p>Partnerships (continued)</p>	<ul style="list-style-type: none"> • 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. • 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 • 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. • New before and after-school child care programs at four elementary schools 	<ul style="list-style-type: none"> • Superintendent responsible for Student Success • Superintendent responsible for Student Success • Superintendent responsible for Learning Technologies • Corporate Affairs – Community Outreach 	<ul style="list-style-type: none"> • N – New – Spring 2016 • O – Ongoing – March 2017 • October 2016 • O – 2016-2017 • New – September 2016 and continuing thereafter 	<ul style="list-style-type: none"> • 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) • 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 • Schools and teachers will communicate with parents through Edsby on a regular basis to provide school and individual student information • Seamless transitions for students and families by providing an extended day of learning



STRATEGIC PRIORITIES – SEPTEMBER 2016

Area Of Focus	Action/Project/Program	Responsibility	Timeline (Ongoing/Pilot/New)	Expected Outcomes
Partnerships (continued)	<ul style="list-style-type: none"> • Facility partnership with Community Opportunity and Innovation Network (COIN) at PACE at PCVS to provide culinary and entrepreneurial training • Facility partnership with Stewart Homes at Kenner CVI to provide programming for adults with special needs • 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) 	<ul style="list-style-type: none"> • Corporate Affairs – Community Outreach • Corporate Affairs – Community Outreach • Superintendent, First Nation, Métis, and Inuit Education 	<ul style="list-style-type: none"> • New – January 2016 and continuing thereafter • New – September 2016 and continuing thereafter • Superintendent, First Nation, Métis, and Inuit Education 	<ul style="list-style-type: none"> • Learning and training partnerships for students and community members, positive use of surplus school space through cost-recovery lease • Successful transitions for school graduates into community life, positive use of surplus school space • Robust opportunities for authentic learning experiences for indigenous and new indigenous students and heightened profile for First Nation, Métis, and Inuit Education

February 25 / March 29, 2016
September 22, 2016