



Last Updated: August 13, 2008

YORK REGION DISTRICT SCHOOL BOARD PLAN FOR CONTINUOUS IMPROVEMENT

2008/2009

MISSION: We unite in our purpose to inspire and prepare learners for life in our changing world community.

Introduction

The York Region District School Board's Plan for Continuous Improvement reflects our firm commitment to improved achievement and success for all students through improved delivery of support services to schools, excellence in teaching and learning opportunities, and the fostering of family engagement and community partnerships.

Embraced by our schools and service departments, we have an inspiring mission, vision and set of values. These are interwoven into our strategic planning process on an annual basis. Uniting in our purpose to inspire and prepare students for life in our changing world community is based on the fundamental belief that all students can learn given time and support. Leaders in our schools and across our Board hold themselves accountable for measured improvements in student achievement.

We are currently experiencing significant changes in both system culture and practice. These changes are making a positive impact on schools. The past seven years have served to bring alignment and coherence around our Board priority and key focus areas and we have much to celebrate. Entering this next phase of refined and purposeful focus, we look to revise our internal structures and collaborative culture to further address the learning needs of all our students. We recognize the foundational importance of leadership and our understanding that, second only to the role that teachers have in the classroom, school and system leaders significantly impact the teaching and learning culture in schools.

The overall priority for the York Region District School Board continues to be improved literacy achievement in all subjects and programs for all our students. Literacy involves the development of a continuum of skills, knowledge and attitudes that prepares all of our students for life in our changing world community. It begins with the fundamental acquisition of skills in reading, writing, listening, speaking, viewing, representing, responding and mathematics. It becomes the ability to understand, think, apply and communicate effectively in all subjects and program areas in a variety of ways for a variety of purposes.

The Board's literacy priority provides the context for the following three focus areas identified in the 2008-09 Board Plan for Continuous Improvement:

- 1. Delivering assessment-based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs;**
- 2. Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success; and**
- 3. Promoting healthy and respectful schools and workplaces that ensure continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.**

Within each of these areas, specific indicators and goals have been identified together with the strategies to support their achievement. The Board and School Planning Review Committee serves as a 'checkpoint' for the progress of the goals in the Plan. Recommendations from this committee are considered by Director's Council as part of the annual strategic planning process. The updated Board Plan for Continuous Improvement is presented to the Board of Trustees on an annual basis.

Aligning Planning Across the System

In order to support all of our students, it is critical that there is consistency of purpose and alignment of initiatives throughout our organization. Our literacy priority is consistent with the identified learning focus of all schools in their plans. In addition, each service area continues to implement plans that support our literacy priority. System planning is always informed by the pertinent data related to the goals that have been identified in the planning process. To this end, both qualitative and quantitative data are examined. Superintendents are accountable for improved achievement and success in their schools and departments. They support this process through their stewardship, provision of focussed capacity building opportunities, strategic allocation of resources, and monitoring of continuous improvement efforts.

Working Together Collaboratively

Achievement of our goals depends on the collective efforts of every staff member and stakeholder. Key groups come together across our system for the specific purpose of supporting improved student achievement and student success. Successful relationships are fostered when parents, students, staff, trustees and community partners work together to build trust and commitment; when they respect and celebrate their differences; and when they strive to strengthen partnerships focussed clearly in support of improved student achievement and success.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

CURRICULUM IMPLEMENTATION

Delivering assessment-based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs.

FOCUS AREA 1

Analyzing and monitoring student achievement, success and engagement data.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>1.1) Students achieve the reading, writing and mathematics standards of the provincial curriculum or are working towards goals as set out in a growth plan or Individual Education Plan (IEP).</p>	<p>By 2009, there will be an increase of 2% from 2008 in the % of students achieving levels 3 & 4 as measured by the Primary & Junior Division EQAO Assessments of Reading, Writing and Mathematics (all students, male and female students, students with special needs, English-language learners, and other groups as defined).</p> <p>By 2009, there will be a change in the distribution of achievement with a smaller % of students below level 1, and at level 1 and level 2 and a greater % of students at each of level 3 and level 4 as measured by the Primary & Junior Division EQAO Assessments of Reading, Writing and Mathematics (all students, male and female students, students with special needs, English-language learners, and other groups as defined).</p> <p>By June 2011, Reading Recovery is provided for all students who need it in grade1.</p> <p>By June 2009, 86% of students successfully complete the Reading Recovery program.</p> <p>By June 2009, there will be an increase from 2008 in the % of students reading at grade standard in grades 2 and 3 as measured by the PM Benchmark (targets to be set following review of 2008 data).</p>	<p>Planche, Belchetz, Harper & Superintendents of Education</p>	<p>➤ monitoring and analysis of achievement, success and engagement data for all students (including male and female students, students with special needs, English-language learners and other groups as defined) will take place at all levels; schools, networks and Curriculum & Instructional Services (CIS).</p> <p>➤ procedures are put in place to ensure that student outcome measures are aligned with Ministry definitions, criteria and standards and communicated in a consistent manner through all Board reporting processes (e.g. Board planning, OnSIS and SO portfolios).</p> <p>Enhance the achievement of all students and ensure equity of outcomes by:</p> <ul style="list-style-type: none"> ●implementing the <i>Literacy Collaborative</i>, the Board's core literacy strategy; ●supporting collaborative inquiry and capacity building within the learning networks and beyond, into schools and classrooms; ●providing intensive support to designated schools; ●supporting the implementation of the "Education for All" document; and ●differentiating resources according to student needs (e.g. Performance Plus). <p>The <i>Literacy Collaborative</i>, will continue to evolve and go deeper by:</p> <ul style="list-style-type: none"> ● differentiating professional learning opportunities to better meet the needs of new and experienced literacy teachers and administrators;

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FOCUS AREA 1

Analyzing and monitoring student achievement, success and engagement data.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
	<p>By June 2009, there will be an increase of 2% from 2008 in the % of grades 4-8 students achieving the minimum grade standard as measured by the DRA.</p> <p>By 2009, there will be an increase of 2% from 2008 in the % of students achieving levels 3 & 4 as measured by the Grade 9 EQAO Assessments of Mathematics - Academic and Applied (all students, male and female students, students with special needs, English-language learners, and other groups as defined).</p> <p>By 2009, there will be a change from 2008 in the distribution of achievement levels with a smaller % of students below level 1, and at levels 1 and 2 and a greater % of students at each of level 3 and level 4 as measured by the Grade 9 EQAO Assessments of Mathematics - Academic and Applied (all students, male and female students, students with special needs, English-language learners, and other groups as defined).</p> <p>By 2009, there will be an increase of 1% from 2008 in the percentage of students successfully completing the OSSLT or OSSLC (all students, male and female students, students with special needs, English-language learners, and other groups as defined).</p> <p>By 2009, there will be an increase of 1% from 2008 in the % of students successfully completing grade 9 and 10 applied, academic and essential English, ELL (if applicable) courses as measured by report cards.</p>		<ul style="list-style-type: none"> ● establishing the priority and sustainability of the Literacy Teacher role as a member of the school's literacy leadership team; ● continuing to develop coaching/mentoring and facilitation skills for literacy teachers; ● reforming the use of C1 days to become Literacy Support (LS) days and explore the possibility of differentiating LS days according to context and needs; ● making explicit connections between assessment of/for/as learning and instructional literacy at all grade levels for all students through discussion/practice/video and on-line resources (e.g. Board and the Literacy/Numeracy Secretariat (LNS) resources); ● supporting a critical examination of student engagement as per the 2008 System Survey results and the impact of relationship building with students; ● sharing the learning, between Special Education and CIS staff, from the early literacy projects (e.g. Ontario Psychological Association (OPA) and Council of Ontario Directors of Education (CODE)) regarding case-management and in-school team with a multi-disciplinary approach promoting an inclusive "classroom for all" approach; and ● supporting the implementation of "Education for All". <p>Learning networks will continue to evolve and receive improved support from the system by:</p> <ul style="list-style-type: none"> ● having CIS, leadership development and supervisory officers work together in support of learning networks at the system and Community Education Centre (CEC) levels;

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

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FOCUS AREA 1

Analyzing and monitoring student achievement, success and engagement data.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
	<p>By 2009, there will be an increase of 1% from 2008 in the % of students successfully completing grade 9 and 10 applied, academic and essential mathematics courses as measured by report cards.</p> <p>By 2009, there will be baseline data regarding the % of students accessing York Region District School Board workplace literacy and numeracy through work experience program placements.</p> <p>By June 2009, baseline performance criteria will be established to better enable the measurement of incremental achievement for those students working on expectations outside of the Ontario Curriculum.</p>	<p>Moreau, Belchetz, Harper & Superintendents of Education</p>	<ul style="list-style-type: none"> ● piloting e-learning as a professional learning tool with one learning network per area; ● supporting the purposeful and intentional use of technology and Specialized Personal Equipment (SEA) in the planning and delivery of high-quality literacy programs for all students; and ● continuing to video classroom practice and network discussions to capture practice that demonstrate intentional practices which help build capacity. <p>Intensive Support(IS) for designated schools will be refined by:</p> <ul style="list-style-type: none"> ● examining the criteria for selection and determining the transition process and allocation of resources that best meet the needs of students; ● aligning the IS model with the School Effectiveness Framework to ensure common messages; and ● differentiating support for schools based on years in the program and experience of literacy teachers and curriculum consultants. <ul style="list-style-type: none"> ➤ continue to refine data collection processes; use achievement data to influence decision-making; maintain links between MISA/OnSIS and the special education department. ➤ work experience coordinators will collect and analyze data regarding workplace experiences. ➤ establish a pilot in a small number of schools that measures incremental achievement for those students working on expectations outside of the Ontario Curriculum. ➤ collaborate with other school boards to develop, implement and monitor a common continuum of incremental learning and achievement outside of the Ontario Curriculum.

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FOCUS AREA 1

Analyzing and monitoring student achievement, success and engagement data.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>1.2) Secondary school students are successful in completing the secondary school requirements.</p>	<p>By 2009, there will be an increase of 1% from 2008 in the % of students who have earned 8 credits by end of grade 9.</p> <p>By 2009, there will be an increase of 1% from 2008 in the % of students who have earned 16 credits by end of grade 10.</p> <p>By 2009, there will be baseline data regarding credit accumulation for students in grade 11.</p> <p>By 2009, there will be baseline data regarding the annual and cohort graduation rates as defined by the Ministry.</p>	<p>Planche, Harper, Belchetz, Connor & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ pathways data from the 2008 System Survey will be examined at the school and Board levels to establish baseline data and determine areas requiring further work. ➤ build consistency and capacity of student success teachers through professional learning opportunities including; Literacy Collaborative Continuous Improvement sessions, teacher networks, training in focused professional conversations, and opportunities to visit demonstration classrooms. ➤ support collaboration among student success team members across schools and within schools through networking opportunities, the Student Success Portal, and the work of the Student Success Steering Committee. ➤ support the use of technology to promote a case management approach for grades 7-12 students through effective record-keeping and timely, confidential information-sharing about student strengths, needs, interests, and experiences. ➤ foster the capacity of schools and families of schools to build inclusive school cultures through the power of language, modeling behaviour, Character Education initiatives, transition initiatives, TRIBES training, Restorative Approaches and the Social Emotional Academic Learning (SEAL) document. ➤ build the capacity of teachers and administrators to support the five deliverables for transition of students from grade 8 to secondary school including cross-panel dialogues, effective use of the Student At-Risk Profile, timetabling to students' strengths, and mentoring by a designated caring adult.

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FOCUS AREA 1

Analyzing and monitoring student achievement, success and engagement data.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>1.3) Students demonstrate the learning skills of the provincial curriculum.</p> <p>1.4) Students are engaged in their learning.</p>	<p>By 2009, there will be baseline data regarding the % of students acquiring permanent employment as a result of work experience program placement.</p> <p>By June 2009, there will be a resource (rubric with criteria) that will support teachers (grades 1-12) in evaluating the learning skills of the report card (the June 2009 reporting period will be targeted for pilot implementation across the system).</p> <p>By June 2010, there will be baseline data (grades 1-12) regarding the % of students attaining “Needs Improvement”, “Satisfactory”, “Good” and “Excellent” in the Learning Skills as measured by the Report Card.</p> <p>By 2010, students’ perceptions of being engaged in their learning will increase by 1-point on a 10-point scale, from baseline data collected through the 2008 system survey.</p>	<p>Moreau, Belchetz, Harper & Superintendents of Education</p> <p>Planche, Belchetz, Harper & Superintendents of Education</p> <p>Roach, Belchetz, Harper, Planche & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ build capacity of secondary schools in the delivery of school-to-work transitions including Specialist High Skills Major (SHSM) through appropriate instructional strategies for workplace courses, embedded effective work experience opportunities in the curriculum and providing a broad range of certification programs and training opportunities. ➤ work experience coordinators will collect and analyze data regarding workplace experiences. <p>CIS will support schools in developing a common understanding of the learning skills by:</p> <ul style="list-style-type: none"> ● developing a resource, including a rubric with clear criteria for each of the learning skills in the elementary and secondary report card; and ● providing training related to the learning skills within the context of the Literacy Collaborative and learning networks in preparation for the pilot implementation. <ul style="list-style-type: none"> ➤ student engagement data from the 2008 System Survey will be examined at the school and system levels to establish baseline and determine areas requiring further work. ➤ connections will be made between CEC and system work to support the affective, behaviour and cognitive domains of student achievement.

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FOCUS AREA 1

Analyzing and monitoring student achievement, success and engagement data.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES																																				
	<table border="1" data-bbox="696 539 1303 959"> <thead> <tr> <th colspan="3">Student Engagement: Affective</th> </tr> <tr> <th></th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>7.1</td> <td>8.1</td> </tr> <tr> <td>Secondary</td> <td>6.2</td> <td>7.2</td> </tr> <tr> <th colspan="3">Student Engagement: Behavioural</th> </tr> <tr> <th></th> <th>2008</th> <th>2010</th> </tr> <tr> <td>Elementary</td> <td>7.1</td> <td>8.1</td> </tr> <tr> <td>Secondary</td> <td>6.1</td> <td>7.1</td> </tr> <tr> <th colspan="3">Student Engagement: Cognitive</th> </tr> <tr> <th></th> <th>2008</th> <th>2010</th> </tr> <tr> <td>Elementary</td> <td>7.9</td> <td>8.9</td> </tr> <tr> <td>Secondary</td> <td>6.8</td> <td>7.8</td> </tr> </tbody> </table> <p data-bbox="553 971 1381 1031">By 2009, there will be a 2% increase from 2008 in the % of grade 1- 8 students attending ≥95% of school days.</p> <p data-bbox="553 1068 1443 1161">By 2009, there will be a 1% increase from 2008 in the % of students having <10 absences in grade 9 and 10 academic and applied English and mathematics.</p>	Student Engagement: Affective				2008	2010	Elementary	7.1	8.1	Secondary	6.2	7.2	Student Engagement: Behavioural				2008	2010	Elementary	7.1	8.1	Secondary	6.1	7.1	Student Engagement: Cognitive				2008	2010	Elementary	7.9	8.9	Secondary	6.8	7.8		<ul style="list-style-type: none"> ➤ criteria for examining correlations between student engagement and achievement will be determined (e.g. analysis of the effectiveness of Tell Them From Me (TTFM) instrument for system-wide use). ➤ assuring equity of access to quality learning experiences for all students.
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YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

CURRICULUM IMPLEMENTATION

Delivering assessment-based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs.

FOCUS AREA 2

Building capacity in the areas of assessment literacy, differentiated instruction and instructional leadership.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>2.1) School and Board staff show evidence of assessment and instructional literacy by fulfilling the roles and responsibilities as defined by the Board's curriculum expectations and support documents.</p>	<p>By 2009, baseline data will be set regarding assessment and instructional literacy as reported by teachers and administrators through the system survey (relevant data from the 2008 system survey will serve as the basis for developing the 2009 survey item).</p> <p>By June 2009, baseline data will be set regarding assessment and instructional literacy as reported by the Teacher Performance Appraisal (TPA) process.</p> <p>On an annual basis, learning networks will report on the levels of awareness, usage and development of needs regarding assessment and instructional literacy capacity building and impact on improved student achievement.</p>	<p>Planche, Belchetz, Harper & Superintendents of Education</p> <p>Tulley, Belchetz, Harper, Planche & Superintendents of Education</p> <p>Belchetz, Harper & Superintendents of Education</p>	<p>➤ support capacity building within the Learning Networks and beyond into schools and classrooms.</p> <p>Curriculum and Instructional Services (CIS) will develop a four-year strategic plan (2008-2012) to further the work of the Literacy Collaborative, that aligns with the 2008-2009 Board Plan and addresses in a more focused way capacity-building of assessment literacy, differentiated instruction and instructional leadership by:</p> <ul style="list-style-type: none"> ● analyzing the 2008 System Survey results and identifying areas in assessment and instruction that require further exploration and/or support to schools (e.g. observation skills to facilitate feedback); ● continually refining delivery methods of professional learning opportunities (e.g. on-line assessment for learning module); ● developing system resources that address a continuum of inclusive assessment practices and instructional responses to the assessment data that are differentiated to address individual student needs; ● developing discussion/video resources of effective inclusive assessment practices and instructional responses; ● incorporating the <i>High Yield Strategies for Improving Classroom Instruction and Student Learning</i> (LNS, March 2008) into professional learning opportunities; and ● making explicit connections between the Board's curriculum expectations and supports documents: <i>Guidelines for Curriculum Implementation; Guidelines for Assessment for Evaluation; Information Communications Technology and the Learner; Guidelines for Instruction; and Guidelines for Literacy.</i>

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

CURRICULUM IMPLEMENTATION

Delivering assessment-based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs.

FOCUS AREA 2

Building capacity in the areas of assessment literacy, differentiated instruction and instructional leadership.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>2.2) Students show evidence of assessment and instructional literacy by fulfilling the roles and responsibilities as defined by the Board's curriculum expectations and support documents.</p> <p>2.3) Partnerships are in place to promote interaction with, awareness and understanding of, national and international education perspectives in accordance with the Board's Mission, Vision and Values.</p>	<p>By June 2009, there will be a resource for students to use as part of a self-reflection tool regarding assessment and learning.</p> <p>By 2009, baseline data will be set regarding assessment and instructional literacy as reported by students through the system survey (relevant data from the 2008 system survey will serve as the basis for developing the 2009 survey items).</p> <p>By June 2009, three key partnerships as defined in Agreements of Understanding are in place with major language/community groups of the Board.</p>	<p>Planche, Belchetz, Harper & Superintendents of Education</p> <p>Harper, Belchetz, Planche & York Region Learning Connections Staff</p>	<ul style="list-style-type: none"> ➤ analyze the student voice in the 2008 System Survey results and identifying areas in assessment and instruction that required further exploration and/or support to schools. ➤ review the system DRA data in relation to metacognition, examine its usefulness and adapt or develop a student self-reflection tool (grades 4-12). ➤ providing opportunities for teacher and administrator leadership development. ➤ encouraging student exchanges. ➤ annual review of impact on leadership practice, awareness and understanding of international perspectives. ➤ formalize a partnership with a major faculty of education, (e.g. Queen's University), to support this goal.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

CURRICULUM IMPLEMENTATION

Delivering assessment-based instruction that is differentiated to intentionally support the strengths, needs and interests of each student to improve student achievement and success in all subjects and programs.

FOCUS AREA 3

Delivering quality programs and resources that are focused and intentional.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>3.1) Intervention processes, Growth Plans and Individual Education Plans (IEPs) are developed and implemented to meet the strengths, needs and interests of individual students.</p>	<p>By June 2009, Community Education Centre (CEC) intervention teams are in place and data is collected to establish a baseline for effective problem solving and support for students deemed to be “at-risk” as measured by the predetermined data collection tools.</p> <p>By June 2009, Growth Plans and IEPs will be written to reflect observable and measurable expectations that correspond directly to students’ strengths, needs and identified instructional starting points as measured by an analysis of an annual sampling of 2% against a system rubric.</p>	<p>Moreau, Belchetz, Harper, Planche & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ initiate protocols for consistent implementation of intervention teams across CEC's. ➤ hire appropriate staff as per student needs. ➤ staff training will include addressing issues of individual students and inclusivity and diversity. ➤ collaborate with mental health agencies. ➤ develop and implement a data collection tool. ➤ enhance the development of measurable performance indicators with teachers and administrators. ➤ develop system rubric and exemplars.
<p>3.2) System service delivery is aligned and integrated to meet system priorities and student learning needs.</p>	<p>By 2009, baseline data will be set regarding alignment and integration of system service delivery to meet system priorities and student learning needs as reflected by the system survey and employee focus groups.</p> <p>By 2009, all school and system leaders are responsible for ongoing professional learning that address system priorities, as reflected in randomly sampled annual growth plans and performance appraisals.</p> <p>By 2010, 50% of schools in the York Region District School Board will be participating in the Ontario EcoSchools program.</p>	<p>Belchetz, Benson, Harper, Richardson, Snelgrove & Tulley</p> <p>Tulley & All Superintendents</p> <p>Friedman, Snelgrove & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ heighten awareness and understanding of the revised Board Plan through orientation sessions (e.g. August 2008 Leaders Retreat) and follow-up dialogue within each service department. ➤ system service departments develop an implementation strategy to identify connections between the goals of the Board Plan related to student learning needs and their respective work. ➤ coordinate the opening of new and replacement schools to maximize resource support and further streamline costs and efficiencies where possible. ➤ training to support Board priorities is delivered in a coordinated and integrated manner (e.g. equity of student outcomes is taken into account when providing safe schools and/or special education training). ➤ implementation of the Board's on-line learning management system.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

CURRICULUM IMPLEMENTATION

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FOCUS AREA 3

Delivering quality programs and resources that are focused and intentional.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
			<ul style="list-style-type: none"> ➤ establish a Board Environmental Policy. ➤ each participating school will establish EcoTeams at each school location. ➤ each participating school will work toward waste minimization and energy conservation.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

FOCUS AREA 4

Building understanding and skills to promote and optimize strong relationships among family, school and community partners to support student achievement and success.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>4.1) School administrators, staff, and school councils are provided with training and supports to engage parents and community partners.</p>	<p>By 2009, training and development programs for school administrators, staff, and school councils will include training and supports, related to parent, family and community engagement where appropriate as measured by a sampling of training and supports used to engage parents and community partners.</p> <p>By 2009, baseline data will be collected from administrators regarding their use of resources and/or the extent to which they access training opportunities for parent, family and community engagement, as measured by the system survey.</p>	<p>Roberts, Belchetz, Harper, Planche & Superintendents of Education</p>	<p>Build skills and understandings to ensure a deeper understanding of the community and to promote inclusive education through a culturally proficient lens. This will be accomplished by working with Curriculum and Instructional Services, Centre for Leadership and Learning, and Education and Community Services departments to offer on-line and face-to-face workshops for all employee groups which are built on the foundation of cultural proficiency. In addition, where appropriate, the following will be aligned with 'Teaching Practice', and 'Leadership and Community' sections of Standards of Practice in:</p> <ul style="list-style-type: none"> ● content of workshops for new teachers and the New Teacher Induction Program (NTIP) handbook includes tips for parent engagement; ● on-line workshop or DVD for administrators to use with staff; ● parent engagement training at fall School Council Forums for school council members and administrators which facilitates a deep understanding of the community being served; ● sharing effective practices at Fall School Council Forums, and in on line media; ● offering ongoing modelling and support (coaching); ● information and supports provided through regular written communications to school councils, administrators and trustees; ● strategies shared on the Board website and in print; and ● school profile data sheets developed using available demographic data.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

FOCUS AREA 4

Building understanding and skills to promote and optimize strong relationships among family, school and community partners to support student achievement and success.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES																																
<p>4.2) Students, families and community partners experience a welcoming and inclusive environment in schools and school board offices.</p>	<p>By 2010, students' and parents'/guardians' perceptions of their school having a welcoming and inclusive environment will increase on a 10-point scale, from baseline data collected in 2008 through the system survey:</p> <table border="1" data-bbox="782 675 1233 812"> <thead> <tr> <th colspan="3">Welcoming Environment</th> </tr> <tr> <th>Parents</th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>7.9</td> <td>8.5</td> </tr> <tr> <td>Secondary</td> <td>7.6</td> <td>8.5</td> </tr> </tbody> </table> <table border="1" data-bbox="561 829 1440 966"> <thead> <tr> <th colspan="3">Welcoming Environment</th> <th colspan="2">Inclusive Environment</th> </tr> <tr> <th>Students</th> <th>2008</th> <th>2010</th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>7.6</td> <td>8.5</td> <td colspan="2">Baseline date to be collected in 2010</td> </tr> <tr> <td>Secondary</td> <td>6.7</td> <td>7.5</td> <td>6.4</td> <td>7.5</td> </tr> </tbody> </table> <p>In 2010, baseline data will be set for parents/guardians and community partners, based on their perceptions about experiencing a welcoming and inclusive environment in school board offices, as measured by the system survey.</p>	Welcoming Environment			Parents	2008	2010	Elementary	7.9	8.5	Secondary	7.6	8.5	Welcoming Environment			Inclusive Environment		Students	2008	2010	2008	2010	Elementary	7.6	8.5	Baseline date to be collected in 2010		Secondary	6.7	7.5	6.4	7.5	<p>Roberts, Belchetz, Harper, Planche, Fox, Roach, Tulley & Superintendents of Education</p>	<p>Use an integrated approach that capitalizes on the philosophy and strategies embedded in Restorative Practices and Character Education to create the dynamic for school practices focused on equity of outcomes for all students in the following:</p> <ul style="list-style-type: none"> • working with Curriculum and Instructional Services, Centre for Leadership and Learning, Education and Community Services, and Human Resource Services departments to ensure that the content of workshops for staff includes strategies for the creation of welcoming and inclusive environments, and is built on a foundation of culturally proficient practice; • providing a list of materials, resources and techniques that can be used in schools to create a welcoming atmosphere; and • promoting the use of voluntary school audit for Parent and Community Engagement.
Welcoming Environment																																			
Parents	2008	2010																																	
Elementary	7.9	8.5																																	
Secondary	7.6	8.5																																	
Welcoming Environment			Inclusive Environment																																
Students	2008	2010	2008	2010																															
Elementary	7.6	8.5	Baseline date to be collected in 2010																																
Secondary	6.7	7.5	6.4	7.5																															

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

FOCUS AREA 5

Engaging parents, families and school councils.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES																		
<p>5.1) Parents, families and school councils have access to information and resources to engage them in supporting student achievement and success.</p>	<p>By 2010, parents’/guardians’ access to information and resources to support their children’s achievement and success will increase on a 10-point scale, from baseline data collected in 2008 through the System Survey.</p> <table border="1" data-bbox="784 667 1212 773"> <thead> <tr> <th>Parents</th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>6.7</td> <td>7.5</td> </tr> <tr> <td>Secondary</td> <td>6.1</td> <td>7.0</td> </tr> </tbody> </table> <p>By 2010, parents’/guardians’ satisfaction with the communications from their child(ren)’s school(s) will increase on a 10-point scale, from baseline data collected in 2008 through the System Survey.</p> <table border="1" data-bbox="784 902 1212 1008"> <thead> <tr> <th>Parents</th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>7.0</td> <td>8.0</td> </tr> <tr> <td>Secondary</td> <td>6.3</td> <td>7.5</td> </tr> </tbody> </table> <p>By 2009, baseline data will be set regarding the extent to which school councils are involved in activities to support home-school communication, as measured by the School Council Report.</p> <p>By 2009, baseline data will be set regarding the extent to which school councils are involved in activities to support parents with their children’s learning at home, as measured by the School Council Report.</p>	Parents	2008	2010	Elementary	6.7	7.5	Secondary	6.1	7.0	Parents	2008	2010	Elementary	7.0	8.0	Secondary	6.3	7.5	<p>Roberts, Belchetz, Harper, List, Planche, Roach & Superintendents of Education</p>	<p>Foster effective parent, family and community engagement from a core foundation that provides equitable opportunities to access the resources and supports that enhance student achievement in the following:</p> <ul style="list-style-type: none"> ● ensuring information and resources are available to parents on Board and school websites, and in school newsletters; ● creating tips for effective engagement for use in local media; ● ensuring consistent messages are contained in communication from Reception Centre, Settlement Workers, In-Schools staff, and schools; ● creating a survey for parents of children receiving special education supports and services regarding their satisfaction with access to information and home-school communications; ● providing opportunities to access on-line training through leadership development; ● providing training that involves strategies for determining the best forms of communication to reach out effectively to parents; ● providing a list of resources which may be purchased/ordered for distribution to parents/community members; ● posting a resource list and suggested activities on the Board portal for administrator reference (e.g. monthly activities); ● sharing effective practices in varied formats (e.g. print, multi-lingual DVDs) with staff, trustees and school council members; ● including home-school communication suggestions and strategies in school council training and support materials; and ● including activities which support parents with their children’s learning in school council training and support materials.
Parents	2008	2010																			
Elementary	6.7	7.5																			
Secondary	6.1	7.0																			
Parents	2008	2010																			
Elementary	7.0	8.0																			
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YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

FOCUS AREA 5

Engaging parents, families and school councils.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES									
<p>5.2) Parents, families and school councils provide input at the school and Board levels related to student achievement and success.</p>	<p>By 2010, parents’/guardians’ reports of opportunities to provide input at the school level will increase on a 10-point scale, from baseline data collected in 2008 through the system survey.</p> <table border="1" data-bbox="741 662 1171 769"> <thead> <tr> <th>Parents</th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Elementary</td> <td>6.4</td> <td>7.0</td> </tr> <tr> <td>Secondary</td> <td>5.8</td> <td>6.5</td> </tr> </tbody> </table> <p>By 2009, baseline data will be set regarding opportunities for school councils to provide input at the school and Board levels related to student achievement and success, as measured by the School Council Report.</p>	Parents	2008	2010	Elementary	6.4	7.0	Secondary	5.8	6.5	<p>Roberts, Belchetz, Harper, Planche & Superintendents of Education</p>	<p>Use an integrated approach in all of the following:</p> <ul style="list-style-type: none"> • administrator training will include information about working effectively with school councils and welcoming input related to student achievement; • through superintendents of education, regular communication with administrators will include reminders to consult school council and parents regarding the School Plan for Continuous Improvement (SPCI) and student achievement; • a definition of “providing input at the school level” will be clarified for administrators and parents (e.g. page 3 of report card, SPCI, school policies and practices); • chart of school policies and procedures which are to be reviewed with school council and parents, will be provided annually to all administrators and school councils; and • school council training will include an explanation of the advisory role of councils.
Parents	2008	2010										
Elementary	6.4	7.0										
Secondary	5.8	6.5										
<p>5.3) School councils' goals and priorities support student achievement and success as articulated in the School Plan for Continuous Improvement (SPCI).</p>	<p>By 2009, baseline data will be set regarding the extent to which school councils’ goals and priorities align with the SPCI, as measured by the School Council Report.</p>	<p>Roberts, Belchetz, Harper, Planche & Superintendents of Education</p>	<p>Use an integrated approach in all of the following:</p> <ul style="list-style-type: none"> • fall school council forums and subsequent communications will include direction regarding the importance of school council goals that support school plan priorities and student achievement; • support materials for school councils will include direction for support of SPCIs; • a model for Action Teams for Parent Engagement created for interested school councils (training workshop offered at Fall School Council Forum); • create a contact information template for all school councils in the fall which collects contact information for system use and includes reminders about SPCI role; • provide monthly suggestions for school council agenda items (e.g. a template for meetings/communications); 									

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

FOCUS AREA 5

Engaging parents, families and school councils.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
			<ul style="list-style-type: none"> ● administrator training will include reference to involvement of school council in development and revision of SPCI; and ● support materials for administrators will include specific reference to the school council's role in support of SPCI.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

FOCUS AREA 6

Engaging communities and community partners.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>6.1) School administrators and staff establish, maintain and improve strategic community partnerships at the school and classroom levels that enhance student achievement and success.</p>	<p>By 2009, at least 85% of School Plans for Continuous Improvement include strategic community partnerships focused on enhancing student achievement and success as reflected by reports from superintendents of schools.</p> <p>By 2009, baseline data will be set for the involvement of schools in strategic community partnerships, as reported by administrators through the system survey.</p> <p>By 2009, baseline data will be set regarding the extent to which school councils engage in activities to collaborate with the community to enhance student learning, as measured by the School Council Annual Report.</p>	<p>Belchetz, Harper, Planche, Roberts & Superintendents of Education</p> <p>Roberts, Belchetz, Harper, Superintendents of Education</p> <p>Roberts, Belchetz, Harper, Superintendents of Education</p>	<p>Use an integrated approach in all of the following:</p> <ul style="list-style-type: none"> ● definition of 'strategic community partnerships' is clarified for administrators; ● school administrators use a variety of data sources to identify the demographics of the community their school serves; ● school administrators use the demographic data to inform the creation and implementation of school policies, procedures and practices; ● effective partnerships that support student achievement will be featured in system communications; ● use Community Resource Facilitators (elementary) and Community Facilitators (secondary) to establish strategic community partnerships which address student achievement needs; ● develop a guideline for community partnerships; ● work with staff to develop tips for establishing and sustaining successful community partnerships; and ● work with community partners to garner support for school-to-work transition programs and Specialist High Skills Major (SHSM).
<p>6.2) Staff establish, maintain and improve strategic community partnerships at the system and family of schools levels that enhance student achievement and success.</p>	<p>In 2009, baseline data will be established for strategic community partnerships which enhance student achievement and success to be in place in Department Plans for Continuous Improvement, where appropriate, and in reports from Community Resource staff as reflected by reports from superintendents of education.</p>	<p>Belchetz, Harper, Planche & Superintendents of Education</p>	<p>Use an integrated approach in all of the following:</p> <ul style="list-style-type: none"> ● work with community partners to advance knowledge and practice through research and action projects; ● clarify the process to be followed, for those seeking to partner with groups of schools and/or system departments; ● define the purpose of community partnerships; and ● create a Multi-lingual Parenting Toolkit with community partners and distribute to all elementary school councils (resources for parents with children 0 - 6 years to assist them with Transition to Kindergarten strategies).

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Engaging parents, families and communities in collaborative and reciprocal relationships for the purpose of intentionally improving student achievement and success.

FOCUS AREA 6

Engaging communities and community partners.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>6.3) In preparation for entry to kindergarten, students will have the pre-requisite literacy and socio-emotional skills to support their learning.</p>	<p>By June, 2009, early years programs will show effectiveness in supporting children’s transition to kindergarten and developing early literacy readiness through the collaborative engagement of parents, early childhood educators and community partners as measured by early literacy and social skills assessment tools.</p> <p>By June 2009, 70% of parent of students entering kindergarten programs will report use of strategies to engage their children in learning as measured by a survey for parents of children in Building Blocks for Literacy 1.</p>	<p>Belchetz, Lambert, Malloy, Planche & Superintendents of Education</p>	<p>Use an integrated approach in all of the following:</p> <ul style="list-style-type: none"> ● Building Blocks for Learning offered in Summer Institutes for incoming junior kindergarten students with early learning needs; ● Welcome to Kindergarten program expanded to all schools; ● materials to be provided at kindergarten registration communicated to all administrators for use by parents from January - September; ● Early Screening Prototype developed for screening of all new JK/SK, grade 1 students through the Equity of Outcomes project (vision, oral hygiene, nutrition); ● create explicit partnership for integrated transition from Early Intervention Services and Intensive Behaviour Intervention programs and pre-school Speech and Language programs to school; ● Triple P Parenting program offered through kindergarten registration period and early school year; ● Parenting Conference (Feb. 09) featuring multiple agencies who serve families with children 0 - 6 years; ● Best Start Hubs staff to use Early Development Instrument (EDI) and other data to assess and plan more effectively for community support for eight school communities to improve the outcomes for children prior to kindergarten entry; ● placement of Seneca Early Childhood Educator (ECE) students in Best Start Hub sites; ● revise and update Welcome to Kindergarten package; and ● Early Learning and Child Care website to include support for families, agencies and professionals.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

SCHOOL AND WORKPLACE CLIMATE

Promoting a healthy and respectful school and workplace climate that ensures continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.

FOCUS AREA 7

Fostering a healthy and respectful school and workplace climate.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES																																				
<p>7.1) Students and families coming through the Reception Centre are supported in making their transition into the York Region District School Board.</p> <p>7.2) Staff, students, and parents in the York Region District School Board feel safe and supported.</p>	<p>By 2010, baseline data is in place to measure the satisfaction of new families regarding access to system support through an annual survey.</p> <p>By June 2009, 100% of school plans will include a process to ensure more timely program matches that support the personal learning strengths and needs for students.</p> <p>By June 2010, staff, students and parents expressing satisfaction with system strategies to ensure physical and emotional safety as measured by an annual survey will increase by 1 point on a 10 point scale. The ultimate objective is to have 100% of staff, students expressing such satisfaction.</p> <p>By June 2010, perceptions of physical and emotional safety by students, parents, teachers, educational assistants, and office staff will increase by 1 point on a 10 point scale.</p> <table border="1" data-bbox="666 1078 1260 1261"> <thead> <tr> <th>Elementary</th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>7.4</td> <td>8.4</td> </tr> <tr> <td>Parents</td> <td>6.8</td> <td>7.8</td> </tr> <tr> <td>Teachers</td> <td>7.1</td> <td>8.1</td> </tr> <tr> <td>Educational Assistants</td> <td>7.1</td> <td>8.1</td> </tr> <tr> <td>Office Staff</td> <td>7.6</td> <td>8.6</td> </tr> </tbody> </table> <table border="1" data-bbox="666 1279 1260 1456"> <thead> <tr> <th>Secondary</th> <th>2008</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>6.3</td> <td>7.3</td> </tr> <tr> <td>Parents</td> <td>6.5</td> <td>7.5</td> </tr> <tr> <td>Teachers</td> <td>6.6</td> <td>7.6</td> </tr> <tr> <td>Educational Assistants</td> <td>6.0</td> <td>7.0</td> </tr> <tr> <td>Office Staff</td> <td>7.2</td> <td>8.2</td> </tr> </tbody> </table>	Elementary	2008	2010	Students	7.4	8.4	Parents	6.8	7.8	Teachers	7.1	8.1	Educational Assistants	7.1	8.1	Office Staff	7.6	8.6	Secondary	2008	2010	Students	6.3	7.3	Parents	6.5	7.5	Teachers	6.6	7.6	Educational Assistants	6.0	7.0	Office Staff	7.2	8.2	<p>Harper, Belchetz, List, Moreau, Planche & Roach</p> <p>Harper, Belchetz, & Superintendents of Education</p> <p>Fox, Belchetz, Harper, List, Planche & Roach</p>	<ul style="list-style-type: none"> ➤ a survey will be created to gather baseline data. ➤ data from the reception centre is used to inform these decisions. ➤ transition to schools is based on information coming from the Reception Centre. ➤ staff, students and parents incorporate and apply approaches that build, repair and maintain safe and supportive environments and healthy relationships for learning as outlined in Board policies and procedures.
Elementary	2008	2010																																					
Students	7.4	8.4																																					
Parents	6.8	7.8																																					
Teachers	7.1	8.1																																					
Educational Assistants	7.1	8.1																																					
Office Staff	7.6	8.6																																					
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YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

SCHOOL AND WORKPLACE CLIMATE

Promoting a healthy and respectful school and workplace climate that ensures continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.

FOCUS AREA 7

Fostering a healthy and respectful school and workplace climate.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>7.3) All staff and students work and learn in a respectful environment that promotes human rights and equity, free from harassment and discrimination.</p>	<p>By June 2009, baseline data will be set after collecting staff and students' perceptions about their learning and working environment promoting respect, human rights, equity, and freedom from harassment and discrimination, as measured by the system survey.</p>	<p>List, Roach, Belchetz, Fox, Harper, Planche & Tulley</p>	<ul style="list-style-type: none"> ➤ hiring/promotion practices ensure equitable access to opportunities for all staff. ➤ suspension data and student achievement data reflects an increase in the use of restorative practices to resolve school issues. ➤ student data reflects an increase in student achievement and success. ➤ Human Resource Services data and bullying prevention data is tracked and reflects a decrease in harassment complaints. <p>Board, department, and school plans reflect the district's priorities and demonstrate strategies which:</p> <ul style="list-style-type: none"> ● build and maintain respectful workplace and learning environments; ● reflect culturally proficient learning expectations; ● develop inclusive working and learning environments; ● use restorative approaches (including peer mediation); ● reflect the Board's character traits; ● utilize the human resources within the district to build capacity and to deepen understanding of what a culturally proficient organization is; and ● are socially responsible. <ul style="list-style-type: none"> ➤ begin training to support the implementation of the Accessibility for Ontarians with Disabilities Act (AODA).

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

SCHOOL AND WORKPLACE CLIMATE

Promoting a healthy and respectful school and workplace climate that ensures continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.

FOCUS AREA 8

Ensuring continuous improvement.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>8.1) School and department service plans for continuous improvement result in improved programs and services.</p>	<p>100% of school and department service planning teams monitor and measure the achievement of their school and department goals on an annual basis as reflected by reports from superintendents of education.</p>	<p>Hogarth & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ guidelines and procedures for the appraisal of managers and supervisory officers are in place and clearly communicated. ➤ appraisal processes incorporate assessment and evaluation mechanisms that respond to the demographic diversity of the workforce. ➤ current and aspiring leaders are well informed about leadership development opportunities. ➤ offer manager intern programs. ➤ conduct research to monitor and measure the achievement of school and department goals. ➤ ensure knowledge and application of restorative approaches. ➤ Department Service Plans for Continuous Improvement are monitored to ensure the delivery of improved programs, services in support of improved student achievement and success. ➤ provide desk top tools that utilize data for planning and decision-making. ➤ implement the Board's Three-Year Plan for Managing Information for Student Achievement (MISA)(Ministry Initiative). ➤ provide training to support the implementation of OnSIS and MISA. ➤ implement coaching and mentoring opportunities to further the development of all staff.
<p>8.2) Leadership Action Plans reflect goals for the coming year in support of Schools and Department Plans for Continuous Improvement.</p>	<p>100% of school administrators review their Leadership Action Plans on an annual basis with their superintendent and demonstrate achievement of goals identified within the Leadership Action Plan as reflected by reports from superintendents of education.</p>	<p>Belchetz, Harper, Planche & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ a summative Performance Appraisal Process is conducted on a five-year cyclical basis using the Leadership Competencies document.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

SCHOOL AND WORKPLACE CLIMATE

Promoting a healthy and respectful school and workplace climate that ensures continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.

FOCUS AREA 8

Ensuring continuous improvement.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
			<ul style="list-style-type: none"> ➤ enhance administrators' competencies with all aspects of the Teacher Performance Appraisal (TPA) process so that they are prepared to use TPA process to foster individual teacher growth and development, and for professional development within the school to support student achievement. ➤ implement technological solutions to prepare and track performance appraisals for all individuals in all sectors of the Board. ➤ recruitment, hiring, selection/promotion process will result in appointments of staff who are best able to deliver high performance. ➤ implement a Leadership Development Framework for Administrative Support Staff in alignment with the Leadership Competencies for Support Staff.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

SCHOOL AND WORKPLACE CLIMATE

Promoting a healthy and respectful school and workplace climate that ensures continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.

FOCUS AREA 9

Building system capacity and supporting staff growth.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
<p>9.1) All leaders in the system have the necessary leadership skills to be effective in their roles.</p>	<p>100% of all aspiring and current leaders engage in training and development programs as provided in the Leadership Development Framework to support their leadership skills development, as tracked on the Board's learning management system and other methods.</p> <p>By June 2009, 100% of aspiring and current school leaders participating in leadership training and development programs report high applicability of their learning to their leadership practice on the Leadership System Review Tool (LSRT).</p> <p>By June 2009, a process is in place to enable all managers to report the applicability of their learning to leadership practice through a modified LSRT appropriate for managers.</p>	<p>Belchetz, Brocklebank-Vincent, Dunn, Tulley & Superintendents of Education</p> <p>Friedman, Fox, Lambert, Belchetz, Harper & Tulley</p>	<ul style="list-style-type: none"> ➤ survey school administrators and managers to obtain input regarding their professional development needs upon completion of learning sessions. ➤ provide training for the use of technological tools to enable access to system data and to enhance decisions about improving student achievement. ➤ provide required training and professional learning opportunities in a variety of delivery models (e.g. blended learning, face-to-face workshops, on-line collaboration). ➤ review process to address selection and appointment of vice-principals. ➤ track complaint/grievance rates.
<p>9.2) Leadership development opportunities/strategies are part of school and department service plans.</p>	<p>100% of school and department service plans for continuous improvement include goals and strategies to support the leadership development of aspiring and current leaders as reflected in superintendent reports.</p>	<p>Belchetz, Tulley, Benson, Harper, Planche, Snelgrove, Richardson & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ review succession planning and talent management processes. ➤ implement intentional, hiring for diversity in every sector of the Board. ➤ schools and system service departments have plans for professional learning and mentoring for current and aspiring leaders. ➤ develop and implement a new cyclical performance appraisal process for support staff.
<p>9.3) A pool of skilled employees is qualified for key positions in the Board.</p>	<p>100% of Board, school and department plans for continuous improvement shall include provisions for succession and talent management as reflected in superintendent reports.</p>	<p>Tulley, Belchetz & Superintendents of Education</p>	<ul style="list-style-type: none"> ➤ implement a succession/talent management plan. ➤ the Board uses selection processes that are fair, inclusive and culturally proficient. ➤ enhance the existing Leadership System Review Tool to access manager input and specific data connected to the Board Plan.

YORK REGION DISTRICT SCHOOL BOARD SYSTEM PRIORITY: LITERACY SKILLS

SCHOOL AND WORKPLACE CLIMATE

Promoting a healthy and respectful school and workplace climate that ensures continuous improvement in service delivery, program provision and staff growth across the system to support improved student achievement and success.

FOCUS AREA 9

Building system capacity and supporting staff growth.

INDICATORS	GOALS	DATA COORDINATION & MONITORING	STRATEGIES
			<ul style="list-style-type: none"> ➤ establish expectations for the completion of support staff performance appraisals and provide professional development for staff conducting appraisals. ➤ implement technological solutions to prepare and track performance appraisals for all individuals in all sectors of the Board. ➤ track turnover and successful hire rates.



Appendix A

Mission, Vision and Values of the York Region District School Board

MISSION:

We unite in our purpose and prepare learners for life in our changing world community.

VISION:

We are the faces of public education. We understand our gifts and challenges. We are motivated by our dreams and act towards their fulfillment. We respect and celebrate our differences. We invite and value the spirit of community, creativity, and personal growth. We support each other. We have joy in how we are and who we are becoming.

VALUES:

- We recognize and celebrate excellence, and the heart-felt efforts and contributions of our community.
- We strive for equity, inclusiveness and diversity in all our programs, practices, facilities, and people.
- We value dedication and commitment.
- We value and will respond in an appropriate manner to the voices, ideas, and understanding of all our community members.
- We believe it is the right and responsibility of everyone to ensure a safe and nurturing community.
- We embrace the spirit of innovation that acts to realize opportunities to transform our vision into reality.
- We are all responsible for our words and actions.