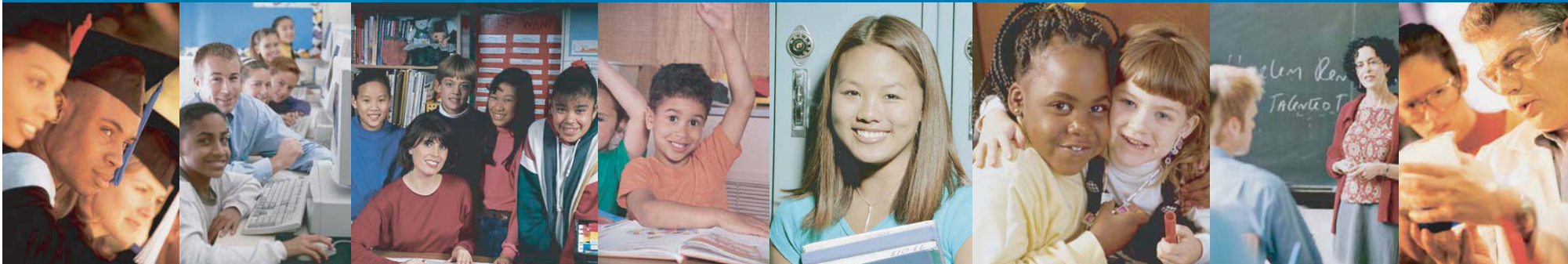
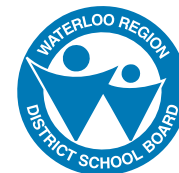


# System Success Plan

- Priorities
- Desired Impacts
- Key Tasks



Engaged Learners, Engaged Communities



Waterloo Region  
District School Board  
[www.wrdsb.on.ca](http://www.wrdsb.on.ca)



## Implementing Our System Success Plan

Strategic planning provides a framework for excellence within an organization. It is driven by an understanding of future needs and opportunities and enables an organization to concentrate limited resources on agreed-upon goals.

Recently the Board of Trustees, with significant input from our staff, parents, students and community stakeholders, have developed a vision statement, a mission statement, and a series of strategic district priorities that comprise our Strategic Plan.

This System Success Plan provides the details of how our staff expect to implement our Strategic Plan for the coming year. It is an important document that will guide our actions so that we may effectively help our students prepare for their future. It is a resource for school and system staff as we provide the very best possible education for our students. As a living document, this implementation plan will undergo change as we respond to a yearly assessment of implementation outcomes.

The value of our System Success Plan lies in building a foundation, establishing direction, and providing a framework for decisions within the Waterloo Region District School Board. Congratulations to everyone who played a role in its development and a heartfelt thanks to our staff who will bring this document to life.

A handwritten signature in black ink, appearing to read 'W. Gerth'. The signature is stylized with a large, looped 'G' and a trailing flourish.

William Gerth  
Director of Education

# The key elements of our Strategic Plan are:

## Vision Statement

Engaged Learners, Engaged Communities

## Mission Statement

We strive to deliver an exemplary public education through diverse and inclusive environments that engage learners in:

- developing their potential and pursuing their aspirations;
- being participating community members

## Key Priorities

### Learning

- student learning opportunities and supports
- supports for vulnerable learners
- student achievement, with emphasis on Literacy and Numeracy

### Caring

- safe and secure learning environments
- health and wellness of students and staff
- caring and supportive school cultures and communities

### Connecting

- communications with students, parents, community members and staff
- professional learning communities
- quality information for planning, decision-making, and accountability
- operational effectiveness and efficiency



**Waterloo Region  
District School Board**

Focus Area: <b><i>Learning</i></b>	Priority: <b>Student learning opportunities and supports</b>
Goal: <b>Le – 1</b> <b>Providing on-going training and support for effective teaching and learning approaches</b>	
Co-ordinating Leader: Elaine Lewis	Contributing Leader(s): Mark Harper, Linda Fabi, Dawn Paxton
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>▪ Use of innovative research-based practices, programs, resources and strategies to meet a range and variety of student needs.</li> <li>▪ Serve the needs of diverse learners by improved use of differentiated instruction.</li> <li>▪ Improve the system’s organizations and structures to support individual, school and system initiatives that focus on student learning.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>▪ Implementation or increase in innovative research-based practices Board wide (i.e. use of strategies, programs and resources to improve learning including job shadowing, lesson study, demonstration classrooms, virtual learning environments, interdisciplinary project-based learning, experiential and authentic learning opportunities, and enhanced independent study opportunities etc.)</li> <li>▪ Increased retention, credit accumulation and student satisfaction in meeting learning needs and providing access to learning opportunities.</li> <li>▪ Fewer referrals for special education assessments and classes.</li> <li>▪ Increase in teacher comfort level and expertise when dealing with diverse learners in the classroom.</li> <li>▪ Implementation of Phonological And Strategies Training (PHAST) program for learning disabilities.</li> <li>▪ Corrective reading approaches utilized by special education teachers.</li> <li>▪ Early identification of students requiring intervention programs.</li> </ul>	

### Key Strategies:

*How are we achieving this?*

- Identify, assess and share practices that meet the specific learning needs of students.
- Train and support staff in strategies to differentiate instruction for a range of diverse learners.
- Identify short- and long-term innovations and practice.
- Identify and develop priorities to assist Waterloo Region DSB in becoming a progressive and responsive learning organization that uses strategic thinking and actions to meet student needs.

### *Examples of specific activities within the key strategies identified above:*

- Establishment of a three-year elementary literacy and numeracy training program for teachers.
- Establishment of an Early Years project to provide seven identified schools with support for transition to school issues. This is done in conjunction with community Early Year's centres.
- Summer conference attended by over 400 teachers to train on Ministry of Education supported courses in Early Reading, Early Math and Junior Reading in Math along with other training sessions, in collaboration with Waterloo Region Catholic DSB.
- Conference on the *Power of Differentiated Instruction* attended by over 300 classroom teachers, administrators and Special Education Resource Teachers (SERTS), held in October 2005 and done in collaboration with the Waterloo Region Catholic DSB.
- Continue the Early Literacy Intervention Programs in 36 schools to move non-readers to the grade one reading level.
- Establish a kindergarten demonstration class to improve the assessment and instructional practices of kindergarten teachers.
- Establish a grade 7/8 Accelerated Basic Literacy Enrichment (ABLE) class to improve the literacy skills of English Language Learning (ELL) students.
- Job shadowing of intermediate and grade 9 mathematics teachers to observe the impact of assessment and instructional practices on student transitions.
- Begin year two of the mathematics Professional Resources and Instruction for Mathematics Educators (PRIME) diagnostic tools and instructional strategies pilot.
- Continue using the Provincial Skills Canada challenge to increase application and inquiry into scientific and technological skills of students.
- Increase the connections with Business and Education partners, and increase student awareness of career opportunities, through the Business Visitation Program.
- Moving into phase two of the Toyota Educational Alliance (Learning) with a grade 10 focus on Geography Waste.
- Determining the viability of developing more program pathways including pathways for Old-Order Mennonites and pathways to the Health Care Sector.
- Continuing to monitor and determine the "next steps" for the successful Fast Forward Programs.
- Supporting the Credit Recovery courses in seven subject areas for grades 9 and 10 students who are "at risk" of leaving school early.
- Training 15 Student Success Teachers who will work with the "at risk" students in the secondary schools.
- Review the impact of organizational structures on student learning (e.g. MSIP – Multi-Subject Instructional Period, balanced school day, clustering, magnets).
- Develop opportunities for teachers to learn more about the learning needs of all students - "All Kinds of Minds" methodology.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Learning</i></b>	Priority: <b>Student learning opportunities and supports</b>
Goal: <b>Le - 2</b> <b>Providing access to specialized learning programs and workplace pathways for a diverse range of learners</b>	
Co-ordinating Leader: Elaine Lewis	Contributing Leader(s): Mark Harper, Linda Fabi, Margaret Coleman, William Gerth
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>▪ Improved awareness of and access to programs, pathways and supports, facilities and resources to meet learning needs.</li> <li>▪ Improved use of technology to expand learning opportunities.</li> <li>▪ A range of pathways to success is provided to students.</li> <li>▪ Learning opportunities are provided through refined learning structures.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>▪ Review, reflection and action to assess and improve student learning.</li> <li>▪ Increased student satisfaction in meeting learning needs and providing access to learning opportunities.</li> <li>▪ Increased awareness of learning opportunities and pathways.</li> <li>▪ Increased enrolment and availability of eLearning course offerings.</li> <li>▪ Increased credit accumulation through non-traditional (i.e. online) learning programs, resources, and strategies.</li> <li>▪ Increased retention or reintegration of students in elementary programs and secondary credit courses.</li> <li>▪ Increased access to online or digital resources to support and motivate learning.</li> </ul>	

## Key Strategies:

*How are we achieving this?*

- Increase student access to learning opportunities and resources.
- Provide intervention, remediation and support resources for students as indicated by evidence-based student assessments.
- Continue to research, review, identify, develop and implement alternative structures and approaches to organizational effectiveness that impact on student learning.

## *Examples of specific activities within the key strategies identified above:*

- Develop cross-sector certifications that will address skills that employers are looking for in their work areas. Continue to build the sector certifications with the sector advisory councils to assist Fast Forward students in gaining employment after secondary school.
- Consolidate College and Board concurrent credit procedures, reporting and course offerings.
- Improve access for students to specialized learning programs and courses (e.g. elementary and secondary magnet programs).
- Continue the partnership with Conestoga College and The Ontario Nail Institute to develop appropriate courses for co-operative education students.
- Increase the number of students in the Ontario Youth Apprenticeship Program (OYAP) that promotes careers in skilled trades in conjunction with the Ministry of Training, Colleges and Universities.
- Implement the electronic Personalized Placement Learning Plans for co-operative education students to help students make the link between the curriculum expectations and work place achievements.
- Consolidate Board elearning personnel, structures and procedures.
- Communicate program offerings and availability to all student and schools (e.g. Common Course Calendar with additional information on OYAP - Ontario Youth Apprenticeship Program and magnet programs).
- Inservice of teachers on the seven compulsory courses written by the Tri-Board Credit Recovery Writing Project. Currently over 100 students are enrolled in Credit Recovery courses across the Region.
- Develop resources to support credit recovery, locally developed courses and literacy and numeracy skill development.
- Continue the implementation of the Fast Forward program, currently in its second year. It is designed for essential level students and has over 840 students enrolled.
- Development and implementation of a “Career Education Delivery Continuum 7-12” to provide consistent direction across the system.
- Continue the out-of-doors and environmental education programs that are delivered to approximately 21,000 students yearly.
- System training and support is provided to ensure that assessment data that is used to provide intervention, remediation and support resources are collected in the following areas: JK-Kindergarten Observation Survey Tasks; Grades K-3 Reading Records; Grades 4,5,6,8 Canadian Assessment and Skills Inventory (CASI) tasks and Grade 7 CAT 3 (Canadian Achievement Test). Literacy Profile data is developed for each elementary student.
- DVDs have been developed to assist in Early Literacy Intervention and Primary Mathematics training.
- 36 schools provide Early Literacy Intervention to grade one students who are considered “non-readers”.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Learning</i></b>	Priority: <b>Supports for vulnerable learners</b>
Goal: <b>Le - 3</b> <b>Enhancing supports for the behavioural and learning needs of students</b>	
Co-ordinating Leader: Dawn Paxton	Contributing Leader(s):
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>Teachers are better able to identify and program for the learning needs of students.</li><li>Access to internal and external resources that support students with special needs and challenges.</li><li>Students will have access to core programming and, if necessary, access to a specialized educational plan.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>Teachers have access to informal classroom assessments that support the proper programming for the student. Example: Woodcock, Key Math.</li><li>School staff have specific training to support students with behavioural issues.</li><li>Specialized staff will work with students with behavioural needs.</li><li>Specialized program will be available to a select group of students.</li><li>All students will have core programming and some students will have specialized plans.</li></ul>	



**Key Strategies:**

*How are we achieving this?*

- Support teachers in becoming more aware of the needs and more able to deal with students who have unique learning needs and mental health issues.
- Build school capacity to better serve students with behavioural needs.
- Continue training for Child and Youth workers in elementary schools.
- Continue to seek out additional resources internally and externally.
- Review the role of and develop guidelines for Special Education Resource teachers.

*Examples of specific activities within the key strategies identified above:*

- Training programs to assist school staff with identification and intervention for students with mental health issues.
- Behaviour model available to build staff capacity to serve students.
- Additional training for Child and Youth workers so that students can remain at their home schools.
- Development and implementation of the role of the Special Education resource teacher during the 2005-06 school year.
- Participation in forums on Children's Mental Health Issues.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Learning</i></b>	Priority: <b>Supports for vulnerable learners</b>
Goal: <b>Le - 4</b> <b>Monitoring, developing and implementing programs that build relevant pathways to the workplace and to further learning</b>	
Co-ordinating Leader: Elaine Lewis	Contributing Leader(s): Dawn Paxton, Mark Harper
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>▪ Students have access to appropriate educational pathways.</li> <li>▪ Students with mental health issues are provided assistance to attain credits and complete course work.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>▪ Provide the appropriate program for secondary essential level students.</li> <li>▪ Provide Sector Certification for students in the Fast Forward schools.</li> <li>▪ Provide parents and students with information and support with regard to the Ontario Secondary School Certificate (14 credit accumulation).</li> <li>▪ Implement the new Ministry of Education diploma requirements (still to be released).</li> <li>▪ Student Success teachers will monitor and support “at risk” students.</li> <li>▪ Elementary to secondary school student transitions will be supported for ‘at risk” students.</li> <li>▪ Increase awareness of and access to information about appropriate pathways and courses to meet student needs (e.g. Common Course Calendar, Magnet programs, alternative learning opportunities such as elearning).</li> <li>▪ Alternative schooling opportunities for students with mental health issues (elearning, 60 Grand, New Dawn).</li> <li>▪ Training for Special Education staff on anxiety, social phobias, etc. to assist in identification of mental issues.</li> <li>▪ Partnerships with community agencies for education and treatment.</li> </ul>	

**Key Strategies:**

*How are we achieving this?*

- Identify, develop and refine appropriate courses and pathways to meet a variety of student learning needs.
- Improve communication and access for students.
- Develop and implement intervention and support systems for students with mental health issues.

*Examples of specific activities within the key strategies identified above:*

- Establishment of programs in Fast Forward schools (3) to assist students in attaining their Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC) and /or Sector Certification.
- Monitor the essential level programs at Waterloo-Oxford District Secondary School and Elmira District Secondary School and the resulting student achievement levels.
- Examine the Experiential Learning and Co-operative Education opportunities and expectations for “at risk” students.
- Increase the number of students accessing digital resources.
- Development of a comprehensive, online Common Course Calendar providing an overview of the range and diversity of program offerings and learning opportunities available to all students.
- Anxiety programs for students with difficulty attending school.
- Offer a variety of strategies for success i.e. modified day, lighter course load.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Learning</i></b>	Priority: <b>Student achievement with emphasis on literacy and numeracy</b>
Goal: <b>Le - 5</b> <b>Providing training and leadership to build multiple strategies that improve student literacy and numeracy skills</b>	
Co-ordinating Leader: Elaine Lewis	Contributing Leader(s): Linda Fabi
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>▪ Students develop literacy and numeracy skills necessary for equal opportunities, success and engagement in school and work.</li> <li>▪ Improved literacy and numeracy skills support student-learning success in other subject areas.</li> <li>▪ Teachers apply a wider range of instructional strategies that build student literacy and numeracy skills.</li> <li>▪ Maintain and improve the understanding in the use of classroom, school and system assessment data to improve instruction.</li> <li>▪ School Success Plans use data and strategies from professional learning teams to improve student literacy and numeracy skills.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>▪ Increase in the number of students attaining the provincial standards in literacy and numeracy at all grade levels.</li> <li>▪ Increase in the number of students experiencing greater success in other subject areas due to an increase in literacy and numeracy skills.</li> <li>▪ Increase in the number of students remaining in school.</li> <li>▪ Increase in the number of students attaining the Ontario Secondary School Diploma.</li> <li>▪ Improved ability of teachers and other educators to access and use student, classroom, school and system data to help make decisions with regard to student instruction.</li> <li>▪ Site-based professional learning capacity is developed and provides on-going learning opportunities in instructional best practices and school-based learning processes. These are based on an enhanced understanding of research-based instructional practices.</li> <li>▪ Intervention models and supports are provided.</li> <li>▪ Identify, develop and implement supports, interventions and resources for English as a Second Language (ESL) students.</li> <li>▪ Support and implement differentiated instructional practices to meet the needs of all students (e.g. gender, English Second Language - ESL, learning styles etc.).</li> </ul>	

#### Key Strategies:

*How are we achieving this?*

- Provide in-service to teachers and administrators in the use of classroom, school and system data to plan for effective, differentiated instruction.
- Develop and monitor School Success Plans to determine the consistent use of assessment data to develop and monitor school targets.
- Build site-based professional learning capacity in instructional best practices in literacy and numeracy.
- Enhance learning opportunities/intervention supports through training in the use of research-based practices.

#### *Examples of specific activities within the key strategies identified above:*

- A three-year plan has been developed for the implementation of training in mathematics and literacy in elementary schools with the goal to improve student achievement. Elements include: training of all primary, junior and intermediate literacy and numeracy lead teachers; targeting training of all teachers at specific grade levels in literacy and numeracy; targeting 3-year training of kindergarten teachers; training of teachers new to mathematics; development of Principal Learning Teams in 37 JK-6 schools with a focus on improving literacy and numeracy; supports at all levels in differentiated instruction, professional learning capacity, data-driven instructional practices and intervention strategies.
- A three-year secondary plan has been developed in literacy and numeracy with a focus on ‘at risk’ students. Elements include: collection of data; development of diagnostic tools; integration of literacy into all subject areas; priority focus on grades 9 and 10 Applied and Locally Developed Compulsory Courses (LDCC); English as a Second Language (ESL) support; Ontario Secondary School Literacy Course (OSSLC) and Ontario Secondary School Literacy Test (OSSLT) support for ‘at risk’ students; training of inexperienced mathematics teachers; online credit recovery for grade 9 applied mathematics course; standardized evaluation instruments for enduring understandings in mathematics; integration of essential skills and authentic workplace materials in Locally Developed Compulsory Course (LDCC).
- All schools are required to have a School Success Plan with a curriculum focus mostly on literacy and numeracy. The Assessment Department provides all schools with school, grade level and departmental data to assist in setting specific goals for student achievement. Schools are supported and monitored on their individual School Success Plans.
- System training and support is provided to ensure that assessment data that is used to provide intervention, remediation and support resources are collected.
- All administrators and program consultants are receiving training on professional learning teams. In 37 elementary schools, the training is being enhanced through the Principal Learning Team project done in conjunction with the Secretariat, Trent University and the Ontario Principal’s Council (OPC).
- All training and programs incorporate research-based practices. (see previous Learning Focus Areas 1-4 e.g. demonstration classrooms, differentiated learning, assessment strategies, Early Literacy Intervention programs, Fast Forward programs).

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Learning</i></b>	Priority: <b>Student achievement, with emphasis on literacy and numeracy</b>
Goal: <b>Le - 6</b> <b>Enhancing the use of data collection strategies in order to improve student learning</b>	
Co-ordinating Leader: Elaine Lewis	Contributing Leader(s): Linda Fabi, Mark Harper
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Use of data and evidence to inform practices.</li><li>▪ Increased awareness and participation in ‘futures thinking’ to respond to emerging learning needs.</li><li>▪ Site-based learning enhances the understanding and use of research-based, instructional best practices.</li><li>▪ Maintain and deepen the understanding of the use of system, school and classroom assessment data. Educators will be “assessment literate”.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>▪ Broad-based committee (MISA – Managing Information for Student Achievement) is established to review and identify “learning focused” data needs. The collection, analysis and application process is developed and refined.</li><li>▪ Data is appropriately utilized to inform instructional practices and strategies, course offerings and learning supports.</li></ul>	

## Key Strategies:

*How are we achieving this?*

- Improve the capacity of staff to identify, collect, collate and interpret data to inform best practice instruction.
- Identify and develop priorities to implement strategic innovations that support Waterloo Region DSB as a learning organization.
- Provide training models and supports to staff to improve site-based and research-based instructional best practices.

## *Examples of specific activities within the key strategies identified above:*

- System training is occurring in the following areas: JK-Kindergarten Observation Survey Tasks; Grades K-3 Reading Records; Grades 4,5,6,8 Canadian Assessment and Skills Inventory (CASI) tasks and Grade 7 CAT 3 (Canadian Achievement Test). Literacy Profile data is developed for each elementary student. Professional Resources and Instruction for Mathematics Educators (PRIME) training in mathematics is provided to select elementary schools. Data is collected and utilized to provide instruction for the Early Literacy Intervention programs. Secondary school departments are using department and classroom data to guide discussion and training.
- Elementary teachers will be trained in the consistent development and use of Class Profiles and Long- and Short-Range Planning templates linked to the class profiles.
- Literacy and numeracy data will be used to develop and monitor school targets submitted to Education Quality and Accountability Office (EQAO), and used in School Success Plans.
- The Early Literacy Implementation Continuum will be used as a diagnostic, formative and summative assessment tool to determine the level of implementation at each school site.
- Secondary School teachers are all being trained on the assessment use of the new Mark Book program to ensure consistent reporting of student achievement.
- Data on the number of students not achieving 16 credits by age 16 has lead to the development of options such as summer school, independent learning courses, remediation and recent development of Credit Recovery courses. Teachers are receiving training and support on the Credit and Recovery courses.
- All schools receive school data from the Assessment Department annually. This forms the basis for the goals that are set by schools each year.
- 37 elementary schools participating in the Secretariat's Principal Learning Teams project will be required to collect data as part of the research aspect of the project.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Caring</i></b>	Priority: <b>Safe and secure learning environments</b>
Project: <b>Ca - 1</b> <b>Implementing consistent practices that prevent bullying, harassment and discrimination</b>	
Co-ordinating Leader: Diane DeCoene	Contributing Leader(s): Lynn Zammit, Dave Spence
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Implement a system-wide approach for prevention of bullying, harassment and discrimination.</li><li>▪ Caring, learning and working environments.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>▪ Reduction in the number of suspensions and expulsions.</li><li>▪ Students and staff report feeling safe.</li><li>▪ Increase in the number of staff attending workshops on safe schools.</li><li>▪ Bullying, harassment and discrimination prevention practices have been implemented in schools.</li></ul>	



**Key Strategies:**

*How are we achieving this?*

- Conduct an audit of all anti-bullying, harassment and discrimination prevention practices in schools.
- Provide school-based Restorative Justice training and support.
- Provide Board representation on various regional committees.
- Conduct surveys to assess how safe students feel in schools.
- Support implementation of bullying, harassment and discrimination prevention practices in schools.
- Support on-going staff development in the area of 'Climate, Character and Community' (C3).

*Examples of specific activities within the key strategies identified above:*

- Mobilize and support C3 reps in each school.
- Support on-going development with:
  - School success plans;
  - Professional learning communities;
  - Decision-making supported by school-based data;
  - Monitoring of suspension and expulsion data;
  - Partnerships with Waterloo Region Police Service, Public Health and local community agencies;
  - Provide Board representation to various regional committees including: the Community Safety and Crime Prevention Council, Justice Advisory Group, Partners for Safe and Caring Schools, Restorative Justice Task Force.
- Coordinate with program staff to include C3 themes within the curriculum.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Caring</i></b>	Priority: <b>Safe and secure learning and working environments</b>
Project: <b>Ca - 2</b> <b>Monitor and enhance safe schools and work sites for students and staff</b>	
Co-ordinating Leader: Diane DeCoene	Contributing Leader(s): Lynn Zammit, Dave Spence, Bill Keith
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Schools are welcoming and secure places to learn and students and staff demonstrate mutual respect and cooperation.</li><li>▪ All work sites within the Waterloo Region DSB are safe and free from harassment, discrimination and violence.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>▪ School Safety surveys indicate that:<ul style="list-style-type: none"><li>- an increased number of students and staff feel safe at school;</li><li>- an increased number of students and staff feel free from harassment and/or discrimination at school.</li></ul></li></ul>	

**Key Strategies:**

*How are we achieving this?*

- Train staff in how to maintain safe learning/working environments.
- Use data to determine how students and staff feel about their personal safety and inclusion at school.

*Examples of specific activities within the key strategies identified above:*

- Provide non-violent crisis intervention training to new staff and update skills of current staff.
- Continue partnerships with the Waterloo Regional Police Services. (Bullying Prevention; Anti-Gang Initiatives; Resource Officers; Drug Education; Street-Proofing.
- Continue annual staff criminal record checks and offence declarations.
- Provide in-service to system administrators on related policies and protocols. (Youth Criminal Justice Act In-Service; Police-Board Protocol; Trespass to Property Act; Protocol on video surveillance in secondary schools).
- School Emergency Response Teams; School Safety Audits; System Emergency Warnings; School Lock-Down and Evacuation Procedures.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Caring</i></b>	Priority: <b>Health and wellness of students and staff</b>
Goal: <b>Ca - 3</b> <b>Increasing the physical activity levels of students</b>	
Co-ordinating Leader: Bob Cassidy	Contributing Leader(s):
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Students will increase their participation in physical activity which will lead to healthy, active lifestyles.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>▪ The Minister of Education's directive for each elementary student to participate in twenty minutes a day of physical activity will be implemented.</li><li>▪ The physical fitness levels and attitudes of our students towards activity will improve, leading to healthy and positive lifestyle choices.</li><li>▪ Elementary teachers will be confident in providing stimulating activity periods which will engage all of our students.</li><li>▪ Additional opportunities will be available for secondary students to be physically active at school.</li></ul>	

**Key Strategies:**

*How are we achieving this?*

- Review the implementation of the Quality Daily Physical Activity Program in our pilot schools.
- Develop resources to support physical activity programs.
- Train appropriate staff leaders in each school on effective implementation strategies.
- Monitor the success of the program and provide ongoing support.

*Examples of specific activities within the key strategies identified above:*

- The review of the Quality Daily Physical Activity Programs will identify successful implementation strategies which will be shared with all elementary schools.
- Training and resources will be provided for the implementation of the daily physical activity program during the 2005-06 school year.
- Additional activity programs, such as Playground Activity Leaders, and Safe and Active Routes to School will increase the activity levels of students.
- A study of existing physical activity programs identified by the Ontario Physical and Health Education Association (OPHEA) and delivered in schools across Ontario, will be shared with secondary schools for consideration and possible implementation.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Caring</i></b>	Priority: <b>Health and wellness of students and staff</b>
Goal: <b>Ca - 4</b> <b>Improving the health of students through enhanced nutritional practices</b>	
Co-ordinating Leader: Bob Cassidy	Contributing Leader(s):
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Students will increase their knowledge of proper nutrition and improve their nutritional practices leading to a healthier lifestyle.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>▪ Students will continue to be educated on healthy eating choices, and use this knowledge to examine their own food choices and eating patterns.</li><li>▪ The choices of what to eat made by families and students for nutrition breaks, and the products selected in school cafeterias and tuck shops will be of a high nutritional value.</li><li>▪ Secondary schools will review the food and beverages currently sold to students and move towards providing more nutritious items.</li></ul>	

**Key Strategies:**

*How are we achieving this?*

- Continue to educate parents and students about the benefits of sound nutritional choices.
- Promote proper nutritional choices during nutrition breaks and in school cafeterias and tuck shops.
- Establish guidelines for food and beverage products made available to students.
- Measure the change in student attitudes and behaviour toward nutrition.

*Examples of specific activities within the key strategies identified above:*

- Schools will continue to work with the Public Health Unit to share information with parents and students on proper nutrition.
- The Public Health Unit will work with our secondary schools to promote the selection of nutritious food and beverage items by our students, and consider the removal of less nutritious items from our schools.
- Board staff will continue to work with the researchers from the Public Health Unit and the University of Waterloo to measure the change in student attitudes and behaviour towards healthy nutritional choices.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Caring</i></b>	Priority: <b>Health and wellness of students and staff</b>
Project: <b>Ca - 5</b> <b>Encouraging supportive, healthy work environments for staff</b>	
Co-ordinating Leader: David Spence	Contributing Leader(s): George Barnard, Bill Keith
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Caring, learning and working environments. (Ca1)</li><li>▪ All work sites within the Waterloo Region DSB are safe and free from harassment, discrimination and violence. (Ca2)</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>▪ Staff feel safe in reporting any incidents of harassment, discrimination and violence.</li><li>▪ Fewer reported incidents of harassment, discrimination and violence.</li></ul>	



**Key Strategies:**

*How are we achieving this?*

- Support on-going staff development in the area of 'Climate, Character and Community' (Ca1, Ca6).
- Train staff to maintain safe learning/working environments (Ca2).
  - Provide non-violent crisis intervention training to new staff and update skills of current staff (Ca2);
  - Specific training of staff regarding 2005 anaphylaxis guidelines;
  - Specific training of staff related to cultural awareness and inclusiveness.
- Optimize staff support structures and practices.
- Update Board policies and procedures related to harassment, discrimination and violence.

*Examples of specific activities within the key strategies identified above:*

- Establish and maintain Climate, Character and Community (Ca3) committees in each school as a communications and in-school training vehicle.
- Review current Employee Assistance Program, Fall 2005.
- Review current Wellness Programs, Fall 2005.
- Provide forums, panel discussions and workshops related to reduction of harassment, discrimination and violence.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Caring</i></b>	Priority: <b>Caring and supportive school cultures and communities</b>
Project: <b>Ca - 6</b> <b>Identifying and implementing a shared set of characteristics for positive school culture</b>	
Co-ordinating Leader: David Spence	Contributing Leader(s): Diane DeCoene, Brenda Cox, Lynn Zammit
<b>Desired Impact(s):</b> <i>What do we want to happen?</i> <ul style="list-style-type: none"><li>Increased numbers of students have a positive connection with schools, teachers, and communities.</li></ul> <i>Indicators demonstrating attainment of the desired impacts listed above:</i> <ul style="list-style-type: none"><li>Attendance and retention rates improve.</li><li>Various forms of intimidating behaviours are diminished.</li><li>Student social/emotional skills are enhanced.</li></ul>	

**Key Strategies:**

*How are we achieving this?*

- Develop a Board-wide character education framework to be supported by all educational partners:
  - Identify and promote key character attributes for students and staff.
  - Promoting social emotional learning at all grade levels through direct instruction and links to curriculum.

*Examples of specific activities within the key strategies identified above:*

- Engage the community in the process of identification of key character attributes, through community round tables, school-based focus groups, workshops and dialogue.
- Develop direct liaison with various community stakeholder groups.
- Implement new volunteer procedures and guidelines.
- Co-ordinate with Program staff regarding the integration of Character Education components into curriculum planning, instruction, resources and assessment.
- Track and analyze student attendance and retention data.
- Analyze current base-line data regarding student engagement and positive connection with schools.
- Continue to refine data gathering to include qualitative as well as quantitative sources.
- Staff development workshops for all school administrators.
- Facilitate sharing of best practice related to character education through such means as area meetings and electronic forums.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Caring</i></b>	Priority: <b>Caring and supportive school cultures and communities</b>
Project: <b>Ca - 7</b> <b>Developing consistent standards and expectations related to community links and global awareness</b>	
Co-ordinating Leader: David Spence	Contributing Leader(s):
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Parents perceive themselves to be essential and welcomed participants in their child's learning.</li><li>▪ Students perceive their role as positive, contributing members of their school and the larger community.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>▪ Increased parent engagement in school-related activities such as school councils, parent-teacher interviews and volunteering.</li><li>▪ Increased student involvement in volunteer activities in community.</li></ul>	

**Key Strategies:**

*How are we achieving this?*

- Identify, celebrate and communicate current best practices and programs contributing to positive community links.
- Identify current best practices supporting students' global awareness.
- Identify and engage key community partners in establishing positive community links.
- Enhance inter-school communication and support related to global awareness initiatives.
- Co-ordinate with Program staff regarding the integration of Global Awareness components into curriculum planning, instruction, and resources.

*Examples of specific activities within the key strategies identified above:*

- Establish community round-tables.
- In-service of school administrators related to the development and enhancement of positive community links.
- Establishment of an online *clearing house* as a forum for sharing information and opportunities related to Global Awareness.
- Raise the profile of community volunteer agencies in our schools through advertising, dissemination of information and direct connection with appropriate groups such as Guidance Associations, Student Activities Directors and school administrators.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Connecting</i></b>	Priority: <b>Communications with students, parents, community members and staff</b>
Project: <b>Co – 1</b> <b>Auditing current communications practices</b>	
Co-ordinating Leader: Margaret Coleman	Contributing Leader(s): Administrative Council
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>▪ Enhance internal and external communications.</li><li>▪ Sustain or improve existing effective communications practices.</li><li>▪ Introduce other effective communications practices.</li><li>▪ Eliminate ineffective practices.</li><li>▪ Evaluate implementation costs.</li><li>▪ Prioritize actions.</li></ul>	

**Key Strategies:**

*How are we achieving this?*

- Through a request for proposals process, award a company the contract to conduct a comprehensive Communications Audit of the Board to identify:
  - Short and long-term communications goals for the organization;
  - Community views on key issues and concerns;
  - Communications and engagement methods that are working;
  - New communication and engagement methods warranted;
  - Communication organization and staffing needs;
  - Opportunities for enhancing the Board's image to parents and students.
- Follow standard Board procedures for awarding contracts.
- Work with the contracted company providing access to existing policies, publications, strategies and media relationships.
- Arrange focus groups that are representative of internal and external audiences.
- Receive Communications Audit Report detailing recommendations for improving communications efforts.
- Share the Audit Report with senior administrators and trustees.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Connecting</i></b>	Priority: <b>Communications with students, parents, community members and staff</b>
Project: <b>Co - 2</b> <b>Developing a comprehensive Board Communication Strategy that links the Board to our diverse communities, partners, and stakeholders</b>	
Co-ordinating Leader: Margaret Coleman	Contributing Leader(s): Administrative Council
<b>Desired Impact(s):</b> <i>What do we want to happen?</i> <ul style="list-style-type: none"><li>▪ Parents, community members and staff are engaged advocates for public education.</li><li>▪ Knowledge of and confidence in Board decisions is improved.</li><li>▪ Technology is used effectively to engage the community.</li><li>▪ Linkages with community partners, employers, local colleges and universities are improved.</li><li>▪ Improve the awareness of the Board as offering the most comprehensive educational opportunities available in the Region.</li></ul>	



**Key Strategies:**

*How are we achieving this?*

- Form a work group for the development of the Board's Short- and Long-term Communication Strategies based on results of the Communications Audit.
- Increased use of technology as a communication tool.
- Focus on strategies that are time and resource efficient.
- Share a draft Board Communication Strategy and seek feedback from a variety of stakeholders.
- Share Board Communication Strategy with senior administration and trustees.
- Develop budget submissions to address implementation of the Communication Strategy.
- Create an Action Plan for a marketing strategy for the Board to implement from September 2006 to September 2008.
- Gather demographic and enrolment data to identify areas of decline or enrolment need.
- Identify resources to implement and support a marketing plan for submission as part of the Board Budget process in 2006.
- Facilitate the completion of school profiles for all schools in the District School Board.
- Continue implementation of the branding of the vision and mission of the Strategic Plan (includes updated Board logo and redesign of all print ads, publications and business cards, Board signs, posters for all schools and classrooms and banners).
- Continue to provide communications strategies, information and workshops for central and school administrators and staff in a timely manner.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Connecting</i></b>	Priority: <b>Professional learning communities</b>
Project: <b>Co - 3</b> <b>Developing professional learning cultures in all schools</b>	
Co-ordinating Leader: Linda Fabi	Contributing Leader(s): Elaine Lewis
<p><b>Desired Impact(s):</b> <i>What do we want to happen?</i></p> <ul style="list-style-type: none"><li>Professional learning communities are being established throughout our board in all schools, departments and divisions with a clear focus on improving student learning and achievement.</li><li>Common language and understandings about professional learning communities are demonstrated by Board educational leaders.</li><li>School Success Planning is the process used by schools to focus on student learning and achievement in alignment with the Board's Strategic Plan.</li><li>Teachers work collaboratively as learners to continually improve their assessment and instructional practices.</li></ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"><li>School and system leaders are knowledgeable, committed to, and actively involved in developing professional learning communities in their schools and within their areas of responsibility.</li><li>School and system leaders model the components of professional learning communities in their interactions with each other and within schools and departments.</li><li>School Success Planning is achieved through a collaborative process within a professional learning community that includes administrators, teachers, school community members and central office staff.</li><li>Teams of teachers work collaboratively to develop consistent ways of identifying where students are when entering a course, enabling them to focus directly on students' learning needs.</li><li>The components of a professional learning community are visible and evident at meetings, workshops, professional development sessions and in schools.</li></ul>	

**Key Strategies:**

*How are we achieving this?*

- Provide opportunities for school leaders to develop skills and knowledge related to developing and sustaining professional learning communities in schools.
- Redesign the format and content of System Leaders' Meetings and Area Family of Schools Meetings to reflect professional learning communities.
- Instructional superintendents will coordinate and align the format and content of their Area Families of Schools Meetings to ensure consistency throughout the board.
- Identify professional learning teams in each school who participate in Success Planning workshops.
- Provide professional development and learning opportunities for school administrators and teachers related to assessment and instructional practice in a team-learning and collaboration context.

*Examples of specific activities within the key strategies identified above:*

- All school and system leaders will participate in a book study, "On Common Ground – The Power of Professional Learning Communities", used as a guide for establishing learning communities within our schools and departments.
- The professional learning at Families of Schools Meetings will focus on improving student learning and achievement in alignment with the Board's Strategic Plan.
- Professional learning opportunities will be designed for teachers in the areas of best assessment and instructional practices in the context of team learning and collaboration.
- School Success Planning workshops will be designed to include learning teams from every school as a way of modeling professional learning communities.
- A Facilitator Advisory Team of principals representing all administrative areas will advise senior administration regarding alignment and focus for System Leaders' Meetings and Area Family of Schools Meetings.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Connecting</i></b>	Priority: <b>Professional learning communities</b>
Project: <b>Co - 4</b> <b>Enhancing school leadership training and supports</b>	
Co-ordinating Leader: Linda Fabi	Contributing Leader(s): Elaine Lewis, Leadership Development Steering Committee
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>▪ A wide range of leadership development opportunities will be available and used by school leaders.</li> <li>▪ Leadership Development activities will be in alignment with, and reflect the Board's Strategic Plan.</li> <li>▪ Leadership capacity building opportunities for administrators will reflect the learning needs of school leaders as identified through the goals stated in their School Success Plans.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>▪ A series of 'recruitment' learning opportunities will be offered to teachers interested in exploring the administrative role and will include sessions on the role of the vice-principal, professional learning, managing change and job shadowing.</li> <li>▪ Training programs for new administrators will be offered in the areas of administrative procedures, budget, special education policies and procedures, Youth Criminal Justice Act, managing your school facility, Human Resources, and staffing.</li> <li>▪ Building leadership capacity modules based on the critical emotional and social competencies (Emotional Intelligence Inventory) will be offered to principals, vice-principals and program leaders.</li> <li>▪ The <i>Seven Habits of Highly Effective People</i> three-day workshops will be made available to recently appointed vice-principals, principals, coordinators and consultants.</li> <li>▪ Leadership Beyond the School opportunities will be presented to aspiring superintendents; sessions will include: Connecting Leadership to the Strategic Plan, Lessons from Research in Motion, and the Supervisory Officer Mentoring Program.</li> <li>▪ The Leadership Development Steering Committee will review all professional development sessions, workshops and modules, and ensure that they reflect the Board's Strategic Plan.</li> <li>▪ Effective mentorship programs for new principals will be in place.</li> </ul>	

**Key Strategies:**

*How are we achieving this?*

- Develop an inventory of all leadership development activities currently available within the Board and encourage active participation of school and system leaders.
- Review the Positions of Added Responsibility (PAR) selection process to investigate and identify strategies to improve the process if needed; possible changes may be recommended.
- Establish a data base identifying and categorizing School Success Planning goals to more effectively consider this data in determining administrators' professional learning needs.

*Examples of specific activities within the key strategies identified above:*

- Establish a data base identifying and categorizing School Success Planning goals to more effectively consider this data in determining administrators' professional learning needs.
- Design and present leadership learning opportunities for administrators that reflect the goals identified in their School Success plans.
- Provide networking opportunities for administrators to work and learn together collaboratively on similar or like goals.
- The Positions of Added Responsibility (PAR) Committee, in consultation with the Leadership Development Steering Committee will conduct a thorough review of the application, portfolio, interview and selection components of the Positions of Added Responsibility (PAR) Process, and make recommendations for changes, if determined to be necessary.
- Review the range of existing leadership development opportunities relative to recent research on effective school leadership, and in comparison to leadership development programs in comparable school boards.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Connecting</i></b>	Priority: <b>Quality information for planning, decision-making, and accountability</b>
Goal: <b>Co - 5</b> <b>Making more effective use of data to optimize student learning</b>	
Co-ordinating Leader: Mark Harper	Contributing Leader(s): Diane DeCoene, Linda Fabi, Elaine Lewis, Dave Spence
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>▪ Student learning needs are more effectively identified and addressed by teachers, schools and the system.</li> <li>▪ Decisions on instructional practices, informed by an analysis of appropriate data, focus on values and priorities that optimize student learning.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>▪ Teachers and principals have access to appropriate information, including correlated data, to assess student learning, monitor student progress, and identify patterns over time in order to set strategies for improving student achievement.</li> <li>▪ Program data providing information for appropriate student placement and assessment is integrated within the Student Management System (SMS). These will include: <ul style="list-style-type: none"> <li>a) Special Education modules;</li> <li>b) Cooperative Education modules;</li> <li>c) Tracking of programs by students (e.g., school-work transition, interventions, post-secondary destination – Ontario College Application Services/Ontario Universities' Application Centre (OCAS/OUAC), specialized, English as a Second Language (ESL), time in minutes-reading/writing/math) as per Ministry – Ontario Student Information System (OnSIS)/Managing Information for Student Achievement (MISA) and board requirements;</li> <li>d) Tracking of secondary school course offerings and student course selections on option sheets as per Ontario Student Information System (OnSIS) requirements;</li> <li>e) Program Effectiveness Survey and Cooperative Education Survey Data.</li> </ul> </li> <li>▪ Staff are trained in the use of research and preferred practice to inform decision-making.</li> </ul>	

**Key Strategies:**

*How are we achieving this?*

- Develop and implement a data identification and access strategy to provide appropriate information to various stakeholders.
- Support evidence-informed decision-making that optimizes student learning.
- Train and provide professional development opportunities for staff related to the effective use of data in optimizing student learning and the significance of data literacy.

*Examples of specific activities within the key strategies identified above:*

- Building on and integrated within training on School Data Profiles, instructional strategies and other approaches, data literacy training will be expanded in 2005-06 using identified technologies and tools to enable Board staff to:
  - a) Collect, store, and inventory student achievement related data.
  - b) Correlate and analyse data to support the development of strategies for improving student achievement.
  - c) Produce clear, concise and comprehensive reports for use by teachers, principals, board staff, Ministry staff, and the public.
- A plan for including (e.g., automated process for the electronic collection) and analyzing additional types of formative data (e.g., individual classroom data) in the Student Management System (SMS) will be developed (2005-06) and implemented (2006-08).
- Stage 1 Training will occur in 2005-06 focused on *understanding and using student achievement data*, that emphasizes:
  - Understanding graphs, tables and reports by analyzing the numbers and interpreting beyond the numbers.
  - Finding patterns in student achievement over time.
  - Finding patterns in student achievement from different sources.
  - Using School Data Profiles to inform and monitor actions in School Success Planning.
- Stage 2 Training will occur in 2006-07 focused on *exploring data* that emphasizes:
  - Understanding the power and limitations of data and data analysis such as reliability and validity, and measurement error.
  - The importance of basing actions on quality data *over time*.
  - Understanding correlations.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area:	Priority:
<b><i>Connecting</i></b>	<b>Quality information for planning, decision-making, and accountability</b>
Goal: <b>Co - 6</b> <b>Enhancing the information technologies that allow educators to effectively monitor and optimize student achievement</b>	
Co-ordinating Leader: Mark Harper	Contributing Leader(s): Diane DeCoene, Linda Fabi, Elaine Lewis, Dave Spence
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>Effective tools and expertise are available to enhance the quality and usefulness of data targeted to optimize student learning.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>The Student Management System (SMS) will be implemented to provide a common system to manage registration, assessment, achievement and other activities related to students. The student management and related systems (Trillium, Suspension/Expulsion, Cooperative Education, Data Warehouse, BAS – Budgetary Accounting System and other data holdings) will be capable of storing Ministry required and Board-identified data commencing in 2005-06 with the completion of a thorough integration of data anticipated for the 2007-08 school year.</li> <li>The investigation and selection of a data warehouse and appropriate analysis tool will occur in the 2005-06 school year with implementation, and use of these tools to support the effective use of integrating and analyzing data, anticipated for implementation, late in 2005-06.</li> <li>The integration and accessibility to a variety of data sources within a data warehouse (as a component of the overall Student Management System - SMS) will include: legacy data, expulsion and suspension data, Education Quality and Accountability Office (EQAO) data, elementary and secondary report card data, formative assessment data, financial resources data, and program data. Integration of these data sources will commence in 2005-06.</li> <li>Training will be provided on the use of the local analysis and reporting tool(s) commencing in 2005-06 including the use of Board-developed assessment tools providing sources of data that can be collected, analysed and applied to optimise learning for students.</li> </ul>	



**Key Strategies:**

*How are we achieving this?*

- Broaden and enhance Student Management System (SMS).
- Implement Ontario Education Number (OEN) fully as a key to linking students to the information that can optimize their learning.
- Use Ontario Student Information System (OnSIS) to link school, Board and Ministry data.
- Identify and implement a data analysis tool/strategy with the Student Management System that is accessible and useful to a variety of audiences.

*Examples of specific activities within the key strategies identified above:*

- The analysis, identification and revision of data holdings will occur in 2005-06. This will involve the analysis of current data holdings and the identification of additional data holdings that may be used to provide more comprehensive information regarding student achievement and the effectiveness of school/board initiatives (2005-2006).
- Communications with the Ministry of Education will occur during the 2005-06 year to determine the data mapping of the incoming provincial data. As a result revisions will be planned or implemented within the anticipated data warehouse to align with incoming data. Reports will be developed to integrate new data within the warehouse.
- The development and implementation of a data quality assurance process will commence in 2005-06 with the anticipated introduction of the data warehouse and analysis tool(s) that will involve the development of policies and procedures to ensure the quality of the data (i.e., complete, accurate, consistent, not duplicated and stored in a format that supports reporting requirements).
- The OEN (Ontario Education Number) and Ministry Education Number (MEN) will be aligned to the appropriate data sources ensuring accurate links to all student achievement data, demographics, program information and other appropriate information.
- In combination with the actions indicated above data access standards and security protocols will be developed or refined and implemented during 2005-06 to ensure that data holdings are secure and accessible only to authorized, appropriate personnel.
- A data access strategy to provide appropriate information to stakeholders (e.g., teachers, principals, Board staff, administrators) will be expanded in 2005-06 to support evidence-informed decision-making. This will enhance the Board capacity to provide customizable web-based access to the data warehouse and related holdings, serving as the primary interface of Board staff with the warehouse.

**\* Additional detail is available by contacting the co-ordinating Leader**



**Waterloo Region  
District School Board**

Focus Area: <b><i>Connecting</i></b>	Priority: <b>Operational effectiveness and efficiency</b>
Project: <b>Co - 7</b> <b>Developing and implementing a Board Accountability Framework that focuses on goals and results</b>	
Co-ordinating Leader: William Gerth	Contributing Leader(s): Margaret Coleman, Administrative Council
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>Public knowledge and confidence in Waterloo Region DSB actions to support all learners will improve.</li> <li>Positive and trust-filled working relationships with all partners and stakeholders.</li> <li>Open communication facilitates stakeholders' involvement on the organization.</li> <li>Board goals are established, measured, and reported on regularly.</li> <li>The annual improvement and accountability process engages school staff, students and parents in board performance and in establishing direction for the coming year with a focus on improving student outcomes.</li> <li>Public has easy access, in a variety of formats, to information on the key policy initiatives of the Board.</li> <li>Staff make direct connections between their roles and Board goals.</li> <li>Board goals are achieved through awareness, shared accountability and responsibility.</li> <li>Board goals are clearly articulated, understood and implemented at all levels of the organization.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>Communication materials detailing goals and success plans are available to stakeholders at both school and system level in a variety of print and electronic formats.</li> <li>Staff, parents, and community regularly access Board and school documents relating to goal implementation plans.</li> <li>Stakeholders participate in feedback surveys.</li> <li>Staff are able to identify levels of support for initiatives via stakeholder feedback process.</li> <li>Annually staff participate in a success planning process based on previous results.</li> <li>Improved student performance results.</li> <li>Enhanced service orientation of staff.</li> </ul>	

**Key Strategies:**

*How will we get there?*

- Develop a comprehensive Board Communication Plan based on feedback from stakeholders. (Co1 & Co2)
- Include annual goal/success planning in the Director's Annual Report.
- Identify a team responsible for reviewing and managing information and feedback from annual web-based survey.
- Expand and build on the current accountability framework.
- Determine timelines for regular reviews and on-going monitoring of System Success Plan.
- Continue to develop the Board's website as a key tool for sharing information and soliciting feedback.



**Waterloo Region  
District School Board**

Focus Area: <b><i>Connecting</i></b>	Priority: <b>Operational effectiveness and efficiency</b>
Project: <b>Co - 8</b> <b>Identifying and implementing improvements in Board structures and decision-making processes that build positive relationships with the public and staff</b>	
Co-ordinating Leader: W. Gerth	Contributing Leader(s): Trustees, Superintendents
<p>Desired Impact(s): <i>What do we want to happen?</i></p> <ul style="list-style-type: none"> <li>Organization operates smoothly and effectively.</li> <li>Decision making reflects and focuses on key values and priorities articulated in Board Strategic Plan.</li> <li>Constructive, consistent decision-making facilitated through clarification of various roles and job descriptions of trustees, system and school administration.</li> <li>Clarification of Board Governance Structure.</li> <li>Learning opportunities for all learners optimized throughout the Board through efficiencies and shared responsibilities.</li> <li>Education Centre is efficiently and effectively organized re: the allocation, deployment and location of human resources.</li> <li>Decisions are of high quality reflecting accurate data that has the informed support of the majority of stakeholders.</li> <li>The role of school administrators within the Waterloo Region DSB is reviewed and clarified.</li> <li>Enhanced flow of information to trustees.</li> </ul> <p><i>Indicators demonstrating attainment of the desired impacts listed above:</i></p> <ul style="list-style-type: none"> <li>Effective use of trustee and staff time.</li> <li>Discussions at Administrative Council and in the Board room reflect key values and priorities articulated in Board Strategic Plan.</li> <li>Board Governance structure functions effectively and is supported by trustees and senior administration.</li> <li>Environment of trust exists and is verified via feedback surveys.</li> <li>Decisions are carefully made and are supported by majority of stakeholders and are in the best interests of all students.</li> <li>Personnel are allocated to departments appropriately.</li> <li>Education Centre is perceived to operate efficiently and effectively.</li> </ul>	

**Key Strategies:**

*How will we get there?*

- Undertake an Education Centre Organizational Effectiveness Review.
- Implement recommendations from Review where appropriate.
- Update physical plant infrastructure at Education Centre to support efficiency and effectiveness.
- Establish a process to examine the role of school administrators.
- Undertake a reorganization of senior staff portfolios.
- Develop a new Governance Framework to guide all decision-making processes.
- Develop an internal communication plan to address flow of information.
- Use of feedback surveys developed as part of communication plan.
- Develop a process for the timely flow of information to trustees.

## GLOSSARY

ABLE	Accelerated Basic Literacy Enrichment	OnSIS	Ontario Student Information System
BAS	Budgetary Accounting System	OPC	Ontario Principal's Council
CASI	Canadian Assessment and Skills Inventory	OPHEA	Ontario Physical and Health Education Association
CAT	Canadian Achievement Test	OSSC	Ontario Secondary School Certificate
DSB	District School Board	OSSD	Ontario Secondary School Certificate
ELL	English Language Learning	OSSLC	Ontario Secondary School Literacy Course
EQAO	Education Quality and Accountability Office	OSSLT	Ontario Secondary School Literacy Test
ESL	English as a Second Language	OUAC	Ontario Universities; Application Centre
LDCC	Locally Developed Compulsory Course	OYAP	Ontario Youth Apprenticeship Program
MEN	Ministry Education Number	PAR	Positions of Added Responsibility
MISA	Managing Information for Student Achievement	PHAST	Phonological And Strategies Training
MSIP	Multi-Subject Instructional Period	PRIME	Professional Resources and Instruction for Mathematics Educators
OCAS	Ontario College Application Services	SERTS	Special Education Resource Teachers
OEN	Ontario Education Number	SMS	Student Management System

A more detailed version of the  
System Success Plan  
is available online at  
[www.wrdsb.on.ca](http://www.wrdsb.on.ca)



**Engaged Learners, Engaged Communities**

**Waterloo Region District School Board**

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