



Compensatory Education Action Plan

Overall Objective:

To develop recognition, understanding and commitment and action from all stakeholders to meet the unique needs of Compensatory Education Schools.

Recognition & Understanding Objective	Recognition & Understanding Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To develop system recognition understanding, commitment and action for the unique needs of Compensatory Education Schools.</p>	<ul style="list-style-type: none"> • Present the Action Plan recommendations to trustees in February 2006. • Validate Action Plan Outcomes and target strategies with system stakeholders 	<ul style="list-style-type: none"> • Recognize, understand and develop a plan to meet the needs of various unique populations in high and moderate needs Schools (e.g. Aboriginal community, ESL learners) • Monitor the implementation of this Action Plan to determine if decisions reflect a heightened understanding and commitment to compensatory Education through improved outcomes • Provide an enhanced allocation of resources that demonstrate a greater understanding of current and emerging needs of Compensatory Education Schools with Executive Council and HWDSB Support Services [Equity Policy Guidelines, Section 1.4 (3)]
Leadership Objectives	Leadership Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To ensure that the unique needs of Compensatory Education schools are supported at the system leadership level.</p>	<ul style="list-style-type: none"> • Participate in the process of re-alignment of Executive Council to support the need for a formalized system level leadership structure that includes a Superintendent portfolio and committee of principals and other appropriate staff (e.g. ESL, social work, equity, speech pathology; 	<ul style="list-style-type: none"> • Encourage Trustee leadership through political action at all Provincial Ministry levels (increases in Learning opportunities funding, Best Start initiative). • Provide leadership and resources to ensure that the Compensatory Education Action Plan is an integral part of the HWDSB

	<p>human resources)* see note at end for Compensatory Education schools.</p> <ul style="list-style-type: none"> • Include an enhanced administrator allocation factor to recognize the frequency, duration, and intensity of issues within each Compensatory Education School. (e.g. liaising with police and social agencies, safe schools requirements and curriculum support). • Initiate the creation of an annual plan that reports the allocation of the appropriate resources needed to meet the goal of student achievement in high needs schools 	<p>strategic directions</p> <ul style="list-style-type: none"> • Monitor and review the provision for an enhanced administrator allocation factor to address the unique needs within each Compensatory Education School on a yearly basis • Evaluation and accountability of programs of high needs schools achieved through closely monitoring the progress of their students. • Develop an action plan to advocate for the extra resources needed for Compensatory Education schools to the provincial government, business, provincial agencies and foundations • Recognition and encouragement of school based initiatives to meet unique challenges of high needs schools
Community Partnership Objectives	Community Partnership Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To establish, maintain and enhance partnerships that support and maintain the unique needs to Compensatory Education to support students in achieving their full potential.</p>	<ul style="list-style-type: none"> • Establish links with the anti-poverty task force and the partnership and innovation office to inventory catalogue current school partnerships. • Develop plans for recognizing current school partners and to secure additional partnerships for Compensatory Schools. 	<ul style="list-style-type: none"> • Identify individuals and organizations who could become potential partners in our efforts to alleviate the effects of poverty • Connect with these individuals and organizations and establish proactive ways to support our various anti- poverty initiatives • Match schools with private or public organizations - a result of the Anti-Poverty Task Force needs assessment • Provide Principals/School Councils with expertise and/ or personnel to apply for grants • Recognition program for current and new community partners • Regularly update the inventory of current and potential school/community partners.

		<p>Measure/evaluate the increase in sustained partnerships which support early learning, stay in school initiatives, links to the work force, mentorships of a variety of kinds, asset building of the students.</p> <ul style="list-style-type: none"> • Recognition of importance, time and energy required to establish and maintain partnerships (written into job descriptions, assignment of resources and/or personnel) • Develop a Inner City Community Partners Council to meet at least twice yearly with major partners (e.g. Best Start co-ordinators, SISO, Public Health, Kiwanis Boys and Girls Clubs, City child and youth divisions, parks and rec, library etc) to identify and act upon common issues related to Compensatory Education • Develop parental engagement plan for high needs schools.
Curriculum Objective	Curriculum Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To identify, develop, implement and review strategies to improve student instruction and recognize the unique program needs in Compensatory Education schools</p>	<ul style="list-style-type: none"> • Implement a locally developed “assessments for learning” package to co-ordinate current student achievement data (DRA, Yopp-singer) • Include a Compensatory Education Representative on the MISA Steering committee department to align student achievement data and program decisions • Work with the program department to designate and support a “high impact assessment period” in fall 2006/2007 with appropriate resources attached • Identify best practices and programs 	<ul style="list-style-type: none"> • Consistently utilize the assessment for learning packages that co-ordinate current student achievement data. • Develop a process to use student achievement (MISA) data on an on-going basis to monitor and track student progress as it relates to the unique needs of Compensatory Schools • Monitor and review the tracking of student data generated during the high impact assessment period to ensure a seamless program for “mobile” students. • Conduct a review to determine the effectiveness of all processes initiated in the curriculum strategies area in 2008 to report with recommended actions.

	<p>to meet the instructional needs of high needs schools, to include those for special populations including aboriginal students, government assisted refugees, immigrants, students from single parent families, and to address gender issues</p> <ul style="list-style-type: none"> • Explore the extension of all day kindergarten, or a First Duty model in high needs schools • Develop enriched pathways with supports for secondary students of high needs schools from school to work place or college or university 	<ul style="list-style-type: none"> • Develop an Elementary program for aboriginal students in place • Develop plan to track special populations to ensure initiatives are leading to their success • Increase the instruction that leads to higher levels of thinking by 2008. • Identify, develop and provide strategies to assist students in high needs schools with homework.
Teaching Staff Objective	Teaching Staff Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To determine, allocate and train the appropriate teaching staff required to enable high and moderate needs schools to meet their goal</p>	<ul style="list-style-type: none"> • Provide input into the HWDSB budget process to support an initial incremental step toward sustained enhanced staffing for grades 4-8, provision for guidance counselors and sustained Literacy improvement teacher in Compensatory Education Schools. • Formalize the discussion about the extent of teacher retention challenges at the Compensatory Education Principals advisory team • Identify best practices and programs to meet the emotional, behavioural, language and social needs of high needs schools, to include those for special populations including aboriginal students, government assisted refugees, immigrants, 	<ul style="list-style-type: none"> • Incrementally increase teaching staff allocations for all grades 4 – 8 classes to achieve a 15% enhanced allocation for 1/6th of the students in the high and moderate needs schools by 2008. (Can this be expressed differently as I am not clear what it means) • Implement an enhanced allocation for teacher-librarians in Comp. Ed. Schools, 2007. • Review the role of Teacher Librarians to focus on Literacy Improvement • Ensure that the new teacher-mentoring program includes a component on Compensatory Education schools. • Implement staffing enhancements to include Guidance Counselors in Compensatory Education schools (JK-8), by 2006 • Make provision for a Literacy Improvement Teacher to be permanently

	<p>students from single parent families, and to address gender issues</p> <ul style="list-style-type: none"> ▪ Provide professional recognition for work in high needs schools, with opportunities to make presentation to peers, and provincial associations 	<p>in placed at all high needs schools</p> <ul style="list-style-type: none"> • Create a committee to determine the extent of Plan implemented to reduce teacher retention challenges in Compensatory Education Schools. • Implement an enhanced allocation for Learning Resource teachers
Support Staff Objective	Support Staff Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To determine, allocate and train the appropriate support staff required to enable high and moderate needs schools to meet their goal</p>	<ul style="list-style-type: none"> • Provide input into the budget process to support an initial incremental step toward sustained enhanced support staff for social work, speech and language programs and sustained EA allocation for Compensatory Education Schools. • Participate in meetings to determine the feasibility of creating a flexible support staff deployment model • Provide professional recognition for work in high needs schools, with opportunities to make presentations to peers and provincial associations • 	<ul style="list-style-type: none"> • Ensure that enhanced Educational Assistant staff currently allocated to Learning Opportunity program initiatives be sustained for high needs schools to address student academic and programming issues • Review model of Social Work delivery to align social workers with the associated cluster model by 2006. • Develop plan to increase social work support and implement in high and moderate needs schools by 2008. • Develop plan to increase speech and language support and implement in high and moderate needs schools by 2008 • Increase the number of system resource meetings by 100 % over current levels at

		<p>high and moderate needs schools by 2008.</p> <ul style="list-style-type: none"> • Explore alternate methods to create “staffing flexibility” stability and team-work when deploying support staff to high needs Schools. • Develop plans to increase support to special populations such as government assisted refugees and aboriginals and implement by 2008 • Develop plans to ensure continuity of support staff to high needs schools during vacancies, over periods of illness and unpaid leaves by 2008.
Resource Objective	Resource Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To ensure that funding for resources reflects an understanding of the unique needs of compensatory schools as not all school communities are equal in their ability to support their students</p>	<ul style="list-style-type: none"> • Focus on providing enhanced funding for a funding allocation for High and moderate needs Secondary Schools to match the allocation currently for Elementary Schools. (?Please give rational) • Maintain the current enhanced funding for elementary Schools 	<ul style="list-style-type: none"> • Maintain learning opportunity funds at current \$10.00/student • Enhance current level of funding support for the purchase of Literacy and Numeracy materials • Provide additional budget resources to support curricular, co curricular and extra curricular equity at elementary and secondary levels (Equity Policy Guidelines, Section 3.3)
Staff Development Objective	Staff Development Outcomes 2006	Target Strategies & Rationale 2006-2008
<p>To differentiate staff development approaches in teaching/learning methodologies to include a focus on the unique student learning needs in Compensatory Education Schools especially as they relate to poverty.</p>	<ul style="list-style-type: none"> • Include a component in leadership and new teacher mentoring courses specifically related to the unique student learning needs in Compensatory Education Schools. • Review current staff development programs to determine if there is a need to provide a component related to Compensatory Education 	<ul style="list-style-type: none"> • Address continuity of program issues due to high staff mobility with appropriate in school time for Professional Development • Develop a staff development component that recognizes the effects of poverty on children as it relates to the school setting. [Equity Policy Guidelines, Section 1.4 (2)], Education for All (Ministry of Education 2005) • Provide in-service and release time for the assessment during the High Impact Assessment period

		<ul style="list-style-type: none"> • Establish staff development programs for all staff working in high and moderate needs schools in place (including the school secretary) • Develop and provide appropriate in-service for new programs developed for high needs schools
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- Is the intention that the principal committee with other staff will deal with operational matters concerning high needs schools?
- Will there be another committee that will develop the annual plans and long range targets, and prepare an annual report?

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