

## Blueprint for Reform – Update on Strategic Adult Actions of the Department of Education

Completed
  In Process
  Not Started
  Started Not Completed

Strategic Priority 1 Implement an Internationally Recognized Curriculum that is Externally Assessed		Status	Who responsible	Concerns/Challenges/Comments
1.1	Implement the Cambridge Curriculum in English, Mathematics and Science from Primary 1 to Senior 2.		C&A Director, K. C-S	Not done with fidelity PD, training, resources required for 'full' implementation
1.2	Provide relevant resources and appropriate utilization of assessment modes.		C&A KCS, DGT	In process – Standards-based Grading
1.3	Promote active learning and the inclusion of Integrated Communications Technology (ICT) and modern teaching practices.		C&A P. Callendar	Blended ICT Curriculum has been developed/designed; await funding to implement (requires leadership/officer)
1.4	Incorporate local content or examples into schemes of work to reflect important local or cultural aspects within the teaching programme.		C&A Subject Officers	Not systemically Social Stud & Lit Collaborative
1.5	Align the Bermuda National Curriculum to reflect 21 <sup>st</sup> Century standards of education, from Preschool to Senior 4 with international certification.		C&A	In process—continues in the Arts, PE, Foreign Language, Business Studies, Family Studies, D&T, etc.
1.6	Identify and implement an internationally recognized Preschool curriculum aligned to the international curriculum.		C&A Director	<ol style="list-style-type: none"> <li>1. The Creative Curriculum- done</li> <li>2. The Creative Curriculum, an internationally recognized Preschool curriculum, was selected for Bermuda. This inquiry based preschool curriculum is internationally recognized as developing creative and confident thinkers. Preschool Administrators and teachers have been involved in professional training on inquiry teaching practices over the past three years. In the fall of 2015, Inquiring Minds: An Inquiry Framework for Preschool – P3 was launched to support preschool and early primary teacher's develop and deepen inquiry teaching practices. In 2016-17 professional development focused on the model (Notice, Wonder, Explore and Share) and the six key teaching strategies (Get Curious, Get Engaged, Ask Questions, Find Out, Express Yourself and Share the Learning). 100% of the preschools are implementing the Creative Curriculum and</li> </ol>

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				the corresponding online assessment tool. Classroom observations of classrooms in the fall of 2016 revealed that 72% of preschool classrooms are partially to fully implementing the inquiry strategies.
1.7	Monitor the quality of the curriculum delivery from Preschool to Senior 4 to ensure the student target outcomes are achieved.		E&A and ESA	Reorganizing so that EOs in C&A can effectively monitor curriculum.
1.8	Develop and expand technological and vocational education such as construction, tourism, energy and power.		C&A DRT	Through Career Pathways – Done – Fully operative in senior school (certified applied Tech., City & Guilds; Employability Skills) and plan to move down into middle level.
1.9	Identify and articulate <u>core skills</u> that all students must demonstrate at the end of <u>each school year</u> .		C&A -Officers	Standards contained in SBG.
1.10	Develop and implement an assessment system (academic and non-academic) that informs instruction for interventions and acceleration.		C&A Subject Officers Assessment Officer	<b>In progress</b> - Development of Common Performance Tasks, Test & Final <b>Concern:</b> Subject Specialists/Officer support Required/As well as SBG.
1.11	Collect and analyze student performance data in order to monitor and assess how students and student groups progress throughout the system.		C&A/Shinah	In progress – Collect & analyze CIE data (as well as Common Assessments) <b>Concern:</b> Need to ensure growth data is analyzed (planned with reorganization of C&A) – and PowerSchool Information.

Strategic Priority 2 - Improve the Quality of Teaching and Learning in the Classroom		Status	Who responsible	Concerns/Challenges/Comments
<b>2.1 Teaching and Learning</b>				
2.1.1	Adopt and promote 21 <sup>st</sup> century accomplished teaching standards which result in improved student outcomes.		C&A and ESA	1. Created Bermuda Standards for Accomplished Teaching (2010) 2. Created Bermuda Standards for Highly Effective Principal Leadership (2010) 3. Created Qualification Standards for English, Mathematics and Science adopted by the Board in 2013/14. 4. Adopted Danielson Framework for Effective Teaching in 2014 as

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				<p>system instructional framework.</p> <p>Items 1&amp; 2 were used to frame principal/teacher interviews, job descriptions of teacher leaders, and an eventual adoption of a new principal evaluation instrument.</p>
2.1.2	Ensure that all daily classroom instruction effectively incorporates best practices that are student centered.		ESA	<ol style="list-style-type: none"> <li>1. Adopted Danielson Framework for Effective Teaching in 2014 as system instructional framework.</li> <li>2. Held systemic professional development for 100% of schools in 2015/16.</li> <li>3. Framework is imbedded in School Improvement Plans in 100% of schools. Established as system priority for 2014-2017.</li> <li>4. Conducted Audit of Middle Schools utilizing Danielson framework 2013/2014.</li> <li>5. Principals facilitate professional learning communities and professional development focused on Danielson. Principals use Danielson to aide teacher feedback in evaluation.</li> <li>6. Content Specialist Teachers utilize Danielson as basis of all professional development with teachers and teacher leaders.</li> <li>7. Established a system of instructional rounds and walkthroughs in all schools, led by Department of Education (DOE) leaders.</li> </ol>
2.1.3	Provide appropriate technology to engage and motivate students.		C&A/ESA/MOE	In process of establishing the <b>CISCO ACADEMY</b> to facilitate IT essentials for students; teacher instructor certification. See <a href="https://www.netacad.com/">https://www.netacad.com/</a>
2.1.4	Develop and implement e-learning opportunities in multiple course areas.			Currently provide opportunity for CR w/on-line courses - Keystone
2.1.5	Develop and implement a standards-based classroom teaching and learning		C&A/ESA	<p>From ESA Dept:</p> <ol style="list-style-type: none"> <li>1. Adopted Danielson Framework for Effective Teaching in 2014 as</li> </ol>

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	rubric for assessing classroom instruction.			system instructional framework. <ol style="list-style-type: none"> <li>2. Created classroom rubrics for mathematics, science and literacy teaching in 2014.</li> <li>3. Created 6-week Support Team process for schools needing support in instructional improvement in 2014.</li> </ol> <p>Challenge: Disbanded as Content Specialist Teachers have not been continued because of budget and political decisions. This has come despite data showing the impact on the development of teacher leaders and principal support.</p> <p>From C&amp; A Dept: In process -2<sup>nd</sup> Year of SBG Implementation.</p>
2.1.6	Develop rubrics to address rigor and relevance in teaching.		ESA/C&A	<p>From ESA Dept:</p> <ol style="list-style-type: none"> <li>1. Adopted Danielson Framework for Effective Teaching in 2014 as system instructional framework.</li> <li>2. Created classroom rubrics for mathematics, science and literacy teaching in 2014.</li> <li>3. Created 6-week Support Team process for schools needing support in instructional improvement in 2014</li> </ol> <p>Challenge: Disbanded as Content Specialist Teachers have not been continued because of budget and political decisions. This has come despite data showing the impact on the development of teacher leaders and principal support.</p> <p>From C&amp; A Dept: Done – to be re-evaluated (in process).</p>

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2.1.7	Elevate teacher content competency and skill acquisition to international standards in core subject areas at all levels.			<ol style="list-style-type: none"> <li>1. Created Qualification Standards for English, Mathematics and Science adopted by the Board in 2013/14.</li> <li>2. Created and hired 5 Content Specialist Teachers in English Language Arts (ELA), Math, &amp; Science to train, coach and support teacher leaders and teachers.</li> <li>3. Created Teacher Leader Content and Pedagogy Training institutes in each of 3 core subject areas in 2014.</li> </ol> <p>Challenge: Disbanded as Content Specialist Teachers have not been continued because of budget and political decisions. This has come despite data showing the impact on the development of teacher leaders and principal support.</p>
2.1.8	Build a Performance Appraisal Program for teachers that holds them accountable for student growth.		ESA	<ol style="list-style-type: none"> <li>1. Started with creation of Bermuda Standards. Not prioritized in subsequent iterations of the Blueprint Skinny. Focused shifted to support of teacher development.</li> </ol> <p>Note: In 2017, talks with the union are progressing to develop a new appraisal programme for the 2018/2019 school year.</p>
2.1.9	Conduct on-going and an annual systemic assessment of classroom teaching.		ESA	<ol style="list-style-type: none"> <li>1. National Mathematics Taskforce conducted a systemic assessment of mathematics classrooms in 2010.</li> <li>2. Conducted Middle School Audit, an assessment of 100+ classrooms using the Danielson Framework and AMLE rubrics in 2013. Published findings publicly and created 3-year Middle School Transformation Plan in 2014</li> <li>3. Conducted a Curriculum Review of 9 primary schools in 2014 and disseminated results to principals</li> </ol> <p>Targeted assessments of teaching have been conducted to support system transformation efforts. Systemic assessment similar to the Education Review of 2006 are taxing on system resources and are better</p>

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				used sparingly and with focus.  <b>From C &amp; A Dept:</b> To commence with reorganized C & A.
2.1.10	Develop and implement a comprehensive transition process at Preschool – Primary 1, Primary 6 – Middle 1 and Middle 3- Senior 1 to align with instruction to ensure student success.		Student Services	
2.1.11	Ensure early identification of students at-risk and provide access to quality instruction, interventions, appropriate services and learning environments.		C&A Student Services	<p><b>From ESA Dept:</b></p> <ol style="list-style-type: none"> <li>1. Established in schools an annual survey of 1900+ children in partnership with the cross-ministry Interagency Community Response Team survey to assess student at-risk in 2015.</li> <li>2. Ongoing implementation of Multi-Tiered System of School Support (MTSS) since 2014 with the creation of 37 MTSS Teams and coaches which respond to students with behavioural and academic challenges.</li> <li>3. Launched new MTSS Charter, an operational guide for all school MTSS Teams outlining a unified process for dealing with student behaviour.</li> <li>4. Implemented Leveled Literacy Intervention (LLI) in 18 primary schools and 5 Middle Schools since 2014 with training of LLI teams to engage students underperforming in literacy.</li> <li>5. Purchased Dream Box mathematics intervention with 2500 licenses in June, 2015. Currently utilized by approximately 1500 students with an average of 13% increase in mathematics competency as of 2017.</li> </ol> <p>Challenge: Removal of Content Specialist Teachers in Math and Literacy has stopped the training provided to teacher leaders and school teams. This will disrupt the continued implementation of interventions across the system in this area. Long term funding is needed to ensure</p>

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				that the system can provide adequate coaching and support to teachers on-site.  From C&A Dept: Ongoing
2.1.12	Ensure that each child has an adult/peer mentor to support him/her in their school experience.		ESA/C&A	1. Not started or prioritized in Blueprint implementation.
2.1.13	Adopt and promote international standards and guidelines for day care centres in collaboration with Department of Health.		C&A Early Childhood	From: Early Childhood: A committee that included Health and Education personnel reviewed standards. The New Jersey Standards were approved for day care and preschool in Bermuda and some work was done on revising these to fit the Bermuda context, however, these standards have not been implemented. A quality assurance position was developed, with a job description; however, this position is not currently funded.  From C&A Dept: In process with CDP.
2.1.14	Enhance flexibility scheduling to allow for intervention experiences, credit recovery or enrichment		ESA	From ESA Dept: 1. Interventions built into daily schedules of all 5 middle schools 2. Challenge: Primary schools schedules do not currently support additional flexibility.  From C & A Dept: CR online summer school
2.1.15	Promote greater student engagement and motivation for improved student outcomes.		ESA Principals/Schools	INCLUSIVE IN OTHER GOALS. NOT PRIORITIZED AS SEPARATE
<b>Strategic Priority 2 –Implement an Internationally Recognized Curriculum that is Externally Assessed 2.2 – Recruitment and Retention</b>		<b>Status</b>	<b>Who responsible</b>	<b>Concerns/Challenges/Comments</b>
2.2.1	Develop a 5 year plan to recruit quality, qualified and certified candidates		HR	Completed (plan has not been implemented with fidelity for the

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				following reasons :- <ol style="list-style-type: none"> <li>1. Executive changes – resulted in changing focus.</li> <li>2. Lack of resources in the HR Section at the senior, manager and administrative levels.</li> <li>3. Lack of automated processes: however, implementation of Lumesse (HRIS) has increased efficiency in applicant tracking.</li> </ol>
2.2.2	Develop a plan to retain quality, qualified and certified candidates		ESA & HR Principal/Schools	Completed (Implementation continues to be ongoing on some initiatives. Some initiatives were aborted based on management instructions such as the automated exit interview tracking and reporting.) However, as we see value in this reporting our plan is to revisit with a view to implementation.
2.2.3	Strategically place school personnel to improve student outcomes.		COE/ESA	<ol style="list-style-type: none"> <li>1. Ongoing through principal transfers, teacher transfers and placement of new personnel.</li> <li>2. Challenge: During 2010-2015, DOE was tied up on series of legal challenges, finally resolved in 2016.</li> </ol>
2.2.4	Develop a plan to achieve optimal employee performance in order to ensure students reach their full potential.		COE/ESA/C&A Principals/Schools	NOT PRIORITIZED IN BLUEPRINT SKINNY
2.2.5	Build a Teach Bermuda Programme to entice individuals from diverse sectors to the teaching profession.		MOE	This was developed but not supported through lack of leadership interest and funding.
2.2.6	Give school leaders full <b>autonomy</b> to interview and select from a pool of centrally vetted talent.		COE & HR	Completed (Subsequent to HR shortlisting process, applications are forwarded to Principals who then drives the recruitment process)
2.2.7	Build a team of employees that function at optimal performance levels		HR	According to 5-year plan this activity was assigned to the COE, Director of ESA and Staff Development Officer. However, HR assisted by Recruitment and Selection, Onboarding and Performance Management.
2.2.8	Design and implement leadership institutes for teachers, officers, administrators, aspiring to leadership positions for succession planning.		ESA	<b>From ESA Dept:</b> <ol style="list-style-type: none"> <li>1. Created Aspiring Leadership Institute for system leaders.</li> <li>2. Created Teacher Leadership Institutes for all teacher leaders.</li> <li>3. Established a system of teacher leader content institutes in</li> </ol>



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				<p>mathematics and literacy led by Content Specialist Teachers. active since 2014.</p> <p>4. Established a system of planning forums in science and literacy led by Content Specialist Teachers active since 2014.</p> <p>Challenge: Removal of Content Specialist Teachers in Math and Literacy has stopped the training provided to teacher leaders and school teams. This will disrupt the continued implementation of interventions across the system in this area. Long term funding is needed to ensure that the system can provide adequate coaching and support to teachers on-site.</p> <p><b>From C &amp; A Dept:</b> In process e.g., Math Institute, Aspiring Leadership</p>
2.2.9	Ensure the effective and efficient management of database systems within Human Resources in order to assess and meet system needs.		HR	Electronic and Manual databases such as E1 (Enterprise One) and Lumesse (HRIS).
2.2.10	Ensure only educators who are licensed with the Bermuda Educators Council are employed.		HR	Completed
<b>Strategic Priority 3 – Strengthen and Distribute Leadership</b>		<b>Status</b>	<b>Who responsible</b>	<b>Concerns/Challenges/Comments</b>
<b>3.2 Department Leadership</b>				
3.2.1	Continue to support the curriculum implementation through observations and collaborative discussion with principals and Assistant Directors.		ESA & C&A Principals/Schools	<p><b>From ESA Dept:</b> Conducted periodic systemic walk-throughs with principals in all schools.</p> <p><b>From C &amp; A Dept:</b> On-going w/reorganized C&amp;A</p>
3.2.2	Define and provide core functions and services that will frame and support principal/ building autonomy.		COE/ESA	
3.2.3	Develop and implement a succession plan that builds capacity and sustains quality leadership.		HR	A framework has been developed and will be implemented. Target date – 31st March 2017.

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3.2.4	Remove low performing personnel who do not improve after receiving intensive support.		ESA	
3.2.5	Redeploy the expertise of Education Officers into turnaround schools.		COE	No officers
3.2.6	Recognize and offer incentives and rewards to high performing schools and individuals.		COE & ESA	Criteria to measure school performance required.
3.2.7	Recognize and celebrate publicly high performing students, teachers, principals, other school personnel, schools and departments.		COE/ESA	
3.2.8	Offer professional development that is linked to strategic priorities.		COE/C&A/ESA	<p>From ESA Dept: Created Annual System Professional Development Plan since 2014 linked to system priorities. Disseminated annually.</p> <p>From C &amp; A Depart: Completed with Cambridge Assessments, SBG In continued process with the reorganized C&amp; A priority</p>
3.2.9	Create Professional Development Centers where teachers, administrators, and all other staff can receive professional development and training tailored to their individual needs.		MOED	
3.2.10	Embed customer service standards throughout all schools and departments tied to performance goals.		COE/HR/ESA	Support given in the Performance Appraisal process.
3.2.11	Ensure students with exceptional needs have full access to the curriculum.		C&A Student Services	
3.2.12	Implement a comprehensive gifted and talented programme for high-achieving students.		C&A GATE Officer	GATE – proposed plan for implementation in process.
3.2.13	Build and implement a comprehensive behaviour intervention plan (e.g. managing class disruptions).		ESA – DLM Student Services-JB	<ol style="list-style-type: none"> <li>1. Implementation of MTSS as critical component of system improvement since 2014.</li> <li>2. Creation of 37 MTSS teams and coaches</li> <li>3. Creation of Pathways to Success Model in 2016</li> </ol>

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				<ol style="list-style-type: none"> <li>4. Opening of two Success Academies in 2016 to replace existing alternative education schools.</li> <li>5. Creation of Alternative Education Partnership Programme with community education sites and Ministry of Education</li> </ol> <p>Challenges: extreme lack of funding for most school buildings. Not able to hire specialized behaviour therapists and specialists that can engage students with high risk behaviours. We also have increasing number of females who need extensive support. No formal programmes exist.</p>
3.2.14	Deliver a comprehensive guidance programme designed to assist students with developing the necessary skills for positive decision-making and career planning		C&A Counselling Officer Student Services	On-going – Comprehensive Counselling Guidelines/Handbook.
3.2.15	Design and monitor intervention programmes for academically and socially at-risk males at all levels.		Student Services	<ol style="list-style-type: none"> <li>1. Implementation of MTSS as critical component of system improvement since 2014.</li> <li>2. Creation of 37 MTSS teams and coaches.</li> <li>3. Creation of Pathways to Success Model in 2016.</li> <li>4. Opening of two Success Academies in 2016 to replace existing alternative education schools.</li> <li>5. Creation of Alternative Education Partnership Programme with community education sites and Ministry of Education.</li> </ol> <p>Challenges: extreme lack of funding for most school buildings. Not able to hire specialized behaviour therapists and specialists that can engage students with high risk behaviours.</p>
3.2.16	Review the learning support programme with the aim of ensuring its effectiveness and efficiency in schools.		C&A Student Services Principals/ESA	<b>Ongoing</b>
3.2.17	Improve the core functions of the Child Development Programme and increase visibility as a community resource.		C&A Director - DLM	The Child Development Programme officially achieved accreditation based on international early childhood standards in April 2016. During the 2016/17 year, the Child Development Programme continued to make provision of high quality services to children and their families a priority. Now that CDP is accredited, the annual

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				<p>strategic plan and the Performance Quality Improvement (PQI) process has become integral components in collecting and reporting on client and programme data on a quarterly basis through quarterly reports and stakeholder meetings. Trends are being tracked and improvements are being made. Risk prevention and mitigation has centered on building issues associated with being housed in an old Bermuda home. CDP has improved client confidentiality and partner confidence through utilizing a secure email security system improving confidentiality of emails. The Child Development Programme is launching its 2017 CDP Awareness campaign to increase awareness of CDP's universal services including the 2 year old screening to those families who are difficult to reach.</p>
3.2.18	Develop a plan to re-engage and retrain student who have left the system for a variety of reasons.		<b>C&amp;A Student Services</b>	

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Strategic Priority 3 – Strengthen and Distribute Leadership		Status	Who responsible	Concerns/Challenges/Comments
3.1 Principal Leadership				
3.1.1	Apply new standards for principal leadership based on change leadership competencies that lead to improved student achievement.		COE/ESA	Created Bermuda Standards for Highly Effective Principal Leadership (2010).
3.1.2	Strategically place autonomous principals in schools to improve student outcomes and remove from duty those who are not successful.		COE	
3.1.3	Provide schools with increased autonomy linked to student performance.		COE/ESA/C&A	
3.1.4	Build a Performance Appraisal Program for principals that holds them accountable for student growth.		COE/ESA	New Principal Appraisal Programme adopted by a team of principals and department leaders in 2016. Will launch in 2017/2018. Piloted in 2016/2017.
3.1.5	Assess the competencies of principals to lead successful turnaround efforts.		ESA	Turnaround School philosophy not pursued as singular initiative.
3.1.6	Create performance measures to identify tiered schools and commit to dramatically improve schools.		ESA	Turnaround School philosophy not pursued as singular initiative.  Alternative: Created school support teams with Content Specialist Teachers, Assistant Directors and Principals to assist specific schools based on results and requests for support.  Challenge: Removal of Content Specialist Teachers in Math and Literacy has stopped the training provided to teacher leaders and school teams. This will disrupt the continued implementation of interventions across the system in this area. Long term funding is needed to ensure that the system can provide adequate coaching and support to teachers on-site.

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3.1.7	Create a Mentor Principalship programme.		COE	
3.1.8	Recruit and sustain a Leadership Trainee Program for aspiring school leaders.		COE/HR	Attempts have been made to start a leadership development programme. While the participants were engaged, the managers were not effectively involved, therefore, the programme did not reach the anticipated level of success. Elements of the programme are included in the succession planning framework.
3.1.9	Support on-going professional development at the school site.		C&A/ESA	<p>From ESA Dept:</p> <p>Created 6-week Support Team process for schools needing support in instructional improvement in 2014.</p> <p>Challenge: Disbanded as Content Specialist Teachers have not been continued because of budget and political decisions. This has come despite data showing the impact on the development of teacher leaders and principal support.</p> <p>From C &amp; A Dept: On-going w/PLC &amp; C&amp;A reorganizing.</p>
3.1.10	Administer annual survey on professional development needs of teachers based on systematic goals and standards.		HR	Incomplete : we see the value in carrying out this activity. As we go through the strategic planning process, it is likely that such a survey would support the vision and direction of the BPSS. If this is the case we will commit to secure the necessary resource.

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Strategic Priority 4 – Facilitate the Improvement of Standards via Accountability and Transparency		Status	Who Responsible	Concerns/Challenges/Comments
4.1	Publish annually school performance data to all stakeholders.		C&A	Senior School - Done
4.2	Establish and communicate consequences if policies are not upheld.		COE	
4.3	Identify the performance measures for schools to be tiered.		ESA	Not sure if still applicable
4.4	Develop and communicate an accountability model that will support the school sites as the primary focus for increased achievement		COE/ESA	
4.5	Ensure the development and implementation of annual school improvement plans in alignment with strategic priorities.		ESA	1. School Improvement Plans are publicly available for all schools. 2. All student improvement plans are 3-year plans. 3. Yearly progress reports on School Improvement plans. 4. Annual walkthroughs with stakeholders established.
Strategic Priority 5 – Maximize the Contribution of Parents and Community		Status	Who Responsible	Concerns/Challenges/Comments
5.1	Develop meaningful partnerships with parents and the greater community.		COE	
5.2	Improve collaboration between agencies to better service mutual clients with a goal to improve student outcomes.		C&A/ESA Student Services Schools	<b>From C &amp; A Dept:</b> In process
5.3	Establish a Parent and Community Resource Center to improve communication between the Department and families.		MOED	
5.4	Support the establishment of a National Parent Teacher Association (PTA) so that parents input can be channeled effectively.		MOE	
5.5	Assist the National PTA to develop standards that raise the bar for parent advocacy.		COE	

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5.6	Work with the business community to develop incentives for parent participation in raising student outcomes.		COE	
5.7	Expand the use of technology for communicating real time with parents on student and school matters.		IT Officer	

Strategic Priority 6 – Improve the Efficiency of Delivery		Status	Who Responsible	Concerns/Challenges/Comments
6.1	Explore and find ways to increase efficiency and build capacity in all departments.		COE, ESA, C& A Directors	From COE: Not done  From C & A Dept: In process; Accomplished as part of the “new” C&A reorganization
6.2	Clarify department roles and function to avoid duplication of efforts.		COE	
6.3	Consider ways to consolidate activities within the school system to reflect planned capacity.		COE	
Strategic Priority 7 – Improve the Culture and Climate of the Department of Education and Schools		Status	Who responsible	Concerns/Challenges/Comments
7.1	Ensure all school facilities meet health and safety standards for student learning.		Facilities Manager	
7.2	Build a climate of trust, respect and positive relationships within buildings to increase student achievement.		ESA	
7.3	Build a culture of high expectations and excellence for all.		COE, ESA, C&A	From C& A Dept: In process; Accomplished as part of the “new” C&A reorganization.