

# Years of Action: 2013-2017

PRIORITY	WE WILL . . .	OUR ACTIONS WILL RESULT IN . . .
<b>STUDENT ACHIEVEMENT &amp; WELL-BEING</b>	Champion <b>Aboriginal Education</b> and advance achievement	<ul style="list-style-type: none"> <li>✓ Increased supports for self-identification, including the appreciation of Aboriginal perspectives, values and cultures by staff, students, Trustees;</li> <li>✓ Effective advocacy and increased resources to improve success for Aboriginal students;</li> <li>✓ 100% increase in the number of FNMI students that self – identify;</li> <li>✓ Increased success rates for Aboriginal students by 15% in provincial reading, writing and mathematics.</li> </ul>
	Achieve ambitious targets in the <b>Board Improvement Plan for Student Achievement (BIPSA)</b>	<ul style="list-style-type: none"> <li>✓ The ambitious achievement of all BIPSA targets resulting in higher levels of achievement by all learners;</li> <li>✓ 100% of Senior Kindergarten students meeting reading expectations as measured by the Developmental Reading Assessment or Alpha-jeune Reading Assessment by their beginning of grade one year;</li> <li>✓ 10% increase in grade 3 and 6 provincial literacy and numeracy achievement results;</li> <li>✓ 50% reduction of students placed in congregated Special Education classes;</li> <li>✓ 5% increase in the number of students who have accumulated 16 credits by the end of their grade 10 year;</li> <li>✓ 10% reduction in average student absenteeism rates.</li> </ul>
	Build a strong foundation for <b>Early Years Learning and Care</b>	<ul style="list-style-type: none"> <li>✓ Seamless and effective alignment of child care services, professional learning, wrap around services, play-based instructional programming;</li> <li>✓ Ensure the successful implementation of phase one to five Full Day Kindergarten in 402 schools and the Schools-First Child Care Capital Retrofit Policy – EL4 and The Ontario Early Years Policy Framework.</li> </ul>
	Execute an effective <b>Children and Youth Mental Health &amp; Well-being</b> Strategy	<ul style="list-style-type: none"> <li>✓ Establish and implement high quality services and programs, caring school cultures, supportive social environments and community partnerships to support children and youth mental health and well-being needs;</li> <li>✓ 100% of school staff will receive training on the Foundations of Mental Health, including anxiety, depression, self-harm and suicide;</li> <li>✓ 50% increase each year in the number of secondary schools engaged in anti-stigma initiatives.</li> </ul>
	Fulfill our commitment to <b>Equity &amp; Inclusive Schools</b>	<ul style="list-style-type: none"> <li>✓ 100% of Families of Schools and Central Departments will have relevant Professional Learning Communities that focus on visibly improving culturally relevant and responsive pedagogy and/or competencies, inclusive curriculum and assessment practices, student achievement of racialized and special needs learners, school climate and school community relationships.</li> </ul>
	Lead <b>Internationalization and Global Education</b>	<ul style="list-style-type: none"> <li>✓ Positive Board profile globally as a leading edge, responsive, quality public education system, as demonstrated by an increase in revenue generating delegations requesting to visit and learn from the TDSB and an increase of 25% of International Students attending our schools.</li> <li>✓ 100% of schools engaged in District Reviews will show development of global education competencies in staff and students.</li> </ul>
	Implement <b>Science, Technology, Engineering and Mathematics (STEM)</b> Programming	<ul style="list-style-type: none"> <li>✓ Increased STEM-related accountability plans, including those that support improved K-12+ Mathematics and Financial Literacy outcomes;</li> <li>✓ 100% of Model Schools for Inner Cities schools with STEM-related programs and initiatives, including before and after school, summer learning opportunities and Parent Academies, professional learning for all Learning Classroom Teachers and Wi-Fi infrastructure support in all schools.</li> <li>✓ 100% of Families of Schools and Central Departments with proficient Professional Learning Communities that focus on the implementation of STEM pedagogy to develop students creative and design thinking within and across the disciplines of science, technology and mathematics.</li> </ul>
	Foster <b>Student Creativity, Leadership and Ethical Citizenship</b>	<ul style="list-style-type: none"> <li>✓ An annual Arts Festival: <i>Dare to Create</i> which validates and empowers student voice and creativity through dance, drama, media arts, visual arts and music as represented through our youth’s artistic creations as perceived through their eyes;</li> <li>✓ Transformation of learning for all students where technologies are used by students to interface between physical and virtual worlds fluently, to travel across diverse communities discerning and respecting multiple perspectives, grasping and following alternative norms, and to ethically remix ideas and content, and evaluate credibility of information sources across multiple modalities.</li> </ul>

# Years of Action: 2013-2017

PRIORITY	WE WILL . . .	OUR ACTIONS WILL RESULT IN . . .
<b>PARENT &amp; COMMUNITY ENGAGEMENT</b>	Influence leadership and change through <b>Strong Governance</b>	<ul style="list-style-type: none"> <li>✓ Stronger supports for governance to provide influential leadership and decision-making in support of improved student achievement, stewardship of the Board's resources and effective delivery of education services to meet the learning needs of all students;</li> <li>✓ Growth of a more sustainable organization, with transparent evidence of institutional accountability, policy development and impact, streamlined decision-making processes, delineation of roles and responsibilities, risk mitigation and relevant stakeholder participation and consultation;</li> <li>✓ Improved accuracy and access to information to support the timely decision-making requirements and requests of the Board;</li> <li>✓ Realization of Years of Action 2013-17.</li> </ul>
	Renew commitment to <b>Life-long Learning - Continuing Education</b>	<ul style="list-style-type: none"> <li>✓ Increased number of Continuing Education learners and levels of interest and attendance in Continuing Education programs;</li> <li>✓ 100% participation of all Continuing Education EdVance and Adult Day Schools in the District Review process;</li> <li>✓ Improved achievement for students attending Continuing Education programs (credit and literacy/numeracy, after school, evening, summer);</li> <li>✓ Increased partnership work with Consuls to strengthen international relations and global standing.</li> </ul>
	Develop and implement meaningful <b>Consultation</b> processes	<ul style="list-style-type: none"> <li>✓ Consistent implementation of the Community Engagement Policy and Operational Procedure;</li> <li>✓ 100% of Central and School leaders trained on the Community Engagement Continuum and application of the continuum;</li> <li>✓ Transparent and timely responses to challenges about stakeholder input and participation.</li> </ul>
	Increase and value leadership through <b>School Councils, Parent Academies and Parent Involvement</b>	<ul style="list-style-type: none"> <li>✓ 100% of School Council are aware of how to access Parent Reaching Out and other grants to support their initiatives;</li> <li>✓ 100% of School Councils are provided with information about School Policies and Procedures, Budgets and School Improvement Planning;</li> <li>✓ 100% of Model Schools for Inner Cities Parent Academies are making budget decisions to support self identified training and learning needs;</li> <li>✓ Improved support for Parent Involvement Advisory Committee's mandate and goals, as measured by annual feedback information.</li> </ul>
	Strengthen <b>Partnership Engagement, Relevancy and Accountability</b>	<ul style="list-style-type: none"> <li>✓ Memorandums of Understandings or documented agreements for all Academic and Operational partnerships, with terms of reference (funds, resources, timeline, deliverables, alignment to Years of Action directions, monitoring and renewal);</li> <li>✓ Partnership Development and Engagement training for leaders in all Families of Schools and Central Departments;</li> <li>✓ Active engagement of partnerships that provide staff learning, student programming and organizational benefits to the Board.</li> </ul>
	Increase <b>Public Confidence</b> through <b>Quality Service Standards</b>	<ul style="list-style-type: none"> <li>✓ Improved financial stability, student achievement and parent and community engagement as demonstrated through balance budget plans, effective use of resources, increased success rates for all students and effective parent and community participation;</li> <li>✓ Implementation of Quality Service Standards across all departments and in all schools;</li> <li>✓ Service that is courteous, respectful and professional, with access to accurate information in a timely manner;</li> <li>✓ Increased positive media narratives highlighting school programs, student and staff outcomes and board decisions;</li> <li>✓ Transparent sharing of response to reviews and audits and posting of related information on the Accountability webpage;</li> <li>✓ Effective outreach and promotion of our board through Social Media, Marketing, Website Information and Corporate Branding.</li> </ul>
	Support <b>Community Engagement</b> through Board Community Advisory Committees	<ul style="list-style-type: none"> <li>✓ Effective implementation of the recommendations from the Review of the Community Advisory Committees and Workgroups;</li> <li>✓ Review of the role and responsibilities of the Parent and Community Involvement Office to ensure that Community Advisory Committees are effectively supported in gathering public input and communicating with their communities, the public and Trustees;</li> <li>✓ Constructive feedback to Community Advisory Committees so that both staff and representatives' time and efforts are maximized to support the strategic directions of the Board.</li> </ul>

# Years of Action: 2013-2017

PRIORITY	WE WILL . . .	OUR ACTIONS WILL RESULT IN . . .
<b>FISCAL STABILITY &amp; ACCOUNTABILITY</b>	Develop and implement a <b>Multi-year Balanced Budget Plan</b>	<ul style="list-style-type: none"> <li>✓ Presentation of balanced budgets each year;</li> <li>✓ Introduction and implementation of rigorous financial compliance measures;</li> <li>✓ 100% of all budget holders will receive training on Business Services processes;</li> <li>✓ Establishment and consistent application and adherence to funds management, cashless schools and use of funds for targeted purposes;</li> <li>✓ Open communications of financial state through Quarterly Financial Reports to the Board showing actual expenditures to approved budget plans;</li> <li>✓ Transparent and agreed upon budget development processes that lead to the establishment of multi-year balanced budget.</li> </ul>
	Establish and implement <b>Business Continuity Planning</b>	<ul style="list-style-type: none"> <li>✓ Development and implementation as required of a comprehensive Business Continuity strategy, with measures to address emergency services (immediate response to crisis), disaster recovery (retrieve historical data) and operational sustainability;</li> <li>✓ Establishment of an alternate Business Centre with capacity to replicate mission critical systems;</li> <li>✓ Implementation of a Windows XP Mitigation plan to ensure corporate applications are stabilized and continued.</li> </ul>
	Champion <b>Capital Sustainability and Reinvestment</b>	<ul style="list-style-type: none"> <li>✓ Development and implementation of an annual planning process that captures program and accommodation changes on a ward by ward basis;</li> <li>✓ Creation of a systematic approach to student program reviews and system space needs;</li> <li>✓ Exploration of alternative design solutions, including private - public partnerships and reinvestment opportunities;</li> <li>✓ On-going, constructive and results oriented discussion with the Ministry of Education on capital priority needs and deficit recovery planning;</li> <li>✓ Development of a long term K-12+ program and accommodation plan, with 10 year enrolment analysis;</li> <li>✓ Completion of Junior High Schools realignment, with consideration of direction and feedback from the Trustees, staff and communities involved.</li> </ul>
	Support and value <b>Continuous Improvement through program and operational Audits and Reviews</b>	<ul style="list-style-type: none"> <li>✓ Establishment and implementation of a process to respond to internal and external Reviews and Audits, including assessing, prioritizing, workflow, discretionary and non discretionary costs, communications, implementation cycle and monitoring for impact and reporting out;</li> <li>✓ Completion and response to current internal Program and Operational Reviews, including: 1) Optional Attendance Policy, 2) French Program Distribution, 3) Special Education – Inclusionary Practices, 4) Learning Opportunities Index, 5) Transportation Costing, 6) Warehouse Distribution Centre, 7) Administrative Space, 8) Toronto Lands Corporation Evaluation and 9) Return to Work Accommodations.</li> <li>✓ Establishment and cyclical updating of public TDSB Accountability website, including posting of Achievement Progress School by School and by Families of Schools, School Budgets, Director's Office and Central Program Expenditures.</li> </ul>
	Modernize our <b>Information Technologies Systems</b>	<ul style="list-style-type: none"> <li>✓ Focused resources to expand necessary IT infrastructure requirements to sufficiently increase capacity for learners and teachers, including improved bandwidths, 100% of our schools with wireless school zones and/or classrooms and capable of "Bring Your Own Devices" programming for students and more Blended Learning and e-learning services;</li> <li>✓ Development and use of an integrated TDSB Virtual Library, with 24/7 accessibility for students, staff and parents.</li> </ul>
	Develop and initiate implementation of a <b>K – 12+ Long Term Program &amp; Accommodation Plan</b>	<ul style="list-style-type: none"> <li>✓ Establishment of a systematic approach to Program Reviews and Student Accommodation Planning for a 10 year period, including enrolment tracking resulting from new developments, program and neighbourhood changes;</li> <li>✓ Greater consideration of redevelopment opportunities and opportunities for integrated service delivery;</li> <li>✓ Clearer K-12+ Program Planning and implementation, with identification of existing, revised and new program needs and locations.</li> </ul>
	Establish and implement <b>Policy &amp; Procedure, Risk Management and Accountability</b> structures	<ul style="list-style-type: none"> <li>✓ Implementation of a cyclical (4 years) process for review of all Policy &amp; Procedure to ensure currency and relevancy;</li> <li>✓ Development of a process to ensure all Audit &amp; Review reports are responded to;</li> <li>✓ 100% of Senior Staff and Central and School Leaders receiving training on risk management and institutional accountability, with the expectation that this training will be cascaded throughout their departments and schools.</li> </ul>

# Years of Action: 2013-2017

PRIORITY	WE WILL . . .	OUR ACTIONS WILL RESULT IN . . .
<b>STAFF INSPIRATION &amp; SUPPORT</b>	Develop and implement an <b>Attendance Support Program</b>	<ul style="list-style-type: none"> <li>✓ Establishment and use of a comprehensive Attendance Support and Engagement program for employees;</li> <li>✓ Review of our Disability Case Management program and processes and implement recommendations;</li> <li>✓ Improved attendance patterns and rates by employees.</li> </ul>
	Support and ensure <b>Health and Safety</b> compliance	<ul style="list-style-type: none"> <li>✓ Coordination, implementation and monitoring of compliance training for all school and central leaders and school based staff as required by legislation and Board policies and procedures, including development of additional system resources and tools;</li> <li>✓ Implementation of mandatory training regulated by the Ministry of Labour by 2014;</li> <li>✓ Implementation of training for Global Harmonized Systems (GHS), which replaces WHMIS, by late 2015;</li> <li>✓ Improved institutional accountability, health and safety measures (lost time injury, MOL citations) and risk management;</li> </ul>
	Enhance our <b>Human Resources Information Systems</b>	<ul style="list-style-type: none"> <li>✓ Improved human resources management efficiencies, with reductions in the margin of errors;</li> <li>✓ Upgraded Systems Applications &amp; Products (SAP) application systems;</li> <li>✓ Implementation of Employee Self-Serve and Manager Self-Serve, with electronic access to pay stubs, T4's, approval of leave requests, updating of personal information;</li> <li>✓ Implementation of third party software tools to assist in resolving payroll matters;</li> <li>✓ Protection of information and identity through implementation of an Identity Management System and secure ownership of key systems, data bases and applications processes.</li> </ul>
	Value meaningful work with <b>Education Partners</b>	<ul style="list-style-type: none"> <li>✓ Strengthening where possible collaboration with Education Partners, including the nine Union and three Non-Union Employee groups;</li> <li>✓ Implementation of the terms of the government Memorandum of Understandings for the 2012-2014 collective agreements;</li> <li>✓ Review of Negotiations Framework in conjunction with the proposed new legislation (Bill 122) in preparation for the upcoming 2014 negotiations;</li> <li>✓ Participation in and follow up implementation of new Negotiation parameters and terms.</li> </ul>
	Establish and implement <b>Performance Management</b> processes	<ul style="list-style-type: none"> <li>✓ Consistent implementation of existing Performance Appraisal and Management processes;</li> <li>✓ Review of performance appraisal and management processes for Support Staff in other boards and large complex organizations;</li> <li>✓ Development and implementation of a performance appraisal and management process for select Support Staff groups that include training and educational components.</li> </ul>
	Provide <b>Professional Learning, Staff Development and Training</b> programs	<ul style="list-style-type: none"> <li>✓ Targeted use of intended funds for Staff Development and Professional Learning, including capacity building in EPO/GSN related Programs and for Early Childhood Educators, Childcare providers, Beginning Teachers, Mentoring of new Principals and Vice-Principals, Senior Staff and Support Staff;</li> <li>✓ Development and implementation of alternative designs for staff development and training, including greater use of job embedded learning and modernized tools and structures;</li> <li>✓ Initiation of a design concept for a Professional Learning Institute in TDSB owned sites;</li> </ul>
	Establish and implement strong <b>Talent Growth and Succession Planning</b> structures and processes	<ul style="list-style-type: none"> <li>✓ 100% of Families of Schools and Central Departments will have Talent Growth – Aspiring Leadership initiatives.</li> <li>✓ Establishment, awareness and use of employment trend data to ensure knowledge growth and information and skills transfer for specific positions (including Senior Executive level and subject matter specialized positions);</li> <li>✓ Implementation of a Senior Team talent growth and succession planning survey and program;</li> <li>✓ Implementation of talent growth and succession planning strategies within all central and school based staff groups.</li> </ul>

# Years of Action: 2013-2017

PRIORITY	WE WILL . . .	OUR ACTIONS WILL RESULT IN . . .
<b>EDUCATION &amp; SUSTAINABLE DEVELOPMENT</b>	Champion and support <b>Environmental Protection</b> programs	<ul style="list-style-type: none"> <li>✓ More than 60% of our schools benefiting from the successful installation of solar arrays on school roofs;</li> <li>✓ 100% of our schools benefiting from the implementation of organic recycling pick up;</li> <li>✓ 100% of our schools participating in Eco-Schools programming and certification;</li> <li>✓ Development and implementation of a three year energy conservation and demand management plan.</li> </ul>
	Strengthen <b>Gender Equality</b>	<ul style="list-style-type: none"> <li>✓ Reduction of gender based violence reports through a stronger focus on respectful and healthy relationships;</li> <li>✓ Reduction in the achievement gaps between male and female students;</li> <li>✓ Reduction in the percentage and number of male students suspended and/or expelled from school;</li> <li>✓ 100% of schools with grades 7 – 12 classes with one trained Positive Spaces representative;</li> <li>✓ Implementation of the revised TDSB Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff;</li> <li>✓ Assessment and plan of action to support greater opportunities for male representation in school roles.</li> </ul>
	Promote and implement <b>Student Health</b> programs	<ul style="list-style-type: none"> <li>✓ Stronger partnership work with Toronto Public Health and organizations and agencies to support health promotion for students and families;</li> <li>✓ Implementation of programs to rigorously support active and healthy living, including an Active Transportation Charter, Daily Physical Activity, Nutrition, Vision &amp; Hearing screening and mental well-being;</li> <li>✓ Increased advocacy for resources to support in-school health promotion programs, such as more Pediatric Clinics;</li> <li>✓ Exploration and implementation of Integrated Service Delivery to maximize one-stop partnership services in school sites.</li> </ul>
	Strengthen commitment and advocacy for <b>Inner City</b> programs for students and communities	<ul style="list-style-type: none"> <li>✓ Establishment of a stronger focus on the learning and service needs of Inner City students and communities;</li> <li>✓ Greater efforts to work with external agencies to establish a community based integrated approach to providing services to Inner City areas;</li> <li>✓ Improved educational opportunities and success rates for students and parents in Inner City schools (150 Model Schools for Inner Cities schools);</li> <li>✓ Review of the Learning Opportunities Grant, followed by action oriented recommendations to better support students from Inner City communities;</li> <li>✓ Establishment of a Toronto District School Board Inner City department with dedicated focus on Inner City programming and services.</li> </ul>
	Support initiatives for <b>Poverty Reduction</b> and <b>Sustainable Livelihoods</b>	<ul style="list-style-type: none"> <li>✓ Work with external agencies and partners to advocate and support programs that mitigate the negative impacts of poverty;</li> <li>✓ Improved achievement, skill development and economic opportunities for students and where possible, parents from racialized backgrounds;</li> <li>✓ Provision of professional development for all school and central leaders on understanding the relationship between racialization and poverty;</li> </ul>
	Lead meaningful <b>Research and Innovative Practice</b>	<ul style="list-style-type: none"> <li>✓ Processes to initiate, complete, report and respond to Research Reports and Literature Reviews;</li> <li>✓ Greater advocacy for internal and external policy development or change, and program resourcing based on TDSB research &amp; recommendations;</li> <li>✓ Development and implementation of a Student Innovation &amp; Entrepreneurialism Strategy, which includes financial literacy, increased opportunities to participate in experiential learning, specialist high skills major, broad based technology and STEM based co-curricular programs;</li> <li>✓ Increased focus on curriculum and programs to better realize Employability Skills (Conference Board of Canada).</li> </ul>
	Demonstrate commitment to <b>Responsible Citizenship</b> programs	<ul style="list-style-type: none"> <li>✓ Development of a Youth Leadership Strategy by bringing together student voice, leadership and citizenship through the creation of programs, partnerships and opportunities that engage our youths in learning through social action on local and global issues;</li> <li>✓ 100% of our schools promoting and implementing Character Education initiatives and programs;</li> <li>✓ 100% of our schools with “caring adult” programs and processes to ensure every student feels seen and heard;</li> <li>✓ 100% of our schools participating in School Climate Surveys, with actions to address survey results in School Improvement Plans.</li> </ul>