



Multi-Year Strategic Plan

Year One

Completed Actions

Year One Completed Actions

Leadership Development

- Capacity building of Centrally Assigned Staff will focus on skills needed to support professional learning (facilitation, coaching, monitoring, content knowledge, professional learning design, etc.).

Leadership Development in Equity and Anti-Oppression

- Provided mandatory training for Principals/Vice-Principals in anti-oppression and anti-Black racism connected to school improvement by June 30, 2019 through Learning Network Meetings in alignment with the Director's Response to the Enhancing Equity Task Force Report. (Part 1 Completed)

Service Excellence

- Established Service Improvement Teams (SIT).
- Provided training for appropriate staff of Service Excellence awareness training – All Staff (Fall 2018) for Continuous improvement training – SIT Leaders (Fall 2018) Auditor training – Service Excellence Audit Teams.
- Established goals/objectives for Unit improvement.
- Created improvement plan, undertake the initiatives, check results and adjust as necessary.
- Collected data, including concerns and recognition and share information with staff.
- Underwent certification process to validate results, and recognize teams on an ongoing basis. (First phase complete)

Deep Learning Mathematics

- Gathered information from a variety of sources (quantitative, qualitative and perceptual data) that identify strengths, concerns (which students are not achieving the expected outcomes and why), areas in need of improvement, and that enable student needs to inform professional learning.
- Formed working groups to gather input from a variety of stakeholders (students, parents, teachers, coaches, administrators) to co-develop a system math plan that supports our school improvement process and is aligned with our commitment to human rights, equity, inclusion and anti-oppression in mathematics.

Deep Learning Literacy

- Conducted assessment through Running Records Differentiating instruction and assessment.
- Understanding of assessment (EQAO).
- Updated TDSB website to include educator and parent resources to support literacy learning in the classroom and at home.

Year One Completed Actions

Early Years Literacy and Numeracy

- Piloted a program which provides specially trained Speech and Language Pathologists to work with both Kindergarten and Grade 1 students and educators to develop a range of oral language skills.
- Increased the number of schools (annually) that access a literacy intervention to help more students become literate.
- Strategically allocated Early Reading Coaches and other interventions to support those schools with students in greatest need of additional literacy development and work with educators in each school to monitor progress.

Inclusion/Special Education

- Researched and reviewed the effectiveness of our Intensive Support Programs and Home School Programs (Grades 4-8) focusing on student outcomes.
- Studied the recommendations in the Ontario Human Rights Commission Policy “Accessible Education for Students with Disabilities” in order to incorporate these recommendations into practice.

Grade 9 and 10 Academic

- Consulted with secondary Principals and school teams to study the best way to implement the Academic Strategy especially in Math.
- Gathered information from a variety of sources including research partners (quantitative, qualitative and perceptual data) to identify strengths, concerns (which students are not achieving the expected outcomes and why), areas of improvement, and effective practices in Grade 9 Academic programs to ensure classrooms are inclusive learning spaces for all students.
- Examined class size to better meet the needs of students.

Toward Excellence in the Education of Black Students: Transforming Achievement and Well-Being – Leadership Development

- Provided mandatory training for all Principals/Vice-Principals in anti-oppression and anti-Black racism connected to school improvement. (Part 1 Completed)
- Provided employees various tools and resources to understand and respond effectively to various forms of discrimination e.g., anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities, and monitor the use of the tools and learning in their daily work. (Partially Completed June 2019)

Toward Excellence in the Education of Black Students: Transforming Achievement and Well-Being – Early Years

- Expanded Africentric and Culturally Responsive Pre-Kindergarten programming based on a developed research framework.

Year One Completed Actions

Student Well-Being and Mental Health

- Developed a school improvement goal in well-being that accurately reflects area(s) of need in school-level data (e.g., Student and Parent Census, School Climate Surveys, Attendance & Absenteeism, Demographic and well-being) and reflects an awareness of how personal bias impacts our interpretations of those data. (Completed Year 2)
- Shared evidence-based strategies for improving well-being with schools through a central webpage.
- Strategically aligned all services, strengthen collaboration and build capacity among various staff supporting mental health and well-being by coordinating service for students at the Learning Centre level and providing joint professional learning.
- Provided training on suicide prevention to various employee groups. (Year 1 Completed)

Student Voice

- Developed approaches to authentically engage and learn from a variety of students at different stages of school improvement planning in every school (Year 1 Completed)

Long-Term Program and Accommodation Strategy (LTPAS)

- Engaged in a consultation process with internal stakeholders, Advisory Committees, Student Senate, Trustees and the public to develop revised drivers.
- Obtained approval for the revised drivers.
- Incorporated the revised drivers into the annual LTPAS process (2019-2020) impacting the strategy developed for 2020-2029.

Secondary Program

- Reviewed environmental scan of all secondary programs and identify gaps throughout the Board.

Budget Resource Allocation

- Identified and analyzed the elements of the Board's budget that use flexible funds to determine if funds are aligned to the Board's strategic directions.

Equitable Distribution of Facility Resources

- Reviewed the current distribution of work to determine trends, gaps and concerns in how we allocate facility renewal funds.
- Identified funding sources (including reallocation) to support this additional work after Grants for Student Needs are announced.

Year One Completed Actions

Staffing Allocation

- Assessed historical/unique allocation practices to determine those practices which may not be equitable so changes can be made in preparation for the 2020-2021 school year.

Community Engagement

- Established expectations for parental and student engagement in the school improvement process.

Internal Communications

- Ensured that all employees open their browser to the TDSBweb (intranet site for staff) when they login so that this daily connectivity will improve the Board's outreach and communications to teaching staff.
- Used Qualtrics software to provide opportunities for more dynamic online exchange of parent and employee ideas and opinions that will supplement traditional forms of public consultation.
- Explored internal social media software/platforms.
- Researched and wrote at least nine feature stories about TDSB schools, students and staff, accompanied by photography and video (where possible), to be featured on the Board's internal and external website, in e-newsletters and promoted via social media.

External Communications

- Connected parents/caregivers directly to their school Trustee.
- Consulted with representatives of PIAC to create new parent portal on TDSB public website.
- Completed the renovation of the Boardroom's 17 year old A/V system and webcast technology.
- Started phased-in rollout of digital school forms to improve efficiency, increase security and convenience for parents, and further our commitment to the environment with the decrease of paper-based forms.

Open Access to TDSB Data

Implemented the Board's Open Data policy by:

- o Creating a website for reporting on open data initiatives and updating new information available for public access Completed and website launched
- o Conducting business and operations department briefing on what open data is, identify sources of data for potential reporting and work with the Board's Freedom and Privacy of Information Office to ensure reporting of data is consistent with any data reporting restrictions.

Issues Management for School and System Leaders

- Provided issues management and media relations training for Principals and Vice-Principals.