

Strategic Action Plan 2016-2017



Innovation and collaboration for all



Supporting the well-being of all



Valuing the strength of everyone's voice

STRATEGIC ACTION PLAN 2016-2017

Embrace Learning

In TLDSB we are committed to high levels of student achievement through:

Innovation and collaboration in learning for all

We accomplish this by ...

Identifying strengths and needs of each student to provide appropriate programming

Supporting innovation in the classroom

Advancing new technologies for learning

Providing relevant and timely learning opportunities

Learning in the natural environment

Enhancing the arts in our schools

Supporting the well-being of all

We accomplish this by ...

Embedding Feed All Four (our mind, body, spirit, emotions) as our way of being

Growing and improving students through intentional assessment and evaluation

Using physical activity to improve our bodies and brains

Providing safe, caring and inclusive learning environments

Increasing mental health understanding to reduce stigma

Valuing the strength of everyone's voice

We accomplish this by ...

Seeking student perspectives and responding to what we hear

Working alongside parents as partners in programming and learning

Strengthening a focus on being in service to our community

Welcoming collaboration with our community partners

Sharing our stories

Strategic Action Plan 2016-2017 - Innovation and collaboration

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
	We are committed to high levels of student achievement through innovation and collaboration in learning for all.				
1	Identifying strengths and needs of each student to provide appropriate programming	School improvement plans are established and goals are set after a thorough analysis of data related to students strengths and needs.	Each school will submit their School Learning and Improvement Plan by October 31, 2016. All plans will be made available via Google.		
2		Create a common understanding of learning disabilities to better support student learning.	Professional learning delivered to teachers, EAs, and administrators.	Surplus Management Fund	
3		Continue to engage in learning for staff and students for our math goal with a focus on students with a learning disability.	Our math goal will be made public. Learning for staff in content area will be delivered in a variety of formats. Feedback will be collected to monitor progress.		
4		Reinvigorate the core beliefs of student success.	Reestablish school and system student success meetings and use current data to address achievement gaps.		
5		Provide training and support to strengthen IEP goals based on student strengths and needs.	Goals are specific, measurable and attainable. Guide is developed for TLDSB.		
6		Support teachers to purposely analyze assessment for student strengths and needs to inform next steps in learning.	Produce and implement new TLDSB assessment guides to support teachers in using the Growing Success document.		
7		Establish a System Improvement Team to engage in learning to support and inform goals outlined in the Board Improvement Plan.	The System Improvement Team will meet five times through the year to engage in inquiry and be responsible to share inquiry process and findings with families of schools.		
8	Supporting innovation in the classroom	Continue to implement and collect data with Collaborative and Proactive Solutions in pilot schools.	Use a tracking form to collect data on CaPS in 10 schools. Participate in research project with Ryerson.		
9		Support project-based learning initiative at LCVI.	Meet regularly with LCVI team to assess needs, professional learning and student progress.		

Strategic Action Plan 2016-2017 - Innovation and collaboration

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
10		Enhance training and support for coding activities in elementary classrooms.	See the expansion of the coding project from 38 teachers from the previous year to approximately 110 teachers with the inclusion of Primary and Intermediate teachers.		
11		Support the TLDSB Tiny Build challenge at self-selected secondary schools.	Schools will self-select and participate in Tiny Home projects that integrate science, tech, business marketing, math and design.		
12		Provide enhanced supported programming for at-risk students (SAL or disengaged students).	Investigate the creation of a grade 7/8 alternative program.	Surplus Management Plan	
13	Advancing new technology for learning	Expand and support digital learning classrooms in elementary and secondary schools.	For the elementary digital learning classrooms, there is an increase from 2 face-to-face professional development days to 3 with additional online opportunities in between the face-to-face meetings. Increase in tweets using the #tldsbdlc as well as increased posts in the Google dlc classroom.	Surplus Management Fund	
14		Provide training on assistive technology for teachers alongside students to enhance consistent use in the classroom. (focus on secondary)	Dates and locations of training sessions established and conducted with student / teacher teams.	Surplus Management Fund	
15		Investigate a comprehensive special education platform.	Platforms reviewed by team (Tienet, Clevr, etc); best solution recommended.		
16		Research, identify, and implement K-12 online tool for assessment and evaluation.	RFP completed with input from stakeholders; timeline established for implementation.	Surplus Management	
17		Support the implementation of the Ministry of Education e-learning strategy.	Consultants attend online and face-to-face meetings hosted by the Ministry; Consultants host training sessions online and face-to-face for teachers teaching K-12; Consultants map courses to one simplified course for Coop teachers..	EDU funding	
18		Develop program of secondary student technology champions for both staff and students.	Program is developed by Technology Services Consultants with the inclusion of students and their voice.		
19		Establish an e-library of resources for students to access through the TLDSB Resource Centre.	E-library established and manual provided to schools with directions on how to access resources.	Surplus Management	

Strategic Action Plan 2016-2017 - Innovation and collaboration

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
20		Implement an online internal communications strategy including a new email platform, staff website, and student portfolio program.	Email platform chosen; Staff website developed; Student portfolio program implemented.		
21	Providing relevant and timely learning opportunities	Adopt a balance of Adobe, in-person, family of schools, and one-to-one mentoring opportunities for school-based staff.	A menu of professional learning circulated to the system for three month increments; Feedback collected and reviewed to ensure professional learning is timely relevant and related to need.		
22		Reassignment of elementary Instructional Leads to address school needs in reading, writing, and math.	Instructional Leads assigned to work for 2-month blocks in identified schools.		
23		Schools will design and meet in Professional Learning Communities (PLCs) to study student work and to monitor progress toward the goals in their school learning and improvement plans.	Targets set for all grade 3 and 6 classes; RTI triangles in reading, writing and math collected for each school; Records of Learning completed at the end of each PLC to outline what was learned and next steps for educators.		
24		Engage in professional learning with EQAO research staff to better understand trends as they relate to TLDSB student achievement.	System and school administrators have an opportunity to examine and reflect on trends in system and school achievement data in order to adjust instructional strategies at the school level.		
25		Enhance superintendent monitoring at the school level of instructional practices, assessment practices and student achievement.n	Superintendent monitoring involves monthly in-school meetings with administrators and teachers where data is collected and shared and senior administration table to inform decision making.		
26		Support the implementation of a financial literacy instruction tool in the Careers course an select secondary schools.	A unit of financial literacy is created and implemented in grade 10 Careers.		
27		Expand "Best in TLDSB" skills competition and the elementary innovation challenge.	Teams entered in various skill trades competitions from all secondary schools.		
28		A French as a Second Language consultant will work with teachers in Core French and French Immersion to implement CEFR and FSL curriculum.	Feedback collected three times through the year to determine impact of FSL consultant and next steps in professional learning for the FSL teachers in the system.	Surplus Management	
29		Continue cross panel learning with BMLSS family of schools project on literacy diagnostics.	Outcomes of select family of schools literacy inquiry is established and shared.		

Strategic Action Plan 2016-2017 - Innovation and collaboration

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
30		Develop a Leadership Symposium for select teachers; VP/P mentoring program; and responsive items for VP/P meetings through the Leadership Steering Committee.	Committee meets regularly with senior admin; Pre and post surveys used to guide work; Items for VP/P meetings selected; mentoring program complete and leadership symposium held.		
31		Content learning will be provided in the areas of Number Sense and Numeration, Spatial Reasoning and Fractions and Algebra	Variety of professional learning offered; feedback collected focusing on content learning of adult participants.		
32		Professional Learning in the area of reading will be reignited focusing on targets and closing the gap.	Feedback collected and reading targets monitored.		
33		Develop a guide to support teachers when writing responsive IEPs.	Focus group established; guide completed.		
34		Support schools to understand and use a pyramid of intervention to support self-regulation.	Pyramid of intervention created and shared; Schools selecting interventions based on student and school need.		
35		Use pedagogical documentation to determine the impact of the learning in play and inquiry environments.	DECE mentorship program established with a focus on pedagogical documentation.		
36		Certify an EA from each school in behaviour response techniques, strategies, data collection, and observation to be an in-school resource.	Behaviour training complete.	Surplus Management	
37	Learning in the natural environment	Offer a Take Me Outside to Learn opportunity in Haliburton.	October 1st session will take place with partners from community offering sessions.		
38		Enhance the TLDSB Outdoor Education Learning Menu.	Menu enhanced with additional outdoor education sites.		
39		Support educators in learning about various opportunities for outdoor learning.	Outdoor learning Adobes and Professional Learning sessions offered; Feedback collected.		
40		Include FNMI teachings in Yearley Outdoor Education Centre opportunities for students.	Support provided by FNMI consultant to the Yearley Outdoor Education Centre staff.		
41	Enhancing the arts in our schools	Provide an elementary arts consultant to support staff learning in visual arts, drama, dance, and music.	Professional Learning in the arts takes place throughout the year; Feedback collected and shared with Elementary Arts Advisory Council.	Surplus Management	
42		Identify an arts lead in every elementary school.	Arts Lead identified; information shared with staff.		

Strategic Action Plan 2016-2017 - Innovation and collaboration

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
43		Provide professional learning to support enhancement of the arts.	Professional learning menu reflects focus of the arts and delivered in a variety of ways; Feedback collected and shared with Elementary Arts Advisory Council.		
44		Enhance the elementary mass band initiative.	Mass Band initiative planned by sub-committee; Event promoted through Communications department.		
45		Review and refresh programming opportunities at TLAC.	Review of programming completed with steering committee; Additions and deletions recorded.		

Strategic Action Plan 2016-2017 - Well-Being

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
	In TLDSB we are committed to high levels of student achievement through supporting the well-being of all.				
1	Embedding Feed All Four (our mind, body, spirit, emotions) as our way of being.	Establish an employee wellness committee with membership from all bargaining units and non-union groups.	Committee established; Activities/actions to support employee wellness implemented.		
2		Support school councils in efforts to promote Feed All Four.	School councils provided with Feed All Four ideas and resources.		
3		Introduce and support secondary schools to Feed All Four as a way of being.	Presentations completed at all secondary schools.		
4		Support educators to connect Feed All Four and self-regulation goals and regulations.	Connections made between pyramid of interventions and Feed all Four; shared amongst schools for common understanding.		
5	Growing and improving students through intentional assessment and evaluation	Provide professional learning and implement Growing Success Kindergarten addendum.	September Adobe Sessions about upcoming changes to reporting in Kindergarten; Professional learning through fall to support teachers in assessing, evaluating, and reporting using the four frames.		
6		Use Growing Success to anchor professional learning in assessment and evaluation.	Document is used as a support resource as the new teacher guides are implemented.		
7		Base assessment and evaluation on observation, conversation, and product with the student as a full and active participant.	Support and professional learning is provided and evident during school visits from system and school administrators.		
8		Support school teams to collect assessment information for IEP development and comprehensive behaviour plans.	Assessment team used in schools; Behaviour plans complete.		
9	Using physical activity to improve our bodies and brains	Continue to support teacher learning in elementary daily physical activity with a connection to student achievement.	Professional Learning focuses on the why of physical activity and its impact on brain function; Survey completed three times through the year to monitor DPA and physical activity across schools.	Surplus Management Fund	
10		Provide professional learning for implementation of the revised health curriculum.	Health Curriculum Professional Learning sessions offered through Professional Learning menu; Feedback sought from educators about additional supports required.		

Strategic Action Plan 2016-2017 - Well-Being

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
11		Support schools in selecting mindful strategies to help students self-regulate.	Mindfulness committee provides a number of strategies for intervention; Strategies written in behaviour plans where appropriate.		
12	Providing safe, caring and inclusive learning environments	Educate staff, students, and the school community in the philosophy and expectations in the TLDSB 'Creating a Positive Space - Supporting our Transgender Students.'	Transgender guide introduced to school councils, staff, and students.		
13		Support the use of a pyramid of self regulation to stagger response and provide intervention for students in need.	Students and schools select strategies and interventions specific to the student need; Students use strategies independently.		
14		Continue to implement Collaborative and Pro-Active Solution (CaPS) in 10 schools and investigate a second group of proficiency coach training.	CaPS in place; Second set of coaches selected for training.	Surplus Management	
15		Implement level 1 VTRA training for all TLDSB administrators.	Training held and level 1 facilitation completed by school administrators when applicable.	Surplus Management	
16		Implement a Young Warriors 20 week cycle in 7 schools across TLDSB.	Cycle completed; Pre and post surveys collected to inform decision making for future implementation.	Surplus Management	
17		Expand Roots of Empathy to 29 schools.	Roots trainers available for 29 programs in schools by June 2017.		
18		Provide Imagine Canada opportunity in partnership with Me to We to foster greater awareness of the Truth and Reconciliation Commission recommendations.	Greater awareness of the recommendations of the Truth and Reconciliation Commission established.		
19		Introduce equity walks as an assessment tool for schools and include a poverty focus in the walk.	Walks introduced as a tool; Professional learning on poverty complete.	Surplus Management	
20	Increasing mental health understanding to reduce stigma	Conduct SafeTalk (suicide intervention prevention) training for students in secondary schools.	Training complete; Student voice collected after training.		
21		Offer mental health literacy, SafeTALK, and Feed All Four sessions for all Mental Health Leads and administrators.	training complete; Mental Health Leads support school improvement team planning	Surplus Management	

Strategic Action Plan 2016-2017 - Well-Being

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
22		Revisit MindUp curriculum as an option in elementary schools.	MIndUp curriculum revisited in elementary schools.		
23		Implement a mental health focus for the EA PD day in November.	PD day complete.		
24		Support schools in thinking about student behaviours as stress behaviours to reduce stress in each of Shanker's 5 domains.	5 domains included as part of pyramid of interventions; Schools identify possible stressors as part of behaviour planning .		

Strategic Action Plan 2016-2017 - Voice

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
	In TLDSB we are committed to high levels of student achievement through valuing the strength of everyone's voice.				
1	Seeking student perspectives and responding to what we hear	Gather student voice at the classroom level on a regular basis to inform instruction, assessment, and school improvement planning.	SEF self-assessment conducted at each elementary school to access student voice to inform school improvement planning.		
2		Conduct school climate surveys in spring 2017.	Survey completed; Data shared with principals to inform school improvement planning; Board wide data used to inform decision making.		
3		Utilize G7 Student Senate as an avenue to gather student perspectives.	Opportunities provided for G7 to gather student voice.		
4		Participate in and support community partners' youth engagement activities throughout the board.	Participation in each of 3 attendance areas; Student voice gathered; information used to inform decision making.		
5		Build student advocacy for student learning needs including IEP accommodation and modifications, assistive technology, and differentiation.	Students identify their own learning needs to teachers; Passport used to support.		
6	working alongside parents as partners in programming and learning	Develop information pieces on mental health for schools to use	Ten information pieces produced and distributed in newsletters, websites, and social media to communicate with parents to reduce stigma and increase mental health literacy.		
7		Provide technology learning opportunities including information on assistive devices for parents and community partners.	Information sessions provided for the public is increased with a specific emphasis on assistive technology.		
8		Investigate providing enhanced programming for students with autism spectrum disorder (ASD).	Programming options identified; Solutions implemented.		
9		Design and implement a survey to gather parent voice to inform Special Education Advisory Committee (SEAC) and Specialized Services Department goals.	Survey completed; Information shared with schools and Specialized Services Department to inform next steps.		
10		Emphasize the importance of the parent role in IEP development and student programming through our customer service philosophy.	Best practices shared between schools; Schools extend a variety of opportunities for parents to participate.		

Strategic Action Plan 2016-2017 - Voice

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
11		Provide math support information for schools to use in newsletters, websites, and social media to communicate with parents.	Support information shared with schools and through District School Council-Parent Involvement Committee.		
12		Expand SchoolConnects training to secondary staff.	Data collected by Technology Services team indicates increased usage of SchoolConnects by staff at secondary schools.		
13		Increase the use of SchoolConnects for attendance reporting in elementary schools.	Data collected by Technology Services team indicates increased usage of SchoolConnects by office administrators at elementary schools.		
14	Strengthening a focus on being in service to our community	Maintain and develop partnerships with CAMH, CCAC, and youth mental health services in each community.	Partnerships in place; Services distributed amongst schools; Regular review meetings held in each attendance area.		
15		Participate in CKL acutely elevated risk Situation Table and investigate opportunity for a Situation Table in Muskoka.	Situation table developed in Muskoka and representation at CKL table.		
16		Explore opportunity for a district app to enhance school and district communication.	District app options explored; Recommendations provided to senior administration.		
17		Utilize board committees as a vehicle to gather staff perspectives.	Committees established; Representative staff appointed to all committees; Perspectives incorporated into decision making.		
18		Participate in the Strong Districts and Their Leadership study.	Senior administrators participate in a minimum of three Strong Districts sessions; TLDSB co-hosts one session and presents at one session.		
19	Welcoming collaboration with our community partners	Refine the process through which we establish agreements with our community partners for service to students within our schools.	Process revised; Supporting procedures updated; Form available on website for community partner use.		
20		Develop and implement the Coordinated Service Plan (CSP) and Integrated Delivery of Rehabilitation Services (IDRS).	Full participation at steering committees in Muskoka and HCKL; Process implemented when complete.	Surplus Management	
21		Strengthen partnerships with full-day childcare and before-and-after school childcare providers.	Revised Childcare Manual circulated and used by educators and partners; Feedback sought through Best Start and Community Planning Tables.		

Strategic Action Plan 2016-2017 - Voice

	Supporting Strategies	Actions	Indicators of Success	Resources	Results
22		Expand programs with the Ontario Early Years Centre (OEYC) into FFSS, JD Hodgson ES, and Archie Stouffer ES.	Programs relocated to schools; Partnerships enhanced; Feedback solicited from OEYC about process.		
23		Explore opportunities to establish/expand our facilities as community hubs.	Facility partnership consultations held; Opportunities for partnerships evaluated and implemented where appropriate.		
24		Refine Tech it Out offerings with college partners.	New offerings leveraged for evening programs that capitalize on other specialized college offerings highlighting areas of high employment need.	Surplus Management	

List of Acronyms

AETC	Adult Education and Training Centres	MTCU	Ministry of Training, Colleges, and Universities
ASL	Aspiring School Leaders	NCEC	National Character Education Conference
BIPSA	Board Improvement Plan for Student Achievement	NTIP	New Teacher Induction Program
CASI	Comprehensive Attitude Strategies and Interests	OeLC	Ontario eLearning Consortium
CCAC	Community Care Access Centre	OSSLT	Ontario Secondary School Literacy Test
CILM	Collaborative Inquiry for Learning – Math	OWA	Ontario Writing Assessment
CKL	City of Kawartha Lakes	OYAP	Ontario Youth Apprenticeship Program
Co-op	Cooperative Education	PALS	Practical Academic Life Skills
CUPE	Canadian Union of Public Employees	P and P	Policy and Procedure
DECE	Designated Early Childhood Educator	PBS	Positive Behaviour Supports
DI	Differentiated Instruction	PD	Professional Development
DPA	Daily Physical Activity	PLC	Professional Learning Communities
DSC/PIC	District School Council/Parent Involvement Committee	PMB	PM Benchmark Test
EA	Educational Assistant	PQP	Principals Qualification Program
ECE	Early Childhood Educator	RTI	Response to Intervention
EQ360	Emotional Quotient 360	SBPST	School Based Problem Solving Teams
EQAO	Education Quality and Accountability Office	SEA	Special Education Amount
eSIS	Electronic Student Information System	SEF	School Effectiveness Framework
EY	Early Years	SERT	Special Education Resource Teacher
FDK	Full Day Kindergarten	SHSM	Specialist High Skills Major
FI	French Immersion	SIM	Schools in the Middle
FNMI	First Nations, Métis, Inuit	SIP	School Improvement Plan
FTE	Full Time Equivalent	SLP	Summer Learning Program
FYCSM	Family, Youth, and Child Services of Muskoka	SSI	Student Success Inventory
GSA	Gay Straight Alliance	SST	Student Success Teams
ICT	Information and Communication Technology	TLAC	Trillium Lakelands Arts Camp
IEP	Individual Education Plan	TLCP	Teaching-Learning Critical Pathways
IPRC	Identification, Placement, and Review Committee	VLC	Virtual Learning Centre
IT	Information Technology		
L2L	Learners to Leaders		
LGBT	Lesbian, Gay, Bisexual, Transgendered, Two-Spirited		
LLTN	Literacy Learning Team Network		
LTO	Long Term Occasional		
MOE	Ministry of Education		