

# STRATEGIC ACTION PLAN

## 2014-2015

### FINAL REPORT



STUDENT ENGAGEMENT AND ACHIEVEMENT



STAFF ENGAGEMENT AND DEVELOPMENT



PARENT AND COMMUNITY ENGAGEMENT



# STRATEGIC ACTION PLAN 2014-2015 Final Update

The 2014-2015 Strategic Plan is divided into three sections corresponding to the three main goals outlined in the 2011-2015 Strategic Directions.

## STUDENT ENGAGEMENT AND ACHIEVEMENT

**In TLDSB, every student is provided with multiple opportunities to achieve their full potential**

To support this goal, we will:

- Provide safe and caring learning environments
- Focus on individual student needs
- Use student work and achievement data to guide classroom instruction
- Establish individual, classroom, school and Board improvement targets based on relevant school based and provincial student assessments
- Encourage innovation to support student success at all levels
- Use student voice to identify strategies that improve student engagement and achievement

## STAFF ENGAGEMENT AND DEVELOPMENT

**In TLDSB, all staff have access to relevant professional development**

To support this goal, we will:

- Provide meaningful, job-embedded professional development
- Align professional development with improvement goals
- Differentiate professional development
- Support leadership development

## PARENT AND COMMUNITY ENGAGEMENT

**Parents and community partners play an active role in supporting the development and achievement of our students**

To support this goal, we will:

- Continually communicate the critical role the home plays in a child's development
- Engage in partnerships that support the health and well-being of our students
- Make our schools and facilities available as community hubs whenever possible
- Ensure that goals, progress, and achievement are communicated through a variety of media

## Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
<b>STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.</b>					
<b>Board Improvement Plan</b>	The Board Improvement plan will focus professional development, student achievement and well-being efforts on greatest area of student need. (embedded)	Professional development and resources focusing on the greatest area of student need are provided.	Senior Administration		Student voice surveys established in secondary schools to establish high quality tasks; Diagnostics assessments used to identify student strengths and needs.
	Learning goals, success criteria, and descriptive feedback are used to support student achievement. (ongoing)	School support visits and student work demonstrate these supports tied to student achievement.	Senior Administration		All schools incorporated learning goals, success criteria, and descriptive feedback into school improvement plans and professional learning activities. Monitoring occurred through SEF visits, school self- assessments, and walk through.
	Tiered intervention and differentiated instruction reaches all students. (ongoing)	School support visits and student work indicate a variety of responses and instructional and assessment are being utilized.	Senior Administration		Network meetings incorporated identification of target students and planning for responsive instruction to student need. Ongoing.
	Student voice is used as a tool to engage all students in learning and to inform next steps for teachers. (ongoing)	Multiple opportunities provided to gather student voice (District Support visits, SEF indicators, forums, surveys).	Senior Administration		All schools are using a variety of methods to collect student voice to inform decisions at both the classroom and school level.
	Establish a System Improvement Planning Team to monitor progress and inform implementation of the Board Improvement Plan. (ongoing)	Principals selected, team created, meetings held, recommendations provided.	Larry Hope		The SIPT has met on 5 occasions and are monitoring the board math goal by taking a research stance with Grade 6 boys.
<b>School and Board Improvement Plans</b>	School and Board Improvement Plans will be aligned and based on school and board areas of student need. (embedded)	School Improvement Plans are complete and monitoring indicates evidence of implementation.	Senior Administration		Each school has identified a teaching and learning goal and a safe and accepting goal; All schools have an identified math goal. Inquiries to continue into 2015-16

Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Initiate shared Superintendent and Director formal visits to schools to support alignment and implementation of board and school improvement plans. (ongoing)	At least 5 school visits per supervisory officer are completed with Director of Education.	Larry Hope		40 official school visits from Director with an average of 3 visits with each school superintendent; 40 drop-in/unofficial school visits made.
<b>Classroom Instruction</b>	Classroom instruction, assessment, and evaluation is based on curriculum expectations. (ongoing)	Lessons are designed using curriculum expectations as the foundation.	Senior Administration		All schools were involved professional learning about generating and using quality tasks specifically tied to curriculum expectations. Ongoing.
	Student work and achievement data will guide classroom instruction. (embedded)	Instructional practices are differentiated in response to student needs.	Senior Administration		Student work and achievement is being monitored and analyzed through PLCs, network meetings, and co-planning activities to make instructional decisions for current students.
	Students will be provided with quality classroom tasks. (embedded)	All students are engaged in tasks that are meaningful and worthy of student time and effort.	Senior Administration		Schools have been engaged in creating, testing, and refining quality tasks.
	Investigate financial literacy resources for pilot grade 7 classes. (new)	Resources investigated.	Senior Administration		Resources exploration in progress. Resource links made available on board website and through social media. Presentation at DSC-PIC meeting, partnering with local experts for parent engagement tips.
	Establish Career Cruising as the preferred career exploration and planning tool for grades 7 to 12. (new)	Career Cruising implemented.	Bruce Barrett		Complete. Most elementary schools are using program on a regular basis. Secondary schools transitioning.
	Implement year 3 of 3 year ICT Plan "Leading and Learning with Technology in TLDSB" (new)	"Plan" is communicated and shared.	Dianna Scates		Three year plan is complete. Survey not completed due to labour action.

## Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Implement Google email addresses for all TLDSB students. (new)	All students have email addresses.	Dianna Scates		Complete.
	Conduct IT survey to revise and create next ICT Plan. (new)	Survey completed.	Dianna Scates		Survey not completed due to labour action.
	Promote Social Media Strategy "Grow the Good" with an emphasis on digital citizenship. (new)	TLDSB social media is used to promote digital citizenship with students.	Catherine Shedden	Surplus management plan	Social media strategy in place for weekly messaging; Digital citizenship emphasized; 34% follower growth in Twitter - 5433 followers; 1547 Facebook likes - 116% increase improvement; 21,539 views on YouTube - 30% increase.
	Support implementation of Ministry of Education e-learning strategies. (embedded)	Students have access to a variety of opportunities including Homework Help, Blended Learning, and online courses (VLC).	Dianna Scates	EDU Funding	Homework Help: 950 students using the site, 2709 chat visits; Blended Learning: 4798 unique logins; VLC: Semester 1: 1481 Credits earned. Semester 2: 1560 Credits earned.
	Continue year 2 of 3 year plan to support the implementation of quality daily physical activity in elementary schools. (ongoing)	All elementary schools receive consultant support for physical and health curriculum and DPA.	Andrea Gillespie	Surplus management plan	All schools have accessed the Healthy Active Living Consultant; daily physical activity survey is complete. Feed All Four launched.
	Implement play-based learning strategies in kindergarten to grade 2. (new)	Play-based learning strategies are implemented in Kindergarten to grade 2 classrooms.	Andrea Gillespie		Early Years teams participated in Adobe Connect meeting and Early Years classroom visits.
	Explore outdoor education related curriculum resources for elementary students. (ongoing)	Resources reviewed and recommendations to senior administration.	Andrea Gillespie		Take Me Outside to Learn took place on Saturday May 2. 37 schools accessed outdoor education funding; 93 outdoor education outings complete; 24 outdoor education centres utilized.

Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Explore inquiry in play opportunities in nature for Early Years students. (new)	Opportunities explored; report to Senior Administration.	Andrea Gillespie		Natural Curiosity PD completed on June 1 and 2 in collaboration with community partners. Financial support provided to schools to enhance outdoor learning.
	Support year 2 of 3 year plan for deeper implementation of physical and health education in elementary schools. (ongoing)	Resources and supports provided.	Andrea Gillespie	Surplus management plan	Ongoing. Focus on Health through local professional learning. After school professional learning focussed on DrumFit, health curriculum, and physical activity.
	Implement Grade 1 responsive reading approach to support acquisition of reading skills for targeted students. (new)	Professional development and resources focusing on responsive reading at the grade 1 level are provided.	Andrea Gillespie		School teams have taken part of Professional Learning on Responsive Reading. Three teaching cycles completed in 2014-15.
	Support and monitor implementation of assessment strategies and tasks for Practical Academics and Life Skills classes. (new)	Students in Practical Academics and Life Skills classes are engaged in tasks that are meaningful and worthy of student time and effort.	Kevin Cutler	EDU Funding	Functional Assessment Kits purchased; Professional development provided based upon the principles of Learning for All.
	Implement a model of Collaborative and Proactive Solutions for students experiencing behaviour difficulties. (ongoing)	selected students display more positive behaviours and are able to spend more time in regular classrooms	Kevin Cutler		Coaches from TLDSB and community mental health agencies received coaching every Wednesday with Dr. Greene; 10 TLDSB schools in initial stages of piloting the process.
	Implement enhanced supported programming for at-risk students (SAL or disengaged students). (new)	Menu of programs, coop opportunities, community resources available to students.	Kevin Cutler	Surplus Management Plan	A menu of opportunities from our communities created; Students self-selected and schools planned alternative learning opportunities.
	Support the implementation of the TLDSB FNMI elementary curriculum resource. (new)	Resource implemented in grades 3 to 6; additional resources added to package; implementation feedback gathered.	Larry Hope	EDU Funding	Consultant worked from February to June to expand FNMI resource; implementation and training delayed due to labour action.

## Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Expand TLDSB FNMI curriculum resource to include additional elementary grades. (ongoing)	Resource developed and shared; training provided.	Larry Hope	EDU Funding	Consultant worked from February to June to expand FNMI resource to grade 5-6; implementation and training delayed due to labour action.
	Continue with capacity building in TLDSB regarding Children's Mental Health. (ongoing)	Resources and professional development are provided to all stakeholders to support students.	Kevin Cutler		Sessions on Safe Talk and Mental Health ASIST are complete; Mental Health Steering Committee met 4 times. Feed All Four launched.
	Use current student data to create meaningful and relevant curriculum-based IEP expectations. (ongoing)	IEP expectations are individualized, classroom teacher-created, and based on students' current level of performance.	Andrea Gillespie Kevin Cutler		PD for SERTs; focus of SEAT; mini-lessons developed for school staff meetings.
	Collaboratively develop behaviour intervention plans for all students who have safety plans. (embedded)	Intervention plans developed and implemented.	Kevin Cutler		Safety plans reviewed regularly and response to intervention plans created and monitored for all students with behaviour identification.
	Develop classroom resources and activities for Restorative Practices. (ongoing)	Resource guide developed and shared with schools.	Kevin Cutler		Working group on Restorative Practices met and are developing classroom resources for teachers. Will be presented to school teams in October 2015.
	Introduce Re-Reading Tutor program at the secondary level. (new)	Re-reading tutor programs occurring in secondary schools.	Kevin Cutler		Re-reading program and materials currently being used in 5 schools. Schools have integrated materials into essential or non-credit bearing language courses.
	Provide year 2 of 2 support to secondary schools for technical shop renewal. (ongoing)	Needs assessed, purchases coordinated, equipment in place.	Bruce Barrett Bob Kaye	Surplus Management Plan	All secondary schools have accessed the funds to make capital purchases i.e. tire changes, wheel balancers.



## Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Expand Learning Commons space to GHS where students can actively pursue their educational needs in an independent and collaborative way. (ongoing)	Learning Common established at GHS.	Bruce Barrett	Surplus Management Plan	Completed.
	Launch "I am Because of You" character development initiative. (new)	Initiative launched; resources developed.	Larry Hope		Initiative launched; Video produced and shared; Packages distributed to schools and community partners.
	Establish a skilled trades tech camp for grade 6-7 students in partnership with Fleming College. (new)	Camp established.	Bruce Barrett	Surplus Management Plan	57 grade 7 students from across the Board participated in Tech It Out.
<b>Safe and Accepting Schools</b>	Continue to support Me to We initiatives in TLDSB schools. (embedded)	Continued involvement of TLDSB schools in Me to We initiatives.	Larry Hope		30 schools attended We Day in September; 30+ schools active in We Act program; We Act report submitted; Plans in place for Stand Up training and Power to Change Camp.
	Promote and monitor alternatives to suspension strategies. (embedded)	Best practices in prevention and response are identified and shared.	Kevin Cutler		Discussions at Accepting Schools Committee meetings and VP meetings; Sharing of strategies; Monitoring of suspension and expulsion data mid year.
	Continue to support the implementation of Equity and Inclusive Education strategies. (ongoing)	Inclusive practices are in place in all schools.	Senior Administration		Working group on Equity and Inclusive Education developed strategies and resources. Professional development session planned for school teams in October 2015.
	Positive space initiative is revisited and further supported. (embedded)	Positive space resources displayed in schools and staff have been trained.	Kevin Cutler		Data collected on positive space displays in schools; GSA conference May 8; The Big Book of Families provided to all JK/SK classrooms.

Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Implement year 2 of secondary school sound field installation and training plan. (ongoing)	Select secondary classrooms will be equipped with sound-fields.	Kevin Cutler	Surplus Management Plan	Secondary classrooms in TLDSB have soundfield systems in place. Troubleshooting guides in place.
	Provide Stand Up training to selected grade 7-10 students in bullying prevention and intervention and enhancing school climate. (ongoing)	Training provided; Survey data collected.	Kevin Cutler		All schools in TLDSB have received Stand Up training.
	Provide opportunities for mindfulness instructions in classrooms. (new)	Opportunities available.	Kevin Cutler		Mindfulness working group established and received online training; 3 after school voluntary professional development sessions offered. Today's Parent article published highlights Bracebridge PS mindfulness practices. Networking through Mindfulness First Class conference.
	Pilot Mindful Martial Arts program to students in selected schools. (new)	Schools selected; program provided.	Kevin Cutler		25 TLDSB staff have volunteered to participate in training; training deferred.
	Develop videos on bullying prevention and intervention. (new)	Videos developed.	Kevin Cutler		Videos produced and shared; Videos uploaded to website.
	Establish Week of Kindness and Wellness in third week of November. (ongoing)	Activities implemented in all schools.	Kevin Cutler		Week of Kindness occurred; Schools submitted activities to be shared with other schools.
	Pilot internal notification system at FFSS for lockdown and other emergencies. (new)	Successful simulations completed; report to senior administration.	Kevin Cutler		System installed; training to take place August 2015.
	Implement revised Report Bullying page on all school websites. (new)	Report Bullying page implemented; Data collected.	Kevin Cutler , Dianna Scates		Live and working on all sites.

Strategic Action Plan 2014-2015 Final Update - STUDENT

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Plan and support G7 Student Leadership initiatives. (embedded)		Larry Hope		G7 organized and promoted mental health/ kindness week, Pasta Challenge, School Visits, and student leadership conference in April.
	Promote the TLDSB Concussion Policy and Procedure to raise awareness of significance of head injuries. (ongoing)	Administrators and select group of teachers trained on Concussion P and P.	Bruce Barrett		Administrators trained; All school representatives received first aid and concussion training.

## Strategic Action Plan 2014-2015 Final Update - STAFF

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
<b>STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.</b>					
Classroom Instruction	All departments will provide site-based job-embedded professional development activities. (ongoing)	Job-embedded professional development is provided at work sites whenever appropriate and possible.	Senior Administration		All secondary schools had four rounds of in-school site specific professional development. All elementary schools engaged in inquiry-based professional learning and 4 self-selected professional learning series completed (math, literacy, healthy active living, assessment).
	Focused support for schools will be site-based whenever possible. (ongoing)	Direct support provided, based on need.	Senior Administration		Support for schools was differentiated based on needs at the school by instructional leads, consultants, and central office staff.
	Offer 4 elementary professional learning series for self-selected professional learning in: literacy; numeracy; knowing your students; healthy active schools. (new)	Self selected menu shared with staff; sessions provided to interested staff.	Andrea Gillespie		Sessions completed. Sessions that had highest attendance were numeracy and healthy active schools.
	Provide a leadership development symposium for school leaders prior to the start of the school year. (embedded)	Symposium held.	Senior Administration	BLDS Budget	Complete.
	Offer educators an opportunity to participate in IT/Math Camp. (new)	Math Camp learning focuses on identified ministry priorities in the area of junior math.	Andrea Gillespie Dianna Scates	Surplus Management Plan	Camp was cancelled for summer of 2015.
	Provide orientation for new administrators. (embedded)	Orientation held; feedback gathered.	Earl Manners; Senior Administration		Complete.
	Identify and train a cohort of instructional leaders. (embedded)	Leads selected; training provided.	Andrea Gillespie; Bruce Barrett	Surplus Management Plan	Complete.

## Strategic Action Plan 2014-2015 Final Update - STAFF

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Department Heads will be primary leaders to actively carry out school self-assessment. (ongoing)	Professional development and support provided in the areas of instruction, assessment and evaluation, and leadership.	Bruce Barrett		Department Heads in all secondary schools performed classroom visits based on instructional focus .
	Conduct District Support Visits in 17 elementary schools, all secondary schools, and all AETC sites. (embedded)	School leadership teams participate in pre-meeting, classroom visits and discussion based on school identified area of focus.	Senior Administration		Each elementary school completed self assessment and District Reviews took place in 13 schools.
	Focused inquiry will take place at the school level on an area of need and interest, grounded in the BIPSA / SIPSA. (embedded)	Each school will identify and report on an inquiry question based on area of greatest student need. (secondary school the instructional focus).	Andrea Gillespie, Bruce Barrett		Each school engaged in inquiry based on identified area of need.
	All schools will engage in a school self-assessment based on the SEF indicators. (new)	Schools complete an SEF self assessment. Data, including student voice, used for school improvement planning.	Andrea Gillespie Bruce Barrett		Completed Needs Assessment in September and October as part of the development of the School Improvement Plan.
	Participate in the Barrie Region PNC (Professional Network Centre). (embedded)	Professional development provided.	Dianna Scates		Three PD events held for MISA Barrie region teachers throughout the year.
	Offer Earn a Device program to interested permanent teachers of .5 FTE or greater. (embedded)	PD courses offered after school hours; devices deployed to teachers who have completed required courses.	Dianna Scates	Surplus Management Plan	Program reviewed and revised; All EAL laptops updated from Windows XP to Windows 7.
	Implement year 4 of innovation and inquiry with technology initiative. (ongoing)	Applications submitted, funding provided, projects completed.	Dianna Scates	EDU Funding	20 schools, 24 teachers, 1467 students, 23 projects in total awarded approximately \$136,000.
	Offer monthly professional learning opportunities on the effective use of PowerSchool. (enhanced)	PowerSchool implemented; training provided and further reports developed.	Dianna Scates		Monthly adobe meetings have been offered as well as several face-to-face workshops to support the system.

## Strategic Action Plan 2014-2015 Final Update - STAFF

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Implement and provide training for SchoolConnects as communication tool for all schools.	SchoolConnects implemented; training provided to staff	Dianna Scates		Complete.
	Train and develop NTIP mentors to work with new and LTO teachers in a structured, supportive, and differentiated manner. (embedded)	Mentors selected and trained, opportunities to collaborate provided to mentors and mentees.	Earl Manners	EDU funding.	NTIP Orientation, Meet your Mentor, Mentor training completed; Mentor/mentee PD, Second Orientation session, self-selected PD Day and Guest Speaker program completed.
	Support healthy active living leads in all elementary schools. (ongoing)	Training and resources provided.	Andrea Gillespie	EDU Funding	All Healthy Active Leads attended a professional learning session at Camp Wanakita in October.
	Student strengths and needs will be reflected in classroom planning. (embedded)	Student / classroom profiles developed; teacher planning reflects profile.	Senior Administration		Electronic class profiles developed for all elementary and secondary classrooms available through PowerTeacher.
	Refine and evaluate the continuous intake model for internal assessment practices for specialized services. (ongoing)	Continuous intake results in reduced waiting lists and higher rate of assessment completion.	Kevin Cutler		Process monitored, students prioritized, reduced the data requirements from schools prior to assessment completion.
	Provide FDK educator teams professional learning support through Early Years networks. (ongoing)	Early Years professional learning is offered 3 times over the year focusing on new research in early years.	Andrea Gillespie		All Early Years teams have taken part in Adobe Connect professional learning sessions and network meetings.
	Provide professional development in creating explicit and meaningful IEP expectations. (ongoing)	Exemplars of quality IEP expectations created and professional development and resources provided to schools.	Senior Administration		SERT professional learning session held in February; Mini-lessons developed for school staff meetings; IEP review tool created for teacher and admin use.
	Revise the Educational Assistant Handbook. (new)	Draft copy has been created and will be finalized this school year with stakeholder input.	Kevin Cutler		Handbook completed for distribution Sept 2015.

## Strategic Action Plan 2014-2015 Final Update - STAFF

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Engage schools in math inquiry that focuses on collaboration and sharing of positive teaching practices and strategies in primary, junior, and intermediate mathematics classrooms. (ongoing)	Schools co-plan and co-teach lessons; shared examples of student work. Content study will focus on number sense.	Andrea Gillespie Bruce Barrett		Each elementary school has an identified math goal; Goals are currently being monitored and instruction is being adjusted as needed; FOS math inquiries ongoing.
	Engage schools in developing an implementation plan that outlines the school-based professional learning identified through greatest area of student need and strengths. (ongoing)	Schools engaged in the inquiry based on student need. Instructional leaders and consultants will support this job-embedded work.	Andrea Gillespie		Each elementary school created an implementation plan.
	Develop an Early Years strategy to communicate initiatives with various stakeholders: Educators; Early Years community; planning tables; parents.	Early Years strategy developed and shared.	Andrea Gillespie		Early Years Advisory committee has met twice; Completed Early Years brochure.
	Promote use of social media (twitter) using #tlidsblearns to share professional learning across the system.	Social media hashtag shared with all staff; increased use of hashtag.	Senior Administration		#tlidsblearns shared across multiple venues: at PD sessions; in 2014 Annual Report; on TLDSB Twitter and Facebook; training took place at NTIP session.
	Conduct a leadership symposium for selected teaching staff.	Leadership symposium held.	Senior Administration	EDU Funding	Did not occur due to lack of funding.
	Migrate to Microsoft Office 2013 on all system computers.	Computers updated; training provided.	Dianna Scates	Surplus Management Plan	Complete. All computers are now imaged with Microsoft Office 2013.
	Participate in faculty of education-sponsored career fairs.	TLDSB represented at education fairs.	Earl Manners		Participated in Education Fairs at Trent, Nipissing and Glendon College targeting French Immersion and Core French teachers.

## Strategic Action Plan 2014-2015 Final Update - STAFF

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
Safe and Accepting Schools	Develop sustainability and training plan for new staff in Restorative Practices. (ongoing)	New staff trained, sustainability plan created.	Kevin Cutler	NTIP Funding	New and existing TLDSB teaching staff have been trained internally in restorative practices; 5 new TLDSB trainers trained by IIRP.
	Continue Behaviour Management Systems training. (ongoing)	Training provided to appropriate staff.	Kevin Cutler, Earl Manners		Sessions held every PD day.
	Offer Mindful Schools training to school staff. (new)	Training provided.	Kevin Cutler		After school voluntary PD sessions held and available to all TLDSB staff.
	Implement SmartFind attendance and dispatch system for covering employee absences. (new)	Parameters identified; staff trained; SmartFind implemented.	Earl Manners		Implemented for elementary teachers, EAs, and DECEs.
	Implement site-based Occupational Health and Safety Committees in TLDSB workplaces as required. (new)	Committees established; training provided; inspections complete.	Earl Manners		Implemented; Training of worker and employee representatives completed.
	Develop a Healthy and Safe Science Classroom Policy and Procedure. (new)	Policy and procedure developed and shared.	Earl Manners, Bruce Barrett		Committee established; Procedure in development.
	Support mental health leads in all schools. (ongoing)	Training provided; Families are directed to agencies when support is necessary or requested.	Kevin Cutler		Training sessions have occurred.
	Provide mental health literacy PD opportunities to target groups. (embedded)	Several PD sessions on mental health literacy have been provided to many staff groups. More training will be provided this school year	Kevin Cutler		Safe Talk, Mental Health ASIST and Feed All Four sessions have occurred.
	Create policy and procedure for Violent Threat Risk Assessment. Training for administrators. Include TLDSB area in regional protocols. (new)	Policy and procedure developed; training provided; TLDSB included in regional protocols.	Kevin Cutler		Policy, procedure and protocol near completion.
	Provide training to staff on suicide prevention, intervention, and postvention awareness. (new)	Training provided to staff.	Kevin Cutler		Training sessions have occurred in collaboration with community partners.



Strategic Action Plan 2014-2015 Final Update - STAFF

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Implement year 2 of facility cleanliness assessments. (ongoing)	Goals identified; targets set; progress monitored.	Bob Kaye		Complete and process ongoing.
	Provide training to appropriate staff on TLDSB Graphic Standards Manual. (ongoing)	TLDSB Graphics Standards Manual promoted, staff trained.	Catherine Shedden		Elementary curriculum staff training provided in September; School office staff introduction fall 2015.
	Develop and implement a Bullying Prevention policy and procedure. (new)	Policy and procedure developed; training provided.	Kevin Cutler		Policy and procedure developed and approved.
	Revise and distribute Bullying Prevention resources guide for staff. (new)	Bullying Prevention resource revised and shared.	Kevin Cutler		Resource guide being updated; Resources available on First Class.
	Provide resources and training on Social Emotional Learning to interested schools. (new)	Training and classroom resources provided.	Kevin Cutler		Resources in development.

## Strategic Action Plan 2014-2015 Final Update - PARENT AND COMMUNITY

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
<b>PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.</b>					
<b>Parent and Community Engagement</b>	Promote family and community engagement with parent aboriginal education resources and community awareness events. (embedded)	Events promoted; resources provided to schools.	Larry Hope		May symposium held during day for students; evening event cancelled due to speaker illness.
	Provide opportunities for DSC/PIC to meet regularly. (embedded)	DSC-PIC meetings promoted and held.	Catherine Shedden		4 meetings held; 2013-2014 DSC-PIC annual report presented in fall 2014; PIC funded Kids Club video segments and Take me Outside to Learn event.
	Implement and promote SchoolConnects as a communication tool between school and home. (new)	SchoolConnects implemented and promoted.	Dianna Scates Catherine Shedden	Surplus Management Plan	School Connects promoted; schools encouraged to utilize tools; positive feedback from two central emergency messages.
	Review and update format and tools used for producing school newsletters. (ongoing)	Best methods for information sharing from school to home provided;	Catherine Shedden		Peachjar community flyer system launched January 2015. Community partners shared 1905 flyers; Schools shared 941 flyers; 1322 registered users; access to Peachjar available on all board and school websites.
	Continue to implement the Accessibility for Ontarians with Disabilities Act (AODA). (ongoing)	Staff and facilities are equipped to meet the needs of a diverse population.	Earl Manners Bob Kaye		AODA Committee met January 7, 2015 to review and update Multi-Year Accessibility Plan. Plan approved by Board. Mandatory training modules implemented on-line for all staff.
	Work with community partners to increase awareness of poverty. (enhanced)	Practices are established that reduce the stigma and impact of poverty. Results of poverty survey will be analyzed and released. The work of the Poverty Working Group includes planning Bridges Out of Poverty Sessions.	Senior Administration		Survey results shared with Principals; Training model in development to increase awareness; Additional staff attended Bridges Out of Poverty sessions.

## Strategic Action Plan 2014-2015 Final Update - PARENT AND COMMUNITY

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Focus on digital citizenship through Grow the Good social media campaign. (new)	Social media messages highlight good digital citizenship practices.	Catherine Shedden	Surplus Management Plan	Social media strategy in place for weekly messaging; Digital citizenship emphasized; 34% follower growth in Twitter - 5433 followers; 1547 Facebook likes - 116% increase improvement; 21,539 views on YouTube - 30% increase.
	Community character development encouraged and celebrated through "I am because of you" initiative. (new)	Community partners, business, municipal government, service clubs, and others provided with "I am because of you" resources.	Catherine Shedden		Community informed; Packages sent; resources available for free.
<b>Curriculum support</b>	Participate in joint advisory panels on technology with local colleges and co-terminus school boards. (embedded)	TLDSB participates in two regional advisory panels that maximize opportunities for TLDSB students	Bruce Barrett		Completed.
	Expand professional learning series for Early Years community to CKL and Haliburton. (new)	Courses designed, sessions invitations sent out to childcare partners, sessions complete.	Andrea Gillespie		Met and planned learning series for CKL and Haliburton.
	Partner with Fleming College to advise and promote skilled trades programs to TLDSB students. (ongoing)	Partnerships explored and advanced in grades 6 to 12	Bruce Barrett		All elementary schools visited for skilled trades promotion.
	Monitor the role of Mental Health Nurse in the schools in partnership with CCAC. (ongoing)	Mental health nurses in schools addressing service gaps.	Kevin Cutler		MHANS available to all secondary schools. Collaborative review meetings with CCAC held.
	Work with community partners to implement evidence based collaborative and proactive solutions. (ongoing)	New approaches to behaviour interventions implemented.	Kevin Cutler		Coaching model with Point in Time, CHIMO, and KHCAS has been implemented in 10 TLDSB schools.
	Share the co-developed TLDSB Childcare manual with all schools and childcare partners. (ongoing)	Manuals shared with schools and partners.	Andrea Gillespie		Childcare manuals shared with all community partners.

Strategic Action Plan 2014-2015 Final Update - PARENT AND COMMUNITY

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	Revise and increase accessibility of TLDSB Parent Handbook for Special Education. (ongoing)	Handbook revised and accessible.	Kevin Cutler		Section 10 "Categories and Definitions of Exceptionalities" identified as a priority; revision complete; exceptionality fact sheet in development. SEAC webpage developed.
	Promote supports in mathematics and literacy for parents and students. (new)	Parent sessions planned and implemented. Feedback received from participants.	Andrea Gillespie Catherine Shedden		Math presentation at December DSC-PIC meeting; Math links on website; Parent toolbox promoted through social media; TLDSB contributed to Ministry of Education parent math communication strategy.
	Enhance "We've Got You Covered" promotional campaign. (ongoing)	Resources enhanced and shared.	Bruce Barrett		Site updated and enhanced.
	Enhance TLDSB directory of quality outdoor education opportunities for TLDSB students. (ongoing)	Directory enhanced and shared with schools.	Andrea Gillespie	Surplus Management Plan	Directory updated and funding dispersed.
	Review and revise IPRC process to allow waiving of annual meeting in appropriate circumstances. (ongoing)	IPRC process revised.	Kevin Cutler		SERTs and VPs trained; revised flow chart and system in place;streamlined data collection from schools.
	Promote the Early Years strategy with various stakeholders. (ongoing)	Early Years strategy shared.	Andrea Gillespie		Early Years brochure created and ready for distribution.
	Implement Panorama (new immunization information repository)	Reporting protocols implemented and information shared with applicable health units .	Dianna Scates Catherine Shedden		Complete.



## THE ACRONYM LIST

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

