

STRATEGIC ACTION PLAN

2013-2014

FINAL REPORT



STUDENT ENGAGEMENT AND ACHIEVEMENT



STAFF ENGAGEMENT AND DEVELOPMENT



PARENT AND COMMUNITY ENGAGEMENT

STRATEGIC ACTION ACTION PLAN 2013-2014 FINAL

The 2013-2014 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

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STUDENT ENGAGEMENT AND ACHIEVEMENT - In TLDSB, every student is provided with multiple opportunities to achieve their full potential.					
Board Improvement Plan	The Board Improvement plan will focus professional development, student achievement efforts in the areas of greatest need. (embedded)	Professional development and resources focusing on the areas of greatest need are provided.	Senior Administration		Most administrators and teachers can articulate the greatest area of student need for their school, classroom and students.
	Learning goals, success criteria, and descriptive feedback are used to support student achievement. (new)	School support visits and student work demonstrate these supports tied to student achievement.			In most classrooms, students can articulate what they are doing and what helps them be successful.
	Tiered intervention and differentiated instruction reaches all students. (new)	School support visits and student work indicate a variety of responses and instructional and assessment are being utilized.	Senior Administration		Achievement of students with special needs continues to increase due to improvement in IEP's which students can articulate and advocate for; improvements in usage of assistive technology; and overall reduction in stigma of requiring accommodations.
	Student voice is used as a tool to engage all students in learning and to inform next steps for teachers. (new)	Forums provided to gather student voice.	Senior Administration		Four common questions were used to gather student voice via school self assessment and District Support Visit.
	Establish a System Improvement Planning Team to monitor progress and inform implementation of the Board Improvement Plan. (new)	Principals selected, team created, meetings held, recommendations provided.	Larry Hope		System Improvement Planning team met 5 times to set system direction.
School and Board Improvement Plans	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		Complete.
	Initiate shared Superintendent and Director formal visits to schools to support alignment and implementation of board and school improvement plans. (new)	At least 3 school visits per supervisory officer are completed with Director of Education.	Larry Hope		Complete; School Superintendent joined in 8 of 86 school visits by Director of Education.
Classroom Instruction	Classroom instruction, assessment, and evaluation is based on curriculum expectations. (enhanced)	Lessons are designed using curriculum expectations as the foundation.	Senior Administration		Meaningful planning based on curriculum expectations is happening.

	Student work and achievement data will guide classroom instruction. (embedded)	Instructional practices are differentiated in response to student needs.	Senior Administration		Evidence during classroom visits that there are a variety of instructional and assessment practices meeting the needs of 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		Rich tasks based on curriculum expectations are being used in most classrooms.
	Implement year 2 of 3 year ICT Plan "Leading and Learning with Technology in TLDSB" (new)	"Plan" is communicated and shared.	Dianna Scates		Implement survey in September 2014 to further revise IT Plan.
	Promote Social Media Strategy "Grow the Good". (embedded)	Social media is used to share success stories including staff and student accomplishments. Number of schools participating in social media is increased.	Catherine Shedden	Surplus Management Plan	11 schools active on Facebook including AETC; 39 schools on Twitter; 42 eLink stories published; 1625 new Twitter followers since September; 420 new Facebook likes since September - more than a 50% increase; 191 FB posts; 322 tweets.
	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		Homework Help 73.5%, 5609; D2L accounts: teachers 312, VLC 637, students 1934; Credits earned through VLC - 3604 semester 1 and 2; Credits earned through Open School courses - 144.
	Implement year 3 of "Learning Strategies" program at Pine Glen PS, Central Senior School, and Scott Young PS. (enhanced)	Closing of gap in student literacy and numeracy skills.	Kevin Cutler		Student achievement continues to improve, particularly in reading and comprehension. Students are being integrated into regular programs more successfully; assistive technology being utilized effectively.
	Renew and support the implementation of quality daily physical activity in elementary schools. (new)	Consultant hired, plan created and implemented.	Andrea Gillespie	Surplus Management Plan	QDPA has been renewed in all schools with a focus on Drumfit, Fitness Stations, and sustained physical activity in physical education classes.
	Support deeper implementation of physical and health education in elementary schools. (new)	Resources and supports provided.	Andrea Gillespie	Surplus Management Plan	Professional learning and coaching about well-designed physical education classes has begun.
	Review, support, and monitor primary reading and early reading intervention programs. (new)	Reading data collected and analyzed; programs reviewed.	Andrea Gillespie Kevin Cutler		Early Reading Intervention program review complete; New pilot to begin in 14-15 with focus on Grade 1 Responsive Reading.

	Support and monitor implementation of consistent and measurable quality curricular outcomes for Practical Academics and Life Skills classes. (enhanced)	Students in Practical Academics and Life Skills classes are engaged in tasks that are meaningful and worthy of student time and effort.	Kevin Cutler		Effective assessment practices have been developed and are being implemented.
	Implement a model of Collaborative Problem Solving in coaching classes. (new)	Collaborative problem solving implemented in coaching classes.	Kevin Cutler		Targeted students have shown great improvements in behaviour in isolated settings; implementation in coaching classes has shown inconsistent results with students.
	Continue to increase accessibility of school-based mental health treatment for students. (enhanced)	Board and community resources provide increased access to services.	Kevin Cutler		Access to mental health services for students and programs for mental health services continues to expand.
	Implement year 3 of capacity-building in TLDSB around Children's Mental Health. (enhanced)	Resources and professional development resources provided to all stakeholders to support students.	Kevin Cutler	Surplus Management Plan	Minds Up curriculum implemented; Students are able to articulate aspects of mental health, wellness, and mental illness.
	Participate in year 3 of Ministry of Education pilot for Children's Mental Health. (enhanced)	Increased mental health services and supports for students.	Kevin Cutler	EDU funding	Through enhanced partnerships and community planning, gaps in service are being identified and addressed in communities so that students are better able to access services.
	Use current student data to create meaningful and relevant curriculum-based IEP expectations. (enhanced)	IEP expectations are individualized and based on students' current level of performance.	Andrea Gillespie Kevin Cutler		Students have greater input into IEP creation, monitoring, and implementation
	Collaboratively develop behaviour intervention plans for all students who have safety plans. (enhanced)	Intervention plans developed and implemented.	Kevin Cutler		All students have safety plans where required; Students, staff and parents are able to articulate their contents leading to better self-regulation and group problem solving.
	Introduce Re-Reading Tutor program at the secondary level. (new)	Re-reading tutor programs occurring in secondary schools.	Kevin Cutler		No data to report at this time.
	Provide support to secondary schools for technical shop renewal. (new)	Needs assessed, purchases coordinated, equipment in place.	Bruce Barrett Bob Kaye	Surplus Management Plan	All secondary schools have acquired equipment and machinery based on comprehensive needs assessment carried out by tech department heads and central staff.

	Develop Learning Commons spaces where students can actively pursue their educational needs in an independent and collaborative way. (new)	Learning Commons are established in 2 secondary schools (FFSS, HHS).	Bruce Barrett		Walkthroughs and student voice surveys indicate that Learning Commons have provided a location that supports student achievement; Expansion to a third site in 2014-15.
Safe and Accepting Schools	Continue to support Me to We initiatives in TLDSB schools. (embedded)	Increased involvement of TLDSB schools in Me to We initiatives.	Larry Hope		Complete and ongoing.
	Promote and monitor alternatives to suspension strategies. (enhanced)	Best practices in prevention and response are identified and shared.	Kevin Cutler		692 fewer suspensions since 2010.
	Continue to support the implementation of Equity and Inclusive Education strategies. (enhanced)	Inclusive practices are in place in all schools.	Senior Administration		Students have access to curricular materials which support the equity and inclusivity strategy of the province and TLDSB.
	Promote the inclusion of First Nations, Métis, and Inuit views and perspectives in all schools. (enhanced)	First Nations, Métis, and Inuit students feel safe, supported and see themselves positively reflected in their school environment.	Larry Hope	EDU Funding	Complete and ongoing; Resource developed; PD provided.
	Support equity and inclusion of LGBT students. (embedded)	LGBT students feel safe, supported, and see themselves positively reflected in their school environment.	Kevin Cutler		Successful LGBT conference in the spring ; all secondary schools have an LGBT support group in their school; enhanced partnerships in our communities have allowed students to access support outside of school.
	Implement year 1 of secondary school sound field installation plan. (new)	Select secondary classrooms will be equipped with sound-fields.	Shelley Woon	Surplus Management Plan	Targeted schools have had sound fields installed.
	Provide training to selected grade 7-10 students in bullying prevention and intervention and enhancing school climate. (new)	Training provided; Survey data collected.	Kevin Cutler		Stand Up program delivered to 4 families of schools; students implemented programs in their schools through a variety of means; many collected data on their projects.
	Revise, promote, and monitor use of Report Bullying page on all school websites. (enhanced)	Report Bullying page reviewed and revised; Data collected.	Kevin Cutler , Dianna Scates		Complete; 88 reports of bullying through school websites; Template revised for September 2014.
	Plan G7 Student Leadership Conference for Spring 2014. (embedded)	Leadership Conference planned and held.	Larry Hope		G7 Student Leadership conference focus on mental health; Participants from all secondary schools.

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	Endorse and promote the G7 Student Senate - Great Pasta Challenge. (embedded)	Continued promotion of G7; Great Pasta Challenge held; Student Leadership Conference planned and held.	Larry Hope		G7 organized a Wellness Week, Pasta Challenge, School Tours and G7 elections, Student Leadership Conference, and launched a Students Helping Students project.

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.					
Classroom Instruction	All departments will provide site-based job-embedded professional development activities. (enhanced)	Job-embedded professional development is provided at work sites whenever appropriate and possible.	Senior Administration		A focus on behaviour and assistive technology continue to be used by itinerant EAs.
	Focused support for schools will be site-based whenever possible. (enhanced)	Direct support provided, based on need.	Senior Administration		Spec Ed consultants and itinerant EA's visit schools on a daily basis.
	Provide opportunities for self-selected professional development based on an area of instructional focus. (enhanced)	Self selected menu shared with staff; sessions provided to interested staff.	Senior Administration		EA PD day allows participants to self select PD opportunities.
	Provide a leadership development symposium for school leaders prior to the start of the school year. (embedded)	Symposium held.	Senior Administration	BLDS Budget	Complete and ongoing.
	Offer educators an opportunity to participate in Math Camp. (enhanced)	Math Camp learning focuses on identified ministry priorities in the area of junior math.	Andrea Gillespie	Surplus Management Plan	129 participants attended Math Camp year 3.
	Provide orientation for new administrators. (embedded)	Orientation held; feedback gathered.	Earl Manners; Senior Administration		Orientation held in June.
	Identify and train a cohort of instructional leaders. (embedded)	Leads selected; training provided.	Andrea Gillespie; Bruce Barrett	Surplus Management Plan	19 elementary and 10 secondary Instructional Leaders trained and delivered extensive in-school supports in all TLDSB schools.
	Department Heads will be primary leaders to actively carry out school self-assessment. (enhanced)	Professional development and support provided in the areas of instruction, assessment and evaluation, and leadership.	Bruce Barrett; Shelley Woon		Department heads lead in-school walkthroughs with interested teachers in seven secondary schools.
	Re-establish District Support Visits by visiting 13 elementary schools and all secondary schools including AETC sites. (enhanced)	School leadership teams participate in pre-meeting, classroom visits and discussion based on school identified area of focus.	Senior Administration		Completed District Support Visits at 9 elementary schools in 13-14.

	Focused inquiry will take place at the school level on an area of need and interest, grounded in the BIP / SIP. (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		Complete.
	All schools will engage in a school self-assessment based on the SEF indicators. (new)	Schools will complete an SEF self assessment prior to the October 11th PA day. This data will be used for school improvement planning.	Andrea Gillespie Bruce Barrett		All elementary schools completed a school SEF self assessment focusing on gathering student voice as a source of data.
	Participate in the Barrie Region PNC (Professional Network Centre). (embedded)	Research opportunities and professional development provided.	Dianna Scates		MISA Assessment and Learning Symposium: 37 participants in October, 40 participants in January.
	Continue to build system capacity for planning and instruction that reflects the principles of Learning for All. (enhanced)	The principles of Learning for All are reflected in planning, instruction, and assessment.	Senior Administration		Focus on Learning for All principles for SERTS and administrators.
	Provide opportunities for teachers to engage in collaborative inquiry around assessment and evaluation. (new)	Board level inquiry offered in assessment.	Senior Administration		On hold.
	Offer Earn a Laptop program to interested permanent teachers of .5 FTE or greater. (embedded)	PD courses offered after school hours; laptops deployed to teachers who have completed required courses.	Dianna Scates		553 teachers received laptops since July 2010; 5032 PD sessions completed to date.
	Review Earn a Laptop program. (new)	Program renewal, eligibility, and training reviewed. Plan created for 2014-2015 school year.	Dianna Scates		Earn a Laptop program revised to Earn a Device.
	Implement year 3 of innovation and inquiry with technology initiative. (enhanced)	Applications submitted, funding provided, projects completed.	Dianna Scates	Surplus Management Plan	Projects complete; 3 PD sessions November, February, and April.
	Continue support and professional development for the effective use of PowerSchool. (enhanced)	PowerSchool implemented; training provided and further reports developed.	Dianna Scates		PowerSchool meetings held for all key elementary and secondary staff.
	Expand our bank of instructional materials to support implementation of PowerSchool. (enhanced)	Training videos and support documents created and posted.	Dianna Scates	Surplus Management Plan	PowerSchool meetings held for all key elementary and secondary staff.
	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	Mentor list expanded; PD provided to mentors; implemented NTIP collaborative conference site on First Class.

	Identify healthy active living leads in all elementary schools. (new)	Leads identified, training provided.	Andrea Gillespie		All schools identified a healthy active living lead in 2013-14 who attended two professional learning opportunities.
	Student strengths and needs will be reflected in classroom planning. (embedded)	Student / classroom profiles developed; teacher planning reflects profile.	Senior Administration		Profiles developed at the school level; Greatest area of student need identified for board and school improvement plans.
	Continue to refine and monitor internal system level assessment practices for specialized services. (enhanced)	System-level assessment practices revised accordingly.	Kevin Cutler		Noticeable streamlining of assessment requests and delivery.
	Provide FDK educator teams professional learning support through early learning networks. (new)	Early Learning Networks are offered four times over the year focussing on new research in early years.	Andrea Gillespie		Early Years Networks met three times in 2013-14.
	Provide professional development in creating explicit and meaningful IEP expectations. (new)	Exemplars of quality IEP expectations created and professional development and resources provided to schools.	Senior Administration		Complete and ongoing
	Revise the Educational Assistant Handbook. (new)	Handbook revised.	Kevin Cutler		Training and delivery to occur in 2014-2015.
	Continue to create and update individual program binders for students with significant needs. (enhanced)	Binders created and in use.	Kevin Cutler		Need to discuss effectiveness with practitioners.
	Engage schools in math inquiry that focuses on collaboration and sharing of positive teaching practices and strategies in primary, junior, and intermediate mathematics classrooms. (enhanced)	Schools co-plan and co-teach lessons; shared examples of student work. Content study of proportional reasoning will take place in all CILM schools.	Andrea Gillespie Bruce Barrett		Multiple math inquiries took place that addressed the teaching of mathematics and the content of mathematics.
	Engage schools in developing an implementation plan that outlines the school-based professional learning identified through greatest area of need. (enhanced)	Schools engaged in the inquiry based on student need. Instructional leaders and consultants will support this job-embedded work.	Andrea Gillespie		All schools completed an implementation plan which outlined greatest area of need and plan for addressing student and adult learning in this area.
Safe and Accepting Schools	Develop sustainability and training plan for new staff in Restorative Practices. (enhanced)	New staff trained, sustainability plan created.	Kevin Cutler	NTIP Funding	All new TLDSB staff received training in Restorative Practices as well as those who may have missed previous training opportunities.

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	Continue Behaviour Management Systems training. (enhanced)	Training provided to appropriate staff.	Kevin Cutler, Earl Manners	Surplus Management Plan	Most appropriate staff received training
	Develop annual health and safety system goals. (embedded)	Goals identified; targets set; progress monitored.	Earl Manners		Complete.
	Review employee wellness program. (enhanced)	Program reviewed, recommendations to Senior Administration.	Earl Manners		On hold.
	Identify mental health leads in all schools. (new)	Mental health leads established in all schools; training provided.	Kevin Cutler		Mental health leads training provided.
	Provide mental health literacy PD opportunities to target groups. (embedded)	PD provided to targeted groups.	Kevin Cutler	Surplus Management Plan	Mental health PD delivered over many sessions.
	Implement facility cleanliness assessment tools. (embedded)	Goals identified; targets set; progress monitored.	Bob Kaye		Complete and ongoing.
	Provide additional training for staff and administration for bullying prevention, intervention, and response. (new)	Training provided to staff and administrators in bullying prevention, intervention, and response.	Kevin Cutler		Training sessions provided to administrators, safe and accepting schools teams, safe and accepting schools steering committee, students in the Stand UP program; Bullying prevention working group established.
	Provide training to staff on suicide prevention, intervention, and postvention awareness. (new)	Training provided to staff.	Kevin Cutler		10 SSACs trained as safeTALK trainers.
	Provide training to appropriate staff on TLDSB Graphic Standards Manual. (new)	TLDSB Graphics Standards Manual promoted, staff trained.	Catherine Shedden		Training provided to most departments.

Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
PARENT AND COMMUNITY ENGAGEMENT - In TLDSB, parents and community partners play an active role in supporting the development and achievement of our students.					
Parent and Community Engagement	Promote family and community engagement with parent aboriginal education resources and community awareness events. (embedded)	Events promoted; resources provided to schools.	Larry Hope	EDU Funding	Symposium held May 22nd; Joseph Boyden guest speaker.
	Renew communication materials about Aboriginal Self Identification to parents and community. (enhanced)	Resources created and shared, data collected, trends identified.	Larry Hope		Brochures, posters, bookmarks created and distributed.
	Conduct community consultation to determine possible partnerships to promote character development. (new)	Consultation complete, survey conducted, results analyzed by Character Development Committee.	Larry Hope		All communities consulted; Modelling good character considered highest priority; "I am because of you" project plan in place.
	Provide opportunities for DSC/PIC to meet regularly. (embedded)	DSC-PIC meetings promoted and held.	Catherine Shedden		4 meetings held.
	Review parent engagement strategies on Restorative Practices. (new)	Parent engagement Restorative Practices sessions provided in all areas.	Kevin Cutler		Several presentations delivered at school council sessions; Many parents able to articulate the philosophy of Restorative Practice.
	Review software / applications to allow for additional effective means of communicating with parents. (new)	Software and applications reviewed and plans developed.	Dianna Scates Catherine Shedden		Synervice purchased for all schools; Implementation beginning in September.
	Review and update format for school newsletters. (new)	School newsletters reviewed, training offered, updates implemented.	Catherine Shedden		Research complete; Project ongoing.
	Review and update school websites. (new)	School websites reviewed; updated where appropriate.	Catherine Shedden Dianna Scates		All school websites reviewed and updated to WordPress sites; Training complete.
	Continue to implement the Accessibility for Ontarians with Disabilities Act (AODA). (enhanced)	Staff and facilities are equipped to meet the needs of a diverse population.	Earl Manners		Ongoing; website AODA training complete.
	Work with community partners to increase awareness of poverty. (enhanced)	Practices are established that reduce the stigma and impact of poverty.	Senior Administration		Poverty working group established; Many staff participated in Bridges out of Poverty sessions.
	Increase the use of social media through Grow the Good. (enhanced)	School and school board engagement is enhanced by using social media.	Catherine Shedden	Surplus Management Plan	Since Sept 2013 increased Twitter followers by 1625, 420 new Facebook likes; sent 322 tweets and 191 Facebook posts.

Curriculum support	Explore potential partnerships with post secondary institutions to offer an AQ Math course. (enhanced)	AQ math course to be offered fall 2013/winter 2014. \$250 rebate upon successful completion of course.	Andrea Gillespie		Courses offered but insufficient registration.
	Establish joint advisory panels on technology with local colleges and co-terminus school boards. (enhanced)	Two regional advisory panels established.	Bruce Barrett		Several regional meetings took place in 2014 and new meeting dates have been established for the upcoming school year.
	Provide sessions for childcare providers to receive professional learning on the full day learning program. (new)	Courses designed, sessions invitations sent out to childcare partners, sessions complete.	Andrea Gillespie		Early Years Professional Learning Series in Muskoka offered six sessions from January to June 2014. Session attendance was regularly in excess of 100 participants.
	Partner with Fleming College to advise and promote skilled trades programs to TLDSB students. (enhanced)	Partnership established, opportunities explored.	Bruce Barrett		Staff and students engaged in a variety of programs from schools visits to attendance at the first Skilled Trades technology camp sponsored by Skills Ontario.
	Expand the role of Mental Health Nurse in the schools in partnership with CCAC. (enhanced)	Mental health nurses in schools addressing service gaps.	Kevin Cutler		Mental health nurses well established in schools and communities.
	Continue to establish sexual health clinics in secondary schools that do not currently have one. (enhanced)	Sexual health clinics established in each secondary school.	Kevin Cutler		Sexual health clinics have been established in all secondary schools; Students access the clinics on a regular basis.
	Provide access to mental health resources through Board and school web sites, school newsletters, etc. (embedded)	Resources identified and promoted.	Kevin Cutler		Excellent promotional materials available through a number of means.
	Work with community partners to implement evidence based behaviour intervention strategies in coaching classes. (new)	New approaches to behaviour interventions implemented in coaching classes.	Kevin Cutler		Partnerships developed with agencies. participants at awareness stage; Much more training, planning, standardization and understanding is required.
	Share and implement the co-developed TLDSB Childcare Manual with all schools and childcare partners. (new)	Manuals complete, printed, and shared with partners via community partnership meetings.	Andrea Gillespie		All schools and childcare partners received multiple copies of TLDSB Childcare Manual co-developed with community partners.
	Revise and increase accessibility of TLDSB Parent Handbook for Special Education. (new)	Handbook revised and accessible.	Kevin Cutler		Ongoing, final draft is near completion.
	Promote use of school profiles for community partners, school, and Board use. (enhanced)	School profiles developed and shared.	Catherine Shedden		School profile book distributed to trustees and senior administration; School profiles on board website for each individual school.

	Develop TLDSB webpage based supports in mathematics and literacy for parents and students. (new)	Webpage created and updated with new resources.	Andrea Gillespie Catherine Shedden		Parent website page includes links to Prodigy and Mathies; two well researched math websites.
	Launch "We've Got You Covered" promotional campaign. (new)	Resources developed and shared.	Bruce Barrett		Received provincial and national recognition en route to a gold medal in communications.
	Develop a directory of quality outdoor education opportunities for TLDSB students. (new)	Directory created and shared with schools.	Andrea Gillespie	Surplus Management Plan	Complete and well used by most schools.
	Promote TLDSB Graphic Standards Manual. (enhanced)	Guidelines published and distributed. Workshop opportunities offered to departments.	Catherine Shedden		Departments offered workshop opportunities; Manual added to Publishing Standards procedure.

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