

STRATEGIC ACTION PLAN 2015-2016

SEPTEMBER 2015



STUDENT ENGAGEMENT AND ACHIEVEMENT



STAFF ENGAGEMENT AND DEVELOPMENT



PARENT AND COMMUNITY ENGAGEMENT

STRATEGIC ACTION PLAN 2015-2016

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 2015-2016 - STUDENT

	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.					
1	Board and School Improvement Plans	The Board and School Improvement plans will align and focus professional development, student achievement, and well-being efforts on greatest area of student need. (embedded)	Professional development and resources focus on the greatest area of student need.	Senior Administration		
2		Learning goals, success criteria, and descriptive feedback are used to support student achievement and well-being. (ongoing)	School support visits and student work demonstrate these supports tied to student achievement and well-being.	Senior Administration		
3		Tiered intervention and differentiated instruction reaches all students. (ongoing)	School support visits and student work indicate a variety of responses and instructional and assessment strategies are being utilized.	Senior Administration		
4		Student voice is used 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		
5		System Improvement Planning Team monitors progress and informs implementation of the Board Improvement Plan. (ongoing)	Principals selected, team created, meetings held, recommendations provided.	Larry Hope		
6	Achieving Excellence and Equity K-12	Classroom instruction, assessment, and evaluation is based on curriculum expectations. (ongoing)	Lessons are designed using curriculum expectations as the foundation.	Senior Administration		
7		Student work and achievement data will guide classroom instruction. (ongoing)	Instructional practices are differentiated in response to student needs.	Senior Administration		
8		Students will be provided with quality learning tasks. (ongoing)	All students are engaged in tasks that are meaningful and worthy of student time and effort.	Senior Administration		

Strategic Action Plan 2015-2016 - STUDENT

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
9		Support implementation of financial literacy instruction in select elementary schools. (new)	Schools selected; training provided; resources implemented.	Senior Administration		
10		Implement Career Cruising as the career exploration and planning tool for grades 7 to 12. (ongoing)	Career Cruising implemented.	Bruce Barrett		
11		Conduct IT survey to inform next ICT Plan. (ongoing)	Survey completed.	Dianna Scates		
12		Implement Digital Learning Classrooms in all secondary schools. (new)	Classrooms designated, equipment provided, and support provided by ICT consultants.	Dianna Scates		
13		Support coding projects in selected elementary schools. (new)	Projects awarded. PD and support provided by the ICT consultants.	Dianna Scates		
14		Support implementation of Ministry of Education e-learning strategy to foster a culture of co-learning and collaboration around technology enabled learning and teaching. (embedded)	Consultants support the system in increasing the awareness that students have access to a variety of opportunities including Homework Help, Blended Learning, and online courses (VLC).	Dianna Scates	EDU Funding	
15		Continue year 3 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	
16		Implement inquiry and play-based learning strategies in kindergarten to grade 3. (new)	Inquiry and play-based learning strategies are implemented in Kindergarten to grade 3 classrooms.	Andrea Gillespie		
17		Implement responsive reading approach to support acquisition of reading skills for targeted students. (ongoing)	Professional development and resources focusing on responsive reading are provided.	Andrea Gillespie		

Strategic Action Plan 2015-2016 - STUDENT

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
18		Support and monitor assessment strategies of essential skills for student independence in Practical Academics and Life Skills classes. (new)	Students in Practical Academics and Life Skills classes are engaged in tasks that are meaningful and reflect essential skills that foster independence.	Katherine MacIver		
19		Expand implementation of Collaborative and Proactive Solutions at select schools for students experiencing behaviour difficulties. (ongoing)	Selected students are supported to problem-solve in order to display more positive behaviours.	Katherine MacIver	Surplus Management Plan	
20		Provide enhanced supported programming for at-risk students (SAL or disengaged students). (ongoing)	Alternative programming opportunities are selected from a menu to engage students in learning.	Katherine MacIver	Surplus Management Plan	
21		Support the implementation of the TLDSB grade 3-4 and 5-6 FNMI curriculum resource. (ongoing)	Resource implemented and training provided for grades 3 to 6 teachers; implementation feedback gathered.	Larry Hope	EDU Funding	
22		Review and revise IEP expectations to reflect specific needs of individual students. (ongoing)	IEP expectations are individualized, classroom teacher-created, and based on students' current level of performance.	Bruce Barrett Andrea Gillespie Katherine MacIver		
23		Collect focussed data to revise behaviour intervention plans for students. (embedded)	Data collected; intervention plans revised.	Katherine MacIver		
24		Develop classroom resources and activities for Restorative Practices. (ongoing)	Resources developed and shared with schools.	Katherine MacIver		
25		Refine and expand skilled trades tech camp (Tech It Out) for grade 7 students in partnership with Fleming College. (ongoing)	Tech It Out camp refined, expanded, and provided.	Bruce Barrett	Surplus Management Plan	
26		Implement Musical Futures Program at one elementary school. (new)	Program implemented and evaluated.	Dianna Scates		
27		Research and inventory current integrated arts programs in place in schools. (new)	Research complete; report shared.	Senior Administration		
28		Support schools in implementing All About Me student profiles. (new)	Students participate in profile development.	Andrea Gillespie Dianna Scates		

Strategic Action Plan 2015-2016 - STUDENT

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
29		Increase participation in local and provincial Skilled Trades competitions. (new)	Participation increased.	Bruce Barrett		
30	Well-Being and Equity	Promote and monitor alternatives to suspension strategies. (embedded)	Best practices in prevention and response are identified and shared.	Katherine MacIver		
31		Monitor use of Stand Up strategies in bullying prevention and intervention. (ongoing)	Training provided; Survey data collected.	Katherine MacIver		
32		Expand opportunities for mindfulness practices in classrooms. (ongoing)	Opportunities available; supports and materials provided to schools.	Katherine MacIver	Surplus Management Fund	
33		Train and implement Roots of Empathy program in select schools. (new)	Trainers identified; program implemented in selected schools.	Katherine MacIver		
34		Provide training and support for Mindful Martial Arts programs in selected schools. (ongoing)	Schools selected; programs provided.	Katherine MacIver	Surplus Management Fund	
35		Promote Week of Kindness and Wellness in third week of November. (ongoing)	Activities implemented in all schools.	Katherine MacIver		
36		Provide training and implement internal notification system at FFSS for lockdown and other emergencies. (ongoing)	Successful simulations completed; report to senior administration.	Katherine MacIver	Surplus Management Fund	
37		Investigate notification systems for additional schools. (new)	Systems investigated and selected.	Katherine MacIver	Surplus Management Fund	
38		Support G7 Student Leadership initiatives. (embedded)	Support provided to G7 Student Senate for leadership activities.	Larry Hope		
39		Promote and support social responsibility thinking. (new)	Support and resources provided to schools through Safe and Accepting School Team.	Katherine MacIver		
40		Support schools in identifying and addressing equity needs. (new)	Needs are identified through school self-assessment; Resources and support are provided as identified.	Katherine MacIver		

Strategic Action Plan 2015-2016 - STUDENT

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
41		Support Feed All Four as a way of being. (new)	Students understand the importance of balance.	Larry Hope		
42		Implement integrated delivery of rehabilitation services for students with multiple needs. (new)	Delivery provided.	Katherine MacIver		

Strategic Action Plan 2015-2016 - STAFF

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
	STAFF ENGAGEMENT AND DEVELOPMENT - In TLDSB, all staff have access to relevant professional development.					
1	Achieving Excellence and Equity K-grade 12	All departments will provide site-based job-embedded professional development activities. (ongoing)	Job-embedded professional development is provided at work sites where appropriate.	Senior Administration		
2		Focused support for schools will be site-based whenever possible. (ongoing)	Direct support provided, based on need.	Senior Administration		
3		Conduct District Support Visits in 12 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		
4		All schools will engage in a school self-assessment based on the SEF indicators. (ongoing)	Schools complete an SEF self assessment. Data, including student voice, will be used to inform school improvement plans.	Andrea Gillespie, Bruce Barrett		
5		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		
6		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	
7		Implement year 4 of innovation and inquiry with technology initiative. (ongoing)	Applications submitted, funding provided, projects completed.	Dianna Scates	EDU Funding	
8		Offer monthly professional learning opportunities on the effective use of PowerSchool. (ongoing)	PowerSchool implemented; training provided and further reports developed.	Dianna Scates		
9		Expand SchoolConnects training to secondary staff. (ongoing)	Training provided; SchoolConnects used to report student achievement outside of regular reporting cycle.	Dianna Scates		

Strategic Action Plan 2015-2016 - STAFF

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
10		Encourage use of School Connects for attendance reporting in elementary schools. (ongoing)	SchoolConnects training provided; increased use of SchoolConnects for attendance reporting.	Dianna Scates		
11		Create school profiles for all school administrators. (new)	School profiles completed through the work of the Data Warehouse Committee.	Dianna Scates		
12		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.	Andrea Gillespie	EDU funding.	
13		Monitor the continuous intake process for internal assessment practices for specialized services. (ongoing)	Data collected; process refined as needed.	Katherine MacIver		
14		Provide 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; feedback collected and shared with Early Years Advisory Committee.	Andrea Gillespie		
15		Provide training to school staff in creating explicit and meaningful IEP expectations. (ongoing)	Exemplars of quality IEP expectations created and professional development and resources provided to schools.	Senior Administration		
16		Provide training to all applicable staff on the revised Educational Assistant Handbook. (new)	Training provided and handbook shared with all stakeholders.	Katherine MacIver		
17		Engage schools in math inquiry that focuses on staff learning in identified content area. (ongoing)	All schools have an identified math goal in school improvement plan; Content study will focus on number sense; math goals monitored.	Bruce Barrett Andrea Gillespie		

Strategic Action Plan 2015-2016 - STAFF

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
18		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		
19		Continue Early Years Steering Committee. (ongoing)	Committee meetings held; resources and supports provided to early years educators.	Andrea Gillespie		
20		Conduct a leadership symposium for selected teaching staff. (ongoing)	Leadership symposium held.	Senior Administration	Surplus Management Plan	
21		Participate in faculty of education-sponsored career fairs. (ongoing)	TLDSB represented at education fairs.	Earl Manners		
22		Provide professional learning on assessment and documenting thinking and learning. (new)	Professional learning provided.	Senior Administration		
23		Implement and train staff in new TLDSB library system. (new)	System implemented; Staff trained.	Dianna Scates		
24		Implement PowerSchool class profiles in elementary and secondary schools. (new)	Class profiles implemented.	Dianna Scates		
25		Train all secondary staff on current assistive technology. (new)	Training provided.	Katherine MacIver Dianna Scates		
26		Embed the principles and practices of student success to ensure positive relationships, environments, and opportunities. (ongoing)	Student voice feedback.	Senior Administration		
27		Provide professional learning opportunities to principals in their IPRC process and procedures. (ongoing)	Training provided.	Katherine MacIver		

Strategic Action Plan 2015-2016 - STAFF

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
28		Provide professional learning materials to support and revise IEP development using data to inform decision making. (new)	Resources provided; IEPs revised.	Katherine Maclver		
29		Provide opportunities for targeted job-embedded skill development for Educational Assistants. (new)	Professional learning offered to schools based upon identified needs.	Katherine Maclver		
30	Equity and Well-Being	Provide training for new staff in Restorative Practices. (embedded)	New staff trained.	Katherine Maclver	NTIP Funding	
31		Continue training Behaviour Management Systems and refine tracking systems for participants. (ongoing)	Training provided to appropriate staff; tracking system developed.	Katherine Maclver, Earl Manners Dianna Scates		
32		Offer Mindfulness training to self-identified school staff. (ongoing)	Training provided.	Katherine Maclver		
33		Develop a Healthy and Safe Science Classroom Policy and Procedure. (new)	Policy and procedure developed and shared.	Bruce Barrett Earl Manners,		
34		Provide training in Feed All Four and wellness strategies to mental health leads in all schools. (ongoing)	Training provided; mental health lead at each school.	Katherine Maclver		
35		Provide Feed All Four and mental health literacy professional learning to select schools. (embedded)	All schools introduced to Feed All Four as a way of being; professional mental health literacy sessions completed.	Katherine Maclver		
36		Complete development of policy and procedure for Violent Threat Risk Assessment. (ongoing)	Policy and procedure finalized; training provided to administrators; TLDSB included in regional protocols.	Katherine Maclver		
37		Implement social responsibility resources and training according to self-identified school needs. (new)	Training and resources provided.	Katherine Maclver		
38		Provide training and resources to support school self-identified equity needs. (new)	Training and resources provided.	Katherine Maclver		

Strategic Action Plan 2015-2016 - STAFF

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
39		Engage in discussion with employee groups regarding re-establishment of employee wellness committee and initiatives. (new)	Wellness committee established; meetings held.	Larry Hope		
40		Develop a formal mentoring program for newly appointed school administrators. (new)	Program developed and shared.	Larry Hope		
41		Embark on case study "Strong Districts and Their Leadership." (new)	Case study initiated.	Larry Hope		

Strategic Action Plan 2015-2016 - PARENT AND COMMUNITY

	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.					
1	Achieving Excellence and Equity K-12	Provide opportunities for DSC/PIC to meet regularly. (embedded)	DSC-PIC meetings promoted and held.	Catherine Shedden		
2		Promote SchoolConnects as a communication tool between school and home. (ongoing)	SchoolConnects utilized and data collected.	Dianna Scates Catherine Shedden	Surplus Management Plan	
3		Provide school to home communication tools and resources to schools. (ongoing)	Resources for information sharing from school to home provided.	Catherine Shedden		
4		Work with community partners to support equity needs identified by schools. (ongoing)	Partnerships identified; resources in place in schools.	Senior Administration		
5		Focus on digital citizenship and parent resource links through Grow the Good social media campaign. (ongoing)	Social media messages highlight good digital citizenship practices and provide tips and resources to parents and the community.	Catherine Shedden	Surplus Management Plan	
6		Collaborate and build partnerships with the early years community in CKL and Haliburton to build professional learning series. (ongoing)	Courses designed; sessions complete; feedback gathered.	Andrea Gillespie		
7		Offer Take Me Outside to Learn event in partnership with Kawartha Conservation in CKL. (new)	Take Me Outside to Learn event complete.	Andrea Gillespie		
8		Seek partners for and plan Take Me Outside to Learn event in Haliburton. (new)	Partnership established; event complete.	Andrea Gillespie		
9		Refine and expand Fleming College "Tech It Out" camp for TLDSB students. (ongoing)	Tech It Out Camp refined and expanded.	Bruce Barrett		

Strategic Action Plan 2015-2016 - PARENT AND COMMUNITY

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
10		Seek out additional skilled trades partnership opportunities with Georgian College. (new)	Partnership opportunities identified.	Bruce Barrett Larry Hope		
11		Monitor and enhance the role of Mental Health Nurse in the schools in partnership with CCAC. (ongoing)	Mental health nurses in schools addressing service gaps.	Katherine MacIver		
12		Work with community partners to expand Collaborative and Proactive Solutions (CaPS) into the Muskoka region. (ongoing)	Partnership established in Muskoka area.	Katherine MacIver		
13		Identify promising practices and protocols to support around collaboration and sharing of facilities with early years partners. (ongoing)	Practices identified; protocols developed.	Andrea Gillespie		
14		Revise and increase accessibility of TLDSB Parent Handbook for Special Education. (ongoing)	Handbook revised and accessible.	Katherine MacIver		
15		Promote Ministry of Education and other supports in mathematics and literacy for parents and students. (ongoing)	Parent sessions planned and implemented. Feedback received from participants.	Andrea Gillespie Catherine Shedden		
16		Promote the Early Years strategy with various stakeholders. (ongoing)	Early Years communication plan developed; strategy shared.	Andrea Gillespie		
17		Develop a 5 year plan to prioritize schools for pupil accommodation review. (new)	Plan developed and approved.	Larry Hope Bob Kaye		
18		Monitor community needs to identify and evaluate potential hub opportunities. (new)	Needs monitored; Opportunities identified.	Bob Kaye		
19		Work collaboratively with community partners to implement the Special Needs Strategy (SNS). (new)	Implementation plan developed and in process.	Katherine MacIver		
20		Develop and share parent fact sheets on 5 exceptionalities. (new)	Fact sheets developed and shared.	Katherine MacIver		

Strategic Action Plan 2015-2016 - PARENT AND COMMUNITY

	Supporting Strategies	Actions	Indicators of Success	Responsibility	Resources	Results
21		Develop and hold parent and student workshops on assistive technology. (new)	Workshops developed and held.	Katherine MacIver Dianna Scates		

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

