

EXCELLENCE IN TEACHING AND LEARNING	WELL-BEING	COMMUNITY	EQUITY, DIVERSITY AND INCLUSION
<ol style="list-style-type: none"> <li>high standards of achievement for all students</li> <li>innovative and engaging teaching practices and learning environments</li> <li>literacy and numeracy competencies embedded in all curriculum areas</li> <li>skills needed to thrive in a technologically-driven global society</li> </ol>	<ol style="list-style-type: none"> <li>positive sense of self and belonging</li> <li>safe, healthy, respectful learning and working cultures</li> <li>appreciation for environmental practices and outdoor learning</li> </ol>	<ol style="list-style-type: none"> <li>trust, accountability and transparency</li> <li>purposeful partnerships</li> <li>lifelong learning</li> <li>celebration of accomplishments</li> </ol>	<ol style="list-style-type: none"> <li>opportunities to reflect all voices and perspectives</li> <li>access to a broad range of programs and pathways</li> <li>leadership opportunities for all</li> </ol>

STRATEGIC PRIORITIES	GOAL	ACTIONS	TIMELINES	EXPECTED OUTCOMES	PROGRESS TO DATE
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STRATEGIC PRIORITIES	GOAL	ACTIONS	TIMELINES	EXPECTED OUTCOMES	PROGRESS TO DATE
		<ul style="list-style-type: none"> <li>use data from multiple sources to monitor progress towards mathematics goals and to inform instructional decisions</li> <li>participate with educators in their instructional improvement work</li> <li>provide evidence-informed feedback to educators to support identified shifts in instructional practice</li> </ul> <p><b>Instructional and Assessment Facilitators</b> will:</p> <ul style="list-style-type: none"> <li>provide capacity building and classroom-embedded professional learning to educators in Grades 4-6 and Grade 9 and 10 applied courses, to develop content and process knowledge and to support the purposeful practice of the identified shifts in mathematics instructional practices</li> <li>engage with school leadership teams to: <ul style="list-style-type: none"> <li>monitor progress towards their mathematics goal</li> <li>reflect on both educator and leadership actions designed to influence the identified shifts in instructional practice</li> </ul> </li> </ul>	<p>On-going Increase 2017-2022 (3-5 years)</p>	<p><b>Achievement Targets/Outcomes</b> EQAO scores will be used as a valid and reliable measure of student progress towards the provincial standard:</p> <ul style="list-style-type: none"> <li>Primary EQAO scores will increase from 61% to 68% as progress towards 75% of all students meeting or exceeding the provincial standards in mathematics</li> <li>Junior EQAO scores will increase from 41% to 52% as progress towards 75% of all students meeting or exceeding the provincial standard in mathematics</li> <li>Grade 9 Applied EQAO scores will increase from 41% to 52% as progress towards 75% of all students meeting or exceeding the provincial standard in mathematics</li> <li>Grade 9 Academic EQAO scores will increase from 78% to 82% as progress towards 85% of all students meeting or exceeding the provincial standard in mathematics</li> <li>Progress will be made towards identified achievement goals in Primary, Junior, Grade 9 Applied and Grade 9 Academic during the 2017-2018 school year</li> <li>Achievement goal targets will be met in Primary, Junior, Grade 9 Applied and Grade 9 Academic during the 2019-2020 school year</li> </ul>	

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		<p><b>Superintendents</b> will:</p> <ul style="list-style-type: none"> <li>▪ provide support to administrators and the broader school leadership team as related to both the mathematics goal and the associated actions/professional learning plans as outlined in the School Action Plan</li> <li>▪ use data from multiple sources to monitor progress towards the board mathematics goals and to inform mathematics leadership decisions</li> <li>▪ participate with administrators in their instructional leadership work and professional learning</li> <li>▪ provide evidence-informed feedback to administrators to support identified shifts in leadership practice</li> </ul> <p><b>District Facilitators/Centrally Assigned Staff</b> will:</p> <ul style="list-style-type: none"> <li>▪ provide capacity building opportunities for school leadership teams through existing structures like School Leaders' Meetings and Superintendent-Principal PLCs to:               <ul style="list-style-type: none"> <li>- develop mathematics knowledge for teaching and leading</li> <li>- hone instructional leadership skills necessary to influence identified shifts in instructional practice</li> </ul> </li> </ul>	<p>On-going Increase 2017-2022 (3-5 years)</p> <p>2017-2018</p>	<ul style="list-style-type: none"> <li>▪ 75% of all students will meet or exceed the provincial standard in Primary, Junior and Grade 9 Applied during the 2021-2022 school year</li> <li>▪ 85% of all students will meet or exceed the provincial standard in Grade 9 Academic during the 2021-2022 school year</li> <li>▪ An increased number of students will continue to pursue the study of mathematics beyond the one Grade 11 or Grade 12 compulsory credit. Baseline data will be established during the 2017-2018 school year</li> <li>▪ An increased number of students will pursue post-secondary education. Baseline data will be established during the 2017-2018 school year</li> </ul>	

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		<p><b>Administrators will:</b></p> <ul style="list-style-type: none"> <li>collaborate with their staff to develop, implement and monitor a precise and targeted literacy goal as part of their School Action Plan (SAP)</li> <li>foster precise and targeted literacy actions in schools by using multiple sources of data to provide leadership, differentiated professional learning required to support identified shifts in instructional practice and support for educators and facilitators</li> <li>provide evidence-informed feedback to educators to support identified shifts in instructional practice</li> </ul> <p><b>Instruction and Assessment Facilitators will:</b></p> <ul style="list-style-type: none"> <li>foster precise and targeted literacy actions in learning spaces, by using multiple sources of data to provide leadership, differentiated professional learning to address identified shifts in instructional practice, and support for educators</li> </ul>	<p>On-going Increase 2017-2022 (3-5 years)</p>	<p><b>Achievement Targets/Outcomes</b> EQAO scores will be used as a valid and reliable measure of student progress towards the provincial standard:</p> <ul style="list-style-type: none"> <li>Primary EQAO scores will increase from: <ul style="list-style-type: none"> <li>Reading: 71% (2015-16) to 78% (2021-2022)</li> <li>Writing: 71% (2015-16) to 78% (2021-2022)</li> </ul> </li> <li>Junior EQAO scores will increase from: <ul style="list-style-type: none"> <li>Reading: 78% (2015-16) to 82% (2021-2022)</li> <li>Writing: 74% (2015-16) to 81% (2021-2022)</li> </ul> </li> <li>Secondary OSSLT scores will increase from: <ul style="list-style-type: none"> <li>74% (2015-16) to 85% (2021-2022)</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Parents/guardians of children entering kindergarten are surveyed to measure equitable and inclusive registration experiences</li> <li>▪ School administrators and Parent Involvement Committee (PIC) will receive Belonging at School: Strategies for Home and School Collaboration (COPA)</li> </ul>																												
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		<ul style="list-style-type: none"> <li>▪ Traumatic Incident Response Team members will be trained yearly and be available to respond to traumatic incidents that impact school communities</li> </ul>		<ul style="list-style-type: none"> <li>▪ Schools experiencing a traumatic incident will feel supported by the Traumatic Incident Response Team</li> </ul>																										
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		<ul style="list-style-type: none"> <li>▪ Central leaders will continue to work with community partners to enhance and refine pathways and services (MOMH- Moving on Mental Health, COMPASS, Child and Youth Family Services (CYFS) Coalition of Simcoe County, LHIN – Local Health Integrated Network)</li> </ul>																												
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		<ul style="list-style-type: none"> <li>▪ EcoSchool Leadership Day - a celebration of accomplishments made throughout the year</li> <li>▪ Green Teams - tasked with assisting in daily operations activity with a lens on environmental sustainability</li> <li>▪ Grade 4 Field Trip - inquiry-based environmental science program designed to deepen and enrich grade four outdoor curriculum</li> <li>▪ Envirothon (Secondary event) - secondary school environment skill-building competition</li> <li>▪ Environmental Events / Celebrations - Waste Reduction Week, Earth Day, Earth Hour, National Get Outside Day, Sweater Day, World Water Week, Educator Movie Screening</li> </ul>	<p>October 2017</p> <p>September 2017 to June 2018</p> <p>Three throughout the year</p> <p>April - training May 2018</p> <p>2017-2018</p>	<ul style="list-style-type: none"> <li>▪ Leadership capacity and environmental stewards are developed</li> <li>▪ An increase in environmental sustainability, leadership capacity and environmental stewardship</li> <li>▪ All Grade 4 classes participate in environmental science field trips during the 2017-2018 school year</li> <li>▪ Students demonstrate an increased knowledge of environmental careers and skill-building</li> <li>▪ Students and staff demonstrate and increased environmental awareness and promote action in our schools</li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Enhance outdoor learning spaces - outdoor classrooms, school-scaping (five in planning stage), school ground greening and low impact development</li> <li>▪ Outdoor Classroom Project research project review</li> <li>▪ Increase Ophea Healthy Schools designations in our schools</li> </ul>	<p>2017-2018</p> <p>2017-2019</p> <p>2017-2018</p>	<ul style="list-style-type: none"> <li>▪ Environments that foster wonder, curiosity and a desire to learn outside are created</li> <li>▪ Environmental sustainability is consistently promoted in outdoor learning spaces</li> <li>▪ Eco-friendly school yards are created</li> <li>▪ Self-regulation and DPA are supported</li> <li>▪ Review outcomes and create a support plan</li> <li>▪ Increase from 5 to 8 schools</li> </ul>																										
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STRATEGIC PRIORITIES	GOAL	ACTIONS	TIMELINES	EXPECTED OUTCOMES	PROGRESS TO DATE
		<ul style="list-style-type: none"> <li>▪ Re-engage students through student success programs including:               <ul style="list-style-type: none"> <li>- Supervised Alternative Learning (SAL)</li> <li>- Cooperative Education outreach</li> <li>- eLearning outreach</li> <li>- Positive Approach to Student Success (PASS)</li> </ul> </li> </ul>	September 2017- June 2020	<ul style="list-style-type: none"> <li>▪ Credit accumulation rate will increase five per cent by June 2018, based on 2015-2016 Taking Stock ministry data               <ul style="list-style-type: none"> <li>Grade 9 (8 or more credits) 84.9% (2015-2016)</li> <li>Grade 10 (16 or more credits) 77.8% (2015-2016)</li> <li>Grade 11(23 or more credits) 80.8% (2015-2016)</li> </ul> </li> <li>▪ Grade 12 four-year graduation rate increases from 76.5% to the current provincial average of 79.6%, and five-year graduation rate increases from 82.6% to the current provincial average of 86.5%</li> </ul>	

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		<ul style="list-style-type: none"> <li>▪ Schools will maximize student enrolment in targeted experiential learning programs, including:               <ul style="list-style-type: none"> <li>- Cooperative Education</li> <li>- Specialist High Skills Majors (SHSM)</li> <li>- Ontario Youth Apprenticeship Program (OYAP)</li> <li>- School College Work Initiative (SCWI)</li> </ul> </li> <li>▪ Central SS staff will assist in developing school plans to increase SHSM programs and student enrolment at each secondary school</li> </ul>	September 2017 – June 2020																											
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		<ul style="list-style-type: none"> <li>▪ Staff supporting students involved in Supervised Alternative Learning (SAL) including attendance counselors, outreach teachers, outreach co-op teachers, etc. will be provided with training and support in order to ensure students involved in SAL are provided with an appropriate and consistent level of support across the system</li> </ul>	June 2018	<ul style="list-style-type: none"> <li>▪ Staff that support students involved in SAL will receive additional professional learning/capacity building in order to ensure success</li> </ul>	
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				EQAO outcomes for students with SENs: Primary <ul style="list-style-type: none"> <li>Reading +2% (50% by 2020)</li> <li>Writing +4% (60% by 2020)</li> <li>Math +5% (38% by 2020)</li> </ul> Junior <ul style="list-style-type: none"> <li>Reading +2% (52% by 2020)</li> <li>Writing +6% (50% by 2020)</li> <li>Math +10 (25% by 2020)</li> </ul> Intermediate Math (9) <ul style="list-style-type: none"> <li>Applied +7% (40% by 2020)</li> <li>Academic +5 (75% by 2020)</li> </ul> Literacy (OSSLT 10) <ul style="list-style-type: none"> <li>+6% (50% by 2020)</li> </ul>																										
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		<ul style="list-style-type: none"> <li>▪ Share professional learning calendar with the system</li> <li>▪ Establish Eligibility lists and assign one-on-one mentors</li> <li>▪ Student leaders from 75 elementary and 12 secondary schools attend Leadership Camp at OELC</li> <li>▪ Elect 2017-2018 Student Trustees</li> <li>▪ Student Senate identifies leadership goal for 2017-2018</li> <li>▪ Student Senate plans and hosts student events and activities to support leadership goal</li> </ul>	<p>January 2018</p> <p>Fall 2017 and Spring 2018</p> <p>September, October 2017, May 2018</p> <p>April 2017</p> <p>Fall 2017</p> <p>Monthly meetings; dates as scheduled by the Senate TBD</p>	<ul style="list-style-type: none"> <li>▪ Professional learning calendar is developed</li> <li>▪ Eligibility lists are established for principals and vice-principals</li> <li>▪ Superintendents, principals and managers have identified potential mentors</li> <li>▪ 25 elementary and 4 secondary school teams have attended leadership camp in each of the three sessions</li> <li>▪ Trustee elections are completed</li> <li>▪ Monthly meeting scheduled to align with board meetings</li> </ul>	
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		<ul style="list-style-type: none"> <li>▪ Continue to work proactively with media to share positive stories about the SCDSB and our schools and to promote programs and events</li> <li>▪ Provide schools with a variety of tools to support their communication with their communities, including templates, website content, newsletter content</li> <li>▪ Include questions regarding how people heard about programs, services and events as part of all registration/enrolment forms and processes</li> </ul>	<p>2017-2018</p> <p>2017-2018</p> <p>2017-2018</p>	<ul style="list-style-type: none"> <li>▪ Baseline indicators of positive, neutral and negative media coverage as well as number of stories resulting from SCDSB outreach established by July 2018</li> <li>▪ Schools have tools and information to support communication readily available, avoiding duplication of efforts and ensuring consistent messaging across the system</li> <li>▪ Parents and other school community members receive timely, accurate information</li> <li>▪ Resources are used more efficiently (based on user response and need)</li> </ul>	

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1			✓	✓	<ul style="list-style-type: none"> <li>▪ Ensure that communications reflect the SCDSB brand, meet or exceed accessibility standards and are user-friendly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Redevelop the public website, using a service provider that is WCAG 2.0 compliant</li> <li>▪ Ensure that all new content posted on the website is written at an accessible level and that documents are formatted with accessibility guidelines and requirements in mind</li> <li>▪ Develop and provide training on creating accessible documents to applicable staff</li> <li>▪ Redevelop the SCDSB Corporate Standards to ensure consistency and to meet accessibility standards</li> <li>▪ Work in partnership with departments and schools to create materials that meet accessibility standards and adhere to the SCDSB Corporate Standards and Visual Brand Standards</li> </ul>	September – December 2017, launch January 2018	<ul style="list-style-type: none"> <li>▪ Website is enabled to be compliant with Accessibility for Ontarians with Disabilities Act (AODA) requirements</li> <li>▪ New content on the website is compliant with AODA guidelines</li> <li>▪ Content on the website is written at a Grade 6-8 level</li> <li>▪ Communications materials and tools are consistent and recognizable as being from the board</li> <li>▪ Communication materials are accessible to a wider range of users and in line with AODA standards</li> <li>▪ SCDSB communications materials and tools are consistent and recognizable as being from the board</li> </ul>	
2		✓		June 2018					
3				August – September 2017					
4				2017-2018					
<b>Responsibility:</b> <b>M. Slade Morrison</b> Manager of Communications									

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		<ul style="list-style-type: none"> <li>▪ Learning Outside the School Day Initiatives               <ul style="list-style-type: none"> <li>- Partner with Program, Special Education and Continuing Education to increase program offerings and student participation in learning opportunities outside the school day</li> </ul> </li> </ul>	Progress report by June 2018	<ul style="list-style-type: none"> <li>▪ Increased student participation in programs with qualitative and quantitative data to support program goals</li> </ul>																										
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		<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪ Online instruction/tutorials               <ul style="list-style-type: none"> <li>- Increase adoption/use</li> <li>- Create menu of IT training for new employees</li> </ul> </li> </ul>	July 2018	<ul style="list-style-type: none"> <li>▪ Cloud usage increase by 20% year over year by July 2018</li> <li>▪ Increased flexibility of time/place for learning</li> <li>▪ Increase usage of online courses by 25% year over year beginning July 2018</li> <li>▪ Addition of IT to mandatory training for new employees</li> </ul>																										
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