

RESPONSIBILITY:

Brian Jeffs
Superintendent of Business and Facility Services

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GOAL

Ensure maximum use of school space.

ACTIONS

- Develop a process to maximize the use of school space
- Promote Community Use of Space
- Promote opportunities for facility partnerships/community hubs in new school builds
- Host annual Community Partnership meeting

EXPECTED OUTCOMES

- Stakeholders have knowledge of space availability
- Community hubs exist in new school facilities

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Annual Community Partnership meeting took place on May 28, 2019
- Working with interested stakeholders to explore possible facility partnerships/community hubs

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GOAL

Improve our facility and capital asset management model.

ACTIONS

- Acquire and utilize JD Edwards Capital Asset/Facility Management module

EXPECTED OUTCOMES

- Integrated back-end finance and facility/capital asset management
- Work order management capability
- Transparency and ability to track system work orders
- Acquisition of the model is still in progress

TIMELINES

2017 - 2020

PROGRESS TO DATE

- Working with the service provider to determine if acquisition of the model will result in improved capital asset management

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GOAL

Ensure temporary accommodation is in place to accommodate projected enrolment growth.

ACTIONS

- Complete a regular review of the temporary accommodation plan, including the development of contingency plans, where necessary, to ensure adequate student accommodation aligns with enrolment growth

EXPECTED OUTCOMES

- Temporary accommodation strategy aligns with projected enrolment growth

TIMELINES

2019 - 2020

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GOAL

Complete land acquisitions and dispositions

ACTIONS

- Undertake purchase/expropriation of required sites
- Complete disposition of surplus properties in accordance with Regulation 444/98

EXPECTED OUTCOMES

- Designation and acquisition of required properties in a timely manner to accommodate projected growth
- Disposition of surplus properties to align with acquisition and disposition of land strategy

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Staff are currently active on land acquisitions and dispositions in the following municipalities:
 - Oro-Medonte
 - New Tecumseth
 - Wasaga Beach
 - Orillia
 - Barrie
 - Tay Township
 - Clearview Township

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GOAL

Ensure ongoing financial stability and capability.

ACTIONS

- Make financial management decisions that ensure strong financial results, build capacity for facilitating strategic investments and ensure ongoing sustainability of the strategic plan

EXPECTED OUTCOMES

- Annual budget surpluses in excess of \$1.2M

TIMELINES

2017 - 2022

PROGRESS TO DATE

- 2016-17: Available for Compliance – Unappropriated = \$6.095M or 507.92% of target
- 2017-18: Available for Compliance – Unappropriated = \$1.018M or 84.83% of target
- Cumulative two years: \$7.113M or 296.37% of target

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GOAL

SCDSB schools are safe, healthy and respectful working and learning environments.

ACTIONS

- Conduct a review of Safety Plan – Notification of Worker Risk system and processes
- Deliver Behavioural Management System (BMS) staff training (EAs, SERTs, and administrators)
- Ensure that health and safety topics are a focal point of system and school meetings
- Launch the Aggressive Incident /Safe Schools online reporting tool

EXPECTED OUTCOMES

- All staff are notified regarding Safety Plan – Notification of Worker Risk
- Students with a Safety Plan – Notification of Worker Risk are transitioned following SCDSB protocols
- The Staff Experience and Wellness Survey and the school climate survey will show continued improvement in areas of staff safety

TIMELINES

2018 - 2022

PROGRESS TO DATE

- Administrators and SERTs have transitioned Safety Plans – Notification of Worker Risk to PowerSchool
- Communication of implementation of new process shared with federation leadership at the Director's Advisory Council and Joint Health and Safety Committee
- Completed review of Safety Plan – Notification of Worker Risk system and processes and implemented new system
- Aggressive Incident/Safe Schools online reporting tool in progress with an expected launch date of fall 2019

RESPONSIBILITY:

Chris Samis

Superintendent Program/ Special Education

	EIL	WB	C	EDI
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GOAL

Elementary Music – elementary students will be provided with effective and equitable music instruction in all schools.

ACTIONS

- Over a three-year period, the SCDSB will implement a comprehensive, effective and equitable music program to enhance the music opportunities and outcomes using a designated planning-time instructional model in schools
- Teachers and administrators in the 30 year-one designated schools will participate in professional learning activities to ensure confidence and competence in the areas of music instruction, assessment and evaluation using a wide variety of instruments and technology in schools

EXPECTED OUTCOMES

- Thirty additional SCDSB elementary schools will participate in the year-two implementation of music instruction, including participating in various and ongoing professional learning activities/ cycles to ensure success
- Through the Ontario music curriculum, elementary students will feel a sense of community, want to learn to play a variety of musical instruments, experience movement through music, learn to sing, learn to read and write music notation, use digital tools to create music, create musical compositions and perform confidently
- Complete an audit of school needs/resources and purchase necessary items (e.g. instruments, technology licenses, etc.) to ensure equity throughout the system
- Identify schools for year-three implementation to prepare appropriately (e.g. resources, instructional space, staffing restrictions, etc.) for program growth

TIMELINES

2018 - 2021

PROGRESS TO DATE

- Thirty elementary schools are actively involved in year one of the elementary music instruction program
- Completed comprehensive audit of existing instruments to ensure all participating schools have equitable access to instruments
- Thirty schools have been identified for year two of the music program roll out
- Inventory and ordering of instruments is complete and delivery has been scheduled to ensure use in September 2019
- \$500,000 budget approved to support continued implementation

RESPONSIBILITY:

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Superintendent Program/ Special Education

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GOAL

French (Immersion/Extended/FSL) – students in all French-language programs will be able to communicate in French in a variety of situations successfully.

ACTIONS

- Deliver focused professional learning for teachers of French as a Second Language (FSL), French Immersion (FI) and Extended French
- Plan for the introduction of FI into secondary schools, including consulting with secondary school language department chairs and other school boards regarding locations, course selection, staffing implications, transportation, etc.
- Increase the number of teachers trained as “Correcteurs” of the Diplôme d'Études en Langue Française (DELFF) to more than 30 to increase the number of students who can complete this international language certification

EXPECTED OUTCOMES

- Establish plan during the 2018-2019 school year to introduce FI into secondary schools
- Establish targets for the number of students challenging and successfully completing the DELF
- Increase focus on instructional tasks related to listening and speaking (oral language)
- Report card comments will reflect the increased focus on speaking and listening
- An increased number of students able to articulate progress related to Common European Framework Reference (CEFR)
- One hundred Grade 12 students will have the opportunity to challenge and successfully complete the DELF
- Develop consultation/reporting process for informing students and parents/guardians about secondary program locations

TIMELINES

2018 - 2021

PROGRESS TO DATE

- Staff established a FSL steering committee to review and update all FSL/EFSL/FI policies and procedures, including pre-planning for FI transitioning to secondary school (September 2021)
- Changes to policies and procedures are complete and scheduled for review at the Program Standing Committee Meeting in September 2019
- Twenty-five additional “Correcteurs” have been trained to increase opportunities for students to take the DELF with additional training scheduled to occur throughout 2019-2020
- Elementary reporting (Term 1 and 2) for FSL now focused on speaking/listening, with the June elementary report card to report on all strands (writing, speaking and listening)

RESPONSIBILITY:

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GOAL

English Language Learners (ELL) – ELLs will be able to engage fully with the curriculum at grade level or chosen course type and will be supported to achieve at or above provincial standard.

ACTIONS

- Build capacity of all educators to develop a toolkit of linguistically appropriate teaching strategies and culturally responsive pedagogies through a tiered and differentiated model for ongoing effective professional learning to support schools in acquiring dual-language books and other resources that reflect a diverse society

EXPECTED OUTCOMES

- ELLs will meet or exceed the provincial standard, as evidenced by EQAO scores, diagnostic assessment results, and report card grades, in Reading, Writing and Mathematics at the same or greater rate when compared to all students
- Fewer ELLs will be deferred or exempted from EQAO assessments as a result of ongoing accommodations to support their achievement at or above the provincial standard
- PowerSchool ELL data will accurately reflect both the numbers of ELLs and their STEP levels to support data-informed decision making at the classroom, school and district level

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Baseline data for achievement rates for ELL students is being established and will be reported on in January 2020 with availability of data
- The implementation and recording of STEP levels for ELL students is ongoing

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GOAL

Literacy (Grades K – 3) – as a result of responsive and explicit teaching, students will meet or exceed the provincial standard in literacy.

ACTIONS

- Uninterrupted 100-minute literacy block every day for Grades K - 3
- In Kindergarten, literacy learning experiences will be embedded through play and small and whole group instruction
- Diagnostic assessments used to identify students' literacy needs and intervene to close achievement gaps
- School Action Plans will include targeted and precise literacy goal based on identified student needs and focus on students achieving below level 3
- Implement the SCDSB Conditions for Effective Literacy Teaching and Learning
- Build literacy-specific content knowledge and transform teaching practices and develop assessment-capable visible learners through ongoing effective professional learning

EXPECTED OUTCOMES

Primary achievement goal target - EQAO scores will increase from:

- 72% to 78% in Reading as progress towards 85%
- 70% to 78% in Writing as progress towards 85%
- In 2018-2019 progress will be made towards the primary achievement goal target
- The primary achievement goal target will be met in 2019-2020
- All primary students will meet or exceed the provincial standard

Reading Levels - Schools will report that more students are meeting or exceeding PM Benchmark Levels of:

- Between 5 and 6 by the end of Year 2 of the Kindergarten Program (2018-2019 Target, 75%)
- Between 22 and 24 by the end of Grade 2 (2018-2019 Target, 75%)
- Between 27 and 30 by the end of Grade 3 (2018-2019 Target, 75%)

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Progress will be reported in January 2020 with the availability of data

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GOAL

Literacy (Grades 4 – 6) – as a result of responsive and explicit teaching, students will meet or exceed the provincial standard in literacy.

ACTIONS

- One-hundred-minute uninterrupted literacy block every day for Grades 4 – 6
- Diagnostic assessments, EQAO Item Information Reports (where available) and ongoing assessment for learning will be used to identify areas of students' literacy learning needs and intervene to close skill gaps
- The focus of literacy instruction will shift from learning to read to reading to learn
- Implement the SCDSB Conditions for Effective Literacy Teaching and Learning
- Build literacy-specific content knowledge and transform teaching to increase responsiveness and explicitness and develop assessment-capable visible learners through ongoing effective professional learning

EXPECTED OUTCOMES

TIMELINES

Junior achievement goal target: EQAO scores will increase from:

- 79% to 82% in Reading as progress towards 85%
- 73% to 82% in Writing as progress towards 85%
- In 2018-2019 progress will be made towards the junior achievement goal target
- All junior students will meet or exceed the provincial standard

2017 - 2022

Reading and Writing Skills

- Schools will report that more students are making progress in reading skills (e.g. reading for explicit information, reading for implicit information and making connections) and writing skills (e.g. developing a main idea, organizing information and ideas, using conventions and developing a topic)

PROGRESS TO DATE

- Assessment facilitators have developed and initiated professional development for Grade 4 – 6 teachers on creating assessment capable learners across the system and will introduce a common assessment tool (Brightspace/D2L) in the 2019-2020 school year
- Progress will be reported in January 2020 with the availability of data

RESPONSIBILITY:

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GOAL

Literacy (Grades 7 – 12) – as a result of responsive and explicit teaching, 85% of students will successfully obtain their literacy graduation requirement after writing the Ontario Secondary School Literacy Test for the first time.

ACTIONS

- One-hundred-minute uninterrupted literacy block every day for Grades 7 - 8
- Grades 9 – 12 literacy embedded in all subjects/disciplines across the curriculum
- Diagnostic assessments, EQAO Individual Item Reports (where available) and ongoing assessment for learning used to identify areas of students' literacy learning needs and intervene to close skill gaps
- Focus of literacy instruction will include strategies to support learning to read (where necessary), reading to learn and writing with clarity and creativity for an authentic purpose and/or audience
- School Action Plans (SAP) will include a targeted and precise literacy goal based on identified student needs that focusses on students achieving below level 3 in either Reading or Writing or both
- Implement the SCDSB Conditions for Effective Literacy Teaching and Learning
- Build literacy-specific content knowledge and transform teaching practices to increase responsiveness and explicitness and develop assessment-capable visible learners through ongoing effective professional learning

EXPECTED OUTCOMES

- Schools will report that more students are making progress towards proficiency in reading skills (e.g. reading for explicit information, reading for implicit information, and making connections) and writing skills (e.g. developing a main idea, organizing information and ideas, using conventions and developing a topic)
- The success rate on the OSSLT amongst first time eligible students will increase from 78 to 80 per cent in 2019-2020

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Progress will be reported in January 2020 with the availability of data

RESPONSIBILITY:

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GOAL

Mathematics (Grades K – 3) – as a result of responsive and explicit teaching, students will meet or exceed the provincial standard in mathematics.

ACTIONS

- In Grades 1 – 3 there will be a minimum of 300 minutes of mathematics in a 5-day cycle, preferably 60 minutes of uninterrupted mathematics per day
- In Kindergarten, mathematics learning experiences will be embedded in daily routines, play and small/whole group instruction
- Diagnostic assessments used to identify students' mathematics learning needs and intervene to close achievement gaps
- School Action Plans will include targeted and precise mathematics goal based on identified student needs with a focus on students achieving below level 3
- Implement the SCDSB Conditions for Effective Mathematics Teaching and Learning.
- Build mathematics content and pedagogical knowledge and transform teaching practices to increase responsiveness and explicitness and develop assessment-capable visible learners through ongoing effective professional learning

EXPECTED OUTCOMES

- EQAO scores will increase from 61% to 68% as progress towards 75% of all students meeting or exceeding the provincial standard
- In 2019-2020 progress will be made towards the primary achievement goal target
- The primary achievement goal target will be met in 2019-2020
- By 2021-2022, 75% of all primary students will meet or exceed the provincial standard
- More students will report that they like math (baseline – 89%) and that they are good at math (baseline – 94%) at least some of the time

Schools will report that more students are:

- Demonstrating in-depth understanding of key mathematical concepts in Number Sense and Numeration including an increased flexibility with numbers
- Applying that understanding to the other 4 strands of the math program

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Progress will be reported in January 2020 with the availability of data

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GOAL

Mathematics (Grades 4 – 6) – as a result of responsive and explicit teaching, students will meet or exceed the provincial standard in mathematics.

ACTIONS

- Minimum of 300 minutes of mathematics in Grades 4 - 6 during 5-day cycle, preferably 60 minutes of uninterrupted mathematics every day
- Instruction and Assessment Facilitators assigned to provide increased and intensive support to schools to build educator content and pedagogical knowledge
- Diagnostic assessments, EQAO Item Information Reports (where available) and ongoing assessment used to identify areas of students' mathematics learning needs and intervene to close skill gaps
- Focus of mathematics instruction will shift from counting and place value to multiplicative thinking, partitioning and proportional reasoning
- School Action Plans will include targeted and precise mathematics goal based on identified student needs with focus on students achieving below level 3
- Implement the SCDSB Conditions for Effective Mathematics Teaching and Learning
- Build mathematics content and pedagogical knowledge and transform teaching practices to increase responsiveness and explicitness and develop assessment-capable visible learners through ongoing effective professional learning

EXPECTED OUTCOMES

- EQAO scores will increase from 41% to 52% as progress towards 75% of all students meeting or exceeding the provincial standard
- In 2018-2019 progress will be made towards the primary achievement goal target
- The junior achievement goal target will be met in 2019-2020
- By 2021-2022, 75% of all junior students will meet or exceed the provincial standard
- More students will report that they like math (baseline – 85%) and that they are good at math (baseline – 92%) at least some of the time

Schools will report that more students are:

- Demonstrating in-depth understanding of key mathematical concepts in Number Sense and Numeration, including an increased understanding of proportion
- Applying that understanding to the other four strands of the math program

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Progress will be reported in January 2020 with the availability of data

RESPONSIBILITY:

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GOAL

Mathematics (Grades 7 – 12) – as a result of responsive and explicit teaching, Grade 9 students in the applied and academic course types will meet or exceed the provincial standard, and more will continue to pursue mathematics in secondary school beyond the required compulsory credits.

ACTIONS

- In Grades 7 – 8 there will be a minimum of 300 minutes of mathematics in a 5-day cycle.
- Diagnostic assessments, EQAO Item Information Reports (where available) and ongoing assessment will be used to identify areas of students' mathematics learning needs and intervene to close skill gaps
- The focus of mathematics instruction will shift to proportional, algebraic and spatial reasoning
- School Action Plans to include targeted and precise mathematics goal based on identified student needs and focus on students achieving below level 3
- Implement the SCDSB Conditions for Effective Mathematics Teaching and Learning
- Build mathematics content and pedagogical knowledge and transform teaching practices to increase responsiveness and explicitness and develop assessment-capable visible learners through ongoing effective professional learning

EXPECTED OUTCOMES

- Meeting or exceeding the provincial standard in mathematics as evidenced by EQAO scores will increase from:
 - 41% to 52% as progress towards 75% of all students in the applied course type
 - 78% to 82% as progress towards 85% students in the academic course type
- In 2018-2019 progress will be made towards the achievement goal targets
- These achievement goal targets will be met by 2019-2020
- 75% (applied) and 85% (academic) of all students will meet or exceed the provincial standard by 2021-2022
- More students will report that they like math (baseline – 34% applied, 59% academic) and that they are good at math (baseline – 33% applied, 56% academic) at least some of the time
- More students will continue to pursue the study of mathematics beyond the one Grade 11 or Grade 12 compulsory credit for 2018-2019. There will be a 10% increase for 2019-2020

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Four per cent increase in the number of students taking a Grade 11 or Grade 12 credit in 2018-2019
- Additional progress will be reported in January 2020 with the availability of data

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GOAL

Students with special education needs (SENs) will demonstrate independence when accessing learning, and increased student achievement and well-being outcomes with respect to provincial and school-based data indicators.

ACTIONS

- Shift the delivery of professional learning to job-embedded, focusing on targeted interventions
- Embed special education lens in all forms of professional learning
- Focus central special education supports on in-class instructional supports
- Monitor and improve processes and achievement outcomes (e.g. audit Individual Education Plans)
- System-wide focus on health and safety, especially transition planning
- Support the implementation of direct instruction programs for literacy in elementary schools
- Focus on early screening and interventions, including expanding partnerships with School Success Clinics (Orillia/Barrie)
- Implement SCDSB Cognitive Processing Assessment Intervention Tool (CPAIT) to support individualized instructional, environmental and assessment interventions through Instruction and Assessment Facilitators (IAFs)
- Implement professional development for Special Education Resource Teachers (SERT), Regular Classroom Teachers (RCT), Educational Assistants and school administrators on scope and sequence of literacy/math instruction for students with SENs
- Family of school's special education instructional facilitators to work directly in classrooms with focus on oral language development in primary classrooms (K – 3)

EXPECTED OUTCOMES

- Tool developed to measure individual student independence and establish baseline
- Increased use of Learning Skills on report cards as a system measure of student independence
- Tool developed to measure proficiency/accuracy of success rates and achievement outcomes of students with SENs
- Achievement in provincial EQAO will increase to at or above provincial success rates in all categories and ages
- Increased use of school-based assessments to develop Response to Intervention (RTI) plans for students with SENs
- SERTs and RCTs will report and demonstrate increased confidence in aligning assessment data with instructional goals, strategies and projected outcomes in students' IEPs, especially those without a formal identification
- IEP audit results will be reported to Special Education Advisory Committee (SEAC) during 2019-2020

TIMELINES

2017 - 2020

PROGRESS TO DATE

- IEP audit to be completed in October 2019, results to be reported in January 2020
- Formal partnership developed between the SCDSB and new Barrie School Success Clinic
- New Section 23 Program opened at the Royal Victoria Regional Health Centre (RVH) and with Kinark
- Continued focus required at Junior level (Reading/Writing/Math) to ensure successful transition to secondary school

RESPONSIBILITY:

Rick DeFoe
Chief Information Officer

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GOAL

Ensure highly available and accessible teaching and learning technology.

ACTIONS

- Continue enhancements to network and Wi-Fi access
- Increase promotion of cloud-enabled services
- Increase availability, adoption and use of online instruction/tutorials
- Create menu of IT training for new employees

EXPECTED OUTCOMES

- Broader Wi-Fi reach and capacity
- Increased reliability of service and access to data
- Cloud usage increase by 20% year over year
- Accessibility of tools from any device
- Increased use of online courses by 20% year over year

TIMELINES

2018 - 2022

PROGRESS TO DATE

- Continually improving Wi-Fi density and reliability by adding/replacing access points
- Implementing Ontario Broadband Modernization Project to enhance broadband services for all SCDSB sites
- Completed 'change password' option in Office 365 for all staff
- Launched SUPPORTdesk with a mobile-friendly self-service portal
- Delivered over 50 virtual staff training sessions on various IT-related topics
- Increased OneDrive storage usage by 21% in the past six months

RESPONSIBILITY:

Rick DeFoe
Chief Information Officer

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GOAL

Promote and support alternative learning environments.

ACTIONS

- Enable home instruction students to participate in class, virtually
- Provide enhanced capabilities for virtual learning across the county

EXPECTED OUTCOMES

- Explore opportunities for eligible and approved SCDSB home instruction students
- Provide geographically dispersed virtual classrooms for professional development to: 1) Focus on health and wellness by reducing commute times; 2) Reduce number of classes needing to be taught; 3) Increase availability of curriculum across the county
- Enhance the experience of eLearning, where possible, through the use of additional technology

TIMELINES

2018 - 2020

PROGRESS TO DATE

- Supported test phase of new technology to enable a more interactive and inclusive experience for home instruction students
- Implementing Ontario Broadband Modernization Project to enhance broadband services for all SCDSB sites

RESPONSIBILITY:

Rick DeFoe
Chief Information Officer

	EIL	WB	C	EDI
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GOAL

Drive system-wide collaboration and communication through technology initiatives.

ACTIONS

- Continue to develop training and documentation to increase utilization of technology and tools for collaboration
- Improve accessibility, through training and tool selection
- Rewrite and rebrand staff website, making it easy to use, device agnostic and accessible
- Continue to develop capabilities within the Community Apps tool
- Implement new support management tool

EXPECTED OUTCOMES

- Improved communications and collaboration due to availability and use of tools
- Enhanced functionality, accessibility and access to staff tools
- Availability of tools to support the needs of parents, students and volunteers
- Common repository for documentation, information and requests
- Self-help tools that allow users to access support wherever and whenever required
- Workflow tool to assist in providing reliable, predictable services across the SCDSB
- Asset repository and tracking system that will reduce loss and increase reliability of technology

TIMELINES

2018 - 2020

PROGRESS TO DATE

- Six SCDSB departments are using the SupportDesk tool to improve workflow
- Delivered 45 accessibility courses to SCDSB staff
- Completed preview period of new StaffWeb, with full implementation planned for fall 2019
- Over 4,800 student registrations and over 6,300 volunteers registered through the Community Apps tool
- Added online out-of-area request option to the Community Apps tool
- Over 250 training resource documents have been published on the IT Help Resource site

RESPONSIBILITY:

Daryl Halliday

Superintendent Equity/Safe and Welcoming Schools

	EIL	WB	C	EDI
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GOAL

Increase staff awareness of the importance of ensuring our schools are safe and inclusive places to work and learn.

ACTIONS

- Continue training in-school Key Point People (KPPs)
- Continue working with community partners including Harmony Movement, The Gilbert Centre, Ashoka, Egale, Council of Canadian Muslims and COPA
- Plan for trustee equity training in 2018-2019
- Provide face-to-face learning opportunities for educators through Professional Learning Communities (PLCs)

EXPECTED OUTCOMES

TIMELINES

- All equity KPPs complete two days of focused, intentional professional learning
 - All school staff participate in a session on a system PA Day with a focus on equity, diversity and inclusion
 - Additional training opportunities provided in conjunction with community partners
- 2018 - 2020

PROGRESS TO DATE

- KPP's completed two training sessions with a focus on Indigenous Education and understanding Islamophobia and other forms of xenophobia and are now sharing best practices in schools
- Trustees completed equity training in Feb. 2019
- All school staff attended a system-wide professional development session focused on equity, diversity and inclusion, Indigenous education and well-being
- Educators and community partners took part in 24 PLCs

RESPONSIBILITY:

Daryl Halliday
Superintendent Equity/Safe and Welcoming Schools

	EIL	WB	C	EDI
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GOAL

Students feel that their voices are being heard, improving school climate and increasing students' sense of belonging at school.

ACTIONS

- School staff will seek student input in school and classroom decision-making
- Students from the Barrie North, Twin Lake and Georgian Bay families of schools will participate in Ashoka/ Georgian College Social Changemakers conference, returning to their schools with action plans to make a positive impact at school and beyond
- Digital and print resources used in the SCDSB will reflect and honour the diverse lived experiences and identities of SCDSB students
- Schools will actively engage in efforts to promote equity, diversity, inclusion and social justice in classrooms and school settings

EXPECTED OUTCOMES

TIMELINES

- A minimum of 75% of students will state that their ideas are used when decisions are made at their school and they have opportunities for their voice to be heard at school in the School Climate Survey for Secondary Students, and in the School Climate Survey for Elementary Students
- A minimum of 75% of students will state that they 'feel accepted for who I am' and 'I feel I belong' in the School Climate Survey for Secondary Students and in the School Climate Survey for Elementary Students
- Schools will implement Social Changemakers action plans as a result of their learning and work at the conference

2018 - 2020

PROGRESS TO DATE

- The elementary school climate survey took place from Jan. 7-25, 2019 to seek input related to school climate from Grade 4-8 students, their parents/guardians and all elementary staff
- Eleven schools participated in Changemaker education in partnership with Georgian College
- Of the students who completed the 2018-2019 elementary school climate survey, 71% report that their ideas are used to improve the school and 76% report their voice is heard
- 30 elementary and eight secondary schools participated in the development and implementation of Social Changemaker action plans through the OELC program
- Students from four Barrie secondary schools attended a conference for racialized students, facilitated by Harmony Movement and equity, diversity and inclusion central staff
- Gay Straight Alliance clubs were established in elementary schools
- Equity, diversity and inclusion central staff, working with students, conducted an equity-based analysis of library spaces and materials

RESPONSIBILITY:

Daryl Halliday
Superintendent Equity/Safe and Welcoming Schools

	EIL	WB	C	EDI
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GOAL

Educators will work to identify and reduce bias and barriers, and ensure that curriculum and pedagogy are reflective and representative of the diverse identities of our students and families, and of global identities.

ACTIONS

- Schools will allocate resources to enhance collection of learning materials to be more reflective of our diverse populations
- Guest speakers, learning opportunities and lessons will be utilized in our classrooms and schools to allow students to see themselves and their lived realities in the content being learned and discussed
- The SCDSB will send a team to participate in the Culturally Responsive and Relevant Pedagogy (CRRP) training offered through the Ministry of Education in the spring of 2019

EXPECTED OUTCOMES

- A minimum of 75% of students will state that they see their own culture/background in what they are learning about in class in the School Climate Survey for secondary students, and in the School Climate Survey for elementary students
- Schools will update and replace resources and methods to increasingly represent their learners and global diversity

TIMELINES

2018 - 2020

PROGRESS TO DATE

- A resource was created by the SCDSB Equity, Diversity and Inclusion, Indigenous Education and Program teams to highlight the importance of selecting resources intentionally so that students see themselves and their lived realities in their classrooms. This resource was shared with all SCDSB principals as well as all educators through the monthly Program Notes and Staff eNewsletter
- Equity, diversity and inclusion central staff participated in Ministry of Education CRRP training and have launched follow-up training with 40 staff members at Bradford District High School
- 192 educators, working in PLCs, have identified gaps in resources and have established plans to acquire resources representative of all students
- The teacher librarian PLC is in the process of developing a guide for selecting equitable resources representative of all students

RESPONSIBILITY:

Daryl Halliday

Superintendent Equity/Safe and Welcoming Schools

	EIL	WB	C	EDI
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GOAL

All parents/guardians and families are engaged in the school system.

ACTIONS

- Schools will actively reach out to families who are not currently serving on school councils, encouraging them to bring their valued perspectives to this advisory role
- Parents/guardians of children entering Kindergarten are surveyed to measure equitable and inclusive registration experiences
- School administrators and the Parent Involvement Committee (PIC) will receive Belonging at School: Strategies for Home and School Collaboration (COPA)

EXPECTED OUTCOMES

- Through intentional outreach to families, school councils will reflect the growing diversity of our school communities

TIMELINES

2018 - 2020

PROGRESS TO DATE

- The Principal of Equity, Diversity and Inclusion presented to the PIC and members of school councils on the role of the Equity, Diversity and Inclusion department, opportunities for staff professional development, board-wide events, supports and resources
- 457 parents/guardians completed the Kindergarten Registration Survey. Ninety-five per cent of respondents reported that they felt welcomed during registration, and 88% of respondents rated their overall experience as positive/very positive

RESPONSIBILITY:

Daryl Halliday
Superintendent Equity/Safe and Welcoming Schools

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GOAL

Increase participation rates in the elementary school climate survey.

ACTIONS

- Promote the school climate survey to staff, students and parents/guardians
- Staff will provide opportunities during class time to complete the survey
- Ensure that the survey is concise and efficient to complete
- Provide weekly completion reports to school admin to help monitor participation rates
- Examine and utilize data to inform school-based action plans

EXPECTED OUTCOMES

- A 5% participation rate increase in the elementary survey completion in each category of respondents: students, staff and parents/guardians

TIMELINES

2018 - 2019

PROGRESS TO DATE

- The survey participation rate increased by 26% amongst Grade 7 and 8 students, 39% amongst Grade 4 to 6 students, 31% amongst parents/guardians and 20% amongst staff

RESPONSIBILITY:

Dawn Stephens
Superintendent School Services/Student Success

	EIL	WB	C	EDI
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GOAL

Improve literacy instruction with Grade 7-10 teachers to support students in their ability to communicate effectively using appropriate strategies, in a variety of texts/contexts to improve OSSLT success.

ACTIONS

- Lead Literacy teachers in all schools to support students with literacy skills and work with classroom teachers on literacy instruction
- Elementary Student Success teacher to focus on Grade 7-8 instructional literacy strategies and OSSLT connections through the GLE course
- School-wide diagnostic to identify at-risk students
- Itinerant Resource Teacher to work with school Lead Literacy teachers on OSSLT strategies

EXPECTED OUTCOMES

- Grade 8 students working with the elementary Student Success teacher will work on a credit pre-Grade 9
- SCDSB success rate for first-time eligible students will be 80% in 2019-2020
- Capacity building for teachers on literacy strategies

TIMELINES

2019 - 2020

PROGRESS TO DATE

- Created school wide diagnostic tool in D2L with training to support D2L and moderated marking
- Developed resource folder of skill-based activities for use by literacy leads
- Launched literacy website with OSSLT support material and literacy skill-building resources for all grades
- Elementary Student Success Teachers focused on Grade 7-8 instructional literacy strategies and OSSLT and will continue this practice in 2019-2020
- Lead literacy teachers continue to support students with literacy skills to help students with achieving their literacy diploma requirement

RESPONSIBILITY:

Dawn Stephens
Superintendent School Services/Student Success

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GOAL

Student Success - increase guidance teachers' (elementary/secondary) knowledge, abilities and skills related to supporting students with successfully transitioning into, through and from secondary school.

ACTIONS

- Increase parental involvement/engagement at the secondary level through communication and collaboration to ensure parents/families and students are aware and able to take full advantage of available resources/supports (e.g. social work, career/life planning, etc.)
- Guidance teachers will participate in learning opportunities specifically related to career/life planning (e.g. post-secondary programs/pathways, etc.) to ensure they are able to provide relevant and authentic support to students as they transition into, through and from secondary school

EXPECTED OUTCOMES

- Guidance teachers will participate in professional learning (e.g. attending post-secondary workshops such as college, university, Ontario Youth Apprenticeship Program [OYAP] fairs, etc.) to ensure they are able to best support students' career/life choices

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Over 40 guidance counsellors attended a full-day professional development session to learn about opportunities available for students pursuing the trades, which included a tour of local industries and presentations by employers in the skilled trades and the OYAP Coordinator

RESPONSIBILITY:

Dawn Stephens
Superintendent School Services/Student Success

	EIL	WB	C	EDI
1	☒	☒	☒	☒
2	☒	☒	☒	☒
3	☒	☐	☒	☒
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GOAL

Student Success – increase secondary students' credit accumulation leading to graduation.

ACTIONS

- Utilize board data to determine elementary school support and targeted interventions prior to transitioning students to secondary school
- Secondary schools will promote student enrolment in targeted experiential learning programs, including: Cooperative Education, Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Program (OYAP) and School College Work Initiative (SCWI)
- Increase SHSM programs and student enrolment at each secondary school
- Student Success Teachers (SST) will work closely with students to support credit success

EXPECTED OUTCOMES

- Direct support will be provided by elementary SSTs to identified elementary schools to assist with the transition process from elementary to secondary,
- ESSTs will provide direct support within Grade 7 and 8 classes focusing on language and math embedded within General Learning Strategies (GLS) curriculum, leading to a secondary credit
- Secondary students will access at least one experiential learning opportunity before graduation through cooperative education, SHSM, SWAC, Dual Credit and regular programming
- Grade 8s and 12s will participate in the exit survey in order to inform and improve School Action Plans (SAPs)
- Pathway planning for Grade 8 students will reflect students/parent/guardian choice and achievement in Grade 8
- SSTs will review achievement data to encourage appropriate level choice leading to the greatest likelihood of success

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Elementary SSTs have delivered whole-class lessons incorporating myBlueprint to students in Grade 7 - 8 across designated elementary schools
- Grade 8 and 12 students participated in pathways survey
- All elementary SSTs have been technology trained (soon to be certified), which will facilitate meaningful experiential learning opportunities for students and illustrate the importance of skilled trades
- SSTs met with Grade 8 students, parents/guardians and administrators to review course level selection and encourage high expectations
- Of the students who achieved a GLS credit in Grade 8 during the 2017-2018 school year, 91% are on track to earn eight out of eight Grade 9 credits
- Secondary students earned 401 dual credits

RESPONSIBILITY:

Dawn Stephens
Superintendent School Services/Student Success

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GOAL

Student Success – students from Grades K to 12 will access experiential learning opportunities to increase their connection between curriculum and their lives.

ACTIONS

- Establish an experiential learning model that aligns opportunities with the SCDSB Strategic Priorities, including targeting funds based on identified learning and population needs
- Collect data and monitor experiential learning to establish a baseline for growth and improvement
- Develop resources and provide clear examples of transferrable skills involved in experiential learning

EXPECTED OUTCOMES

TIMELINES

- Teachers will participate in learning sessions on the experiential learning cycle in order to build capacity within the system
- Elementary student success teachers (ESST) will attend experiential learning workshops
- Grade 8 at-risk students from targeted schools will participate in at least one experiential learning opportunity linked to their General Learning Strategies course
- Increased number of teachers using myBlueprint
- Number of experiential learning applications/opportunities for students will increase over the number received during 2017-2018
- Teachers from K to 12 will have access to an experiential learning database

2018 - 2019

PROGRESS TO DATE

- ESSTs have participated in experiential learning workshops and created experiential learning opportunities for identified students taking a General Learning Strategies course
- 435 number of Grade 8 at-risk students participated in experiential learning opportunities
- There was an increase in teachers using myBLueprint in the classroom, resulting in approximately 25,000 additional student logins
- 53 experiential learning applications were approved during the 2018-2019 school year
- All teachers have access to the experiential learning database for use in the 2019-2020 school year

RESPONSIBILITY:

Dean Maltby
Superintendent Leadership Development

	EIL	WB	C	EDI
1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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GOAL

The SCDSB will provide succession development opportunities for employees across all departments in order to develop leadership skills in preparation for future roles.

ACTIONS

- Develop baseline data to enable responsible succession planning
- Support bias awareness training for staff
- Use data to plan intentionally for leadership growth opportunities, providing mentorship along the way
- Implement effective communication strategies to market the leadership program to maximize participation
- Partner with other leaders to provide leadership opportunities that are responsive to participant voice
- Implement a comprehensive mentor coach training program for all employee groups

EXPECTED OUTCOMES

- Positions in the SCDSB can be filled by a diverse, qualified, trained and motivated staff
- The SCDSB will be motivated to grow in their leadership potential and job-embedded abilities
- Mentoring skills are applied in daily practice and professional settings

TIMELINES

2018 - 2019

PROGRES TO DATE

- Operational video modules have been posted and shared with new administrators
- New administrators were provided additional support through professional learning opportunities
- Mentor coach training has been provided to a blended group of SCDSB staff
- 438 SCDSB staff members participated in leadership opportunities after work. Topics included thinking about becoming a central resource teacher, new to the role of principal and thinking about becoming a manager

RESPONSIBILITY:

Dean Maltby
Superintendent Leadership Development

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GOAL

New Teacher Induction Program (NTIP) teachers will participate actively in the induction process and acquire the skills and information needed to advocate for their success.

ACTIONS

- Effective communication of all NTIP induction elements through the NTIP orientation
- Strong partnerships with program staff and central principals in providing high quality, professional learning and support for NTIP teachers
- Continued professional collaboration with NTIP Steering Committee
- Expand the learning opportunities for NTIP mentors in partnership with the SCDSB Mentor Steering Committee
- Provide NTIP/Teacher Performance Appraisal (TPA) training for all new and experienced administrators

EXPECTED OUTCOMES

- All NTIP contract teachers utilize the NTIP Strategy Form to document their participation, learning and implementation
- NTIP teachers will participate in professional learning related to equity, assessment and classroom management
- Mentor and mentee sessions will relate to mentee-identified goals and be grounded in best practices for mentoring
- All staff are held to high standards of professional practice

TIMELINES

2019 - 2020

PROGRESS TO DATE

- Held five full-day orientations for NTIP, long term occasional (LTO) and contract teachers
- 42 professional learning opportunities for NTIP teachers were provided through NM 94
- 410 teachers supported through the NTIP
- NTIP Steering Committee supported the work of the NTIP

RESPONSIBILITY:

Dean Maltby
Superintendent Leadership Development

	EIL	WB	C	EDI
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GOAL

Students will develop leadership skills to support their learning and well-being.

ACTIONS

- Student leaders from 54 elementary and 14 secondary schools will attend leadership camp at OELC
- Partner student leadership with equity, diversity and inclusion, with a focus on student voice and creating a culture for social change
- Student Senate will identify leadership goal for 2019-2020
- Student Senate will plan and host student events and activities to support leadership goal

EXPECTED OUTCOMES

- With support from student and teacher leaders, schools will be environments of positive social change
- Student Senate will use an outreach model for hosting meetings at secondary schools

TIMELINES

2019 - 2021

PROGRESS TO DATE

- Elected student trustees have developed a leadership portfolio and written a leadership reflection
- Student trustees have piloted the outreach model for senate meetings
- Exploring Leadership sessions for elementary and secondary students have been planned for the spring
- 30 elementary and eight secondary schools have participated in Exploring Leadership
- All participating schools have developed a social change initiative

RESPONSIBILITY:

Douglas Paul
Superintendent Transportation/Athletics

	EIL	WB	C	EDI
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GOAL

Continue to find efficiencies in our student transportation system.

ACTIONS

- Work with the Simcoe County Student Transportation Consortium (SCSTC) to find efficiencies through changes to bus runs and/or bell times
- Work with the special education/program departments to mitigate costs associated with modified day transportation
- Develop initial plans with the program department leading to the implementation of French Immersion in secondary schools in the 2021-2022 school year

EXPECTED OUTCOMES

- Achieve a 25% decrease in specialized transportation costs in the 2019-2020 school year
- A completion of the bell time efficiencies is available to the SCDSB

TIMELINES

2019 - 2020

PROGRESS TO DATE

- Completed bell time efficiencies for the SCDSB
- Achieved a balanced budget for the 2018-2019 school year

RESPONSIBILITY:

Douglas Paul
Superintendent Transportation/Athletics

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GOAL

Implement plans for the SCSTC to supply and support all charter business in the SCDSB.

ACTIONS

- Work with school bus operators to streamline charter bus ordering and procurement procedures
- Fully implement charter bus service throughout the county in the 2019-2020 school year

EXPECTED OUTCOMES

- Increased availability of buses for field trips and athletics
- Equity of costs for secondary school athletics, equalizing payments between schools in central regions with those who travel greater distances
- Improved service levels and increasing opportunities to ride share for events

TIMELINES

2018 - 2020

PROGRESS TO DATE

- Staff have been hired to support the charter business and office space has been arranged
- Office support staff and administrators have received information and instructions regarding the charter bus service
- The SCSTC is fully prepared to implement the charter bus service in September 2019 for the 2019-2020 school year

RESPONSIBILITY:

Douglas Paul
Superintendent Transportation/Athletics

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GOAL

Provide elementary and secondary school coaches with emergency first aid training.

ACTIONS

- Work with the Simcoe County Athletics Association, the centralized athletics coordinator and first aid training providers to train all coaches in emergency first aid to meet Ophea standards and prepare for Rowan's Law implementation

EXPECTED OUTCOMES

- Ensure all coaches of fall and winter secondary athletics programs are trained by the end of the 2017-2018 school year, completing the cycle with coaches of spring secondary athletic programs in the 2018-2019 school year

TIMELINES

2017 - 2019

PROGRESS TO DATE

- All coaches of high risk secondary school sports have received emergency first aid training in the past two years

RESPONSIBILITY:

Hanne Nielsen

Superintendent Partnerships/Lifelong Learning

	EIL	WB	C	EDI
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GOAL

Ensure students enrolled in alternative, adult and continuing education programs are ready for a post-secondary pathway.

ACTIONS

- Implement new alternative school model, designed to improve program options and support for students 16-21 years of age
- Rename and rebrand the county-wide secondary school made up of 11 campuses
- Design a streamlined referral process to support transition
- Conduct staff PD targeted at supporting students in blended learning, development of pathway plans and enriched experiential opportunities
- Streamline SAL program processes within the new alternative programming model

EXPECTED OUTCOMES

TIMELINES

- Decrease early-leaver population from 17.5% to 10%
- The number of students on SAL will decline year over year as a result of improved engagement strategies
- The new alternative programming model will implement the key recommendations of the Alternative Programming Review Report, 2017 by 2021
- All students will have a myBlueprint pathway plan co-created with educators

2018 - 2021

PROGRESS TO DATE

- Implemented new alternative education school model
- Simcoe Alternative Secondary School was renamed Simcoe Shores Secondary School (SSSS)
- Information Technology Services is developing a streamlined referral process
- Developed new streamlined SAL program process under SSSS
- The number of students on SAL decreased from 166 in 2017-2018 to 100 in 2018-2019
- Forty-five per cent of students in 2018-2019 had a myBlueprint plan compared to 23% in 2017-2018
- 188 SSSS students graduated in 2018-2019
- 338 adult students graduated in 2018-2019

RESPONSIBILITY:

Hanne Nielsen

Superintendent Partnerships/Lifelong Learning

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GOAL

Establish community hubs that provide a full suite of programs and services to house adult and continuing education and the new alternative school model.

ACTIONS

- Evaluate current leases according to the ability to establish a community hub
- Co-locate alternative school sites with adult and continuing education sites where viable
- Build partnerships with service providers to improve wrap around services and programs
- Leverage resources to find synergies and opportunities for improved coordination of services
- Promote lifelong learning with partners to better serve and respond to community needs
- Host SAL meetings at the SCDSB community hub sites to better support transition

EXPECTED OUTCOMES

- SCDSB community hubs provided in eleven communities in Simcoe County
- Community hub supporting twelve-month educational programming, which may include parenting workshops, international and Indigenous languages for elementary students, adult ESL, adult Indigenous language, night and summer school, adult day school, adult upgrading and more
- Improving wrap-around services and programs to support the learner and their family based on community need and partners established
- Contribute to the vitality of communities and support the development of a highly skilled work force and lifelong learning

TIMELINES

2018 - 2022

PROGRESS TO DATE

- Four leased spaces are now co-located in Bradford, Alliston, Collingwood and Barrie. Orillia will be co-located beginning in September 2019
- Additional lease agreements are being investigated to determine viability of community hub
- Responded to community needs through the development of a partnership in Collingwood with the County of Simcoe
- SAL meetings are held at the various Learning Centres around the county in order to introduce students and their families to the SCDSB community hub

RESPONSIBILITY:

Hanne Nielsen

Superintendent Partnerships/Lifelong Learning

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GOAL

Promote, support and expand the blended and eLearning opportunities to support teaching and learning in a technology-driven global society.

ACTIONS

- Implement D2L into Alternative Outreach program to support blended learning for students
- In partnership with the program department and secondary principals, increase the number of sections of eLearning courses available in the system and maximize senior level courses in the system to support student choice
- Implement PD to support continued quality improvement in the delivery of eLearning courses
- In partnership with Queen's University, offer an AQ course in eLearning for a SCDSB cohort

EXPECTED OUTCOMES

TIMELINES

- Increased number of students, year over year, accessing online learning opportunities to support learning needs
- Increased in student retention and accumulation, year over year, in eLearning
- Increased, year over year, number of teachers with qualifications in eLearning and blended learning

2018 - 2022

PROGRESS TO DATE

- Increased eLearning sections by 38 per cent for 2018-19 school year
- The SCDSB's eLearning model has evolved from an eLearning hub to multiple eLearning sections within five high schools with a dedicated eLearning teacher
- To date, 100 SCDSB educators have earned their AQ in eLearning
- 96% of students who completed a 2019 summer school eLearning credit earned the credit for a total of 1106 credits granted

RESPONSIBILITY:

Hanne Nielsen

Superintendent Partnerships/Lifelong Learning

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GOAL

Create multiple opportunities for students to expand their global and cultural proficiency skills through internal and external partnerships.

ACTIONS

- Market International Student Visa program to support culturally diverse school populations
- Participate in year 3 of the MOU with Georgian College and Lakehead University in joint marketing initiatives including attending the ICEF Agent Fair in Berlin in October 2018
- Pilot the International Certificate Program at three high schools for 2018-2019
- Promote and increase student participation rates in exchange program

EXPECTED OUTCOMES

- Increase enrolment year over year of international visa students from diverse nations
- Partner with central leaders to leverage shared expertise and resources to support the internationalization of our schools
- Determine viability of International Certificate Program through analysis of pilot
- Increase the number of students year over year participating in exchanges and accessing experiential learning opportunities in other provinces and countries

TIMELINES

2018 - 2022

PROGRESS TO DATE

- Attended ICEF Berlin 2018 and ICEF Vancouver 2019 with MOU partners and achieved marketing goals of improved brand recognition for the region
- In the 2018-2019 school year, international visa student enrolment increased to 270 students who chose the SCDSB as their preferred school board
- Signed new three-year MOU with Georgian College and Lakehead University for 2019-2022

RESPONSIBILITY:

Hanne Nielsen
Superintendent Partnerships/Lifelong Learning

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GOAL

Develop strong internal and external partnerships to support strategic priorities.

ACTIONS

- Central Region Partnership for Adult Education (CRPAE) - Implement strategic initiatives of year three to improve adult education system
- County of Simcoe Ontario Works - Implement year three of the Ontario Trillium funded Circles program in North Simcoe region
- Child Youth and Family Services Coalition of Simcoe County - Represent the SCDSB and continue to support poverty reduction and mental health initiatives
- Learning Outside the School Day Initiatives - Partner with Program, Special Education and Continuing Education departments to increase program offerings and student participation in summer learning opportunities
- Establish formal partnership agreements with the YMCA, Big Brothers, Big Sisters and Georgian College/Changemakers

EXPECTED OUTCOMES

- Demonstrated evidence on an annual basis of impactful partnerships to improve support, services and programs
- Celebrated key partnerships that are essential to the SCDSB achieving its mission
- Improve services and programs for adult learners in the central region (comprised of nine school boards working collaboratively)
- Established foundation for Circles program throughout Simcoe County
- Increased summer learning enrolment year over year with evidence of improved student achievement

TIMELINES

2018 - 2022

PROGRESS TO DATE

- Circles program in North Simcoe region is progressing well with the County of Simcoe as a partner
- Signed formal MOU with the five regional districts of Big Brothers, Big Sisters for 2019-2022
- Developed policy for educational partnerships
- CRPAE is on track to achieve expected outcomes of the pilot by project end date in November 2019

RESPONSIBILITY:

Hanne Nielsen

Superintendent Partnerships/Lifelong Learning

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GOAL

Utilize data and evidence to inform decisions to support strategic priorities.

ACTIONS

- Collection of system data trends and survey data for school startup, by family of schools
- Broadened collection of demographic information
- Research lifecycle around major projects

EXPECTED OUTCOMES

- Superintendents and administrators have insightful data to assist with decision making, from school startup information packages
- Reliability and predictability of research projects involving the SCDSB
- Utilization of demographic information to inform decisions
- Project goals are well documented and understood, and then assessed for effectiveness

TIMELINES

2018 - 2021

PROGRESS TO DATE

- 2018-2019 school climate data for elementary schools was analyzed and shared with administrators, including open-ended qualitative statements
- New data repository was developed to increase the accessibility of data
- Taking an active leadership role in transforming decision-making processes under the Results Based Accountability framework, which includes utilizing data to help build plans and measure progress of initiatives
- Formalized internal and external research procedures

RESPONSIBILITY:

John Dance

Associate Director/ Superintendent of Human Resource Services

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GOAL

Decrease staff absenteeism.

ACTIONS

- Implement revisions to Apply to Education (ATE) parameters
- Re-employ DAS (Daily Assigned Substitutes) at high unfilled schools for teachers and other employee groups
- Set up program at strategic times during the school year (October to December, April to June) at schools identified as having large numbers of unfilled positions
- Establish a hard cap on daily PD for board and school
- Maintain Attendance Support Program (ASP) threshold for meetings at eight days to establish early intervention and review at Director's Advisory Council (DAC)
- Continue to provide additional communication and purpose of the program to staff regarding ASP/Disability Management

EXPECTED OUTCOMES

TIMELINES

- Reduction in staff absenteeism – reduce employee group average by 1.0 days per employee per year
- Reduction of all first unfilled positions
- Reduction of unfilled positions by 10%
- Reduce number of ASP meetings

2018 - 2020

PROGRESS TO DATE

- ATE parameters have been revised to include use of job board, number of calls made, significant patterns emerging in use of programs
- Worked with union partners to refine parameters to maximize numbers of teachers available for assignments
- Implemented DAS for spring months when absenteeism has peaked
- Established patterns of absenteeism through Power BI data and communicate to employees who fit the patterns reviewed
- Established cap on daily PD
- Completed pilot of ATE PD module to be fully implemented in 2019-2020
- Provided communication to staff regarding ASP/Disability Management

RESPONSIBILITY:

John Dance

Associate Director/ Superintendent of Human Resource Services

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GOAL

Develop plans for schools transitioning to Grade 7 to 12 model (Stayner Collegiate Institute [SCI] and Elmvale District High School [EDHS]).

ACTIONS

- Begin research efforts to capture and review processes at SCI including attitudes, strengths and challenges
- Document HR processes and labour relations with ETFO and OSSTF
- Meet with OSSTF and ETFO to share progress and updates
- Create options related to scheduling, assessment and team teaching

EXPECTED OUTCOMES

- Plans and experiences of the two schools will be tracked and documented
- Research project will be shared internally to inform the EDHS and other transitions to Grade 7 to 12 model
- Continue discussions with OSSTF and ETFO regarding working conditions
- Integrate classes for Grade 7 to 12 model
- Utilize survey tool to review student, staff and community response to the change to a Grade 7 to 12 model

TIMELINES

2018 - 2020

PROGRESS TO DATE

- Conducted focus groups and surveys with each stakeholder group (Grade 7-8 students, Grade 9-12 students, parents, staff, community members)
- Provided regular updates to union groups as part of working conditions and monthly federation meetings
- Continuing work to establish practices of integrating Grade 7-8 students and staff into SCI and EDHS

RESPONSIBILITY:

Michael Giffen
Superintendent Well-being

	EIL	WB	C	EDI
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GOAL

Students, staff and parents/guardians learn, develop, model and practice skills that foster well-being through curriculum, relationships and experiences.

ACTIONS

- Student, staff and parent/guardian development will be offered centrally, site-based, outside of the instructional day and on professional development (PD) days to assist students, staff and parents/guardians in supporting their own and others' well-being
- School-based wellness team will strategically implement initiatives, programs and practices that build capacity and sustain the organizational conditions that support staff and student well-being
- Child and youth workers (CYW) will provide evidence-based, small-group resources and classroom support specific to social and emotional skill building, mindfulness, self awareness and self regulation in 30 elementary schools during the 2019-2020 school year
- Social workers will provide direct mental health services to students in secondary schools with a focus on prevention and early intervention during the 2019-2020 school year

EXPECTED OUTCOMES

- Students, staff and parents/guardians will have and demonstrate skills that foster well-being (cognitive, physical, social and emotional)
- Students feel supported, in relation to their mental health and well-being
- Students and parents/guardians know how and where to seek assistance in the community
- Staff feel supported in their role to promote student mental health and well-being
- Students, staff and parents/guardians will understand their role in supporting a culture of well-being and are equipped with the skills to do so
- Administrators will use data from Leading Mentally Healthy Schools Reflection Tool, school climate survey data and staff experience and wellness survey data to inform School Action Plans (SAP) and to monitor and assess organizational conditions and school culture

TIMELINES

2018 - 2020

PROGRESS TO DATE

- School-specific data is ready to provide to schools to help inform wellness goals on their 2019-2020 SAP
- All schools have a health and wellness team that lead activities and initiatives to encourage well-being in schools
- Parents participated in self-regulation sessions through the Parent Involvement Committee in Bradford and Orillia
- CYWs have been trained to deliver self-regulation sessions

RESPONSIBILITY:

Michael Giffen
Superintendent Well-being

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GOAL

Students and staff have a positive sense of self, their work and connectedness, supported through kind and caring relationships, safe and positive environments and community partners.

ACTIONS

- Staff and students will continue to be engaged in the Leading Mentally Healthy Schools process and participate in evidence-based learning opportunities that promote mentally health, safe and inclusive schools and communities
- Continue to certify supervisors and managers in the Morneau Shepell Mental Health Leadership Certificate program and begin to measure impact

EXPECTED OUTCOMES

- Increased awareness of well-being and the importance of positive mental health will be supported and will empower students, staff and parents/guardians
- Resources for students, staff and parents/guardians will be strategically allocated based on an evidence-based needs assessment
- Enhanced culture of care, concern and compassion in the workplace is evident

TIMELINES

2018 - 2020

PROGRESS TO DATE

- 230 supervisors and managers have completed the Morneau Shepell Mental Health Leadership Certificate program
- Of staff who completed the school climate survey in 2018-2019, 92% agree that administration promotes a clear vision for a welcoming and inclusive environment, 94% feel they have positive relationships and 88% believe positive mental health is discussed and supported

RESPONSIBILITY:

Michael Giffen
Superintendent Well-being

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GOAL

Continue to grow our capacity to provide students and educators with learning opportunities that will deepen and enrich outdoor stewardship and active, healthy living by making purposeful connections between nature, the outdoors, physical activity, healthy living and the Ontario Curriculum.

ACTIONS

- Outdoor Education, Environmental and Healthy Active Living Coordinator will support daily physical activities in schools, annual outdoor learning conferences, outdoor learning experiences with community partners and school-based teams
- Enhance outdoor learning spaces - outdoor classrooms, school-scaping, school ground greening and development

EXPECTED OUTCOMES

- Leadership capacity and environmental stewardship are developed in educators and students
- Students and staff demonstrate an increased environmental and healthy living awareness and promote action in our schools and lives
- Environments that foster wonder, curiosity and a desire to learn outside are created

TIMELINES

2018 - 2020

PROGRESS TO DATE

- Outdoor Education, Environmental and Healthy Active Living Coordinator worked with 23 elementary and secondary schools to develop leadership capacity and develop environmental stewardship in educators and students
- The outdoor education team hosted two outdoor education conferences - Singing in the Rain and Mittens in the Snow
- Partnered with Shanty Bay Public School, Ashoka Canada and Georgian College to support Changemaker program
- All Grade 4 students participated in outdoor learning experiences with community partners and school-based teams
- 51 schools were certified through Ontario EcoSchools in 2018-2019

RESPONSIBILITY:

Sarah Kekewich
Manager of Communications

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GOAL

Maintain ongoing communication with current stakeholders through a variety of channels.

ACTIONS

- Continue to grow social media presence, using Facebook, Twitter, Instagram and YouTube to share positive stories about the SCDSB and our schools, to engage parents and other community members and to promote programs and events
- Continue to work proactively with media to share positive stories about the SCDSB and our schools and to promote programs and events
- Conduct communications audit to evaluate effectiveness of communication efforts
- Deliver trustee orientation session to new trustees
- Host communications workshops for system staff
- Communicate key system messages and initiatives with parents/guardians through continuous engagement with the Parent Involvement Committee (PIC)

EXPECTED OUTCOMES

- School communities, staff and stakeholders are more aware of programs, events and processes
- Increase in the number of followers and engagements on social media platforms
- Determine communication strengths and gaps to assist with the development of a focused SCDSB communication plan
- Trustee candidates will gain valuable information about the role of the trustee, governance structure and commitment requirement
- School Council chairs will receive communication from the PIC to include on School Council agendas to ensure system messages are distributed to parents/guardians

TIMELINES

2018 - 2022

PROGRESS TO DATE

- Actively increasing social media presence in order to connect with stakeholders, with 20,400 Twitter followers, 14,345 Facebook followers and 4,640 Instagram followers as of June 2019
- Developed partnership with Fresh 93.1 FM - broadcasting live from one school per month during the 2019-2020 school year
- Completed media audit in January 2019 and utilized results to drive communication strategies
- Hosted one trustee information session and four orientation sessions for the new Board of Trustees
- The purpose and goals of SCDSB committees including the First Nation Education Advisory Committee and Special Education Advisory Committee and the work of trustee representatives were highlighted through social media, the board website and the staff newsletter

RESPONSIBILITY:

Sarah Kekewich
Manager of Communications

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GOAL

Ensure that communications reflect the SCDSB brand, meet or exceed accessibility standards and are user-friendly.

ACTIONS

- Redevelop the SCDSB Corporate Standards to ensure consistency and to meet accessibility standards
- 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
- Increase the variety of corporate branding tools/resources and encourage use at public events and meetings

EXPECTED OUTCOMES

- Communication materials are accessible to a wider range of users and comply with AODA standards
- Board and school communication materials and tools are consistent and recognizable as being from the SCDSB
- Consistent corporate identity and brand recognition

TIMELINES

2018 - 2022

PROGRESS TO DATE

- Supported more than 25 major projects with various departments that adhere to the SCDSB Corporate and Visual Brand Standards since August 2018, including the Director's Annual Report, Operational Plan, Holy Days and Holidays calendar, French Immersion plan, Kindergarten Registration plan, high school information night advertising, Education Development Charges advertising, Indigenous Heroes launch, staff recognition campaigns, cooperative education and SCDSB Idol
- Branding kit with approved images and messages in development for use by school and board staff
- Developed dedicated page for new staff web to assist staff with creating documents and resources that adhere to the SCDSB Corporate and Visual Brand Standards
- Acquired additional branding tools including banners, tablecloths and promotional attire

RESPONSIBILITY:

Stuart Finlayson
Superintendent Indigenous Education/ Parent Involvement

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GOAL

Increased student achievement and well-being for self-identified Indigenous students.

ACTIONS

- Increased central Itinerant Resource Teacher staff allocation to support secondary schools
- Deliver preventative mental health group session in conjunction with the SCDSB mental health team
- Implement the revised First Nation, Métis and Inuit Studies Grade 9-12 curriculum

EXPECTED OUTCOMES

- Increase engagement and a sense of well-being among Indigenous students
- Decrease the number of individual student referrals to social workers
- Continue successful re-engagement of Indigenous students
- Increase credit accumulation, report card grades and results on provincial assessments

TIMELINES

2018 - 2020

PROGRESS TO DATE

- During 2018-2019, 11 students became re-engaged in secondary school and completed the year. Of those students, one received an Ontario Secondary School Diploma (OSSD), while the others are working towards graduation requirements
- One student from the 7th Fire program enrolled in School Within a College (SWAC) and obtained their OSSD
- 2017-2018 school climate survey results show an increase in the sense of belonging and feeling of acceptance as students progress through secondary school, with 72% of Grade 12 Indigenous students reporting a feeling of belonging and 83% reporting that they feel accepted for who they are
- 2018-2019 baseline data indicates that there were 113 individual referrals to the Indigenous social worker
- Progress with provincial assessments will be reported in January 2020 with the availability of data

RESPONSIBILITY:

Stuart Finlayson
Superintendent Indigenous Education/ Parent Involvement

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GOAL

SCDSB promotes and ensures Indigenous knowledge and perspective.

ACTIONS

- Share best practices with all schools to ensure welcoming environments
- Implement Indigenous practices and protocols
- Introduce cultural competency training
- Modify structure/format of board-mandated meetings to be more culturally responsive
- Maintain dedicated school spaces - Lions Oval, Huron Park, Portage View

EXPECTED OUTCOMES

- All schools are safe and welcoming environments for Indigenous students and families
- Continuous increase in the number of students who self-identify
- Increase in parent/guardian/family involvement in schools
- Dedicated spaces in schools are developed, maintained and utilized
- Meeting formats are culturally responsive

TIMELINES

2018 - 2020

PROGRESS TO DATE

- Time was allocated on professional development days to review best practices on creating and maintaining welcoming environments
- Indigenous teaching resources, including information about Indigenous practices and protocols are made available through the new staff website
- Educational assistants, occasional teaching staff and trustees received cultural competency training
- Dedicated spaces are operating in identified schools

RESPONSIBILITY:

Stuart Finlayson
Superintendent Indigenous Education/ Parent Involvement

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GOAL

Continue to foster and enhance positive relationships with all Indigenous partners.

ACTIONS

- Conduct meetings with all stakeholders
- Issue system-wide student survey in 2018-2019
- Modify student advisor job descriptions
- Establish an Indigenous Education Committee to complement First Nations Education Advisory Committee (FNEAC)
- Collaborate with staff at Beausoleil First Nation, Rama First Nation, Métis Nation of Ontario and friendship centres to conduct a needs assessment regarding school/academic achievement

EXPECTED OUTCOMES

- More positive relationships will be built between families, community partners and the SCDSB
- Indigenous partners will feel they have a voice and will be more engaged with the SCDSB
- The SCDSB will be more responsive to school/academic needs

TIMELINES

2018 - 2020

PROGRESS TO DATE

- Partnered with Friendship Centres in Barrie and Midland on several events
- Beausoleil First Nation staff attended SCDSB professional development sessions in the fall
- Indigenous student leaders completed a student voice survey
- Met with Ministry of Education Indigenous staff to discuss our current FNEAC and Education Advisory Circle structure and next steps