

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 29, 2018
- RFP for facility partnership in new Bradford North elementary, new Oro-Medonte elementary and new Wasaga Beach elementary issued in July 2018
- No responses to RFP for new Bradford North elementary school
- Moving forward with the Township of Oro-Medonte on the facility partnership at the new Oro-Medonte elementary school
- In conversation with two entities regarding facility partnership at new Wasaga Beach elementary school

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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. Acquisition and implementation are expected in the current fiscal year

TIMELINES

2017 - 2019

PROGRESS TO DATE

- Acquisition of the model is still in progress. Acquisition and implementation are expected in the current fiscal year

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GOAL

Improve timelines for tendering of capital projects.

ACTIONS

- Alter the calendar for tendering of capital projects

EXPECTED OUTCOMES

TIMELINES

- Capital projects constructed at optimum pricing
- 2017 - 2019

PROGRESS TO DATE

- Transitioned to a new timeline for tendering capital projects. Early results are favourable, with more than 90 per cent of project tenders at or below budget

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GOAL

Complete land acquisitions for new school sites.

ACTIONS

- Undertake purchase/expropriation of required sites

EXPECTED OUTCOMES

- Designation and acquisition of required properties in a timely manner to accommodate projected growth

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Staff are currently active on the following land acquisitions:
 - New Bradford north elementary school – acquired
 - Bradford south site – acquired
 - New Oro-Medonte elementary school – in progress
 - Tottenham site – in progress
 - New Wasaga Beach elementary school – in progress

RESPONSIBILITY:

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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

RESPONSIBILITY:

Brian Jeffs

Superintendent of Business & Facility Services/Treasurer

	EIL	WB	C	EDI
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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
- Transition all Safety Plans – Notification of Worker Risk to PowerSchool from IEP Online
- 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 & 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 are in the process of transitioning Safety Plans – Notification of Worker Risk to PowerSchool (expected completion date June 2019)
- Communication of implementation of new process shared with Federation leadership at the Director's Advisory Council

RESPONSIBILITY:

Chris Samis
Superintendent Program/ Special Education

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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 SCDSB elementary schools will participate in the year-one 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-two and 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
- Central staff have written units/lessons for elementary music instruction and organized a series of professional learning workshops to ensure educators have the competency and confidence to offer successful music programs in schools
- Currently identifying thirty schools for year two of the roll out

RESPONSIBILITY:

Chris Samis

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

TIMELINES

- 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

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 should be completed by March 2019
- Twenty-five additional “Correcteurs” have been trained to increase opportunities for additional students to take the DELF
- 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) – by 2021-2022, 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

- Capacity building for educators in relation to developing and implementing linguistically appropriate and culturally responsive pedagogies is ongoing
- Schools with high numbers of ELL students (Tier 1) began hosting ELL facilitators for six weeks, building capacity through a four Cs (co-plan, co-teach, co-consolidate, co-reflect) model of professional learning
- Schools whose ELL population is increasing (Tier 2) have begun building their capacity through ELL learning walks in schools where effective practices are in place
- An ELL school reflection tool is being used to support remaining schools (Tier 3) to identify current practices and develop an understanding of desired practices in relation to the implementation of Steps to English Proficiency (STEP)
- Baseline data for achievement and deferral rates for ELL students is being established
- There has been a 68 per cent increase in the number of students identified as ELL in PowerSchool over a ten-month period, reflecting both an increase in ELL students and improved data quality
- The implementation and recording of STEP levels for ELL students is ongoing

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GOAL

Literacy (Grades K – 3) – by 2021-2022, as a result of responsive and explicit teaching, 85% of 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
- Kindergarten and primary facilitators will be assigned to identified schools in the primary division classrooms to support the explicit teaching of strategies that support: phonemic awareness, phonics and word study, vocabulary development and reading fluency, as well as writing clearly and creatively for an authentic purpose and/or audience
- 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
- By 2021-2022, 85% of 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

- 72% (Reading) of students in Grade 3 met or exceeded the literacy standard in 2018 while 68% (Writing) met or exceeded the standard
- 50% of schools are implementing the Early Literacy Support Program in Kindergarten classes, with an intentional focus on reading, based on school identified need
- Use of primary instruction and assessment facilitators in targeted elementary schools, supporting evidenced-based literacy strategies (focus on emergent/early readers) in classrooms - target between level 16 – 40 (by end of Grade 3)
- All schools have early literacy (K – 3) goal in School Action Plans

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GOAL

Literacy (Grades 4 – 6) – by 2021-2022, as a result of responsive and explicit teaching, 85% of 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
- By 2021-2022, 85% of all junior students will meet or exceed the provincial standard

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)

2017 - 2022

PROGRESS TO DATE

- EQAO results in Reading (79%) and Writing (73%) remained consistent in 2018
- Assessment facilitators have developed and initiated professional development for Grade 4 – 6 teachers on creating assessment capable learners across the system

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GOAL

Literacy (Grades 7 – 12) – by 2021-2022, 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)

TIMELINES

2017 - 2022

PROGRESS TO DATE

- Specifically designated elementary schools were provided additional support through elementary student success teachers to improve instructional practices/assessment specific to literacy, with the intention of improving Grade 7 - 8 literacy skills and confidence
- All elementary schools have timetabled 100 minutes/day of uninterrupted literacy time
- All secondary schools, through the use of literacy leads, have created and implemented a plan of action to improve OSSLT results, including the use of a diagnostic assessment for students at risk, as well as build overall literacy skills (aligned with OSSLT) in Grade 9 - 10 applied level courses

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GOAL

Mathematics (Grades K – 3) – by 2021-2022, as a result of responsive and explicit teaching, 75% of 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
- Kindergarten and Primary Facilitators assigned to identified schools to support early years and primary educators with focus on counting/comparing/composing numbers, place value and operation sense
- 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 2018-2019 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 – 54%) and that they are good at math (baseline – 55%)

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

- Professional development was provided to Kindergarten educators (teachers/DECEs), focusing on embedding mathematics in play-based learning, through use of Kindergarten facilitators in designated schools
- Detailed scope and sequence created for mathematics Grades 1 – 3 to support consistency in instruction
- All elementary schools have 300 minutes of math instruction in a 5-day cycle
- EQAO Grade 3 math (Primary) remained consistent at 61% (2018)

- All administrators/math leads have participated in a series of professional learning sessions to increase math content, instructional practices and leadership with renewed focus on fundamentals in math, including number sense, mental math, automaticity, etc.

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GOAL

Mathematics (Grades 4 – 6) – by 2021-2022, as a result of responsive and explicit teaching, 75% of 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 – 47%) and that they are good at math (baseline – 49%)

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

- EQAO Grade 6 math results increased by 5% to 44% (2018)
- All administrators and lead math teachers participated in a series of professional learning sessions focusing on fundamentals in math
- Staff have developed a detailed math scope and sequence for Grades 1 – 8
- All elementary schools have a specific math goal (Grades 4 - 6), including corresponding actions, aligned with specific school strengths or needs

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GOAL

Mathematics (Grades 7 – 12) – by 2021-2022, as a result of responsive and explicit teaching, 75% and 85% of Grade 9 students in the applied and academic course type, respectively, 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 – 33% applied, 54% academic) and that they are good at math (baseline – 33% applied, 55% academic)
- 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

- 40% of students in applied (MFM1P) and 81% of students in academic (MPM1D) met or exceeded provincial standard in 2018, an increase of six per cent in academic
- All secondary educators participated in full day of math professional learning focusing on fundamentals in math
- All secondary schools have a specifically identified math goal in their School Action Plan, and have aligned actions specific to increasing achievement in applied math (Grades 9 – 10)

RESPONSIBILITY:

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GOAL

Students with special education needs (SENs) will demonstrate increased 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

- Increased use of quantitative tools to measure individual student independence
- 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

TIMELINES

2017 - 2019

PROGRESS TO DATE

- Intentional focus on special education professional development delivered via in-school coaching model
- Results and recommendations from 2018 IEP audit included in various professional development sessions, with a formal IEP audit to be completed in October 2019
- 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)

- Grade 3 EQAO results were at the provincial average for students with SENs in all categories
- Continued focus required at Junior level (Reading/Writing/Math) to ensure successful transition to secondary school

RESPONSIBILITY:

Chris Samis
Superintendent Program/ Special Education

	EIL	WB	C	EDI
1	☒	☒	☒	☒
2	☒	☒	☒	☒
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4	☒		☐	

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

- Teachers will participate in learning sessions on the Experiential Learning cycle in order to build capacity within the system
- Elementary Student Success teachers will attend Experiential Learning workshops
- All 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

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Elementary Student Success Teachers (ESSTs) have participated in experiential learning workshop and created experiential learning opportunities for identified students taking a General Learning Strategies course
- Developed an application and documentation process to ensure consistency of documentation
- Employer consultations have taken place to support a long-term vision for Cooperative Education, including identifying consistent supports for all students and promotion of a program that mutually benefits schools and employers
- Cooperative Education teachers have met to ensure a common understanding of the outcomes in the new curriculum document and will continue to implement changes

RESPONSIBILITY:

Chris Samis

Superintendent Program/ Special Education

	EIL	WB	C	EDI
1	☒	☒	☒	☒
2	☒	☒	☒	☒
3	☒	☐	☒	☒
4	☒		☐	

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
- Professional learning to increase secondary graduation rates including: monitoring school/system course offerings, pathway planning, course selections, course delivery models (e.g. eLearning, Blended Learning, in-class instruction)
- Professional learning to increase awareness of Creating Pathways to Success (CPS)
- Professional learning provided to school staff during monthly meetings and PA days to embed CPS in classroom activities
- SSTs will model CPS in schools to connect classroom learning and individual pathway planning
- Secondary schools will maximize 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

EXPECTED OUTCOMES

- Direct support will be provided by 16 Elementary SST's to 43 identified elementary schools to assist with the transition process from elementary to secondary, as well as provide direct support within Grade 7 and 8 classes focusing on language and math embedded within General Learning Strategies (GLS) curriculum, leading to secondary credit
- SCDSB to measure and monitor secondary course availability, selection and achievement outcomes to inform professional learning (e.g. Applied, Locally Developed models of instruction/assessment, etc.)
- Increased use of Individual Pathway Plan (IPP) planning tool as evident through staff account audit
- Students in Grades 7 – 12 will be able to articulate relationship between experiences, expectations and career/post-secondary pathway options
- Secondary students will access at least one experiential learning opportunity before graduation (e.g. cooperative education, SHSM, SWAC, Dual Credit, etc.)
- Grade 8s and 12s will participate in the exit survey in order to inform and improve School Action Plans (SAPs)
- Enrolment in Grades 9 – 12 will reflect provincial averages with respect to percentages of students taking academic, applied and locally developed pathways

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
- Elementary SSTs have provided experiential learning opportunities for all students taking the GLS course

- All Grade 8 and 12 students have participated in Pathways survey
- Elementary SSTs continue to support student pathway planning, working in conjunction with Grade 8 teachers, secondary SSTs and families
- Elementary SSTs have received training and begun to use the Brightspace portfolio tool to capture student learning as related to individual portfolio planning
- Elementary SSTs participated in career planning professional development focused on OYAP, Cooperative Education, SHSM and technical education, to facilitate pathways planning for students choosing to enter the workforce or apprenticeships after high school
- 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

RESPONSIBILITY:

Chris Samis

Superintendent Program/ Special Education

	EIL	WB	C	EDI
1	☒	☒	☒	☒
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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

- All 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

- Guidance teachers have participated in career/life planning professional learning including cross-panel conferences, skilled trades presentations, girls in non-traditional trades, Dual Credit, myBlueprint, tours of local facilities and more
- Guidance teachers continued work with a variety of community members and service agencies such as Compass and NewPath to help support students with academic and social-emotional success
- Guidance teachers regularly communicate via a variety of channels (one-on-one, in person, orientation sessions, email, social media, etc.) with parents/guardians/families to support student success, dissolve barriers and encourage parental and community involvement in student growth and well-being

RESPONSIBILITY:

Christine Evitt
Chief Information Officer

	EIL	WB	C	EDI
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GOAL

Ensure highly available and accessible teaching and learning technology.

ACTIONS

- Continue enhancements to network and Wi-Fi access
- Increase provision 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 by July 2019
- Accessibility of tools from any device
- Increased use of online courses by 20% year over year beginning July 2019
- Increased flexibility in time and place for learning
- Foundational level of IT knowledge across all employees

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Thirty Wi-Fi access points have been added to areas with high Wi-Fi usage
- One hundred and fifty-five Wi-Fi access points have been replaced with the latest technology
- Implemented single sign on for all SCDSB approved web applications
- Completed 'change password' option in Office 365 for both staff and students
- Replaced SchoolConnects with SchoolMessenger, which provides apps for mobile devices, resulting in flexibility of school-to-student home communication and absence reporting
- Launched SUPPORTdesk with a mobile-friendly self-service portal

RESPONSIBILITY:

Christine Evitt
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 - 2019

PROGRESS TO DATE

- Working with schools to identify opportunities to test two technology implementations to enable a more interactive and inclusive experience for home instruction students
- Implemented specialized rooms in the Education Centre, Orillia Learning Centre and Nottawasaga Pines SS, as well as mobile units in rural secondary schools, to be used for virtual professional development classes and recording of professional development for replay

RESPONSIBILITY:

Christine Evitt
Chief Information Officer

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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 - 2019

PROGRESS TO DATE

- Launched SUPPORTdesk on Nov. 19, 2018. Features include:
 - New support management tool
 - Self-help available for 262 knowledge items
 - 42 service pages to provide expanded support for staff
 - Asset repository and tracking system, beginning with SCDSB computers
- Delivered twenty-five accessibility courses to SCDSB staff
- New staff website under development. Target launch date April 1, 2019
- Over 1,900 student registrations and over 4,900 volunteers registered through the Community Apps tool

RESPONSIBILITY:

Christine Evitt
Chief Information Officer

	EIL	WB	C	EDI
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GOAL

Utilize data and evidence to inform decisions.

ACTIONS

- Collection of system data trends and survey data for school startup, by family of schools
- Formalized external and internal research procedures
- 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 - 2019

PROGRESS TO DATE

- Four-year graduation rate completed and shared with system
- 2017-18 school climate data for secondary schools was analyzed and shared with administrators, including open-ended qualitative statements
- New analysis of school climate data underway, exploring variables of race and equity
- New data repository being developed to increase the accessibility of data for all research requests and projects, specifically in the area of demographic information
- Developing first Grade 9 cohort database to improve sharing of information for system secondary school achievement trends in connection with other impactful variables
- 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

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 and COPA
- Plan for trustee equity training in 2018-2019
- Plan for the addition of a Human Rights and Equity Advisor position (spring 2020 with funding from the Ministry of Education) with a view to enhance our capacity to strengthen school board supports, policies, programs and practices to promote and uphold human rights and principles of equity

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

- First of two KPP training sessions took place in fall 2018, with a focus on Indigenous Education and understanding Islamophobia and other forms of xenophobia
- Equity training for SCDSB trustees will take place in Feb. 2019

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 all schools in Areas 4 and 5 will participate in the Harmony Movement 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

- 75-80% 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 2019-2020 School Climate Survey for Secondary Students, and in the 2020-2021 School Climate Survey for Elementary Students
- 75-80% of students will state that they 'feel accepted for who I am' and 'I feel I belong' in the 2019-2020 School Climate Survey for Secondary Students and in the 2020-2021 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 will run from Jan. 7-25, 2019 to seek input from Grade 4-8 students, their parents/guardians and all elementary staff related to school climate

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 & Relevant Pedagogy training offered through the Ministry of Education in the fall of 2018

EXPECTED OUTCOMES

- 75-80% of students will state that they see their own culture/background in what they are learning about in class in the 2019-2020 School Climate Survey for Secondary Students, and in the 2020-2021 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

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
- Schools will continue to support the successful outcomes of Children and Youth in Care through use of the Joint Protocol for Student Achievement, in partnership with Simcoe Muskoka Family Connexions
- 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

RESPONSIBILITY:

Daryl Halliday
Superintendent Equity/Safe and Welcoming Schools

	EIL	WB	C	EDI
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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

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

RESPONSIBILITY:

Dawn Stephens
Superintendent School Services

	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

- Literacy coaches in 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 literacy coaches 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 2018-2019
- Capacity building for teachers on literacy strategies

TIMELINES

2018 - 2019

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 participated in professional learning about literacy skills required to be successful on the OSSLT. Further professional learning opportunities scheduled

RESPONSIBILITY:

Dean Maltby
Superintendent Leadership Development

	EIL	WB	C	EDI
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GOAL

All new contract teachers successfully complete the New Teacher Induction Program (NTIP) in their first year of teaching.

ACTIONS

- Administrators fully implement the NTIP
- New contract teachers are identified for principals
- NTIP teachers included in teacher focus groups in schools

EXPECTED OUTCOMES

- New contract teachers meet with school principal to discuss the NTIP
- NTIP Strategy Form completed by principal and teacher
- Mentors are assigned based on teacher learning need (focus on Essential Practices)
- PD for new teachers is based on teacher learning need in support of School Action Plan goals
- NTIP resources support professional learning needs

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Held four of five full-day orientations for NTIP, long term occasional (LTO) and contract teachers
- Mentors new to the role have participated in mentor training
- Professional learning opportunities for NTIP teachers have been scheduled for 2019
- All NTIP teachers have been identified to school administrator
- NTIP sessions have been completed for new administrators

RESPONSIBILITY:

Dean Maltby
Superintendent Leadership Development

	EIL	WB	C	EDI
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GOAL

Eligibility lists are populated with candidates prepared for leadership roles in service and learning departments across the SCDSB.

ACTIONS

- Senior administration will identify leadership succession needs
- Project teams will be established to identify key areas for professional development in leadership area
- A PD leader will be assigned in each leadership area (e.g. Human Resources, Business Services, Facility Services, School Administration, Information Technology)
- Eligibility lists will be established and one-on-one mentors will be assigned

EXPECTED OUTCOMES

TIMELINES

- Leadership succession needs are identified
- Project team is established
- PD Leader is assigned in HR, Business Services, Facility Services and School Administration
- Eligibility lists are established for principals and vice-principals
- Plans are made to provide professional learning for all school and system leaders to develop skills in nondiscriminatory hiring, promotion, professional learning, career mentoring and performance appraisal
- Superintendents, principals and managers have identified potential mentors

2018 - 2019

PROGRESS TO DATE

- Central departments have established a leadership team to action identified leadership goals
- New administrators were surveyed about their learning needs
- Operational video modules were posted and shared with new administrators
- Support sessions were scheduled for early 2019 for new, emerging and experienced leaders
- Module one of three modules is completed for the mentor-coach program

RESPONSIBILITY:

Dean Maltby
Superintendent Leadership Development

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GOAL

Leadership opportunities are provided to develop student leaders in all schools to support student learning and well-being.

ACTIONS

- Student leaders from 28 elementary and six secondary schools attend Leadership Camp at OELC
- Elect Student Trustees
- Student Senate identifies leadership goal for 2018-2019
- Student Senate plans and hosts student events and activities to support leadership goal

EXPECTED OUTCOMES

- Trustee elections are completed
- Monthly meeting schedule established to align with Board meetings
- Student Senate identifies a leadership goal in support of student achievement and well-being
- Student and teacher leaders attending OELC will plan and deliver activities at their school to support leadership development and affect positive change in school climate
- Investigate options to support electronic participation to allow greater numbers of students access to Student Senate meetings

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Elected student trustees have developed a leadership portfolio
- Student Senate meetings are focused on equity, diversity and inclusion in our schools
- Exploring Leadership sessions for elementary and secondary students are planned for the spring

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

- A service delivery model for transportation that fits within the transportation envelope
- No increase in specialized transportation costs in the 2018-2019 school year
- A completion of the bell time efficiencies available to the SCDSB by working with our consortium partners from the Simcoe Muskoka Catholic District School Board

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Bus and bell time efficiency reports will be available in Jan. 2019
- A slight increase in specialized transportation costs is mitigated by operational efficiencies. Projections show a balanced transportation budget for the 2018-19 school year

RESPONSIBILITY:

Douglas Paul
Superintendent Transportation/Athletics

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GOAL

Develop and 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
- Develop plans for staffing and office space to implement program in September 2019
- Support and contribute to the implementation of the SCSTC Strategic Plan 2018-2021

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
- Communicate strategic plan with all stakeholders who were consulted in the 2017-2018 school year

TIMELINES

2018 - 2020

PROGRESS TO DATE

- SCSTC board of directors approved the charter bus service plan on Oct. 4, 2018
- Planning for staffing and full implementation for September 2019 is ongoing

RESPONSIBILITY:

Douglas Paul
Superintendent Transportation/Athletics

	EIL	WB	C	EDI
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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 spring secondary school sports are scheduled to receive their emergency first aid training on Feb. 1. Any fall and winter sport coaches who did not receive their first aid training last year will be included in this session

RESPONSIBILITY:

Hanne Nielsen
Superintendent Partnerships/Lifelong Learning

	EIL	WB	C	EDI
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GOAL

Reduce early leaver population through a restructuring of the SCDSB alternative program focused on effective student retention and engagement strategies.

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 for students and staff 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

- Internal restructuring of the various alternative programs was implemented and progressing well
- Simcoe Alternative Secondary School was renamed Simcoe Shores Secondary School

RESPONSIBILITY:

Hanne Nielsen
Superintendent Partnerships/Lifelong Learning

	EIL	WB	C	EDI
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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 12-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

- Three leased spaces have been consolidated to date. Adult and continuing education and the alternative school campuses are now co-located in Bradford, Alliston, Collingwood and Barrie
- Principals of Adult and Continuing Education and Simcoe Shores Secondary School (formerly Simcoe Alternative Secondary School) are working together to improve coordination of services and programs
- 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, 71 SCDSB educators have earned their AQ in eLearning

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 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

- Successfully executed a joint marketing plan in year three of the partnership (2016-19) between SCDSB, Georgian College and Lakehead
- University ICEF Berlin Oct. 2018 marketing campaign was successful, and achieved marketing goals of improving brand recognition for the region
- International visa student enrolment has increased 54 per cent since 2016 to 202 students choosing the SCDSB as their preferred school board

RESPONSIBILITY:

Hanne Nielsen
Superintendent Partnerships/Lifelong Learning

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GOAL

Develop strong internal and external partnerships to support strategic priorities.

ACTIONS

- Develop a framework and process guide for partnership development
- Central Region Partnership for Adult Education (CRPAE) - Implement strategic initiatives of year 3 to improve adult education system
- County of Simcoe Ontario Works - Implement year 3 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 to increase program offerings and student participation in summer learning opportunities
- Establish formal partnership agreements with YMCA & Big Brothers/Big Sisters & Georgian College/Change Makers

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

- CRPAE successfully completed all initiatives on the year two work plan, including the opening of a pilot adult learning centre in Wasaga Beach and Owen Sound
- Circles Program in North Simcoe region is progressing well with the County of Simcoe as a partner
- Big Brothers, Big Sisters and the YMCA have endorsed creating a formal MOU and a draft is underway

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
- Implement DAS (Daily Assigned Substitutes) at high unfilled schools
- 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
- Coordinate PD, personal day use to minimize unfilled positions during high absence times (October, December, June)
- Attendance Support Program (ASP) – Reduction of threshold for meetings to eight days to establish early intervention
- Provide additional communication and purpose of the program to staff regarding ASP/Disability Management

EXPECTED OUTCOMES

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

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Making ongoing adjustments to ATE parameters including 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
- Developed plan to implement 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

RESPONSIBILITY:

John Dance

Associate Director/ Superintendent of Human Resource Services

	EIL	WB	C	EDI
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2	☒	☒	☒	☒
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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
- Develop a Letter of Understanding (LOU) with OSSTF
- Create options related to scheduling, assessment and team teaching

EXPECTED OUTCOMES

TIMELINES

- 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
- Map what HR processes will be refined for EDHS transition
- Creation of 'living' LOUs and continuous discussions with OSSTF and ETFO
- Fully integrated classes for Grade 7 to 12 model
- Develop survey tool to review student, staff and community response to the change to a Grade 7 to 12 model

2018 - 2019

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

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

- Staff and parent development will be offered centrally, site-based, after hours and on PD days to assist staff and parents in supporting their own and others' well-being (e.g. Shanker Self-Reg®, MindUP®, mindfulness, Mindfulness Without Borders, compassion fatigue, trauma-informed practice)
- All schools will engage in the Leading Mentally Healthy Schools process with mental health and well-being teams and plans that address organizational conditions, capacity activation and evidence-based programs that support staff and student well-being
- Social Worker and Child and Youth Support Worker staff will provide students with individual, small group and classroom-based support

EXPECTED OUTCOMES

TIMELINES

- Staff, parents and students will have and demonstrate skills that foster well-being (cognitive, physical, social and emotional)
- Staff, parents and students 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 School Mental Health Assist Reflection Tool to inform SAP and to assess school practices and culture
- Students in 24 selected elementary schools will receive direct support from Social Workers

2018 - 2019

PROGRESS TO DATE

- Professional development opportunities including Trauma Informed Practice, Shanker Self-Regulation, and self-regulation workshop series have been facilitated by child and youth workers (CYW) and the Principal of Well-being
- Professional Activity Day focused on technology and youth mental health, included classroom strategies to support safe, respectful, responsible use of technology as well as time to reflect on school goals and actions specific to mental health and well-being and safe, supportive, inclusive school cultures
- Social workers have co-planned and co-facilitated classroom lessons, small student groups and staff professional development focused on mindfulness, social-emotional learning, positive relationships, identity, resilience and mental health challenges
- Social workers have provided service to 460 students struggling with mental health challenges
- CYW's have provide student support at 40 schools
- CYW's have/are participating in additional professional development, including Behaviour Management System, Bridges Out of Poverty, therapeutic drumming and self-regulation

RESPONSIBILITY:

Michael Giffen
Superintendent Well-being

	EIL	WB	C	EDI
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GOAL

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

ACTIONS

- Staff and students will be engaged in the Leading Mentally Healthy Schools process and participate in learning opportunities such as SafeTALK, ASIST, Mental Health First Aid, Compassion Fatigue and Self-Reg ®

EXPECTED OUTCOMES

- Support provided to schools and workplaces will enhance well-being for all as measured by the Staff Experience and Wellness Survey and School Climate Survey
- Students and staff will be able to access necessary supports through board well-being staff
- Continue to offer the Morneau Shepell Mental Health Leadership Certificate Program to supervisors/managers in the system

TIMELINES

2018 - 2019

PROGRESS TO DATE

- 2018 Staff Experience and Wellness Survey showed a significant increase in staff ability to manage stress (from 51 per cent to 64 per cent) and in knowledge specific to accessing personal support for mental health and wellness (from 54 per cent to 71 per cent)
- Three additional sessions of the Morneau Shepell Mental Health Leadership Certificate Program are scheduled to ensure that all identified staff are trained by Sept. 2019
- Offering ongoing professional development to staff and students, including Mental Health First Aid, ASIST, SafeTALK and Compassion Fatigue

RESPONSIBILITY:

Michael Giffen
Superintendent Well-being

	EIL	WB	C	EDI
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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/Healthy Active Living Coordinator will support DPA, annual outdoor learning conferences, environmental field trips and outdoor experiences in the school yard
- Enhance outdoor learning spaces - outdoor classrooms, school-scaping, school ground greening and low impact 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 - 2019

PROGRESS TO DATE

- Outdoor Education, Environmental and Healthy Active Living Coordinator has provided in-school professional learning in 10 schools with more planned in early 2019
- Outdoor education and learning opportunities ongoing throughout the year for Grades 1 and 4, with partnerships in place with various outdoor learning centres
- Outdoor education conferences scheduled for January and April 2019
- Facilitated partnerships between Specialist High Skills Major and integrated secondary school programs and provincial and national organizations
- Partnered with Shanty Bay PS, Ashoka Canada and Georgian College to support Changemaker program

RESPONSIBILITY:

Sarah Kekewich
Manager of Communications

	EIL	WB	C	EDI
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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
- Investigate SCDSB app for mobile communication
- Host communications workshops for system staff

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
- Students, parents, teachers and the community will have an additional tool to access SCDSB information and updates

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Actively increasing social media presence in order to connect with stakeholders, 19,653 Twitter followers, 12,182 Facebook followers and 3,626 Instagram followers as of Jan. 3, 2019
- Communications audit scheduled for spring 2019
- Hosted one Trustee Information Session and four orientation sessions for the new Board of Trustees

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 - 2019

PROGRESS TO DATE

- Completed 17 major communications plans/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 and Indigenous Heroes launch
- 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

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 IRT staff allocation to support secondary schools
- Amalgamate the 7th Fire program with the alternative school

EXPECTED OUTCOMES

- Increase attendance among targeted students
- Reduce reliance on social work/Child and Youth Worker services
- Increase number of Indigenous students re-engaged in school
- Increase credit accumulation and report card grades in language and math

TIMELINES

2018 - 2019

PROGRESS TO DATE

- Secondary support staff have been allocated to three targeted schools (Orillia SS, Twin Lakes SS and Georgian Bay District SS), and a central Itinerant Resource Teacher has been hired to support other secondary schools
- Support staff are providing academic support, including targeted intervention for this year's Ontario Secondary School Literacy Test
- Seventh Fire has been designated as an alternative school campus, co-administered by Simcoe Shores SS and the Indigenous Education department principals

RESPONSIBILITY:

Stuart Finlayson
Superintendent Indigenous Education/ Parent Involvement

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GOAL

SCDSB culture and practice reflects Indigenous culture and practice.

ACTIONS

- Share best practices with all schools to ensure culture reflects Indigenous culture
- Implement Indigenous practices and protocols
- Introduce cultural competency training similar to online modules (e.g. Sabrina's law)
- Modify structure/format of board-mandated meetings to be more culturally responsive (e.g. Circles)
- Maintain dedicated school spaces - Lions Oval, Huron Park, Portage View
- Ensure pilot schools have a dedicated space for Indigenous students, staff and visitors
- Seek feedback through consultation, conversation and surveys with Indigenous students, parents and community partners

EXPECTED OUTCOMES

TIMELINES

- 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/family involvement in schools
- Modifications to meeting formats are implemented
- Facility space will be analyzed

2018 - 2020

PROGRESS TO DATE

- Representation of Indigenous content is increasing in schools through art work, posters and resources
- Resource staff have created an Indigenous resource folder that is updated and distributed to allies in schools
- Staff have received professional development on the use of circles to support restorative practices and create a safe and welcoming environment
- Cultural competency training has been provided to educational assistants and occasional teaching staff
- Number of self-identified students has increased, based on Oct. 31 Ministry enrolment report
- Dedicated spaces are operating in target schools

RESPONSIBILITY:

Stuart Finlayson
Superintendent Indigenous Education/ Parent Involvement

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GOAL

Continue to improve 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
- Collaborate with staff at Beausoleil First Nation, Rama First Nation, MNO 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
- Discussed the Indigenous Education Committee structure with FNEAC and determined that First Nation partners will bring updates from their Chief and Council as we work with stakeholders
- Beausoleil First Nation staff attended SCDSB professional development sessions in the fall