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1. high standards of achievement for all students 2. innovative and engaging teaching practices and learning environments 3. literacy and numeracy competencies embedded in all curriculum areas 4. skills needed to thrive in a technologically-driven global society	1. positive sense of self and belonging 2. safe, healthy, respectful learning and working cultures 3. appreciation for environmental practices and outdoor learning	1. trust, accountability and transparency 2. purposeful partnerships 3. lifelong learning 4. celebration of accomplishments	1. opportunities to reflect all voices and perspectives 2. access to a broad range of programs and pathways 3. leadership opportunities for all

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Updated: January 18, 2018

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		• use data from multiple sources to monitor progress towards mathematics goals and to inform instructional decisions
		• participate with educators in their instructional improvement work
		• provide evidence-informed feedback to educators to support identified shifts in instructional practice
		
		Instructional and Assessment Facilitators will:
		• provide capacity building and classroom-embedded professional learning to educators in Grades 4-6 and Grade 9 and 10 applied courses, to develop content and process knowledge and to support the purposeful practice of the identified shifts in mathematics instructional practices
		• engage with school leadership teams to:
		  - monitor progress towards their mathematics goal
		  - reflect on both educator and leadership actions designed to influence the identified shifts in instructional practice
			On-going Increase 2017-2022 (3-5 years)	**Achievement Targets/Outcomes**
				EQAO scores will be used as a valid and reliable measure of student progress towards the provincial standard:
				
				• Primary EQAO scores will increase from 61% to 68% as progress towards 75% of all students meeting or exceeding the provincial standards in mathematics
				• Junior EQAO scores will increase from 41% to 52% as progress towards 75% of all students meeting or exceeding the provincial standard in mathematics
				• Grade 9 Applied EQAO scores will increase from 41% to 52% as progress towards 75% of all students meeting or exceeding the provincial standard in mathematics
				• Grade 9 Academic EQAO scores will increase from 78% to 82% as progress towards 85% of all students meeting or exceeding the provincial standard in mathematics
				• Progress will be made towards identified achievement goals in Primary, Junior, Grade 9 Applied and Grade 9 Academic during the 2017-2018 school year
					• Two rounds of school visits completed, with administrators focusing on the role of the principal and their partnership with the IAF and how to use their influence in support of the IAF and school educator
					• Superintendents have attended SEF school visits and provided feedback to administrators

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		Superintendents will:
		▪ provide support to administrators and the broader school leadership team as related to both the mathematics goal and the associated actions/professional learning plans as outlined in the School Action Plan
		▪ use data from multiple sources to monitor progress towards the board mathematics goals and to inform mathematics leadership decisions
		▪ participate with administrators in their instructional leadership work and professional learning
		▪ provide evidence-informed feedback to administrators to support identified shifts in leadership practice
		
		District Facilitators/Centrally Assigned Staff will:
		▪ provide capacity building opportunities for school leadership teams through existing structures like School Leaders' Meetings and Superintendent-Principal PLCs to:
		  - develop mathematics knowledge for teaching and leading
		  - hone instructional leadership skills necessary to influence identified shifts in instructional practice
			On-going Increase 2017-2022 (3-5 years)
			
			2017-2018
				▪ Achievement goal targets will be met in Primary, Junior, Grade 9 Applied and Grade 9 Academic during the 2019-2020 school year
				▪ 75% of all students will meet or exceed the provincial standard in Primary, Junior and Grade 9 Applied during the 2021-2022 school year
				▪ 85% of all students will meet or exceed the provincial standard in Grade 9 Academic during the 2021-2022 school year
				▪ An increased number of students will continue to pursue the study of mathematics beyond the one Grade 11 or Grade 12 compulsory credit. Baseline data will be established during the 2017-2018 school year
				▪ An increased number of students will pursue post-secondary education. Baseline data will be established during the 2017-2018 school year	

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		- use data from multiple sources to monitor progress towards mathematics goals and to inform instructional decisions related to the teaching and learning of mathematics			
EIL / WB / C / EDI 1 ✔ ✔ ✔ ✔ 2 ✔ 3 ✔ ✔ ✔ 4 ✔ ✔ **Responsibility:** **C. Samis** Superintendent of Program / Special Education	▪ Students will: - communicate effectively using appropriate strategies in a variety of texts/contexts through daily reflection of their thinking and strategies - articulate their thinking and the progress they are making towards learning goals and success criteria	Educators will: ▪ deliver literacy instruction, providing daily opportunities for students to engage in self/peer-assessment, goal setting and self-questioning/reflection and classroom discourse to make connections and to think visibly ▪ meet students' needs by using multiple sources of data (conversations, observations, products-including student feedback) to guide small group instruction, gradual release of responsibility, timely and descriptive feedback (essential practices)	2017-2018 2017-2019	▪ All educators, school based facilitators, district facilitators, administrators and superintendents will use multiple sources of data to provide differentiated professional learning in support of student achievement, beginning in September 2017 ▪ By June 2019, all educators will use small group instruction, gradual release and effective feedback strategies daily in support of student achievement	▪ New demographic and student achievement data reports developed to increase use and analysis of multiple sources of data ▪ Multiple sources of evidence analyzed to identify areas of focus for literacy professional learning ▪ Baseline School Process Data collected (n=2519) to determine current classroom practices ▪ All schools are refining their literacy goals. SAPs have been shared with area superintendents and the program team and are being reviewed to identify differentiated support needs ▪ All secondary department chairs have developed department-specific educator actions to improve the confidence and frequency of use related to self/peer-assessment, classroom discourse, visible thinking and descriptive feedback ▪ November 17 PA Day was delivered based on educator-identified learning

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		Administrators will: ■ collaborate with their staff to develop, implement and monitor a precise and targeted literacy goal as part of their School Action Plan (SAP) ■ foster precise and targeted literacy actions in schools by using multiple sources of data to provide leadership, differentiated professional learning required to support identified shifts in instructional practice and support for educators and facilitators ■ provide evidence-informed feedback to educators to support identified shifts in instructional practice **Instruction and Assessment Facilitators will:** ■ foster precise and targeted literacy actions in learning spaces, by using multiple sources of data to provide leadership, differentiated professional learning to address identified shifts in instructional practice, and support for educators	On-going Increase 2017-2022 (3-5 years)	**Achievement Targets/Outcomes** EQAO scores will be used as a valid and reliable measure of student progress towards the provincial standard: ■ Primary EQAO scores will increase from: - Reading: 71% (2015-16) to 78% (2021-2022) - Writing: 71% (2015-16) to 78% (2021-2022) ■ Junior EQAO scores will increase from: - Reading: 78% (2015-16) to 82% (2021-2022) - Writing: 74% (2015-16) to 81% (2021-2022) ■ Secondary OSSLT scores will increase from: - 74% (2015-16) to 85% (2021-2022)	■ Series of conference calls held in September with administrators responsible for managing the OSSLT. An OSSLT Best Practices document was created and shared. The group met to discuss strategies and implementation of these best practices. Meeting scheduled in January where administrators will report on action items and next steps ■ Learning sessions to support gap closing for students who are not yet demonstrating success at the provincial standard scheduled in January for Twin Lakes SS and two elementary schools in their family of schools, as well as with Stayner CI and Elmvale DHS and the elementary schools involved in the Grade 7-12 transition

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		Superintendents will: ▪ foster precise and targeted literacy actions in schools, by using multiple sources of data to provide leadership, differentiated professional learning to address identified shifts in leadership practice, and support for administrators ▪ provide evidence-informed feedback to administrators to support identified shifts in leadership practice **District Facilitators/Centrally Assigned Staff will:** ▪ foster precise and targeted literacy actions in schools by using multiple sources of data (conversations, observations, products, including school-based facilitator and administrator feedback) to provide leadership, differentiated professional learning to address identified shifts in both instructional and leadership practice and support for school-based facilitators, administrators and superintendents			

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EIL / WB / C / EDI table: 1: WB ✔, EDI ✔ 2: EIL ✔, WB ✔, C ✔ 3: C ✔, EDI ✔ 4: (shaded) **Responsibility:** **D. Halliday** Superintendent Equity / Safe and Welcoming Schools	▪ Students feel that their voices are being heard, improving school climate and increasing students' sense of belonging at school	▪ School staff will seek student input in school and classroom decision-making ▪ Students from all schools in Areas 1, 2 and 3 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	3-5 years	▪ 75-80% of students state that their ideas are used to help improve the school and that there are opportunities for their voices to be heard at school in the 2019-2020 (secondary) and 2020-2021 (elementary) School Climate Surveys ▪ 85% of students state that they 'feel welcome/accepted for who I am' in the 2019-2020 (secondary) and 2020-2021 (elementary) School Climate Surveys ▪ Schools will implement Social Changemakers action plans as a result of their learning and work at the conference	▪ Social Changemaker conference held in November 2018, with action plan goals being monitored ▪ Changes continually being made to documents such as the Holy Days and Holidays Calendar, Student Dress Code and Code of Conduct ▪ Curriculum resources are being diversified through curriculum resource audits and distribution of suggested alternate resources from the equity, diversity and inclusion team as well as teacher driven shared drives ▪ PD day session for secondary teachers on equitable assessment was delivered ▪ Applications for Students as Researchers and Speak-up grants are in process ▪ School climate survey continues to be revised to align with the pillars of the strategic plan and to incorporate input from members of Student Senate

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EIL WB C EDI 1 ✔ ✔ ✔ ✔ 2 ✔ ✔ ✔ 3 ✔ 4 **Responsibility:** D. Halliday Superintendent Equity / Safe and Welcoming Schools	▪ 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	▪ 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	3-5 years	▪ 75-80% of students and their parents/guardians state that learning is taking place in our schools that reflects diverse identities and lived realities in the 2019-2020 (secondary) and 2020-2021 (elementary) School Climate Surveys ▪ Schools will update and replace resources and methods to increasingly represent their learners and global diversity	▪ Equity, diversity and inclusion staff supporting resource reviews of library collections and designing a curriculum audit tool for classroom teachers ▪ Secondary equity book collection is currently on order (expected delivery in the new year) to help students see themselves and their lived realities within the resources used in their schools
EIL WB C EDI 1 ✔ ✔ ✔ 2 ✔ 3 ✔ 4 **Responsibility:** D. Halliday Superintendent Equity / Safe and Welcoming Schools	▪ All parents/guardians and families are engaged in the school system	▪ 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	3-5 years	▪ Schools will intentionally reach out to families, inviting them to join school councils, to increasingly represent the growing diversity of our school communities ▪ The 2016-2017 kindergarten registration survey will act as a starting baseline and will guide staff training and communications strategies to ensure that a greater number of parents and guardians have positive experiences when registering their child/ren for school	▪ Results from 2016-2017 Kindergarten registration survey prompted the need for 'equity literacy' training for SASE, SASS, OA, Clerk/steno staff (completed October/November 2017) ▪ 2017-2018 Kindergarten registration survey prepared and distributed

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		▪ Parents/guardians of children entering kindergarten are surveyed to measure equitable and inclusive registration experiences ▪ School administrators and Parent Involvement Committee (PIC) will receive Belonging at School: Strategies for Home and School Collaboration (COPA)			
EIL / WB / C / EDI table 1: WB ✔, C ✔, EDI ✔ 2: WB ✔ 3: C ✔ 4: C ✔ **Responsibility:** **D. Halliday** Superintendent Equity / Safe and Welcoming Schools	▪ Increase participation rates for the school climate survey	▪ 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	2017-2018 secondary, 2018-2019 elementary	▪ A 5% participation rate increase in survey completion in each category of respondents: students, staff and parents/guardians	▪ School climate survey to be launched in February 2018 ▪ Survey will be shortened in length, readily accessible through all platforms and will align more closely with the strategic plan's focus on well-being and equity

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		▪ The Principal of Well-being and board mental health staff will provide well-being skill support and training programs (e.g. SafeTALK, ASIST, Mental Health First Aid, Compassion Fatigue, trauma-sensitive schools) ▪ All schools will engage in the Leading Mentally Healthy Schools process; with well-being teams and plans that address organizational conditions, capacity activation and evidence-based programs that support staff and student well-being (80% in 2016-2017) ▪ Social Work and Child and Youth Work staff will provide students with individual, small group and classroom-based opportunities, that allow for a safe place to connect with others, learn about factors contributing to mental health and well-being, develop self-awareness, regulation of emotions and behaviours, and coping strategies that enhance personal well-being		▪ Outcomes measured by board mental health staff will be analyzed and data will be used to support improved school programming ▪ A list/database will be created to provide schools with current, relevant programs and guest speakers to access, in support of character development, bullying prevention and positive school climate (2017-2018) ▪ Students will feel supported in their school environment by Social Workers and CYWs	▪ Over 200 staff participated in professional development opportunities: Reframing Behaviour/Staff Well-being/Anxiety/Is it Misbehaviour or Stress Behaviour? ▪ Working with Lakehead: Self-Reg conference in May (50 teachers and 50 parents) ▪ Mindfulness/Well-being session for school-based October PA Day linked to school action plans ▪ Mental Health Modules for staff meetings and website are in progress ▪ Board report of plans related to Staff Experience and Wellness survey results presented to Board in October 2017 ▪ All managers and central principals received the SCDSB Customer Service Standards document for implementation in a pilot at the Education Centre ▪ By January 2018 all schools established school mental health teams and participated in Leading Mentally Healthy Schools professional development

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		▪ Traumatic Incident Response Team members will be trained yearly and be available to respond to traumatic incidents that impact school communities		▪ Schools experiencing a traumatic incident will feel supported by the Traumatic Incident Response Team	▪ 250 staff have participated in central training (Safe TALK, ASIST, Mental Health First Aid, Rainbows and Compassion Fatigue) to increase their capacity to recognize and support staff and student mental health concerns within their school community ▪ MindUP, Compassion Fatigue and SafeTALK training available onsite at school cost ▪ In November, schools recognized National Addictions Awareness Week for the first time. Central resources were provided to schools ▪ Social work and CYW staff facilitating cognitive behavioural, prevention and experiential groups with identified students that teach and develop social emotional skills ▪ Social Work staff facilitating classroom presentations on positive mental health and well-being, as requested ▪ Traumatic Incident Response Team participated in a full day of orientation training – nine school responses and five consultations

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EIL WB C EDI 1 ✔ ✔ 2 ✔ ✔ 3 ✔ ✔ 4 **Responsibility:** P. Murphy Superintendent / Well-being	▪ Students and staff have a positive sense of self, their work and connectedness, supported through caring relationships, safe and positive environments and community partners	▪ Students and staff will: - develop cognitive, physical, social and emotional environments, processes and procedures that are welcoming, and promote positive sense of self, work and connectedness, and that enhance mental and physical well-being - identify staff and students in need of support and have knowledge of how to access the pathways to care - be engaged in the Leading Mentally Healthy Schools process and participate in learning opportunities, such as SafeTALK, ASIST, Mental Health First Aid and Compassion Fatigue ▪ Central leaders will continue to work with community partners to enhance and refine pathways and services (MOMH- Moving on Mental Health, COMPASS, Child and Youth Family Services (CYFS) Coalition of Simcoe County, LHIN – Local Health Integrated Network)	September 2017 - June 2018	▪ Changes 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	▪ 40 elementary schools have SCDSB CYWs ▪ 46 elementary schools supported by New Path and Kinark school-based mental health workers ▪ All secondary schools have a SCDSB social worker as well as access to New Path, Kinark and/or CMHA Simcoe/York ▪ Ongoing collaboration with community partners organizing SCDSB and community school based mental health services via Compass Co-Management School Based Mental Health sub-committee chaired by Manager of Social Work Services ▪ Manager of Social Work and Mental Health Leader participate on Community Crisis Steering Committee (includes focus on Simcoe County Community Suicide Risk Protocol) ▪ User (Administrator and Student) evaluation of Tier 2 services (access and timeliness of service, and experience/impact) being developed

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		▪ Grade 4 Field Trip - inquiry-based environmental science program designed to deepen and enrich grade four outdoor curriculum	Three throughout the year	▪ All Grade 4 classes participate in environmental science field trips during the 2017-2018 school year	▪ Four vendors selected for Grade 4 Environmental Program
		▪ Envirothon (Secondary event) - secondary school environment skill-building competition	April - training May 2018	▪ Students demonstrate an increased knowledge of environmental careers and skill-building	▪ Secondary Schools Forests Ontario Envirothon scheduled for April and May (training and competition), and Mini-Envirothon (elementary green team celebrations) scheduled for June 2018, with funding for both secured through CODE
		▪ Environmental Events / Celebrations - Waste Reduction Week, Earth Day, Earth Hour, National Get Outside Day, Sweater Day, World Water Week, Educator Movie Screening	2017-2018	▪ Students and staff demonstrate an increased environmental awareness and promote action in our schools	
		▪ Enhance outdoor learning spaces - outdoor classrooms, school-scaping (five in planning stage), school ground greening and low impact development	2017-2018	▪ Environments that foster wonder, curiosity and a desire to learn outside are created ▪ Environmental sustainability is consistently promoted in outdoor learning spaces ▪ Eco-friendly school yards are created ▪ Self-regulation and DPA are supported	▪ Enhancements have been completed at Huron Park, Hewitt's Creek, Cundles Heights and Honourable Earl Rowe ▪ Hillcrest PS depave and school ground enhancement completed in October 2017
		▪ Outdoor Classroom Project research project review	2017-2019	▪ Review outcomes and create a support plan	

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		▪ Increase Ophea Healthy Schools designations in our schools	2017-2018	▪ Increase from 5 to 8 schools	▪ 24 out of 327 Ophea Healthy Schools in Ontario are SCDSB schools. (provincially 1 in 15 schools are participating) ▪ All secondary schools received funding for outdoor education field trips or other activities
EIL / WB / C / EDI table: 1: ✔ ✔ ✔ ✔ 2: ✔ ✔ ✔ ✔ 3: (blank) 4: (blank) **Responsibility:** **C. Samis** Superintendent Program / Special Education	▪ Increase student credit accumulation, leading to graduation	▪ Student Success central team will provide program overview, updates and data at central administrator professional learning meeting ▪ Use board data to determine elementary school support and targeted interventions prior to transitioning students to secondary ▪ Use Student Success database to identify targeted interventions to support under-credited or at-risk students ▪ Re-engage students through student success programs including: - Supervised Alternative Learning (SAL) - Cooperative Education outreach - eLearning outreach - Positive Approach to Student Success (PASS)	September 2017-February 2018 September 2017-June 2018 September 2017-June 2018 September 2017-June 2020	▪ Principals will use student success updates and school data to analyze and improve student achievement ▪ Increased support for targeted elementary schools, to decrease the number of students identified at-risk, prior to transitioning to secondary (reviewed annually based on student success "at risk" definitions) ▪ Credit accumulation rate will increase five per cent by June 2018, based on 2015-2016 Taking Stock ministry data Grade 9 (8 or more credits) 84.9% (2015-2016) Grade 10 (16 or more credits) 77.8% (2015-2016) Grade 11(23 or more credits) 80.8% (2015-2016)	▪ Student Success Symposium re-examined role of team members to ensure all staff are able to refer students to appropriate school and board resources and supports to maintain and increase engagement ▪ SS teams analyzed school-specific data from last Taking Stock report and compared to board and provincial averages to identify areas for improvement ▪ Elementary SSTs and guidance staff attended Ontario School Guidance Conference to acquire training on evolving practices ▪ Ongoing PowerSchool enhancements to facilitate and track referrals to alternative programs ▪ Grade 12 exit survey revised to inform future practice of Student Success Teams

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				▪ Grade 12 four-year graduation rate increases from 76.5% to the current provincial average of 79.6%, and five-year graduation rate increases from 82.6% to the current provincial average of 86.5%	
EIL / WB / C / EDI table (rows 1-4; row 4 shaded cells under WB and EDI) Responsibility: C. Samis Superintendent Program / Special Education	▪ To enrich student and staff understanding of experiential activities that draw connections between classroom learning and all post-secondary pathways	▪ Central Student Success staff will provide professional learning for teachers and school leaders through Student Success Team (SST) meetings and central administrator meetings to increase awareness of Creating Pathways to Success (CPS) ▪ Student Success teachers and school leaders will share professional learning with 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 ▪ Educators will embed the CPS four-step inquiry process to support student learning	September 2017-June 2018 September 2017-June 2018 September 2017-June 2018 September 2017-June 2018	▪ Increased usage of Individual Pathway Plan (IPP) planning tool via staff accounts (currently 1062 accounts) and students access rates ▪ All students will be better able to articulate the relationship of school to real life and their initial post-secondary pathway ▪ Every secondary student will have at least one experiential learning opportunity before they graduate that will investigate career pathways ▪ Staff will practice the experiential learning cycle (participate, apply, reflect) with a focus on careers and the development of essential skills and work habits ▪ Increase Grade 8 exit survey completion rate from 88% to 90% ▪ Increase Grade 12 exit survey completion rate from 49% to 75% ▪ Increase number of SHSM programs from 37 to 40 ▪ SHSM student enrolment increases from 10% to 15%	▪ Hosted Building Futures Conference for teachers and guidance counsellors, to support student transition to the world of work and support them in promoting experiential learning opportunities ▪ Over 100 female students attended a networking forum to encourage participation in the skilled trades ▪ Over 1,000 SCDSB students are enrolled in a SHSM program as of October 2017 ▪ School College Work Initiative (SCWI): - 133 students registered in dual credits in semester one - 22 students registered in the Barrie School-Within-a-College (SWAC) in semester one ▪ 24 elementary teachers attended an forum to provide professional development around college as a post-secondary pathway ▪ 30 elementary schools have signed up for 'Picture Yourself @ College' presentations

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		▪ Educators will embed Individualized Pathway Planning (IPP) in all experiential learning opportunities ▪ Schools will maximize student enrolment in targeted experiential learning programs, including: - Cooperative Education - Specialist High Skills Majors (SHSM) - Ontario Youth Apprenticeship Program (OYAP) - School College Work Initiative (SCWI) ▪ Central SS staff will assist in developing school plans to increase SHSM programs and student enrolment at each secondary school	September 2017 – June 2020		▪ The 2018-2019 Request for Proposal process is currently underway and includes SCDSB requesting an adult SWAC program in Orillia and an additional section of SWAC in Barrie to meet high demand

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				▪ Recommendations will be provided for alternative education program(s) for Indigenous students	
(see priorities table below)	▪ SCDSB culture reflects Indigenous culture and practice	▪ School office staff will receive PD on Indigenous culture ▪ Share best practices with all schools to ensure culture reflects Indigenous culture	2017-2018 2017-2020	▪ All office staff receive basic cultural training with a focus on identification and welcoming practices ▪ All schools reflect a safe and welcoming environment for Indigenous students and families ▪ Continued positive trend of increase in number of self-identified students ▪ Increased parent/family involvement in schools and positive relationships built	▪ All admin support, guidance and central office staff received culturally-based PD ▪ Paul Shilling reconciliation prints purchased and being distributed to all schools for front entryways ▪ Community feasts resulted in increased number of self-identified students
		▪ Modify structure/format of board-mandated meetings to be more culturally responsive (i.e. as Circles)	2017-2020	▪ Meeting formats are modified	▪ FNEAC structure modified to include a shared talking circle
		▪ Ensure pilot schools have a dedicated space for Indigenous students, staff and visitors	2017-2020	▪ Facility space will be analyzed	▪ School spaces have been opened/added to provide dedicated spaces at Lions Oval, Huron Park and Portage View
		▪ Seek feedback through consultation, conversation and surveys with Indigenous students, parents and community partners	2017-2019	▪ Survey will be developed and completed	▪ Parent/student survey completed at feasts: 86 of 99 responses were positive regarding satisfaction with school experiences (3-5 on a scale of 1-5)

Strategic Priorities cell:

	EIL	WB	C	EDI
1		✔	✔	✔
2	✔	✔	✔	
3		✔		✔
4				

Responsibility:

Indigenous Education

S. Finlayson
Superintendent Indigenous Education / Parent Involvement

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EIL WB C EDI 1: ✔ ✔ ✔ 2: ✔ ✔ 3: ✔ 4: ▨ ✔ ▨ **Responsibility:** S. Finlayson Superintendent of Indigenous Education / Parent Involvement	▪ Continue to improve relationships with Indigenous partners, specifically Beausoleil First Nation (BFN), Métis Nation of Ontario (MNO) and the urban Indigenous population	▪ Hold free monthly culturally based evening activities for families in partnership with local organizations (Barrie Native Friendship Centre, Georgian Bay Native Friendship Centre and MNO) ▪ Meet with all stakeholders ▪ Collaborate with staff at BFN, MNO and Friendship Centres to do a needs assessment regarding school/academic achievement	2017-2018 2017-2020 2017-2020	▪ Activities take place each month ▪ More positive relationships will be built between families, community partners and the SCDSB ▪ Indigenous partners will feel they have a voice, and be more engaged with the SCDSB ▪ The board will be more responsive to community needs regarding school/academic needs	▪ Fall meetings conducted in six areas of the board as introductory community feasts
EIL WB C EDI 1: ✔ ✔ ✔ ✔ 2: ✔ ✔ ✔ ✔ 3: ✔ ✔ 4: ✔ ▨ ✔ ▨ **Responsibility:** C. Samis Superintendent Program / Special Education	▪ Elementary students will be provided with effective and equitable music instruction	▪ Complete a review to investigate system-wide options and provide recommendations to the Board related to effective and equitable music programs in elementary schools	December 2017	▪ A report for implementation will be presented to the Board outlining recommendations for providing effective and equitable music programs in SCDSB's elementary schools. The report will provide a review/overview of local and provincial opportunities and challenges, as well as strategies to meet those challenges (i.e. staffing qualifications, relevant legislation/policy, professional learning, facility/equipment considerations, costs, etc.)	▪ Survey (n=79) conducted to better understand current practice: - 30.4% of schools reported that music was currently being provided by a planning time teacher - 48.1% of schools reported that they have a teacher currently on staff who could teach music in a planning time model ▪ Recommendation to move to a planning time delivery model for music instruction in elementary schools was presented to the Board

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EIL / WB / C / EDI 1 ✔ ✔ ✔ 2 ✔ ✔ 3 ✔ 4 ✔ ✔ **Responsibility:** C. Samis Superintendent Program / Special Education	▪ Students with special education needs (SENs) will be able to demonstrate increased independence when accessing learning	▪ Develop and implement a variety of professional development (PD) activities to reframe the role of special education support ▪ Focus on support within the classroom (school-based) for students with SENs in regular class placements Schools will focus PD for teachers (SERTs/RCTs), EAs and school administrators related to the use of Special Education Amount (SEA) equipment, specifically to increase student independence and confidence through an intentional focus on structured learning environments	By June 2018	▪ School staff (teachers (SERTs/ RCTs), EAs and school administrators, etc.) will participate in in-class (school-based) PD to maximize learning opportunities and outcomes by minimizing distractions and maximizing well-defined, intentional, predictive and proactive learning environments, such as visual cues, PECS, integrated sensory strategies, sensory diets, etc. for students with SENs ▪ Centrally assigned special education staff will investigate the use of quantitative tools to measures of individual student independence (i.e. Measures of Adaptive Functioning Scales) ▪ Working collaboratively with Decision Support, special education staff will investigate the use of Learning Skills (i.e. Independent Work, Self-Regulation etc.) on report cards as a system measure of student independence	▪ Special Education Calm – in-service on Fostering Independence completed by all SCDSB administrators ▪ Access to and training on assistive technology provided to staff and students as needed ▪ Training provided to school staff to increase students' abilities and confidence with advocating for strategies/accommodations to meet their specific learning needs

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				EQAO outcomes for students with SENs: Primary ▪ Reading +2% (50% by 2020) ▪ Writing +4% (60% by 2020) ▪ Math +5% (38% by 2020) Junior ▪ Reading +2% (52% by 2020) ▪ Writing +6% (50% by 2020) ▪ Math +10 (25% by 2020) Intermediate Math (9) ▪ Applied +7% (40% by 2020) ▪ Academic +5 (75% by 2020) Literacy (OSSLT 10) ▪ +6% (50% by 2020)	
EIL / WB / C / EDI table: 1: ✓ ✓ ✓ ✓ 2: ✓ ✓ ✓ ✓ 3: ✓ ✓ ✓ 4: ✓ ✓ **Responsibility:** C. Samis Superintendent Program / Special Education	▪ School staff will demonstrate an increased and effective use of the Individual Education Plan (IEP) to support differentiation based on student needs and strengths and increase responsibility for the creation and implementation of IEPs for students in regular class placements	▪ Train all regular classroom teachers (RCT) and Special Education Resource Teachers (SERT) on the use of IEP Online as well as the effective use of IEPs to support individualized programming and differentiation ▪ Conduct an annual audit of IEPs (regular class placements for students with LD, etc.) to ensure effective and efficient use	June 2018	▪ 100% of all teachers (SERTs/ RCTs) will be trained on the differentiated use of IEP Online via centralized/school based PD ▪ RCTs in elementary and secondary schools will increase responsibility and ownership for the creation, implementation and reporting on student's IEPs goals and outcomes	▪ All central Special Education staff have provided supports to RCT and school SERTs with the creation of modifications and goals for students with SENs on IEPs ▪ School staff coaching/development provided by central staff for RCTs to learn, develop and implement their own IEPs (individual and/or small group coaching/training at Ferndale Woods, Holly Meadows, Ardagh Bluffs, New Lowell, Lake Simcoe, Fieldcrest, Angus Morrison, Tec Beeton) ▪ PowerPoint was shared with school teams for regular classroom teachers

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		▪ Schools will implement PD focusing on RCTs understanding and ability to participate more actively in the creation, implementation and monitoring of students' with SENs individualized programs			▪ IEP online training made available to staff new to the SERT role
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		▪ Schools will increase the number and effectiveness of school-level transition teams (principal, SERT, RCTs, etc.) to include family and relevant community service agency(ies)			
EIL / WB / C / EDI table: 1: ✔ ✔ ✔ 2: ✔ 3: 4: **Responsibility:** J. Dance Associate Director / Superintendent of Human Resource Services	▪ Decrease staff absenteeism	▪ Implement training program for administrators, managers and unions ▪ Provide the Deloitte data insights to administrators and managers ▪ Increase staff on wellness team by 1.0 FTE ▪ Decrease threshold for the Attendance Support Program from 11 to 9 ▪ Use Apply to Education (ATE) as a means to notify staff when they are getting close to their sick leave expiring ▪ Develop interview questions for candidates that elicit absence information from previous roles	October 2017 September 2017 September 2017 October 2017	▪ Decrease in absenteeism costs ▪ Administrator accountability for staff and their own attendance is increased through workshops and training opportunities ▪ Specific workplace factors regarding culpable and non-culpable absenteeism are identified to assist in designing programs, policies and procedures. ▪ Steps to eliminate factors for staff are implemented ▪ A three per cent reduction in absenteeism is achieved (2017-2018)	▪ Increased wellness staff by 1.0 FTE ▪ Threshold for attendance support intervention reduced to nine days from eleven ▪ Planning underway to provide absence data to all administrators/managers utilizing PowerBI

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EIL / WB / C / EDI 1: ✓ 2: ✓ ✓ 3: ✓ 4: ✓ Responsibility: J. Dance Associate Director / Superintendent of Human Resource Services	▪ Provide training programs and processes for SCDSB staff on key initiatives	▪ Design an online orientation program for all new staff ▪ Develop a project plan for the implementation of ATE as the replacement for SCARRI ▪ General training on HR processes for principals and managers	September 2018 September 2017 January 2018	▪ Eliminate the need to hold face to face orientations, and ensure consistent messaging ▪ Benchmark the number of unfilled jobs at the end of 2017-2018 with an intent to reduce going forward ▪ Principals and managers better understand absenteeism and how it impacts their location/department ▪ Leaders better understand processes to ensure increased accountability	▪ Implementation of ATE completed; refinements and additional features being added ▪ HR process training being delivered to principal, vice-principals and managers

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3	✔		✔	✔
4	✔	▪		▪ | **Responsibility:** J. Kavanagh Superintendent Leadership Development	▪ All new contract teachers successfully complete the New Teacher Induction Program (NTIP) in their first year of teaching	▪ New contract teachers are identified for principals ▪ Administrators fully implement the NTIP	First 20 days of school year October 2017	▪ 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	▪ List of NTIP Year 1 and 2 teachers, teachers in their first 97+ day LTO complete; access provided to principals ▪ Two NTIP Orientations held in October 2017. Third session scheduled for February 2018 ▪ Numbered Memo 72 and 94 posted, providing support for professional learning and mentoring ▪ Superintendents of education engaged principals in discussions to support NTIP and focused group of experienced teachers in professional learning. Mentor teachers in each location have been identified by area of strength

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Responsibility: **J. Kavanagh** Superintendent Leadership Development	▪ Eligibility lists are populated with candidates prepared for leadership roles in service and learning departments across the SCDSB	▪ Senior administration will identify leadership succession needs	Annually from September 2017	▪ Leadership succession needs are identified	▪ Leadership development funding (BLDS) is supporting completion of the Mental Health Leadership program, for superintendents, principals, vice-principals and managers ▪ AESP has been provided PD funding access through BLDS
		▪ Establish project team to identify key areas for professional development in each leadership area	October 2017	▪ Project team is established	▪ Creation of project team and learning calendar deferred as focus on Mental Health Leadership has been identified and actioned
		▪ Assign a PD leader in each leadership area (e.g. Human Resources, Business Services, Facility Services, School Administration)	October 2017	▪ PD Leader is assigned in HR, Business Services, Facility Services, School Administration	
		▪ Share professional learning calendar with the system	January 2018	▪ Professional learning calendar is developed	
		▪ Establish Eligibility lists and assign one-on-one mentors	Fall 2017 and Spring 2018	▪ Eligibility lists are established for principals and vice-principals ▪ Superintendents, principals and managers have identified potential mentors	▪ Eligibility process for elementary and secondary principals and vice-principals completed in fall 2017 ▪ School visits by superintendents of education include discussions of mentoring current principals, vice-principals and teachers interested in school administration

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		▪ Student leaders from 75 elementary and 12 secondary schools attend Leadership Camp at OELC	September, October 2017, May 2018	▪ 25 elementary and 4 secondary school teams have attended leadership camp in each of the three sessions	▪ Two sessions of OELC held (50 elementary schools and 8 secondary schools attended) ▪ Third session will run in May 2018 ▪ Establishment of the OELC Project Team is in progress ▪ A review of the OELC model is in progress
		▪ Elect 2017-2018 Student Trustees	April 2017	▪ Trustee elections are completed	▪ Student Trustees rotate to chair Students Senate meetings in September, October and November and report at monthly board meetings
		▪ Student Senate identifies leadership goal for 2017-2018 ▪ Student Senate plans and hosts student events and activities to support leadership goal	Fall 2017 Monthly meetings; dates as scheduled by the Senate	▪ Monthly meeting scheduled to align with board meetings	▪ Area of focus for Student Senate this year is health and well-being. Innisdale SS completed the first well-being activity and challenged OSS and Eastview to perform a well-being challenge activity in January 2018

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EIL / WB / C / EDI 1: C ✔ 2: C ✔ 3: — 4: (shaded WB, EDI) **Responsibility:** B. Jeffs Superintendent Business and Facility Services	▪ Improve our facility and capital asset management model	▪ Acquire and utilize JD Edwards Capital Asset/Facility Management module	2017-2019	▪ Integrated back-end finance and facility/capital asset management ▪ Work order management capability ▪ Transparency and ability to track system work orders	▪ Meeting with Oracle in January 2018 to present the Capital Asset/Facility module ▪ Review of outstanding work orders and a process for clean-up completed ▪ Creation of a facility information summary in progress to support school administrators in management of their facilities

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EIL / WB / C / EDI 1: C ✔ 2: C ✔ 3: 4: (shaded WB, EDI) **Responsibility:** B. Jeffs Superintendent Business and Facility Services	▪ Complete land acquisitions for new school sites	▪ Undertake purchase/expropriation of required sites	2017-2022	▪ Acquisition of required properties	▪ Acquisition of two school sites currently underway in Bradford ▪ Working on site acquisitions in Oro-Medonte and Wasaga Beach

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EIL WB C EDI 1 ✔ 2 3 4 ▨ ▨ **Responsibility:** B. Jeffs Superintendent Business and Facility Services	• Ensure on-going financial stability and capability	• Make financial management decisions that ensure strong financial results, build capacity for facilitating strategic investments and ensure ongoing sustainability of the strategic plan	2017-2022	• Annual budget surpluses in excess of $1.2M	• Expected outcome is currently on track based on 2017-2018 revised estimates

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		▪ Redevelop the public website with audience-focused structure and content	September – December 2017, launch January 2018	▪ Website content and design reflects the SCDSB brand ▪ Users are able to find the information they are looking for easily, through improved site structure and search function, as indicated by an increased number of parents/guardians reporting visiting the SCDSB website either 'all the time' or 'sometimes' (from 55% to 60%) by June 2018	▪ New SCDSB website expected to launch in summer 2018
		▪ 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	2017-2018	▪ Increase in number of followers and engagements on social media platforms	▪ Facebook ads have been leveraged to increase followers and promote programs/events in addition to use of organic news and content

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STRATEGIC PRIORITIES	GOAL	ACTIONS	TIMELINES	EXPECTED OUTCOMES	PROGRESS TO DATE
		▪ Continue to work proactively with media to share positive stories about the SCDSB and our schools and to promote programs and events	2017-2018	▪ Baseline indicators of positive, neutral and negative media coverage as well as number of stories resulting from SCDSB outreach established by July 2018	▪ Since September 2017: - Facebook followers increased from 9,440 to 10,263 (as of December 31) - Twitter followers of @SCDSB_Schools increased from 17,666 to 18,439 (as of December 31) ▪ Sentiments analyzed by media monitoring tool for elementary schools, secondary schools and SCDSB as a whole, from August 15 – December 31: - Elementary schools: 51% positive, 41% neutral, 8% negative (n=190) - Secondary schools: 60% positive, 35% neutral, 5% negative (n=179) - SCDSB: 32% positive, 53% neutral, 15% negative (n=260) ▪ From October 31 – December 22, staff pitched 36 story ideas to local media, resulting in 62 news stories on television, radio, print or online news
		▪ Provide schools with a variety of tools to support their communication with their communities, including templates, website content, newsletter content	2017-2018	▪ Schools have tools and information to support communication readily available, avoiding duplication of efforts and ensuring consistent messaging across the system ▪ Parents and other school community members receive timely, accurate information	▪ Website content pushed out to school websites as appropriate – system-wide messages or school/area-specific ▪ Monthly content packages to support development of school newsletters provided to all schools

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		▪ Include questions regarding how people heard about programs, services and events as part of all registration/enrolment forms and processes	2017-2018	▪ Resources are used more efficiently (based on user response and need)	▪ School letterhead templates created and shared with schools as needed ▪ Question included on registration for PIC Connections event
<table><tr><td></td><td>EIL</td><td>WB</td><td>C</td><td>EDI</td></tr><tr><td>1</td><td></td><td></td><td>✔</td><td>✔</td></tr><tr><td>2</td><td></td><td>✔</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td></tr></table> **Responsibility:** **S. Kekewich** Manager of Communications	▪ Ensure that communications reflect the SCDSB brand, meet or exceed accessibility standards and are user-friendly	▪ Redevelop the public website, using a service provider that is WCAG 2.0 compliant ▪ Ensure that all new content posted on the website is written at an accessible level and that documents are formatted with accessibility guidelines and requirements in mind ▪ Develop and provide training on creating accessible documents to applicable staff ▪ Redevelop the SCDSB Corporate Standards to ensure consistency and to meet accessibility standards	September – December 2017, launch January 2018 June 2018 August – September 2017 2017-2018	▪ Website is enabled to be compliant with Accessibility for Ontarians with Disabilities Act (AODA) requirements ▪ New content on the website is compliant with AODA guidelines ▪ Content on the website is written at a Grade 6-8 level ▪ Communications materials and tools are consistent and recognizable as being from the board ▪ Communication materials are accessible to a wider range of users and in line with AODA standards	▪ Website provider, SchoolMessenger, is WCAG 2.0 compliant and provides training/resources to support accessibility ▪ Content for new website is under review and being edited for accessibility ▪ ITS staff are in process of developing accessibility training for staff ▪ SCDSB Corporate Standards and Visual Brand Standards updated and APM3000 revised in October 2017

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		▪ 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	2017-2018	▪ SCDSB communications materials and tools are consistent and recognizable as being from the board	▪ Development of board, program and initiative materials is ongoing. Materials are designed and edited to reflect Corporate Standards and Visual Brand Standards
EIL WB C EDI 1 ✓ ✓ 2 ✓ 3 4 ✓ **Responsibility:** **S. Kekewich** Manager of Communications	▪ Staff are empowered to make a difference for our students and families	▪ Continue the Staff Experience and Wellness Survey, using the data to inform decisions and programs, and sharing with staff as appropriate ▪ Continue to expand staff recognition programs, including SCDSB Stars	2017-2018 2017-2018	▪ Data from the Staff Experience and Wellness Survey is analyzed and results are used to inform programs and communications with staff ▪ SCDSB staff show increased pride in their accomplishments and feel recognized by senior management and within their school communities (baseline data established in Staff Experience and Wellness Survey, June 2017, and increases are demonstrated in Winter and June 2018 surveys) ▪ SCDSB Star program continues to grow and ways to further recognize repeat Star recipients are implemented ▪ The SCDSB has a consistent way of recognizing all staff groups (for example, one SCDSB Staff Appreciation Day/Week or individual days for various staff groups)	▪ Data from survey was shared with staff and the Board in fall 2017. Data is being used by various departments to inform staff communications and other processes ▪ Survey of staff who have received STARs to be distributed in March 2018 to inform potential expansion of the program and to measure impact of the program ▪ There have been 739 STAR submission since 2014, with 64 submitted since August 2017 ▪ SCDSB Staff Appreciation Week for all staff groups is being planned, for implementation in 2018-2019

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		▪ Participate in the development of the new staff website to ensure that it is an effective communication tool	Dependent on IT resources	▪ SCDSB staff website has improved search capabilities and enables staff to find information and tools more efficiently ▪ Staff demonstrate increased online engagement (baseline data established by July 2018)	
EIL / WB / C / EDI table: 1: C (✓) 2: WB (✓), C (✓) 3: 4: **Responsibility:** **D. Paul** Superintendent Transportation / Athletics	▪ Continue to find efficiencies in our student transportation system	▪ Work with the Simcoe County Student Transportation Consortium (SCSTC) to find efficiencies though changes to bus runs and/or bell times ▪ Work with the Special Education/Program departments to mitigate costs associated with modified day transportation ▪ Work with the Simcoe Muskoka Catholic District School Board (SMCDSB) to develop a "one road, one bus" transportation plan ▪ Develop initial plans with the program department leading to the implementation of French Immersion in secondary schools in the 2021-2022 school year	2017-2018	▪ A service delivery model for transportation that fits within the transportation envelope ▪ A two per cent reduction in Special Education/Program costs for specialized transportation in the 2017-2018 school year ▪ An increase in five per cent of common bus routes between the SCDSB and the SMCDSB	▪ SCSTC operating within the transportation envelope, year-to-date ▪ Special education transportation costs have increased three per cent on a year-over-year basis. Working with Principals of Special Education to assess the increases and continue to look for efficiencies

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EIL / WB / C / EDI 1: C 2: WB 3: C, EDI 4: (shaded) **Responsibility:** **D. Paul** Superintendent Transportation / Athletics	▪ Construct a long-term plan for providing coaches in elementary and secondary school with emergency first aid training	▪ 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	Begin cycle in 2017-2018 Complete first full cycle in 2019-2020	▪ Ensure all coaches of fall secondary athletics programs are trained by the end of the 2017-2018 school year, followed by coaches of winter secondary athletic programs by the end of the 2018-2019, completing the cycle with coaches of spring secondary athletic programs in the 2019-2020 school year	▪ First aid training session planned for secondary school coaches who are not certified in February 2018. In-service will include coaches of high-risk sports
EIL / WB / C / EDI 1: EIL, WB, C, EDI 2: EDI 3: C 4: EIL (shaded) **Responsibility:** **H. Nielsen** Superintendent Partnerships/ Lifelong Learning	▪ Determine the strategic direction of the Simcoe Alternative Secondary School by conducting a comprehensive review	▪ Conduct a review of the alternative school program in relation to the Strategic Priorities ▪ Engage all stakeholders in the review process of the alternative school program	December 2017 November 2017	▪ Submit a report outlining strategic direction and possible recommendations to meet the evolving needs of the student population and system needs ▪ Capture stakeholder input and visioning for future planning	▪ Review of Alternative Programming completed and report submitted to Admin Council December 2017 ▪ Completed through an extensive consultation process from all stakeholders including students, staff and support staff

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2: ✔ ✔ ✔
3: ✔
4:
 	
Responsibility:
 	
H. Nielsen
Superintendent Partnerships/ Lifelong Learning
	▪ Foster key partnerships to support the strategic priorities	▪ Central Region Partnership for Adult Education (CRPAE)
		  - Secure funding from 2017-2020
		  - Implement strategic initiatives year 2 to improve adult education system
			Progress report by June 2018	▪ Improved services and programs for adult learners in the Central Region (comprised of nine school boards working collaboratively)	▪ Funding secured to support year two strategic directions and all nine member school boards fully engaged in strategic directions

		▪ MOU: Georgian and Lakehead - Continue implementing joint marketing plan strategies	Progress report by June 2018	▪ Increased visa student enrolment and cost savings in marketing efforts	▪ Increased visa student enrolment and joint marketing initiatives underway
		▪ County of Simcoe Ontario Works - Implement year 2 of the Ontario Trillium funded Circles Program in North Simcoe region	Progress report by June 2018	▪ Improved outcomes for participants as documented in research project	▪ Year One progress report submitted to the Ontario Trillium Foundation – Local Poverty Reduction Fund and submission approved
		▪ Child Youth and Family Services Coalition of Simcoe County - Represent SCDSB and continue to support poverty reduction and mental health initiatives	Progress report by June 2018	▪ Share evidence of improved support services and collective impact	
		▪ Learning Outside the School Day Initiatives - Partner with Program, Special Education and Continuing Education to increase program offerings and student participation in learning opportunities outside the school day	Progress report by June 2018	▪ Increased student participation in programs with qualitative and quantitative data to support program goals	▪ Coordination of 2018 Elementary Summer Learning Programs underway ▪ Presenting benefits of multi-department Elementary Summer Learning Programs 2017 pilot at Ministry symposium in January 2018

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EIL / WB / C / EDI 1. 2. EIL ✔, WB ✔, EDI ✔ 3. WB ✔ 4. EIL ✔ **Responsibility:** C. Evitt Chief Information Officer	▪ Ensure highly available and accessible teaching and learning technology	▪ Continued enhancements to network and access - Evaluating, enhancing and upgrading access to Wi-Fi - Learning Centre classroom migration into SCDSB domain	July 2018	▪ Broader Wi-Fi reach ▪ Higher availability/more reliable network	▪ To date, 160 Wi-Fi access points have been upgraded in elementary and secondary schools to provide new technology for Wi-Fi access ▪ Learning Centre migration on target for summer 2018
		▪ IT Disaster Recovery (DR) setup and testing	January 2018	▪ Reduced or eliminated outage windows when technology or other issues occur (DR test in 4Q to prove network and phone service recoverability available within 48 hours [outside of 911 school line])	▪ IT environment designed, built and configured to support the provision of IT services from Terry Fox data centre, in the case of failure/disaster at the Education Centre. Individual services tested during a disaster recovery simulation in December 2017. Restoration of network and phone services at Terry Fox completed within 7 minutes of arrival onsite. Adjustments to be made for next test, targeted for summer 2018
		▪ Ongoing enhancements for classroom technology initiatives	2017-2018	▪ Necessary technology is available to teachers and students today and as needs change	▪ Investigating Microsoft CloudBook (similar to Chromebooks) for implementation in SCDSB
		▪ Provide cloud-enabled services, ensuring accessibility from any device	July 2017	▪ Increased reliability of service and access to data ▪ Cloud usage increase by 20% year over year by July 2018 ▪ Increased flexibility of time/place for learning	▪ OneDrive usage has increased by almost 15% since September 2017 ▪ Hired two new 12-month CSTs to focus on admin staff adoption of technology ▪ 1204 files updated in software support community plus numerous documents and videos added

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					▪ 16 new remote workshops added ▪ Six new software support workshops added

		▪ Online instruction/tutorials
		  - Increase adoption/use
		  - Create menu of IT training for new employees
			July 2018	▪ Increase usage of online courses by 25% year over year beginning July 2018
				▪ Addition of IT to mandatory training for new employees	

EIL WB C EDI table (2: EIL✓ WB✓ EDI✓; 3: WB✓; 4: EIL✓) **Responsibility:** C. Evitt Chief Information Officer	▪ Promote and support alternative learning environments	▪ Implement ITS Co-Op Program with secondary schools ▪ Seek support for SHSM program for Information and Communications Technology (ICT)	Summer 2017 - ongoing	▪ Educate students on best practices and provide hands on experience; teaching and learning environments that represent the real world – Target of two students per semester in ITS/Research/Media	▪ Developing spring co-op to build upon secondary school co-op program that ran with two students in summer 2017

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		▪ Implementation of password complexity requirements and password recovery capability	October 2017	▪ Better protection of systems and information through complexity requirement, in place for staff and students by October 2017	▪ Password complexity requirements implemented for staff and students ▪ Staff website and computer accounts merged, eliminating number of ID/password combinations ▪ Self-serve password reset implemented for all staff. Reviewing an option for student use
		▪ Penetration testing	2017-2018	▪ Correction by June 2018 of any security exposures within our systems/network, as identified through testing	▪ Vendor has been selected, statement of work has been signed and PO issued. First meeting scheduled for January 2018

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EIL WB C EDI 1 2 ✔ ✔ ✔ 3 ✔ 4 ✔ **Responsibility:** C. Evitt Chief Information Officer	▪ Drive collaboration and communication	▪ Introduction of a tech classroom committee ▪ Implement technology upgrades, and drive awareness and use of technology and tools, to improve collaboration ▪ Support accessibility initiatives ▪ Rewrite and rebranding of staff website	September 2017 August 2018 Phased in capabilities 2017-2019	▪ Better information sharing and planning between the classroom and ITS – five meetings during the 2017-2018 school year ▪ Improved communications as a result of availability of collaboration tools ▪ Dates and measures to be defined ▪ Ease of use and accessibility of the tools available through the staff website	▪ Committee has met twice to ensure discussions and alignment between classroom needs and security requirements ▪ Windows 10 migration at 50% ▪ Committee meetings added to live stream (with closed captioning) ▪ Helpdesk and CST team undergoing training for accessibility requirements ▪ Ed Centre training will start in January 2018 ▪ Cleanup of the files and information in the staff web underway ▪ Draft of the new helpdesk and ITS pages being developed as pilots

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		▪ SCDSB Research Library creation	January 2018	▪ Increased availability and accessibility of research materials to facilitate staffing decisions and sharing of information	▪ Research and Decision Support Services staff webpage updated and refreshed; development of the Research Library has begun with staff collaboration forms (e.g. Research Project Request Work Plan, Data Request Form)
		▪ Alignment of research staff across portfolios	September 2017	▪ Research team is involved up front to help define and develop programs	▪ Research team portfolio completed and used for the planning of all projects within the department