

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

STRATEGIC PRIORITIES	GOAL	ACTIONS	TIMELINES	EXPECTED OUTCOMES	PROGRESS TO DATE
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<table border="1" data-bbox="123 667 405 824"> <thead> <tr> <th></th> <th>EIL</th> <th>WB</th> <th>C</th> <th>EDI</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>Responsibility: C. Samis Superintendent of Program / Special Education</p>		EIL	WB	C	EDI	1	✓	✓	✓	✓	2	✓				3	✓		✓	✓	4	✓		✓		<ul style="list-style-type: none"> Students will demonstrate competence in the strands of mathematical proficiency and articulate their mathematical thinking and the progress they are making towards learning goals and success criteria 	<p>Educators will:</p> <ul style="list-style-type: none"> Use appropriate worthwhile mathematical tasks that provide daily opportunities for students to think mathematically and engage in purposefully facilitated classroom discourse Gather information through diagnostic assessment as well as ongoing assessment for and as learning to develop an increased understanding of each students' mathematical strengths and needs and to develop instructional responses designed to meet those needs <p>Administrators will:</p> <ul style="list-style-type: none"> Collaborate with their staff to develop, implement and monitor a precise and targeted mathematics goal that includes both a content and a process focus as part of their School Action Plan (SAP) 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 	<p>2017-2018</p> <p>2017-2018</p> <p>On-going Increase 2017-2022 (3-5 years)</p>	<ul style="list-style-type: none"> School Action Plans (SAP) will have a mathematics goal that is ambitious, yet clear, focused and achievable that is based on identified student needs Through the SAPs, all schools will be able to provide evidence: <ul style="list-style-type: none"> that students are developing increased competence related to the strands of mathematical proficiency; and of shifts of educator practice for math lead teachers and Gr. 6 teachers <p>Achievement Targets/Outcomes EQAO scores will be used as a valid and reliable measure of student progress towards the provincial standard:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> New demographic and student achievement data reports developed to increase use and analysis of multiple sources of data Baseline School Process Data collected (n=2519) to determine current classroom practices Four Mathematics Leadership and Learning Network (M2LRN) sessions held involving one administrator/school, the math lead or a Gr. 9/10 applied teacher, and area superintendents. All educators who attended M2LRN gathered evidence of shifts in educator practice as well as growth in student understanding, proficiency and achievement All schools have refined their mathematics goals. SAPs have been shared with area superintendents and the program team have reviewed and provided differentiated supports to meet school needs Principals have developed observable criteria related to identified desired shifts in practice and have gathered baseline data to use to monitor progress SEF supports have developed and implemented a monitoring plan to track progress towards school / system goals, including, professional learning surveys,
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		<p>Instructional and Assessment Facilitators will:</p> <ul style="list-style-type: none"> Provide capacity building and classroom-embedded professional learning to educators in Grades 4-6 and Grades 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: <ul style="list-style-type: none"> monitor progress towards their mathematics goal reflect on both educator and leadership actions designed to influence the identified shifts in instructional practice 	<p>On-going Increase 2017-2022 (3-5 years)</p> <p>2017-2018</p>	<ul style="list-style-type: none"> 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 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 An increased number of students will pursue post-secondary education 	<p>teacher interviews, Instruction and Assessment Facilitators (IAF) journals, school action plans and student achievement measures</p> <ul style="list-style-type: none"> IAFS have provided classroom embedded professional learning through the co-teaching cycle with a focus on content and pedagogical knowledge. The co-teaching cycle amounts to 70% of their interactions with junior math teachers. Other supports provided by the IAFs include participation in the school leadership teams, facilitating professional learning communities and providing resources to their colleagues. To date, teachers supported by the IAF, have reported an increase in their knowledge of teaching strategies and math concepts as indicated through multiple sources of evidence collection. Administrators have also reported, through central feedback, a shift in educator math practices in the junior division

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		<p>Superintendents will:</p> <ul style="list-style-type: none"> ▪ 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 			<ul style="list-style-type: none"> ▪ Superintendents worked with school teams (principal, math leads, teachers) to review, monitor, and provide feedback to school's SAP math goals ▪ Superintendents monitored during school visits and participated in math lessons with schools ▪ Superintendents participated in professional learning on effective monitoring with K. Witherow, MOE officer
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		<p>District Facilitators/Centrally Assigned Staff will:</p> <ul style="list-style-type: none"> ▪ provide capacity building opportunities for school leadership teams through existing structures like School Leaders' Meetings and Mathematics Leadership and Learning Regional Networking (M2LRN) Sessions to: <ul style="list-style-type: none"> - develop mathematics knowledge for teaching and leading - hone instructional leadership skills necessary to influence identified shifts in instructional practice - use data from multiple sources to monitor progress towards mathematics goals and to inform instructional decisions related to the teaching and learning of mathematics 			
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		<p>Instruction and Assessment Facilitators will:</p> <ul style="list-style-type: none"> ▪ 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 educator <p>Superintendents will:</p> <ul style="list-style-type: none"> ▪ 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 	<p>On-going Increase 2017-2022 (3-5 years)</p>	<p>Achievement Targets/Outcomes EQAO scores will be used as a valid and reliable measure of student progress towards the provincial standard:</p> <ul style="list-style-type: none"> ▪ Primary EQAO scores will increase from: <ul style="list-style-type: none"> - Reading: 71% (2015-16) to 78% (2021-2022) - Writing: 71% (2015-16) to 78% (2021-2022) ▪ Junior EQAO scores will increase from: <ul style="list-style-type: none"> - Reading: 78% (2015-16) to 82% (2021-2022) - Writing: 74% (2015-16) to 81% (2021-2022) ▪ Secondary OSSLT scores will increase from: <ul style="list-style-type: none"> - 74% (2015-16) to 85% (2021-2022) 	<ul style="list-style-type: none"> ▪ Following the completion of the OSSLT further review of best practices with administrators occurred, with a focus on how to support students with extra time ▪ Superintendents completed formal school visits and reviewed SAP's with school leadership teams to ensure precise targeted literacy actions are supported in schools with necessary resources
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		District Facilitators/Centrally Assigned Staff will: <ul style="list-style-type: none"> ▪ 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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		<ul style="list-style-type: none"> ▪ Model discussions about challenging topics through strategies like read-alouds and group discussions with equity-promoting resources as anchors 			<ul style="list-style-type: none"> ▪ Elementary and secondary schools given a resource box of books related to diversity and inclusion; many electronic resources exist as well; equity, diversity and inclusion IRTs continue to support classrooms ▪ Roots of Empathy training completed by 14 DECEs, and program is being implemented in their Kindergarten classes ▪ All schools participated in an Equity focused PA Day session ▪ Staff training delivered through staff meetings, PLCs and "Lunch and Learn" sessions 																									
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		<p>Compassion Fatigue, trauma-sensitive schools)</p> <ul style="list-style-type: none"> ▪ 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 ▪ Traumatic Incident Response Team (TIRT) members will be trained yearly and be available to respond to traumatic incidents that impact school communities 		<ul style="list-style-type: none"> ▪ 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) 	<p>Self-care, Restorative Practices and Mindfulness</p> <ul style="list-style-type: none"> ▪ Roots of Empathy, an evidenced-based classroom program geared towards reducing levels of aggression and bullying among elementary aged students while raising social/emotional competence and empathy facilitated by CYW's in 12 elementary schools ▪ Board Wellness Committee meets monthly Staff Well-being Through Self-Reg[®] (after-hours training, 300 staff) ▪ Multiple staff/student/parent well-being nights hosted at local schools highlighting school and community mental health and well-being resources ▪ 1200 students, 125 parents and approximately 50 staff attended Dr. Rosen's presentation re: Technology and Student Mental Health and Well-being ▪ All school mental health and well-being teams promoted Mental Health Awareness Week in April. Fifteen schools provided submissions for display at the Education Centre to enhance awareness ▪ Over 750 staff participated in professional development opportunities: Reframing

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					<p>Behaviour/Staff Well-being/Anxiety/Is it Misbehaviour or Stress Behaviour?</p> <ul style="list-style-type: none"> Working with Lakehead: Self-Reg conference in May (80 teachers, DECEs and EAs and 20 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 Staff Experience and Wellness Survey conducted again last week of June/first week of July All managers and central principals received the SCDSB Customer Service Standards document for implementation in a pilot at the Education Centre All schools have established school mental health teams and have participated in two Leading Mentally Healthy Schools professional development sessions

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					<ul style="list-style-type: none"> In November, schools recognized National Addictions Awareness Week for the first time. Central resources were provided to schools All staff participated in Addictions Awareness PD in April to improve their understanding and ability to provide Tier 1 support to students struggling with addictions and mental health concerns. Training delivered by the administrators and their school mental health teams 500 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 Six secondary schools offered SafeTALK training to over 500 students 20 SHSM secondary students completed Mental Health First Aid training In November, schools recognized National Addictions Awareness Week for the first time. Central resources were provided to

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				<ul style="list-style-type: none"> ▪ Students will feel supported in their school environment by Social Workers and CYWs ▪ Schools experiencing a traumatic incident will feel supported by the Traumatic Incident Response Team 	<p>schools</p> <ul style="list-style-type: none"> ▪ Social work and CYW staff facilitating cognitive behavioural, prevention and experiential groups with identified students that teach and develop social emotional skills ▪ 65 Friends programs and 60 other classroom programs facilitated by CYW staff ▪ 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 – 16 school responses and 12 consultations ▪ MH Leader and TIRT coordinator completed training through Canadian Critical Incident Stress Foundation

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					<ul style="list-style-type: none"> ▪ Manager of Social Work and Mental Health Leader participate on Community Crisis Steering Committee (includes focus on Simcoe County Community Suicide Risk Protocol) ▪ User (Staff and Student) evaluation of Tier 2 services (access and timeliness of service, and experience/impact) completed, implementation September 2018 																									
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STRATEGIC PRIORITIES	GOAL	ACTIONS	TIMELINES	EXPECTED OUTCOMES	PROGRESS TO DATE
		<ul style="list-style-type: none"> EcoSchool Leadership Day - a celebration of accomplishments made throughout the year Green Teams - tasked with assisting in daily operations activity with a lens on environmental sustainability Grade 4 Field Trip - inquiry-based environmental science program designed to deepen and enrich grade four outdoor curriculum Continue added Grade 1 outdoor experience (school yard) with assigned service providers 	<p>October 2017</p> <p>September 2017 to June 2018</p> <p>Three throughout the year</p>	<ul style="list-style-type: none"> Leadership capacity and environmental stewards are developed An increase in environmental sustainability, leadership capacity and environmental stewardship All Grade 4 classes participate in environmental science field trips during the 2017-2018 school year 	<ul style="list-style-type: none"> Introduction to EcoSchools workshop and Experienced EcoSchools Networking Event held in October 2017 Schools provided with release time to complete EcoSchools certification paperwork Planned participation in Ontario EcoSchools Super Conference in February 2018 SCDSB Ontario EcoSchools Leadership Retreat in March 2018 at Tiffin Conservation Area Four vendors selected for Grade 4 Environmental Program Three vendors selected for Grade 1 Environmental Program All Grade 1 classes were assigned a one-day schoolyard experience with an outdoor education service provide to be completed by June 2018

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		<ul style="list-style-type: none"> ▪ Envirothon (Secondary event) - secondary school environment skill-building competition ▪ Environmental Events / Celebrations - Waste Reduction Week, Earth Day, Earth Hour, National Get Outside Day, Sweater Day, World Water Week, Educator Movie Screening ▪ Enhance outdoor learning spaces - outdoor classrooms, school-scaping (five in planning stage), school ground greening and low impact development ▪ Outdoor Classroom Project research project review ▪ Increase Ophea Healthy Schools designations in our schools through promotion by OE/HAL coordinator 	<p>April - training May 2018</p> <p>2017-2018</p> <p>2017-2018</p> <p>2017-2018</p> <p>2017-2018</p>	<ul style="list-style-type: none"> ▪ Students demonstrate an increased knowledge of environmental careers and skill-building ▪ Students and staff demonstrate an increased environmental awareness and promote action in our schools ▪ ▪ 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 ▪ Review outcomes and create a support plan ▪ Increase from 5 to 8 schools 	<ul style="list-style-type: none"> ▪ 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 ▪ All secondary schools received funding for outdoor education field trips or other activities ▪ 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 ▪ 14 out of 238 Ophea Healthy Schools in Ontario are certified schools are SCDSB schools, including seven gold, three silver, four bronze certifications and one participant school (provincially 1 in 15 schools are participating)

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				<ul style="list-style-type: none"> ▪ 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% 																										
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		<ul style="list-style-type: none"> ▪ Educators will embed Individualized Pathway Planning (IPP) in all experiential learning opportunities ▪ Schools will maximize student enrolment in targeted experiential learning programs, including: <ul style="list-style-type: none"> - 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 			<ul style="list-style-type: none"> ▪ 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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		<ul style="list-style-type: none"> Seek feedback through consultation, conversation and surveys with Indigenous students, parents and community partners 	2017-2019	<ul style="list-style-type: none"> Survey will be developed and completed 	<ul style="list-style-type: none"> Parent/student survey completed at feasts: 92% of respondents indicated a positive experience in SCDSB schools, 76% felt represented in schools, 47% of respondents had accessed services Fall meetings have been community feasts Plans in place for winter activities Ogemawahj Tribal Council collaborative inquiry involving two schools, Beausoleil FN and Rama FN Ongoing partnerships with Georgian Bay Native friendship Centre; extended lease, and Barrie Native Friendship Centre; Third Party agreement signed with BNFC for in schools supports for students

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				EQAO outcomes for students with SENs: Primary <ul style="list-style-type: none"> ▪ Reading +2% (50% by 2020) ▪ Writing +4% (60% by 2020) ▪ Math +5% (38% by 2020) Junior <ul style="list-style-type: none"> ▪ Reading +2% (52% by 2020) ▪ Writing +6% (50% by 2020) ▪ Math +10 (25% by 2020) Intermediate Math (9) <ul style="list-style-type: none"> ▪ Applied +7% (40% by 2020) ▪ Academic +5 (75% by 2020) Literacy (OSSLT 10) <ul style="list-style-type: none"> ▪ +6% (50% by 2020) 																										
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					<ul style="list-style-type: none"> ▪ IEP online training made available to staff new to the SERT role 																									
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		<ul style="list-style-type: none"> ▪ Student leaders from 75 elementary and 12 secondary schools attend Leadership Camp at OELC ▪ Elect Student Trustees 	<p>September, October 2017, May 2018</p> <p>April 2017</p>	<ul style="list-style-type: none"> ▪ Superintendents, principals and managers have identified potential mentors ▪ 25 elementary and 4 secondary school teams have attended leadership camp in each of the three sessions ▪ Trustee elections are completed 	<ul style="list-style-type: none"> ▪ School visits by superintendents of education include discussions of mentoring current principals, vice-principals and teachers interested in school administration ▪ Three sessions of OELC held (50 elementary schools and eight secondary schools attended) ▪ OELC Project Team reviewed current program and made recommendations to senior team ▪ Two OELC sessions will be offered next year ▪ Increased student numbers by school ▪ Teacher Leader Training offered in high ropes and program sessions August 2018 ▪ Student Trustees rotate to chair Students Senate meetings in September, October and November and report at monthly board meetings ▪ Elected Student Trustees for 2018-2019 include students from SCI, Twin Lakes and Bear Creek

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		<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Monthly meeting scheduled to align with Board meetings 	<ul style="list-style-type: none"> ▪ Area of focus for Student Senate has been 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 ▪ All secondary schools have been challenged to implement wellness activities in their schools 																									
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		<ul style="list-style-type: none"> Redevelop the public website with audience-focused structure and content 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 	<p>September – December 2017, launch July 2018</p> <p>2017-2018</p>	<ul style="list-style-type: none"> 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 Increase in number of followers and engagements on social media platforms 	<ul style="list-style-type: none"> New SCDSB website launched in summer 2018 Facebook ads have been leveraged to increase followers and promote programs/events in addition to use of organic news and content Since September 2017: <ul style="list-style-type: none"> Facebook followers increased from 9,440 to 11,273 (as of May 24) Twitter followers of @SCDSB_Schools increased from 17,666 to 18,984 (as of May 24) Instagram followers of @SCDSB were 2,448 as of May 24

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		<ul style="list-style-type: none"> Continue to work proactively with media to share positive stories about the SCDSB and our schools and to promote programs and events Provide schools with a variety of tools to support their communication with their communities, including templates, website content, newsletter content Include questions regarding how people heard about programs, services and events as part of all registration/enrolment forms and processes 	<p>2017-2018</p> <p>2017-2018</p> <p>2017-2018</p>	<ul style="list-style-type: none"> Baseline indicators of positive, neutral and negative media coverage as well as number of stories resulting from SCDSB outreach established by July 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 Resources are used more efficiently (based on user response and need) 	<ul style="list-style-type: none"> Sentiments analyzed by media monitoring tool for elementary schools, secondary schools and SCDSB as a whole, from August 15 – May 22: <ul style="list-style-type: none"> Elementary schools: 55.9% positive, 35.3% neutral, 8.8% negative (n=329) Secondary schools: 56.2% positive, 30.5% neutral, 13.3% negative (n=518) SCDSB: 28% positive, 58% neutral, 13.9% negative (n=646) From October 31 – May 18, staff pitched 85 story ideas to local media, resulting in 126 news stories on television, radio, print or online news 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 School letterhead templates created and shared with schools as needed Question included on registration for PIC Connections event

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		<ul style="list-style-type: none"> ▪ Increase the variety of corporate branding tools and encourage use at public events and meetings 	January 2018	<ul style="list-style-type: none"> ▪ Improved corporate identity and brand recognition 	<ul style="list-style-type: none"> ▪ SCDSB media backdrop and outdoor flags have been created and are in use. Additional banners have been ordered and corporate apparel is in progress 																									
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		<ul style="list-style-type: none"> ▪ Participate in the development of the new staff website to ensure that it is an effective communication tool 	Dependent on IT resources	<ul style="list-style-type: none"> ▪ 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) 	<ul style="list-style-type: none"> ▪ Communications staff are members of the staff website steering committee and provide input on various aspects of the staff website including new task request tools, and a portal to share staff news (i.e. new hires, retirements, and other significant events) 																									
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					<ul style="list-style-type: none"> ▪ Reorganization of administrative staff completed ▪ Metrics established to monitor success of reconfiguration model ▪ Three Alternative Program sites have co-located into Adult and Continuing Education Centres as of June 2018 ▪ Pilot site for Wasaga Beach has been established for Adult and Continuing Education programs partnering with SMCDSB, Georgian Learning and South Georgian Bay Community Health Centre and funded through the Central Region Partnership for Adult Education Table

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		<ul style="list-style-type: none"> ▪ Learning Outside the School Day Initiatives <ul style="list-style-type: none"> - Partner with Program, Special Education and Continuing Education to increase program offerings and student participation in learning opportunities outside the school day 	2018 - 2022	<ul style="list-style-type: none"> ▪ Support and celebrate key partnerships that are essential to SCDSB achieving its mission 	<ul style="list-style-type: none"> ▪ 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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		<ul style="list-style-type: none"> ▪ Ongoing enhancements for classroom technology initiatives ▪ Provide cloud-enabled services, ensuring accessibility from any device ▪ Online instruction/tutorials <ul style="list-style-type: none"> - Increase adoption/use - Create menu of IT training for new employees 	<p>2017-2018</p> <p>July 2017</p> <p>July 2018</p>	<ul style="list-style-type: none"> ▪ Necessary technology is available to teachers and students today and as needs change ▪ 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 ▪ Increase usage of online courses by 25% year over year beginning July 2018 ▪ Addition of IT to mandatory training for new employees 	<ul style="list-style-type: none"> ▪ Investigating Microsoft CloudBook (similar to Chromebooks) for implementation in SCDSB – Currently testing in 4 schools as an option for the office kiosk devices for parents to use for SchoolCash, registration tool and translation ▪ Survey conducted with teaching staff to inform planning for next generation of teaching technology – plan to be in place by summer 2018 ▪ OneDrive usage has increased by 25% since November 2017. SharePoint file storage usage has increased by 180% since November 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 ▪ 16 new remote workshops added ▪ Six new software support workshops added ▪ Onboarding IT FAQ built ▪ Working with HR to have IT training in place for new employees by end of summer

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1				<ul style="list-style-type: none"> ▪ Drive collaboration and communication 	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Committee has met three to ensure discussions and alignment between classroom needs and security requirements ▪ Windows 10 migration at 60% All SCDSB devices are to upgrade to Windows 10 by end of summer 2018 ▪ MS Teams being utilized across ITS to share lessons learned, issues, improvements ▪ 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. Weekly accessible document workshops Feb. – Jun. 2018, (18 workshops) ▪ 99% of 306 of Software Support Community support documents updated to include accessible features ▪ Staff Website steering committee has been formed and has met. Phase 1 required functionality has been defined ▪ Cleanup of the files and information in the staff web underway
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4	✓					Phased in capabilities 2017-2019		
Responsibility: C. Evitt Chief Information Officer								

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		<ul style="list-style-type: none"> ▪ Community tool development 	Phased in summer 2018 through 2019	<ul style="list-style-type: none"> ▪ Development of tools to support parents, volunteers and students ▪ Common repository for documentation, support information, requests, self-help ▪ Workflow tool to assist in providing reliable and predictable services across the SCDSB ▪ Asset repository and tracking system 	<ul style="list-style-type: none"> ▪ Weekly workshops with key stakeholders, to begin Staff website inventory of existing documents ▪ Draft of the new helpdesk and ITS pages being developed as pilots ▪ Developing volunteer portal, out-of-area request tool, and online student registration tool for K-12 ▪ Transition underway 																									
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