

MULTI-YEAR STRATEGIC PLAN 2016-2021

2016 - 2017 Report Back

Presented to Board on April 19, 2018





OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

OUR VISION

At Toronto Catholic, we transform the world through witness, faith, innovation and action.

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



TCDSB Multi-Year Strategic Plan 2016-2021

2016 - 2017 Report Back

Presented to Board on April 19, 2018

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Table of Contents	Page
.....	
STRATEGIC DIRECTION A	
LIVING OUR CATHOLIC VALUES	
• PRIORITY ACTION #1	1
STRATEGIC DIRECTION B	
FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING	
• PRIORITY ACTION #2	5
• PRIORITY ACTION #3	10
• PRIORITY ACTION #4	13
STRATEGIC DIRECTION C	
ENHANCING PUBLIC CONFIDENCE	
• PRIORITY ACTION #5	17
STRATEGIC DIRECTION D	
PROVIDING STEWARDSHIP OF RESOURCES	
• PRIORITY ACTION #6	23
• PRIORITY ACTION #7	25
STRATEGIC DIRECTION E	
ACHIEVING EXCELLENCE IN GOVERNANCE	
• PRIORITY ACTION #8	29
STRATEGIC DIRECTION F	
INSPIRING AND MOTIVATING EMPLOYEES	
• PRIORITY ACTION #9	32
MULTI-YEAR STRATEGIC PLAN REPORT BACK:	
SUMMARY OF STATUS RESULTS	38



Multi-Year Strategic Plan Report Back: OVERVIEW

The Multi-Year Strategic Plan contains 6 Strategic Directions, 9 Priority Actions, and 38 Goals. In this Report Back, for each **goal**, **targets** for 2016 – 2017 are identified, and supporting **evidence** is included.

The **status** of each goal is updated using the following scale:

- **On Target** – Target met
- **Monitor** – Approaching Target
- **Action Required** – Target not yet met

Areas of Focus/Next Steps are identified where applicable, a target of 75% positive result has been identified in alignment with Ministry standards (Level 3). Where the target has been achieved, a revised target has been identified. Throughout this document, reference to **BLIP Areas of Focus** have been identified.



TCDSB System-wide surveys

Comprehensive surveys are administered annually to collect feedback from students and teachers in all schools. The following surveys will be referenced throughout the document.

	PANEL	SURVEY	GRADES	N in 2016-2017
STUDENT VOICE SURVEYS	Elementary	Safe and Caring Catholic School Climate Survey (SCCSC)	All Grade 6 and 8 students	10382
	Secondary	My School My Voice (MSMV)	Sample of Grade 10 and 12 students	4831
		Safe Schools Survey	Sample of students in all Grades (9 - 12)	4943
TEACHER VOICE SURVEYS	Elementary	Student Success BLIP/SEF	All teachers	1515
	Secondary	Student Success BLIP/SEF	All teachers	710

STRATEGIC
DIRECTION

A

LIVING OUR CATHOLIC VALUES



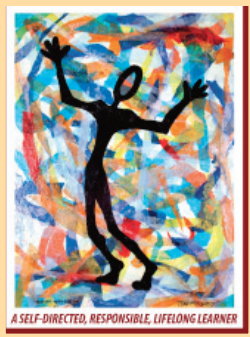
PRIORITY ACTION #1

To understand and apply Catholic Teachings to all that we do:

GOAL

Students will be instructed in a curriculum that is rooted and informed by the Ontario Catholic School Graduate Expectations.

A1.1



TARGET

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTION:

I am familiar with the Ontario Catholic School Graduate Expectations.

EVIDENCE

Survey results indicate students are instructed in curriculum informed by the Ontario Catholic Graduate Expectations.

Students were *familiar with the Ontario Catholic School Graduate Expectations*:

- Elementary 78%
- Secondary 74%

AREAS OF FOCUS/NEXT STEPS:

- Develop a principal voice survey which will include a question related to this goal with a target of 75% positive response
- Following consultation, add a question related to this goal to the teacher voice survey with a target of 75% positive response.

On Target

STATUS

GOAL

Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.

TARGET

School staff will have the opportunity to participate in monthly liturgical celebrations.

Central staff and Trustees will have the opportunity to participate in monthly liturgical celebrations.

School Administrators and Business Leaders will participate in spiritual retreats.



A REFLECTIVE, CREATIVE AND HOLISTIC THINKER

EVIDENCE

All schools hold one Faith Day, and monthly liturgical celebrations as per the liturgical calendar.

Liturgical celebrations at the CEC:

- Heart of Welcome Mass (September)
- Thanksgiving Mass (October)
- Remembrance Day Mass (November)
- Advent Reflections (December)
- Advent Mass (December)
- Epiphany Cheer (January)
- Ash Wednesday (February/March)
- Lenten Reflections (February - April)
- Easter Mass (March/April)
- End of Year Mass (June)
- Daily Masses and weekly Rosary
- First Friday Masses (Monthly)
- Last Friday Adoration (Monthly)

Special invitations:

- A Catholic Call to Service Mass (October)
- Young Disciples Ignite (Teaching Mass) (October/November)
- Memorial Mass (November)
- 25 Year Recognition Mass (February)
- Catholic Education Week (Province-wide) Mass (May)
- Pastoral Plan Launch (May)
- Retirement Mass (May)

2016-2017 participation in spiritual retreats:

- Principals 149/200 = 74.5%
- Vice Principals 86/112 = 77.0%
- Business Leaders 32/64 = 50.0%

AREAS OF FOCUS/NEXT STEPS:

- 90% of School Administrators and Business Leaders will take part in spiritual retreats.

On Target

STATUS

A1.3

GOAL

Parents will be supported in their integral role of nurturing the relationship between home, school and parish.

BLIP AREA OF FOCUS:

- Home, School, Parish and Community Partnerships.

TARGET

Every school will access their school parent involvement funds.

Encourage all schools to apply for a Parent Reaching Out (PRO) Grant.

Parents will be provided with opportunities to enhance their learning and skills to support and increase parent engagement.

Increase parent engagement through TCDSB staff collaboration with Catholic School Parent Council (CSPC), Catholic Parent Involvement Committee (CPIC) and Ontario Association for Parents in Catholic Education (OAPCE).

EVIDENCE

In 2016-17, 28% of schools accessed their Ministry provided parent involvement funds in the School Block Budget (\$500.00).

In 2016-17, 109 schools (54%) applied for a Pro Grant. Of these, 58% have accessed the funds.

Increased parent attendance at all parent engagement events.

As part of the pastoral plan, parents were invited to discuss ways to nurture the home, school and parish relationship.

Increased and improved communication with parents through: email, websites (through the portal), newsletters, face-to-face meetings, surveys, videos, webcasts, conferences, workshops and resources.

Outreach by CSPC, CPIC and OAPCE has resulted in increased two-way communication with parents.

AREAS OF FOCUS/NEXT STEPS:

- 75% of schools will access parent involvement funds.
- 75% of schools will apply for and access PRO grant funds.
- Promote use of grant funds in all schools.
- Implement a Parent School Climate survey for parent voice with a target of 75% positive response.
- Monitor and promote consistent communication strategies.
- Collect attendance data at parents events.

Action Required

STATUS

GOAL

A1.4

Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values (e.g., stewardship of God's creation, option for the poor and vulnerable, etc.).

TARGET

All Policies will be reviewed using the MYSP Strategic Directions, Priorities, and Goals.

Environmental responsibility will be promoted through board-wide initiatives as governed by B.M.06 Environmental Practice Policy.

EVIDENCE

All policies reviewed, where applicable, have been aligned with MYSP, which includes Living Our Catholic Values, consistent with the TCDSB Meta Policy M.01.

TCDSB has committed to improving our environment through:

- Commitment to a plastic bottle-free zone
- Expansion of water-filling stations in schools
- Participation in Earth Hour
- Taking part in community clean-up events
- Providing students with learning opportunities focused on environmental issues
- Reducing energy consumption
- Expansion of eco-friendly and energy efficient schools
- A waste management program across all schools (reduce, recycle and reuse)
- Green-cleaning practices in schools

On Target



STATUS

STRATEGIC
DIRECTION

B

FOSTERING STUDENT ACHIEVEMENT
AND WELL-BEING

PRIORITY ACTION #2

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations:

GOAL

Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.

System target goal of 75% as reflected in the BLIP.

B2.1

TARGET

TCDSB students will meet or exceed Ontario EQAO results.

ONTARIO RESULTS IN 2016-2017:

- Primary Reading 74%
- Primary Writing 73%
- Junior Writing 79%
- Grade 9 Academic Math 83%
- Primary Math 62%
- Grade 9 Applied Math 44%
- Junior Math 50%
- Junior Reading 81%
- OSSLT 81%

EVIDENCE

TCDSB EQAO results that met or exceeded the provincial average: Primary Reading, Writing and Mathematics; Junior Writing; Grade 9 Applied and Academic Mathematics.

TCDSB RESULTS IN 2016-2017:

Above the provincial average:

- Primary Reading 76%
- Primary Writing 78%
- Junior Writing 82%
- Grade 9 Academic Math 83%
- Primary Math 63%*
- Grade 9 Applied Math 46%*

Below the provincial average:

- Junior Math 48%
- Junior Reading 80%**
- OSSLT 80%**

NOTE: *Below Ministry Target of 75% / **Above Ministry Target of 75% as outlined in BLIP.

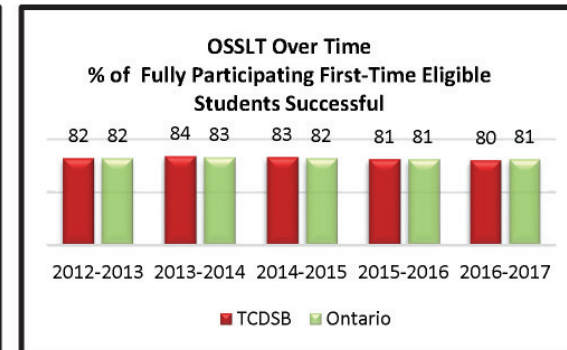
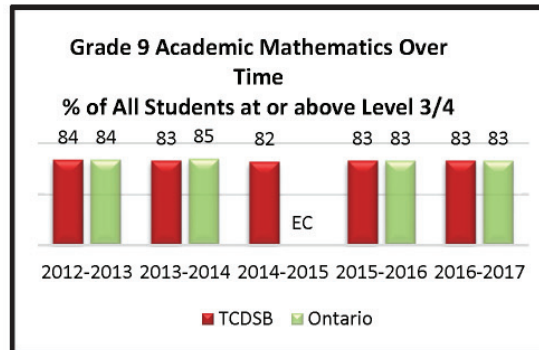
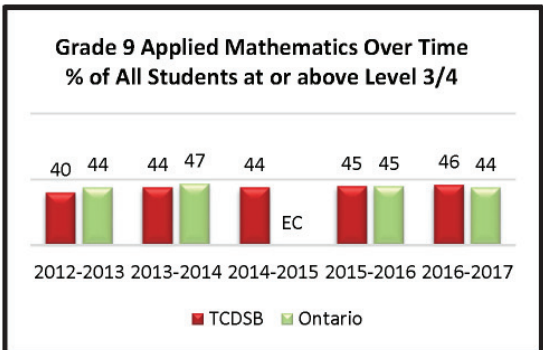
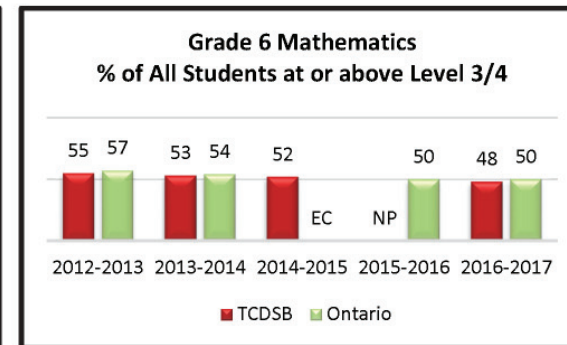
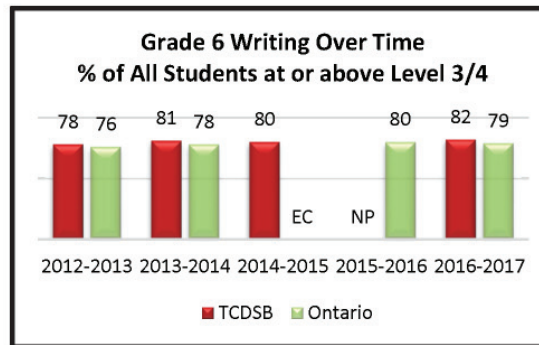
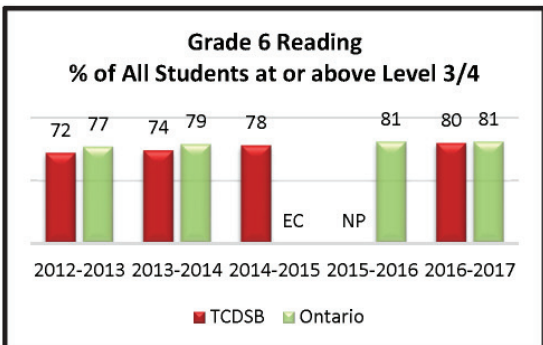
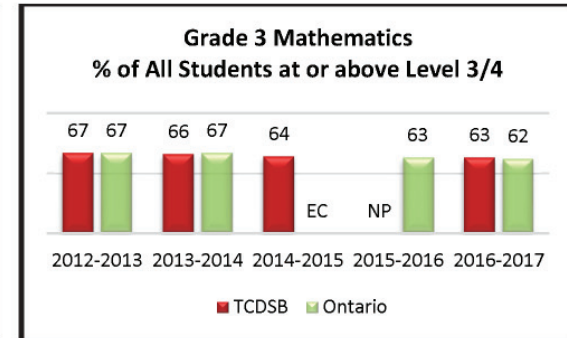
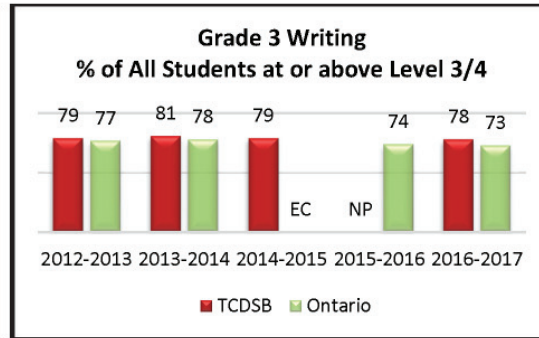
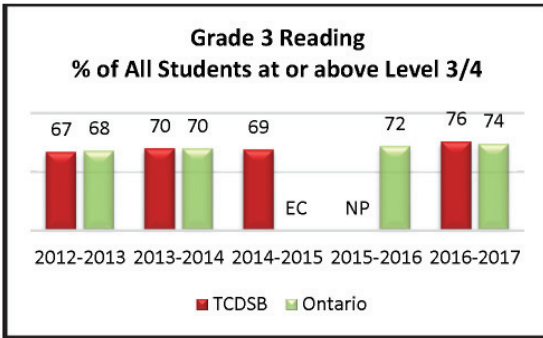
AREAS OF FOCUS/NEXT STEPS:

- Continue to provide targeted support in areas where Ministry/BLIP targets have not been met (Primary, Junior and Grade 9 Applied Mathematics).

Action Required

STATUS

EQAO Trends Over Time



B2.2

GOAL

Students will exceed the provincial average in credit accumulation and graduation rate.

BLIP provincial indicators of achievement.

TARGET

TCDSB students will exceed provincial credit accumulation rate and graduation rate released in 2016-2017:

In Ontario:

- 82% of Grade 11 students accumulated 23 or more credits, representing a 10% increase since 2006-2007
- 87% of students graduated in 5 years.

EVIDENCE

TCDSB has met the credit accumulation target and surpassed the graduation rates target:

In the TCDSB:

- 82% of Grade 11 students accumulated 23 or more credits, representing a 14% increase since 2006-2007
- 90% of students graduated in 5 years.

Monitor

Graduation Rate Over Time

Percentage of students graduating

Grade 9 cohort year	2009-2010	2010-2011	2011-2012
TCDSB	87%	88%	90%
Ontario	84%	86%	87%
Graduation year	2013-2014	2014-2015	2015-2016

STATUS

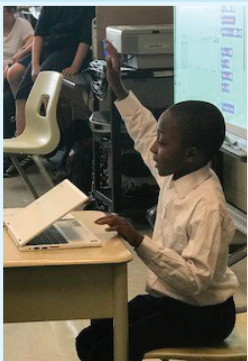
GOAL

Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning.

BLIP AREA OF FOCUS:

- Assessment for, as, of Learning.

B2.3



TARGET

75% of teachers will respond positively to:

TEACHER VOICE SURVEY QUESTIONS:

In my school:

- students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- during learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- I understand learning goals and success criteria.
- My school emphasizes:
- Giving and receiving timely feedback on how to improve my work.
 - Gathering information about your learning before, during and at the end of a unit of study.

EVIDENCE

Survey results show that we have met the target goal in elementary.

Teachers indicated *implementing and routinely using*:

- Elementary - 80%
- Secondary - 73%

Teachers indicated *implementing and routinely using*:

- Elementary - 79%
- Secondary - 75%

Students *agreed*:

- Elementary - 93%
- Secondary - 84%

Students reported it was *emphasized*:

- Elementary - 82%
- Secondary - 58%

Students reported it was *emphasized*:

- Elementary - 81%
- Secondary - 54%

AREAS OF FOCUS/NEXT STEPS:

- Develop a principal voice survey which will include a question related to this goal with a target of 75% positive response.
- More focused PD on assessment practices with emphasis on increasing engagement of secondary students.
- Area Superintendents will continue to focus on assessment practices as part of their SLIP visits.

Action Required

STATUS

GOAL

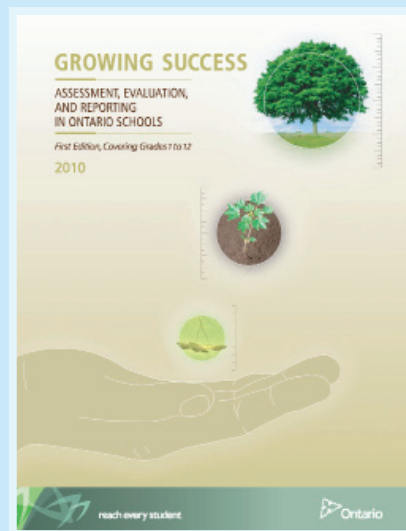
Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.

BLIP AREA OF FOCUS:

- Assessment for, as, of Learning.

B2.4**TARGET**

Staff will provide parents with information regarding assessment practices, based on the Ministry of Education's *Growing Success* document, on the Board website and at the local school level.

**EVIDENCE**

Parents are provided with information regarding assessment strategies through:

- Board website
- School sharing of SLIP
- School sharing of EQAO Data
- Curriculum Night
- Literacy and Numeracy Nights;
- School newsletters
- CSPC and CPIC - meetings and information sessions.

AREAS OF FOCUS/NEXT STEPS:

- Develop a principal voice survey which will include a question related to this goal with a target of 75% positive response.
- Following consultation, add a question related to this goal to the teacher voice survey with a target of 75% positive response.
- Implement a Parent School Climate Survey which will include questions related to sharing of assessment practices as reflected in the BLIP.

Monitor**STATUS**

PRIORITY ACTION #3

To support our students' ability to apply critical and innovative thinking in all subjects:

GOAL

Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.

BLIP AREA OF FOCUS:

- Nurturing Our Catholic community
- School and Classroom Leadership.

B3.1

TARGET

75% of teachers will respond positively to:

TEACHER SURVEY VOICE QUESTIONS

In my school:

- students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.
- teaching and learning in the 21st Century is collaborative, innovative and creative within the global context.
- Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students and provide opportunity to complete the Ontario Catholic Graduate Expectations.

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

My school emphasizes:

- Using information in new situations or relating it to problems in the real-world.
- Deciding the value of information or ideas; determining whether conclusions make sense.

EVIDENCE

Survey results indicate that explicit teaching in this area needs to continue to support student critical and innovative thinking.

Teachers indicated *implementing and routinely using*:

- Elementary - 76%
- Secondary - 72%
- Elementary - 69%
- Secondary - 65%
- Elementary - 61%
- Secondary - 68%

Secondary students reported it was *emphasized*:

- 51%
- 58%

AREAS OF FOCUS/NEXT STEPS:

- Develop a principal voice survey which will include a question related to this goal with a target of 75% positive response.
- Following consultation, add a question related to this goal to the student voice survey with a target of 75% positive response.
- Continue to integrate the teaching of critical thinking in professional development consistent with BLIP strategies for School and Classroom Leadership.

Action Required

STATUS

GOAL

Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.

BLIP AREA OF FOCUS:

- Student Engagement.

B3.2**TARGET**

75% of teachers will respond positively to:

TEACHER VOICE SURVEY QUESTION:

In my school:

- instruction and assessment are differentiated in response to student strengths, needs and prior learning.

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTION:

In my school:

- There are optional programs available to meet my needs.

EVIDENCE

Survey results indicate that teachers are incorporating differentiated instruction to address student learning needs.

Teachers indicated *implementing and routinely using*:

- Elementary - 80%
- Secondary - 72%

Secondary students *agreed*:

- 71%

AREAS OF FOCUS/NEXT STEPS:

- Develop a principal voice survey which will include a question related to this goal with a target of 75% positive response.
- Following consultation, add a question related to this goal to the teacher voice survey with a target of 75% positive response.
- Add a question related to accommodation of student learning style to elementary and secondary student voice surveys, with a target of 75% positive response.
- Provide more focused PD on differentiated instruction consistent with BLIP strategies for engaging students.

Monitor**STATUS**

GOAL

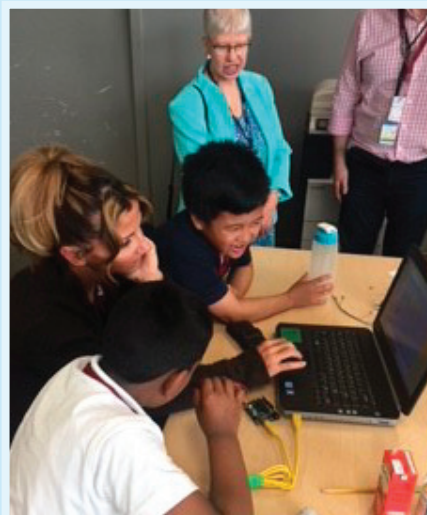
Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.

BLIP AREA OF FOCUS:

- Pathways Planning and Programming
- Curriculum Teaching and Learning.

TARGET

Annually invest in technology to support 21st Century skills.



EVIDENCE

Investments in 2016-2017 included:

Secondary

- Every secondary school received 20 Windows Cloudbooks and one mobile cart (storage and charging); 640 in total distributed.
- 7 schools received \$2500 each in top-up funding to assist with participation in FIRST Robotics.

Elementary

- Every school received a TechTub Trolley (storage and charging) and 6 Chromebooks; additional TechTubs and sets of 6 Chromebooks were allocated to schools based on enrollment; 1662 in total distributed.
- 15 schools were given a Makey Makey and attended a workshop with Grade 5 students.
- Each school received one Code & Go Robot Mouse for Early Years to introduce and explore coding in K-2 (in process of being rolled out).
- For the Elementary Microsoft Windows 10, Cloudbook, and Minecraft Pilot, Holy Family received a donated set of HP Cloudbooks; St. Andrew received a donated class set of Dell Cloudbooks.

Both Elementary and Secondary

- Creation of a model MakerSpace to promote STEAM.
- AppleTVs were distributed, one per elementary, 93 to secondary schools based on enrollment; to be used with existing iPad allocations in order to promote sharing and collaboration.
- Laptops for Teachers Program - 100 laptops to teachers who completed 6 training modules and the *Use of Information & Communication Technology (ICT) for Learning*.

On Target

STATUS

PRIORITY ACTION #4

To create welcoming, healthy and equitable learning environments for all students:

B4.1

GOAL

Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.

AREAS OF FOCUS/NEXT STEPS:

- For ELLs and students with special needs, 10% reduction in achievement gaps on EQAO assessments. For ELLs, gaps range from 0% (Gr. 9 Applied Math) to 19% (Gr. 3 Reading); for students with special needs, gaps range from 15% (Gr. 9 Applied Math) to 34% (Gr. 6 Math).
- Assistive Technology staff will track school requests for support.
- Teachers to begin the use of *Steps to English Proficiency* (STEP) to inform ongoing instruction and assessment of ELLs in all classrooms.
- Expansion of orientation centre (Gr. 9 - 12) to include newcomer centre (K - Gr. 12).

TARGET

Based on achievement levels and demographic needs, there will be equitable distribution of program supports and resources in schools.

Reduce achievement gaps for English Language Learners (ELLs).

Reduce achievement gaps for students with Special Needs.

The Assistive Technology team will support school implementation of Special Equipment Amount (SEA) Technologies for all students with SEA claims.

EVIDENCE

To close the opportunity gap, schools receive:

- program supports (e.g., 5th Block, Empower, After School Programs, After School Numeracy and Literacy Tutoring) and funding based on achievement and demographics.
- for elementary *Renewed Math Strategy (RMS)*:
-*Intensive Support* - all schools have at least one program support listed above
-*Increased Support Schools* - 80% of the 31 schools have at least one program support.
- for Secondary schools, *Achieving Excellence in Applied Courses (AEAC)* has expanded to include 4 *Intensive Support* and 21 *Increased Support*. Staff in these schools are provided with additional PD and resources to support their students in Applied Level Courses.
- computer allocations including donations which take into account a variety of factors: enrolment, demographic information and related course registration.
- implement the Spotlight Schools Initiative to mitigate the effects of poverty (12 schools) in alignment with BLIP area of focus Nurturing Our Catholic Community.

All schools will have WiFi access.

For ELLs, there are gaps in achievement in all EQAO assessments.

For students with Special Needs, gains were made in literacy; large gaps remain in numeracy.

The Assistive Technology team has responded to all requests for support.

Action Required

STATUS

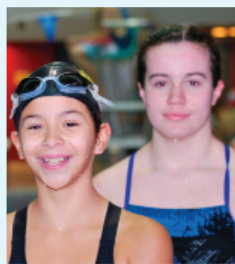
GOAL

Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.

BLIP AREA OF FOCUS:

- Student Engagement and Well-being.

B4.2



TARGET

75% of teachers will respond positively to:

TEACHER VOICE SURVEY QUESTION:

In my school:

- in our planning, we understand the various challenges faced by our students and families (this includes spiritual, socio-economic, emotional, social and physical needs).

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- Our school meets the spiritual needs of students and provides spiritual direction and guidance.
- My school is a happy and welcoming place to learn.
- My school is a healthy and active place to be.
- Adults in my school have high expectations for me.

EVIDENCE

Survey results indicate that students physical, emotional, intellectual and spiritual needs are met.

Teachers indicated *implementing and routinely using:*

- Elementary - 81%
- Secondary - 75%

Students *agreed:*

- Secondary - 75%
- Elementary - 88%
- Secondary - 76%
- Elementary - 90%
- Secondary - 73%
- Elementary - 89%
- Secondary - 74%

AREAS OF FOCUS/NEXT STEPS:

- Develop a principal voice survey which will include a question related to this goal with a target of 75% positive response.
- Following consultation, add a question related to this goal to the teacher voice survey with a target of 75% positive response.
- Add a related question to the elementary student voice survey with a target of 75% positive response.

On Target

STATUS

GOAL

Strive to ensure that all students are eating nutritionally and are physically fit.

BLIP AREA OF FOCUS:

- Student Engagement and Well-being.

B4.3**TARGET**

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- How often do you eat healthy meals?
- Vigorous physical exercise is exercise that makes you sweat and breathe harder (e.g., fast walking, jogging, running, skating, team sports, etc.). On average, how many hours a day do you engage in vigorous physical exercise?

100% of schools will participate in Daily Physical Activity (DPA).

There will be an annual review of Student Nutrition Programs by staff.

EVIDENCE

Evidence shows that schools are meeting students' nutritional and physical fitness needs in Elementary with room for improvement in Secondary.

Students indicated regularly:

- Elementary - 71%
- Secondary - 52%

Students reported at least one hour a day:

- Elementary - 80%
- Secondary - 66%

Feedback is collected informing implementation of DPA. Moving forward, principal will be asked to report on DPA status.

Student Nutrition Programs:

- All secondary schools
- 137 elementary schools

AREAS OF FOCUS/NEXT STEPS:

- Provide additional opportunities for secondary students to take part in physical activity and learn about good nutrition.
- Following consultation, add a question related to this goal to the student, teacher and principal voice surveys with a target of 75% positive response.

Monitor**STATUS**

B4.4

BLIP AREA OF FOCUS:

- ## TARGET

STUDENT VOICE SURVEY QUESTIONS:

- Increase number of schools participating in Stop the Stigma initiative.**



Survey indicates that schools are providing students with a safe, healthy learning environment.

- Elementary - 96%
- Secondary - 91%

- Elementary - 81%
- Secondary - 76%

- Elementary - 76%
- Secondary - 70%

- Elementary - increased from 8 in 2015-2016 to 21 in 2016-2017
- Secondary - all schools participating since 2013-2014.

- Continue to expand Stop the Stigma in elementary schools by 5 per year.

STATUS

STRATEGIC
DIRECTION

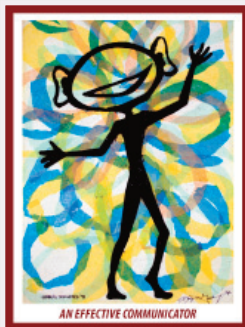
ENHANCING PUBLIC CONFIDENCE

**PRIORITY ACTION #5**

To create enhanced, regular communication with all stakeholders we will:

GOAL

Improve communication and consultation, that reflect the mission, vision and values of the board.

C5.1**TARGET**

All major Board-wide initiatives and decisions will be supported by a comprehensive, strategic communication and stakeholder engagement plan.

EVIDENCE

Implementation of leading edge communications and social media-based tools:

- Instagram introduced with close to 1,000 initial users
- Twitter, growth to 27.6K followers from 10K in 2015 creating over 1.5M impressions each quarter
- E-News, direct email to CSPC Chairs, monthly mailer of key topics/stories for school newsletters
- Use of online community calendars in local papers (SNAPd and Mirror-Guardian/Toronto.com newspapers).

Representative and high participation rates in major consultations that offered feedback:

- **School Cash Online:** 5,056 responses
- **Budget Survey:** 4,360 survey responses and over 3,500 stakeholder comments submitted
- **Draft Revised Secondary Admissions Policy:** 2,931 responses

On Target

STATUS

GOAL

Ensure timely and sensitive responses to stakeholder questions and concerns.

C5.2

TARGET

Stakeholder questions and concerns will be acknowledged within 1-2 business days and answered within 5-10 business days.

EVIDENCE

System-level stakeholder questions and concerns were addressed within 24 hours through:

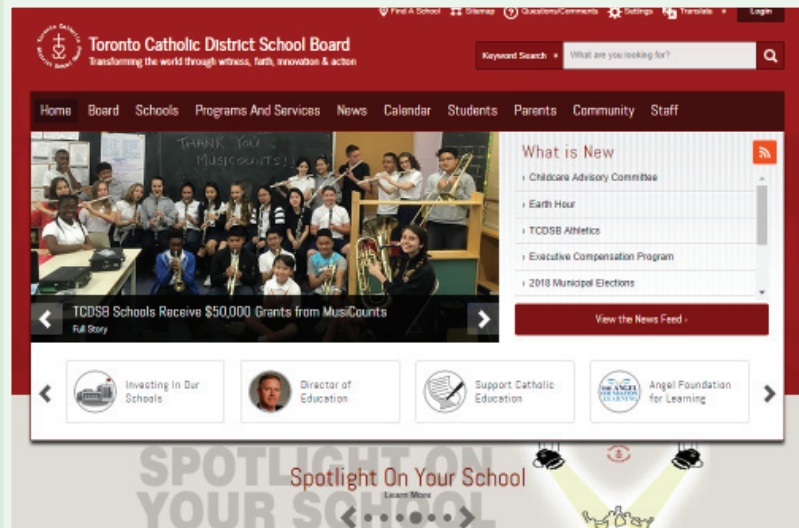
Virtual Town Halls, broadcasted live on the internet via the Board website. This allowed for immediate responses to stakeholders during consultations for the Long Term Accommodation and Program Plan, and Budget Consultations. On average close to 150 viewers were online and staff answered questions submitted in real time (about 1 question per broadcast minute).

The ASK THE DIRECTOR blog. This was used as a *Questions and Answers* (Q & A) tool, for stakeholders to receive customized answers to their specific concerns. This generated over 50 questions that were answered during a two-week period and posted online.

AREAS OF FOCUS/NEXT STEPS:

- Following consultation, add a question related to this goal to the parent and principal voice surveys.

Monitor



STATUS

C5.3

GOAL

Create opportunities for meaningful dialogue, feedback and input from the community.

**TARGET**

All major program initiatives will be subject to consultation under the Board's Community Engagement Policy (T.07) with a level of engagement (from 6 priority rankings) specified prior to the beginning of each consultation.

Continue to meet with all Community Advisory Committees (i.e., African-Canadian, Filipino, Portuguese, Spanish, Indigenous Education, Catholic Social Justice Committee) to engage in dialogue.

EVIDENCE

The following processes and tools are in place to drive greater dialogue and feedback:

- Customized Google Translator Tool (in 103 languages)
- Consultations in the Round
- Virtual Town Halls livestream
- Ask the Director Q & A blog
- Consultation Micro websites

Major 2016-2017 program initiatives that involved consultation include:

- Annual Budget
- Multi-year Recovery plan
- Long Term Accommodation and Program Planning (LTAPP)
- Draft Secondary School Admission
- MYSP
- Parent and Student Charter of Principles

In 2016-2017, each Community Advisory Committees met 4 times.

Ongoing dialogue with community to provide feedback on the three-year pastoral plan.

On Target

STATUS

C5.4

GOAL

Build and maintain community partnerships.

TARGET

Staff will enhance and improve existing partnerships.

Staff will increase partnerships in alignment with TCDSB system priorities across discipline areas.



EVIDENCE

Expansion of current programs within the following business sectors to enhance experiential learning and career opportunities:

- Colleges and Universities
- Hospitals
- Public services
- Technology

There have been enhancements in the partnerships within the following Central Departments, aligned with system priorities:

- 21st Century Learning
- Equity, Diversity and Indigenous Education
- Mental Health
- Nurturing Our Catholic Community
- Safe Schools
- Special Services
- Student Success

AREAS OF FOCUS/NEXT STEPS:

- Annually, the Partnership Development Department will consult with TCDSB Central Department staff to determine the status of partnerships and to create a centrally maintained list.

Action Required

STATUS

GOAL

Ensure public accountability and transparency in all processes and policies.

C5.5**TARGET**

The Board's website will be updated on a daily basis.

All Board policies will be posted on the Board website ("Policy Register").

All Regular Board and Board Committee meeting agendas will be posted 5 days prior to the date of the meeting.

Approved meeting minutes and meeting video telecasts will be posted within 24 hours.

Board policies will be scheduled for a review cycle at least five (5) years from the date they were last reviewed.

EVIDENCE

Website updated daily. In 2016-2017, Page Hits per year:

- Board and school - 10,335,713
- Board Internet Home Page - 2,296,820
- Policy Page - 14,330

Board policies have been posted on the Board website.

Agendas posted within 5 days.

Meetings are made transparent online through:

- PDF and HTML documents
- Real time streamed video
- Archived videos

Agendas, approved minutes and other documentation are posted within 24 hours when possible.

The Policy Development team continues to update policies as required and work through the backlog of outdated policies.

On Target**STATUS**

GOAL

Strive to ensure equitable treatment of all stakeholders.

TARGET

Annually report on stakeholder and community engagement activity as well as stakeholder feedback.

There will be barrier free access to stakeholders.

All communications will utilize innovative best practices to increase stakeholder involvement to bridge across demographic, social, cultural and language based barriers.

All staff will be inserviced on the Board's policy H.M.14 *Harassment and Discrimination in the Workplace*.

EVIDENCE

Director's Annual report provided to Trustees in September.

TCDSB compliance with Accessibility for Ontarians with Disabilities Act (AODA) standards.

The Board has created an active Google Translator tool.

All key documents are made available online in the language of the user's choice.

The Board continues to expand its social media presence.

27,6 K Twitter followers, which produces on average 1.5 million impressions quarterly.

All schools staff were inserviced locally on policy H.M.14; 49 additional staff inservices and/or individual training sessions were held.



On Target

STATUS

C5.6

STRATEGIC
DIRECTION

D

PROVIDING STEWARDSHIP OF RESOURCES



PRIORITY ACTION #6

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources we will:

GOAL

Ensure all students have the appropriate resources they need to support their learning within the available budget.

D6.1

TARGET

Ensure that practices and procedures are established through the budget setting process that facilitate the optimal allocation of resources to students in order to support their learning.



EVIDENCE

Practices include:

- budget allocations are based on enrollment and socio-economic/demographic needs
- allocation of human resources and professional learning days for school staff based on student achievement (RMS and AEAC)
- new curriculum resources are supplied to all schools
- technology is centrally allocated based on school need, equity and previous allocations
- implement the Spotlight Schools Initiative to mitigate the effects of poverty (12 schools).

AREAS OF FOCUS/NEXT STEPS:

- Expansion of the Spotlight Schools Initiative to create and implement a new initiative called Equity - Poverty Action Networks (E-PAN) in up to 20 schools.
- Provide an allocation to lower socio-economic schools based on funds from the strategic investments.

On Target

STATUS

D6.2

GOAL

Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.

BLIP AREA OF FOCUS:

- Curriculum Teaching and Learning.

AREAS OF FOCUS/NEXT

STEPS:

- Implement a Parent School Climate Survey for parent voice with a target of 75% positive response.
- Encourage greater participation in teacher voice surveys.
- Annually plan 2 PD sessions for administrators on the analysis and use of student data.
- All schools will upload on the board website their School Learning Improvement Plans annually, by the first week of October.
- Implementation of new design standards in new secondary schools.

TARGET

All schools will participate in surveys measuring student voice and teacher voice.

All schools led by their School Improvement Team (SIT) or Student Success Team (SST) will identify their urgent critical needs based on an analysis of data.

The Planning and Facilities Department will use data to inform their decisions to recommend capital priorities and school renewal plans, and energy management programs.

All policy development and review is guided by the Meta Policy M.01.

At least 10% of Board policies will be reviewed annually.

EVIDENCE

Student Voice Participation:

Safe and Caring Catholic School Climate Survey

- 10382 students
- Student Transition Survey
- 3223 students
- Safe Schools Survey
- 4943 students
- My School, My Voice Survey
- 4831 students

Teacher Voice Participation:

Elementary *Student Success BLIP/SEF Survey*

- 1515 teachers

Secondary *Student Success BLIP/SEF Survey*

- 710 teachers

Field and Central Superintendents reviewed all SLIPs to ensure that the urgent critical needs reflected student data through the following processes: Fall Regional PD, SLIP visits and midpoint checks for administrators, and Field SOs report back to Senior Team on SLIP visits.

Identified energy consumption reduction by building.

Building Automation Systems have been installed in all new schools to inform decision about heating, cooling and electrical systems.

Other energy saving measures (LED lighting, building envelope upgrades, and rooftop solar photovoltaic panel installations), funded through school renewal, have been undertaken.

In 2016-2017, 51 policies were reviewed (31%).

Monitor

STATUS

PRIORITY ACTION #7

To ensure fiscal responsibility at all levels of the organization we will:

D7.1

GOAL

Establish informed, accountable and ethical decision-making for policy development and resource management.

TARGET

All decision-making for policy development and resource management follow the TCDSB Consultation Policy, ensuring that they are informed, accountable, equitable and ethical.

All policy development and review is guided by the Meta Policy M.01.

At least 10% of Board policies will be reviewed annually.

All resource management decisions during the annual budget planning process will be guided and informed by the Community Consultation Policy.



EVIDENCE

All relevant stakeholders are consulted on new policies and policies reviewed.

The allocation of resources reflects the MYSP.

In 2016-2017, 51 policies were reviewed (31%).

The Board of Trustees has annually determined the level of community engagement required for the budget expenditure and revenue estimates.

AREAS OF FOCUS/NEXT STEPS:

- Report the number of policies developed and revised with associated level of consultation where applicable.
- Ensure all allocations of budget, resources and capital priority submissions to schools are done on an equitable basis informed by socio-economic/demographic data (i.e., poverty mitigation in priority neighbourhoods).

On Target

STATUS

D7.2

GOAL

Align operational and capital budgets with the Multi-Year Strategic Plan.

TARGET

All operational and capital budgets are aligned with the MYSP Strategic Directions.

Ensure new school and major capital investments reflect pedagogical needs in support of MYSP.

EVIDENCE

Staff engage comprehensive staffing modelling tools that ensure compliance with the Education Act and fulfill strategic system initiatives associated with the MYSP (*Achieving Excellence in Governance; Inspiring and Motivating Employees*).

The Annual Budget includes the following investments which support the MYSP:

- construction of classroom space (*Stewardship of Resources*)
- Student Nutrition Program funding through the Angel Foundation (*Student Achievement and Well-being*)
- investing in an Employee Assistance Program (*Inspiring and Motivating Employees*)
- providing water at no cost to students (*Living our Catholic Values*).

Engaged with curriculum leaders when designing new schools and major building improvements. 21st Century design elements included in all construction (e.g., Learning Commons to replace libraries and/or cross-curricular labs).

On Target

STATUS

GOAL

Maintain a sustainable balanced budget that reflects ecological justice principles.

TARGET

Achieve a balanced budget and maintain a minimum Accumulated Surplus in Reserve of 1% and make strategic investments with socioeconomic and ecological justice as guiding principles.

EVIDENCE

TCDSB is forecasted to eliminate the Accumulated Deficit ahead of the Multi-Year Recovery Plan (MYRP) 4 year schedule.

Informed by the Pope’s encyclical *Laudato si*, investments to support the most vulnerable students in the TCDSB community include support for the Angel Foundation’s Nutrition Programs, additional development of indigenous curriculum and resource supports, and additional facilities to share the precious gift of water resources at no cost to students via water bottle filling stations. In 2016-2017, 73 water bottle filling stations were installed (bringing the total to 109).

Allocated dedicated funds from the budget to support and continually expand eco-friendly and energy efficient schools.

In 2016-2017, the following projects were completed:

- 4 Full Day Kindergarten (FDK) Play areas
- 20 School Yard Greening projects
- 4 Asphalt with School Yard Greening.

Greenhouse gas reduction of \$7.092 million helped fund energy saving renewal work, including LED lighting conversions, solar PV panels (4 installations), building automation systems, and commissioning and retro-commissioning of building mechanical systems.

On Target

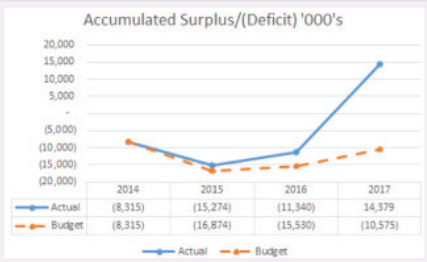
STATUS

D7.3

Increase awareness and implementation of energy strategies to improve building performance.

Expansion of site greening projects.

Continue to fund and implement energy saving measures in schools, as aligned with the Board’s energy management plan.



GOAL

D7.4

Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.

TARGET

Conduct monthly detailed program reporting and provide quarterly financial analysis and forecasting for internal and external reporting.

EVIDENCE

Monthly reports are distributed electronically to all Schools, CSPCs, and all stakeholders, including trustees.

On Target

Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.

D7.5

Create a TCDSB Board Policy and develop procedures to regulate financial reporting and internal control requirements which governs reporting frequency (i.e., monthly, quarterly).

TCDSB Policy FM.08 (Finance and Accounting Procedures) and the associated Procedures for Effective Financial Management and Control of Operations and Accounting provide clear and consistent direction to govern financial reporting and internal control of accounting operations.

Provide quarterly financial, risk analyses and forecasting reports to Board and the Ministry of Education (all of which are published on the TCDSB website for public distribution).

On Target

STATUS

STRATEGIC
DIRECTION

ACHIEVING EXCELLENCE IN GOVERNANCE



PRIORITY ACTION #8.....

To lead and model best practices in Board governance we will:

GOAL

E8.1

Build trustees', senior staffs' and students' capacity for governance.

TARGET

Trustees, senior staffs and students will take part in learning opportunities in the area of governance.

EVIDENCE

Presence of parliamentarian at all monthly Board meetings to provide timely feedback on matters related to meeting procedures and governance protocols.

Participation in Board meetings provide student trustees with learning opportunities in governance; this learning is then used to lead CSLIT and ECSLIT meetings.

AREAS OF FOCUS/NEXT STEPS:

- Senior staff will commit to completing two Ontario Catholic School Trustees Association (OCSTA) modules per year on good governance over the next three years.
- In the new trustee term, trustees and senior staff will take part in workshops on governance.
- In 2018-2019, parliamentarian to provide an area of focus before the start of a regular board or committee meeting.

Monitor



STATUS

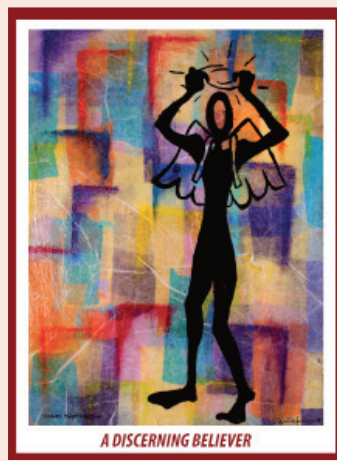
E8.2

GOAL

Provide professional learning to strengthen leadership, accountability and transparency at all levels.

TARGET

All system leaders will participate in ongoing professional learning focused on the Catholic School Leadership Framework.



EVIDENCE

Professional learning completed:

- Head Start
- Issues Series
- Succession Series
- Leadership Development Events
- Principal Meetings
- Aspiring Leader sessions
- Transition Series

Program and Facility workshops offered to Trustees.

AREAS OF FOCUS/NEXT STEPS:

- Initiate professional learning for staff and administrators specifically linked to the Catholic School Leadership Framework domain of Securing Accountability.

On Target

STATUS

E8.3

GOAL

Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.

TARGET

There will be tracking of all action after items for all Board and Committee meetings.

There will be completion of all pending items within the prescribed timelines as stated in Board Agendas.

EVIDENCE

- Tracking of all action after items:**
- All approved motions are posted on the TCDSB website (effective October 2017).
- Completion of all pending items:**
- Senior staff review Action After items on a weekly basis.

On Target

E8.4

Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.

An annual report back of the Multi-Year Strategic Plan (MYSP) will provide status information for each of the 6 strategic directions.

The budget will reflect the MYSP and provincial priorities.

The MYSP, with status assessment, has been presented to the Board of Trustees on an annual basis.

The budget reports to stakeholders reflect the 6 MYSP strategic directions and provincial priorities.

The Board's Audit Committee oversees budget priorities to ensure there is alignment with the MYSP.

On Target

STATUS

**PRIORITY ACTION #9**

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration we will:

GOAL

Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.

BLIP AREA OF FOCUS:

- Staff Engagement and Well-being.

F9.1**TARGET**

Increase the number of Exemplary Practices submitted for the annual award ceremony.

Provide schools with opportunities to share innovative practices.

Build capacity amongst teachers/administrators to lead the 21st Century Innovator sessions.

Increase the understanding of the Respectful Workplace Policy.

EVIDENCE

In 2016-2017, there were 37 Exemplary Practices awards submitted (a 16% increase from 2015-2016).

Online sharing of exemplary practices by participating schools.

Increased number of teachers/administrators who are leading 21st Century Innovator sessions:

- 87% participate rate in 2015-2016
- 90% in 2016-2017

A video, *The Respectful Workplace Guidelines - Addressing Harassment and Discrimination (HM14 Policy)*, was created and disseminated to all staff:

- posted on TCDSB website
- viewed annually by staff

On Target**STATUS**

GOAL

Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.

F9.2**TARGET**

Provide a variety of leadership opportunities for all school and system leaders.

**EVIDENCE****Leaders took part in sessions focussed on:**

- leadership efficacy
- equity
- wellness

Leadership development through:

- Mentor/Mentee program (employees in new positions)
- Foundation Series (aspiring leaders)
- VP transition series (aspiring Vice Principals)
- Head Start (Summer Institute for short listed Vice Principals & Principals)
- Issues Series (first year Vice Principal)
- Succession Series (first year Principal)
- Leadership Strategy Events (all system/school leaders)
- Principal Meetings

AREAS OF FOCUS/NEXT STEPS:

- Develop a mentorship program and provide professional learning opportunities to business system leaders.
- Leadership Strategy sessions used Google Docs to collect feedback in order to inform the design of future sessions and thus build capacity.
- Launched a new Leadership Development Portal to provide information and enhance Catholic Leadership formation.

Monitor**STATUS**

F9.3

GOAL

Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.

TARGET

Monitor the number of Principals, Vice Principals, Superintendents retiring or eligible to retire.

Develop strategies to support succession and transitioning.



EVIDENCE

Annually a summary statistical report is created to inform succession planning.

In the spring, the Principal and Vice Principal transfers, placements and new appointments are reviewed by senior staff.

Biannual information sessions for aspiring leaders.

AREAS OF FOCUS/NEXT STEPS:

- Consider incentives and additional strategies to promote leadership and succession planning.

Monitor

STATUS

F9.4

GOAL

Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.

TARGET

- Compliance with legislation regulating hiring process for teaching staff.
- Increase the number of opportunities for interviews to include a broad range of applicants in order to reflect the diversity of our stakeholders.
- Improve transparency in the hiring process throughout the organization.
- Support conflict of interest procedures in interviews and all HR practices.

EVIDENCE

- Recruitment procedures are compliant with hiring practices legislation Regulation 274.
- Interviews are tracked monthly. There has been an increase in the number of candidates interviewed and hired (see chart below).
- Initiated a process for inviting candidates from minorities to self-identify and track their success on interviews and promotion.
- Met with prospective VP and SO candidates to discuss requirements of the position and how to prepare for the interview.
- All interview candidates received opportunities to debrief after unsuccessful interviews.
- Exit interviews were conducted with business leaders to gather feedback and inform next steps regarding Human Resources practices.
- Expanded the Vice Principal Transition Series to all eight superintendency areas.

AREAS OF FOCUS/NEXT STEPS:

- Plan a Workforce Census to include voluntary self-identity statistics.
- Prepare quarterly data analytics reports to monitor the number of minority candidates for recruitment and promotion opportunities.
- Provide cultural specific interview preparatory sessions.
- Track and record recruitment interview statistics for all job categories.

Action Required

Recruitment interview statistics

YEAR	CANDIDATES INTERVIEWED	CANDIDATES HIRED
2015-2016	572	421
2016-2017	954	561

Note: Recruitment interview statistics do not include non-union and APSSP.

STATUS

F9.5

GOAL

Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.

TARGET

Enhance and expand current performance appraisal and mentorship strategies.

Increase completion rates of Annual Learning Plans (ALP) by teachers and Annual Growth Plans (AGP) by administrators.

EVIDENCE

Strategies currently in place:

- Headstart
- Leadership Transition series
- Foundations Series, Issues/Succession
- Renewal series

There has been an increase in ALP and AGP completion rates:

ALP Completion Rates	2015-16	2016-17
Elementary Teachers	80%	84%
Secondary Teachers	65%	73%

AGP Completion Rates	2015-16	2016-17
Vice Principals	57%	60%
Principals	59%	86%

AREAS OF FOCUS/NEXT STEPS:

- Implement a Leadership Goals Planning Tool for business leaders and create an appraisal process.
- Progressing towards having 100% completion rate on ALP and AGP.

Action Required

STATUS

GOAL

Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.

TARGET

Meet on an ongoing basis with federation and association executives to dialogue and address any emerging issues in a timely manner.

EVIDENCE

Monthly meetings with senior staff, school leaders and executives from all associations.

Senior team regularly reviews committee agendas (e.g., Principal Meetings, CPIC, Director's Liaison, Health and Safety, Secondary School Advisory Council [SSAC] and CSPC to ensure issues are being addressed in a timely manner).

Consultation took place with employee groups regarding a new Employee Family Assistance Plan (EFAP) to promote wellness.

AREAS OF FOCUS/NEXT STEPS:

- Implement a staff attendance support program with input from all employees.
- Implement the EFAP.

Monitor**F9.6****STATUS**

Multi-Year Strategic Plan Report Back: SUMMARY OF STATUS RESULTS

PRIORITY	GOAL	STATUS
STRATEGIC DIRECTION A • LIVING OUR CATHOLIC VALUES • PRIORITY ACTION #1		
A1.1	Students will be instructed in a curriculum that is rooted and informed by the Ontario Catholic School Graduate Expectations.	On Target
A1.2	Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.	On Target
A1.3	Parents will be supported in their integral role of nurturing the relationship between home, school and parish.	Action Required
A1.4	Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values.	On Target

STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #2		
B2.1	Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.	Action Required
B2.2	Students will exceed the provincial average in credit accumulation and graduation rate.	Monitor
B2.3	Staff will implement effective assessment practices (for/as learning) that incorporate learning goals, co-created success criteria and provide descriptive feedback to support student learning.	Action Required
B2.4	Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	Monitor

STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #3		
B3.1	Use evidence-based teaching and learning strategies to provide students opportunities to become discerning believers, effective communicators, reflective thinkers, self-directed learners, collaborative contributors, caring family members and responsible citizens.	Action Required
B3.2	Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.	Monitor
B3.3	Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.	On Target

STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #4		
B4.1	Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.	Action Required
B4.2	Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.	On Target
B4.3	Strive to ensure that all students are eating nutritionally and are physically fit.	Monitor
B4.4	Provide all students with safe, healthy learning environments by promoting a positive school climate, inclusive and accepting of all pupils, and by promoting the prevention of bullying.	Monitor

STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5		
C5.1	Improve communication and consultation, that reflect the mission, vision and values of the board.	On Target
C5.2	Ensure timely and sensitive responses to stakeholder questions and concerns.	Monitor
C5.3	Create opportunities for meaningful dialogue, feedback and input from the community.	On Target

PRIORITY	GOAL	STATUS
STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5 <i>(continued)</i>		
C5.4	Build and maintain community partnerships.	Action Required
C5.5	Ensure public accountability and transparency in all processes and policies.	On Target
C5.6	Strive to ensure equitable treatment of all stakeholders.	On Target
STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #6		
D6.1	Ensure all students have the appropriate resources they need to support their learning within the available budget.	On Target
D6.2	Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.	Monitor
STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #7		
D7.1	Establish informed, accountable and ethical decision-making for policy development and resource management.	On Target
D7.2	Align operational and capital budgets with the Multi-Year Strategic Plan.	On Target
D7.3	Maintain a sustainable balanced budget that reflects ecological justice principles.	On Target
D7.4	Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.	On Target
D7.5	Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.	On Target
STRATEGIC DIRECTION E • ACHIEVING EXCELLENCE IN GOVERNANCE • PRIORITY ACTION #8		
E8.1	Build trustees', senior staffs' and students' capacity for governance.	Monitor
E8.2	Provide professional learning to strengthen leadership, accountability and transparency at all levels.	On Target
E8.3	Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.	On Target
E8.4	Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.	On Target
STRATEGIC DIRECTION F • INSPIRING AND MOTIVATING EMPLOYEES • PRIORITY ACTION #9		
F9.1	Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.	On Target
F9.2	Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.	Monitor
F9.3	Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.	Monitor
F9.4	Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.	Action Required
F9.5	Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.	Action Required
F9.6	Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.	Monitor

79% of Goals were on target or approaching target.



**TORONTO CATHOLIC DISTRICT SCHOOL
BOARD TRUSTEES 2017 - 2018**

Wards

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
3.	Sal Piccininni	416-512-3403
4.	Patrizia Bottoni	416-512-3404
5.	Maria Rizzo, Vice-Chair	416-512-3405
6.	Frank D'Amico	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford	416-512-3412
	Rhea Carlisle, Student Trustee	416-512-3417
	Joel Ndongmi, Student Trustee	416-512-3413

Rory McGuckin, Director of Education
Barbara Poplawski, Chair of the Board

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APRIL 13, 2018