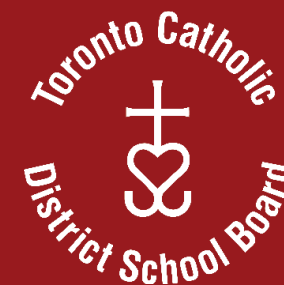


MULTI-YEAR STRATEGIC PLAN 2016-2021

2017 - 2018 Report Back

Presented to Board on November 15, 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

2017 - 2018 Report Back

Presented to Board on November 15, 2018

TORONTO CATHOLIC SCHOOL BOARD

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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 2017 - 2018 are identified, and supporting **evidence** is included.

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

- On Target - On Track
- Monitor - On Track but requires additional support
- Action Required - Not on track

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	SCOPE	N in 2017-2018
STUDENT VOICE	Elementary	Safe and Caring Catholic School Climate Survey (SCCSC)	All Grade 6 and 8 students	10,100
	Secondary	Student Transition (ST)	Sample of Grade 9 students	3,212
		My School My Voice (MSMV)	Sample of Grade 10 and 12 students	5,228
		Safe Schools	Sample of Grade 9 to 12 students	5,144
TEACHER VOICE	Elementary	Teacher Voice	All teachers	1,023
	Secondary	Teacher Voice	All teachers	612
ADMINISTRATOR VOICE	Elementary	Administrator Voice	All principals and vice-principals	131
	Secondary	Administrator Voice	All principals and vice-principals	42
PARENT VOICE	Elementary & Secondary	Parent/Guardian Voice	All parents	2,615

<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

STRATEGIC
DIRECTION

A

LIVING OUR CATHOLIC VALUES



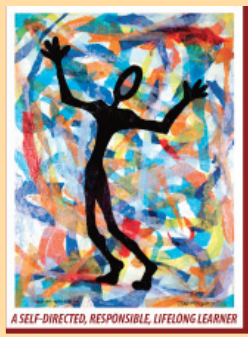
PRIORITY ACTION #1

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, teachers and administrators will respond positively to:

STUDENT VOICE SURVEY QUESTION:

I am familiar with the Ontario Catholic School Graduate Expectations.

TEACHER and ADMINISTRATOR
VOICE SURVEY QUESTIONS:

Pedagogy and instruction are aligned with the Ontario Catholic School Graduate Expectations.

Students are encouraged to live their life like Jesus as outlined by 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 75%
- Secondary 69%

Teachers and Administrators agreed:

- Elementary - Teachers 92%; Administrators 92%
- Secondary - Teachers 87%; Administrators 83%
- Elementary - Teachers 94%; Administrators 95%
- Secondary - Teachers 82%; Administrators 93%

On Target

STATUS

GOAL

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

A1.2**AREA OF FOCUS/NEXT STEP:**

- Increased and more targeted communication regarding opportunities for employees (e.g., announcements and email communication encouraging participation at retreats at principal meetings, vice-principal meetings and business leaders meetings).

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.

90% of School Administrators and Business Leaders will participate in spiritual retreats by 2021.

**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)

2017-2018 participation in spiritual retreats:

- Principals 165/196 =85%
- Vice Principals 70/111=63%
- Business Leaders 29/77=38%

Monitor**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 and Parish: Nurturing Our Catholic Community.

AREAS OF FOCUS/NEXT STEPS:

- Promote use of grant funds in all schools.
- Principals to include parish-school connection in their monthly newsletter to parents.
- Parents and parish representatives invited to Pastoral Plan events (e.g., Rooted in Christ, Young Disciple Event).
- Collect attendance data at parents events and conduct exit surveys.
- Collaborate with OAPCE and CPIC to present a series of workshops.
- Add to Parent Voice survey a question to separate elementary and secondary responses.

TARGET

Every school will access their school parent involvement funds.

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

By June 30, 2019, there will be a 10% increase in the overall submission rates of CSPC Year-end Budget Statements to the Board, and a 10% increase in the utilization of local school approved PRO Grants and PIC monies using benchmark data from the 2017-2018 school year.

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).

75% of parents will respond positively to:

PARENT VOICE SURVEY QUESTIONS:

My child's school is working closely with the parish.

There is a strong connection between school, home and parish.

EVIDENCE

In 2017-18, 40% of schools accessed their Ministry provided parent involvement funds in the School Block Budget (\$500.00).

In 2017-18, 66% of schools accessed the local school PRO Grant Funds following application approval.

In 2017-18, 35% of schools submitted their year-end financial statements.

In Spring of 2018, Parent Engagement became a standing item at every principal meeting.

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.

Parents agreed:

- 73%
- 71%

Monitor

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 TCDSB Energy Awareness Month and global Earth Hour
- Reducing energy consumption
- Expansion of eco-friendly and energy efficient schools
- Participation in Earth Day and Community Clean-up Day
- Providing students with learning opportunities focused on environmental issues
- A waste management program across all schools (reduce, recycle and reuse)
- Green-cleaning practices in schools
- TCDSB Tree Planting initiatives
- TCDSB Procurement Program encourages the acquisition of environmentally friendly products and reduction of the impact of the board activities upon the environment
- Participate in active and sustainable programs (e.g., Walk to School, Bike to School and School Travel Planning Initiatives)
- In our pastoral plan, we encourage stewardship of the earth and reference the papal encyclical, Laudato Si.

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.

BLIP AREA OF FOCUS:

- Curriculum, Teaching and Learning: A Focus on Assessment Practices.

TARGET

TCDSB students will meet or exceed Ontario EQAO results.

ONTARIO RESULTS IN 2017-2018:

- Primary Reading 75%
- Primary Writing 72%
- Junior Writing 80%
- Grade 9 Applied Math 45%
- Primary Math 61%
- Junior Math 49%
- Junior Reading 82%
- Grade 9 Academic Math 84%
- OSSLT 79%

EVIDENCE

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

TCDSB RESULTS IN 2017-2018:

At or above the provincial average:

- Primary Reading 75%
- Primary Writing 75%
- Junior Writing 81%
- Grade 9 Applied Math 49%

Below the provincial average:

- Primary Math 58%
- Junior Math 47%
- Junior Reading 79%
- Grade 9 Academic Math 83%
- OSSLT 78%

AREA OF FOCUS/NEXT STEP:

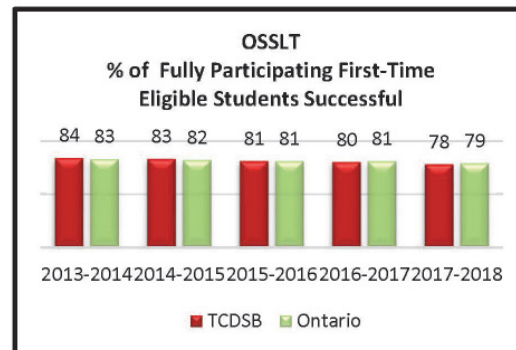
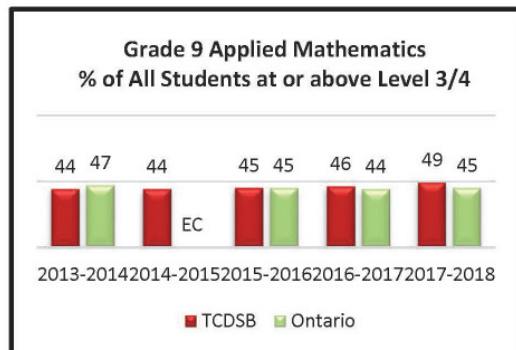
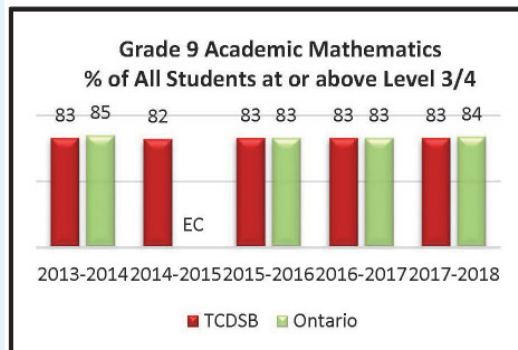
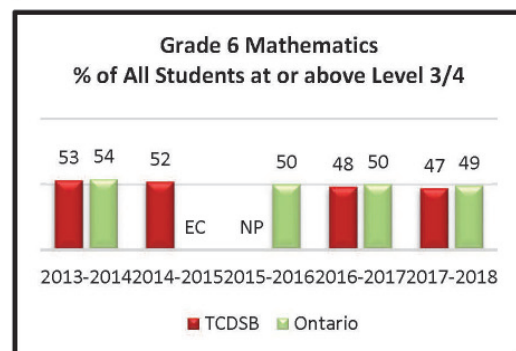
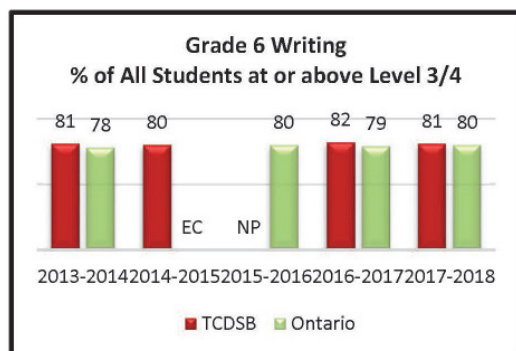
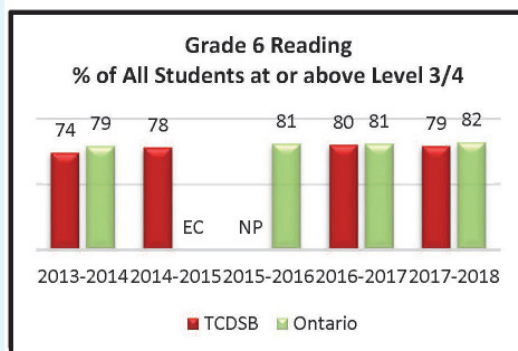
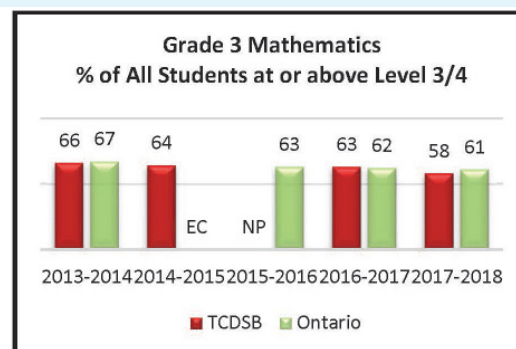
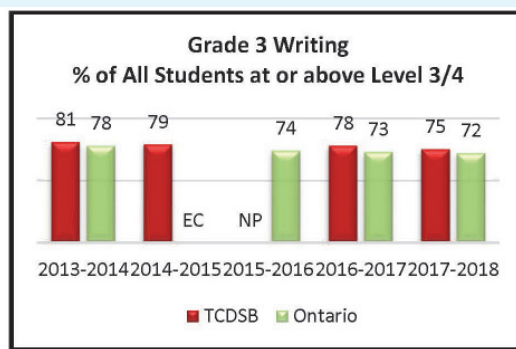
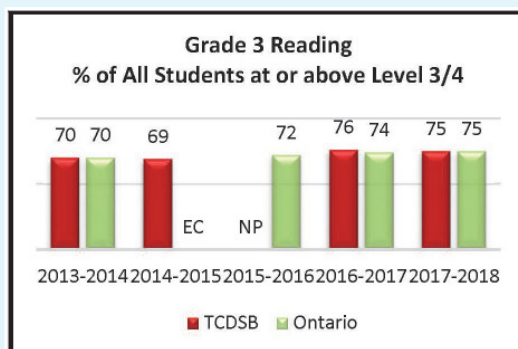
- Continue to provide targeted support in literacy and numeracy as outlined in the BLIP and the Professional Learning Plans.

Action Required

STATUS

B2.1

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.

In Ontario:

- 82% of Grade 11 students accumulated 23 or more credits, representing a 10% increase since 2006-2007
- 86% 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
- 89% of students graduated in 5 years.

On Target

Graduation Rate Over Time

Percentage of students graduating

GRADE 9 COHORT YEAR	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of TCDSB students graduating	87%	88%	90%	89%
Percentage of Ontario students graduating	84%	86%	87%	86%
Graduation year	2013-2014	2014-2015	2015-2016	2016-2017

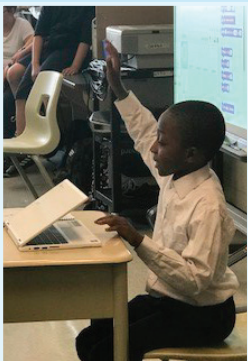
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GOAL

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:

- Curriculum, Teaching and Learning: A Focus on Assessment Practices.

B2.3**TARGET**

75% of teachers and administrators will respond positively to:

TEACHER and ADMINISTRATORS 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 and Administrators indicated implementing and routinely using:

- Elementary - Teachers 85%; Administrators 72%
- Secondary - Teachers 73%; Administrators 76%

Teachers and Administrators indicated implementing and routinely using:

- Elementary - Teachers 84%; Administrators 61%
- Secondary - Teachers 76%; Administrators 57%

Students agreed:

- Elementary - 92%
- Secondary - 88%

Students reported it was emphasized:

- Elementary - 81%
- Secondary - 62%

Students reported it was emphasized:

- Elementary - 81%
- Secondary - 60%

AREAS OF FOCUS/NEXT STEPS:

- 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 a formal monitoring process.

Monitor**STATUS**

B2.4

GOAL

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



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.

75% of teachers and administrators will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTION:

Parents are informed regarding assessment (for, as, and of learning) practices (e.g., through newsletters, curriculum night, etc.)

75% of parents will respond positively to:

PARENT VOICE SURVEY QUESTIONS:

I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals and success criteria).

My child's school provides parents with information regarding evaluation and assessment practices.

EVIDENCE

Parents are provided with information regarding assessment strategies through:

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

Teachers and Administrators agreed:

- Elementary - Teachers 91%; Administrators 85%
- Secondary - Teachers 77%; Administrators 79%

Parents agreed:

- 71%
- 77%

On Target

STATUS

PRIORITY ACTION #3

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

B3.1**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.

AREAS OF FOCUS/NEXT STEPS:

- Continue to integrate the teaching of critical thinking in professional development consistent with BLIP strategies for School and Classroom Leadership.
- Continue to integrate inquiry-based professional learning for teachers.
- Expand and support experiential learning in schools.

TARGET

75% of teachers and administrator will respond positively to:

TEACHER and ADMINISTRATOR SURVEY VOICE QUESTIONS:

In my school:

- 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.
- Evidence based teaching and learning strategies are used to support students to meet the Ontario Catholic School 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 and Administrators indicated *implementing and routinely using*:

- Elementary - Teachers 64%; Administrators 55%
- Secondary - Teachers 69%; Administrators 74%

Teachers and Administrators *agreed*:

- Elementary - Teachers 90%; Administrators 84%
- Secondary - Teachers 76%; Administrators 85%

Secondary students reported it was *emphasized*:

- 54%
- 62%

Action Required**STATUS**

B3.2

GOAL

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

AREAS OF FOCUS/NEXT STEPS:

- Focus and expand on Universal Design for Learning (UDL) to create inclusive learning environments.
- Increase access to accommodations informed by principles of dignity, individualization, integration and full participation.
- Expand on strategies that promote access to multiple learning pathways.
- Continue to support barrier-free and inclusive structural design.

TARGET

75% of teachers and administrators will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

For most instructional activities and assessments, students are given choice with regards to:

- a) Content - what they learn and where their learning begins
- b) Process - how to learn, what helps them learn
- c) Product - how to show their learning
- d) Format or learning environment - conditions for learning

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- In my classes, I am given a choice in:
- a) Content - what I learn and where my learning begins
 - b) Process - how to learn, what helps me learn
 - c) Product - how to show my learning
 - d) Format or learning environment - conditions for learning

EVIDENCE

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

Teachers and Administrators agreed:

- Elementary - Teachers 65%; Administrators 48%
- Secondary - Teachers 55%; Administrators 60%
- Elementary - Teachers 83%; Administrators 61%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 86%; Administrators 68%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 74%; Administrators 58%
- Secondary - Teachers 67%; Administrators 62%

Secondary students agreed:

- 56%
- 69%
- 71%
- 68%

Monitor

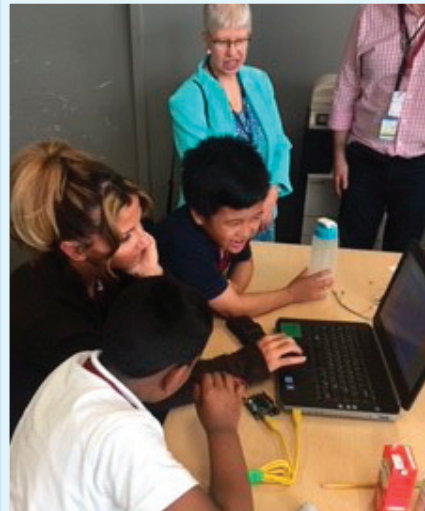
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GOAL

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

B3.3**TARGET**

Annually invest in technology to support 21st Century skills.

**EVIDENCE****Investments in 2017-2018:****Secondary (Investment of \$520,000)**

- Each secondary school received an allocation of funds to purchase new equipment for their Communications Technology Labs.
- Allocations were calculated as follows: each school received a base amount; top-ups were given based on demographic needs of school; and top-ups were given based on the number of students registered in courses that require higher performance and capacity computers.

Elementary (Investment of \$770,000)

- Each school received Windows Cloudbooks and iPads
- Allocations were calculated based on school enrolment.
- Mitigating factors related to school size were considered to ensure a minimum allocation of devices to each school.

Both Elementary and Secondary (Investment of \$285,000)

- Each school was given a budget allocation to purchase equipment related to coding and robotics.
- Allocations were calculated as follows: each school received a base amount; top-ups were given based on demographic data; and top-ups were given based on student enrollment.

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 12% (Gr. 3 Math) to 20% (OSSLT); for students with special needs, gaps range from 13% (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
- implemented the Equity - Poverty Action Networks (E-PAN) initiative to mitigate the effects of poverty (46 schools)
- budget enhancement to schools in the lowest socio-economic category with 20% to be used for the purchase of learning materials that support culturally responsive and relevant pedagogy

All schools have WiFi access.

Overall for ELLs, there are no gaps in achievement in EQAO Grade 9 academic and applied assessments; gaps remain in all other EQAO assessments.

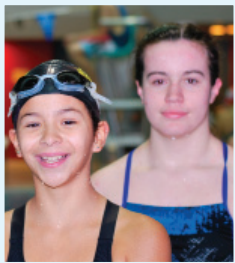
For students with Special Needs, gaps remain in literacy and numeracy.

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.

B4.2**TARGET**

75% of teachers and administrators will respond positively to:

TEACHER and ADMINISTRATORS VOICE SURVEY QUESTIONS:

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).
- Our school is a happy and welcoming place to learn.

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 and Administrators indicated implementing and routinely using:

- Elementary - Teachers 89%; Administrators 91%
- Secondary - Teachers 82%; Administrators 85%

Teachers and Administrators agreed:

- Elementary - Teachers 88%; Administrators 94%
- Secondary - Teachers 85%; Administrators 93%

Students agreed:

- Secondary - 78%
- Elementary - 88%
- Secondary - 80%
- Elementary - 89%
- Secondary - 77%
- Elementary - 89%
- Secondary - 81%

On Target**STATUS**

B4.3

GOAL

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

**AREAS OF FOCUS/NEXT STEPS:**

- Central staff to increase communication regarding opportunities for schools to engage students in healthy active living.
- TCDSB Health and Physical Education Conference in January 2019 for teachers.

TARGET

75% of students, teachers and administrators 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?

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

- Students are provided with opportunities for Daily Physical Activity (DPA) 20 minutes a day.
- Our school is a healthy and active place to learn.

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 - 69%
- Secondary - 53%

Students reported *at least one hour a day*:

- Elementary - 80%
- Secondary - 67%

Teachers and Administrators *agreed*:

- Elementary - Teachers 79%; Administrators 66%
- Secondary - Teachers 79%; Administrators 92%

Student Nutrition Programs:

- All secondary schools
- 131 elementary schools

Physical activities and supporting resources offered to schools:

- Competitive and intramural sports; Outdoor education excursions; Swim to survive (Grades 3 to 5)
- Launch of Health and Physical Education Google Site (2017)
- Healthy active living activities in Student Leadership Camps
- DPA resource book
- NTIP Workshops and other teacher professional learning

Monitor

STATUS

GOAL

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.

BLIP AREA OF FOCUS:

- School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

B4.4**TARGET**

75% students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

- How safe do you feel in your school?
- Our school is concerned about bullying and tries to help students.
- All students get along regardless of race, culture, gender and ability level.

Continue to provide and promote Safe Schools initiatives.

Increase number of elementary schools participating in Stop the Stigma initiative to 80 by 2021.

EVIDENCE

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

Students felt safe:

- Elementary - 96%
- Secondary - 92%

Students agreed:

- Elementary - 80%
- Secondary - 70%

Students agreed:

- Elementary - 76%
- Secondary - 76%

Professional learning modules that focus on building healthy relationships in our schools, bullying prevention and intervention, and overall positive school climate in our communities. Example modules include:

- Stand-up to Social Cruelty, Bullying and Injustice
- Cyber bullying and Internet Safety
- Strategies to Promote Healthy Relationships and a Positive School Climate

Annual Safe Schools Student Ambassadors Symposium during Bullying Awareness and Prevention Week.

Number of schools with Stop the Stigma initiative:

- Elementary - 53 schools to date
- All Secondary - all 32 schools

On Target**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.

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 30.2 K followers
- 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 rates in major consultations that offered feedback:

In 2017 - 2018,

- **Parent Voice:** 2615 respondents
- **TCDSB - Villa Charities:** over 1000 participants
- **Whistleblower Policy:** 397 respondents to online survey
- **Annual Budget:** 435 stakeholders
- **Proposed sharing of school fundraising revenue:** 644 respondents
- Development of **TCDSB's 3-Year Equity Action Plan**

In 2016 - 2017,

- **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

C5.1



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.

75% of parents will respond positively to:

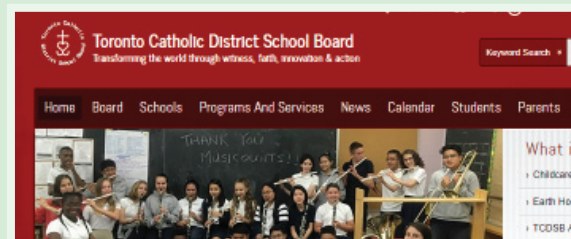
PARENT VOICE SURVEY QUESTIONS:

- For those who contacted someone on the senior team (Superintendent, Director, Associate Director, etc.) to ask any questions and/or present concerns, were you contacted in a timely (2 business days) manner?

EVIDENCE

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

- Virtual Town Halls
- The ASK THE DIRECTOR blog
- Webmaster@tcdsb.org
- Phone call inquiries
- Responding to social media comments (Twitter, Facebook, Instagram etc.)

**Parents who agreed:**

- 61% to 71%

AREA OF FOCUS/NEXT STEP:

- Increase communication with stakeholders regarding available methods for providing feedback and concerns.

Monitor**STATUS**

GOAL

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

C5.3**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, Ukrainian, 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 (small group table discussions)
- Virtual Town Halls livestream
- Ask the Director Q & A blog
- Consultation Micro websites (web-based online)
- Telephone surveys

Major 2017-2018 program initiatives that involved community consultation include:

- Annual Budget
- French Immersion Program
- TCDSB - Villa Charities
- Dante Alighieri Columbus Centre Intergenerational Community Hub
- Whistleblower Policy
- TCDSB's Education Equity Action Plan (3-year plan)
- Parent Voice survey
- Proposed sharing of school fundraising revenue
- New school options and discussions (Dante Alighieri)

Each Community Advisory Committees meets 4 times a year.

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

On Target**STATUS**

GOAL**C5.4**

Build and maintain community partnerships.

AREAS OF FOCUS/NEXT STEPS:

- Continue to develop and expand partnerships that complement our ability to support student achievement and well-being.
- Build reach ahead and experiential learning opportunities with new sector partners (SHSM, COOP, OYAP).
- Professional learning opportunity for teachers to exchange information with the growing list of partners who deliver certification/training, reach ahead, and experiential learning.
- Expand opportunities for students to be on post-secondary campuses/training centres through pathway programs including dual credit, SHSM, and OYAP.

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 learning opportunities, experiential learning and career opportunities:

- Colleges and Universities
- Hospitals
- Public services
- Technology
- Municipalities
- Local Business
- Trades

Annual Pathways Appreciation Breakfast

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

The Partnership Development Department has consulted with TCDSB Central Department staff to determine the status of partnerships and updated the central listing of partnerships.

Monitor**STATUS**

C5.5

GOAL

Ensure public accountability and transparency in all processes and policies.

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 2017-2018, Page Hits per year (September 1 to June 30):

- Board and school - 9,701,230
- Board Internet Home Page - 2,596,247
- Policy Page - 13,933

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

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.

C5.6**TARGET**

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

There will be barrier free access to stakeholders on new and renovated buildings.

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*.

Provide Professional Learning in Equity for Senior Team, Principals, Vice Principals and Teachers.

**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.

All schools staff were inserviced locally on policy H.M.14; 49 additional staff inservices and/or individual training sessions were held. In 2017 - 2018, 13 individual sensitivity sessions and 34 staff inservices were provided.

Professional learning opportunities:

- Equity Series for Senior Team including in-service on Ontario's Education Equity Action Plan
- Book Study - Deep Diversity
- Internal Bias Awareness - Senior Team and Principals and Vice Principals
- Fall and spring symposia for department heads focusing on culturally responsive pedagogy

On Target**STATUS**

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.

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.

Expansion of the Spotlight Schools Initiative to create and implement a new initiative called Equity - Poverty Action Networks (E-PAN) in up to 60 schools by 2021 in support of TCDSB poverty mitigation strategy.

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
- system investments in January 2018 of \$1.5 million (surplus to Elementary Schools in the lowest socio-economic categories)
- continue system investment allocation as available to schools in lower socio-economic categories

Implemented E-PAN initiative in 46 schools.

On Target

STATUS

D6.1



D6.2

GOAL

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

AREAS OF FOCUS/NEXT STEPS:

- 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.
- Completion of consultation and implementation of new design standards in new secondary schools.
- Completion of study and development of implementation plan based on the results.

TARGET

All schools will participate in surveys measuring student, teacher, administrator and parent 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 - 10,100 students
 Student Transition Survey - 3,212 students
 Safe Schools Survey - 5,144 students
 My School, My Voice Survey - 5,228 students

Teacher Voice Participation:

- Elementary - 1,023 teachers
- Secondary - 612 teachers

Administrator Voice Participation:

- Elementary - 131 administrators
- Secondary - 42 administrators

Parent Voice Participation:

- 2615 parents

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, end-of-the-year sharing checkpoint (Ignite), and Field SOs report back to Senior Team on SLIP visits.

Building Automation Systems (BAS) have been installed in all new schools and additions; whenever heating systems are replaced, detailed data on energy consumption is provided. Temperature data loggers were installed in representative schools without BAS systems to inform decisions about heating, cooling ventilation and electrical systems being installed.

A consultant was hired to conduct intensive stakeholder consultation to develop updated Secondary School Design criteria.

A consultant was retained to carry out a study of the challenges and opportunities in moving towards Net Zero Energy.

In 2017-2018, 36 new policies were reviewed (22%).

Monitor

STATUS

PRIORITY ACTION #7

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

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 2017-2018, 36 policies were reviewed (22%).

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

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

D7.1

GOAL

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

D7.2**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*)
- implementation of a Whistleblower Policy and Third-party Reporting Services (*Stewardship of Resources*)

Engaged with curriculum leaders when designing new schools and major building improvements. 21st Century design elements included in all construction:

- Learning Commons replacing libraries and cross-curricular labs
- breakout spaces in corridors, classrooms and the Learning Commons for alternative group learning activities
- inter-connection between classrooms through use of moveable wall panels
- multiprogram room to provide flexible space for specialty workshops
- wireless connectivity throughout the school
- update and maintain new school design standards for elementary and secondary schools

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.

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.

EVIDENCE

TCDSB eliminated the historical accumulated deficit and currently maintains 1% in reserves and work is currently underway to develop a Reserves Strategy and Policy.

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). In 2017-2018, 77 were installed. All new schools have a water bottle filling station installed.

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

In 2017-2018, the following projects were completed:

- 5 Full Day Kindergarten (FDK) Play areas
- 9 School Yard Greening projects
- 8 Asphalt with School Yard Greening

In 2017-2018, Greenhouse gas reduction of an additional \$3.8 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 (Program cancelled May 2018).

On Target

STATUS**D7.3**

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 (e.g., School Operations and Maintenance and Capital reporting, EPD and other Revenues reporting, School Block/ Outside Agency/CSPC reporting).

EVIDENCE

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

On Target**GOAL****D7.5**

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

TARGET

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

EVIDENCE

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

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.

Senior staff will commit to completing two Ontario Catholic School Trustees Association (OCSTA) modules per year on good governance over the next three years by May 2019.

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:

- In 2018-2019, parliamentarian to provide an area of focus before the start of a regular board or committee meeting.
- Prior to the new trustee term, orientation sessions will be offered to trustees elect and trustees; further workshops on good governance will be offered in 2019.



Monitor

STATUS

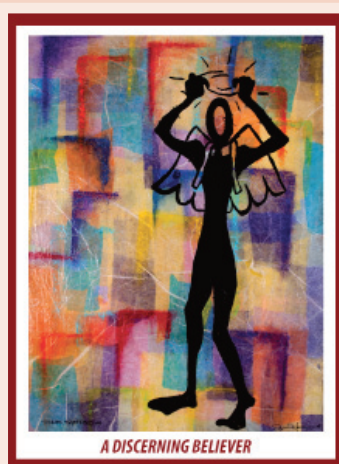
E8.1

GOAL

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

E8.2**TARGET**

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

**EVIDENCE****Ongoing Professional learning sessions:**

- Head Start
- Issues Series
- Succession Series
- Leadership Strategy Events
- Principal Meetings
- Aspiring Leader sessions
- Transition Series
- Fall and Spring Symposia for Department Heads focusing on culturally responsive and relevant pedagogy
- Foundations Series
- Leadership discernment (surveying) conducted in partnership with unions to inform/invite teacher leadership development

All sessions are linked to Ontario School Framework for Catholic Schools benchmarks.

Continue to enhance the capacity of principals as curriculum leaders.

Introduce targeted, timely professional learning for Administrators in key areas (e.g., Special Education for Administrators course).

Identify areas requiring professional development flowing out of the implementation of a Business Leader Appraisal process.

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 .

Completion of all pending items:

- Senior staff review Action After items on a weekly basis.

On Target**E8.4****GOAL**

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

TARGET

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.

EVIDENCE

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**

STRATEGIC
DIRECTION

F

INSPIRING AND MOTIVATING EMPLOYEES



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:

- School and Classroom Leadership: Professional Learning, Collaboration and Engagement.

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.

Provide professional learning for system and school leaders to support a culture of respect and professionalism.

EVIDENCE

In 2017-2018, there were 21 Exemplary Practices awards submitted.

In 2018-2019, Exemplary Practices awards will be extended beyond schools.

Online sharing of exemplary practices by participating schools.

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

- In 2017-2018, 90%

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

Professional learning includes:

- Internal Bias Awareness - for Principals and Vice Principals
- Book Study - Deep Diversity for Senior Team
- Fall and Spring Department Heads Symposia focusing on Culturally Responsive and Relevant Pedagogy to improve student engagement

In the Fall 2018 provide:

- Equity Competency In-service for Senior Team, Principals, and Business Leaders (topic - Uncovering Personal and Systemic Bias)

On Target

STATUS

F9.2

GOAL

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

TARGET

Provide a targeted leadership development opportunities for all school leaders.

Initiate dialogue with system/business leaders to identify areas requiring leadership development.

**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
- Leadership Strategy sessions continue to collect feedback that informs future capacity building sessions
- Launched a new Leadership Development Portal to provide information and enhance Catholic Leadership formation
- Engaged business leaders in a session designed to inform the implementation of a business leader appraisal system
- Principals and Vice Principals involved in equity leadership development through their work in a strategic advisory committee
- Leadership discernment (surveying) conducted in partnership with unions to inform succession planning strategies

AREAS OF FOCUS/NEXT STEPS:

- Develop a mentorship program and provide professional learning opportunities to business system leaders.
- Co-design a business leaders appraisal tool for a pilot launch in January 2019.

Monitor

STATUS

GOAL

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

F9.3**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 to best address system priorities.

Biannual information sessions for aspiring leaders and discernment sessions for those interested in becoming Vice Principals.

AREAS OF FOCUS/NEXT STEPS:

- Explore opportunities to transfer discernment and empowerment opportunities to the business side of the organization.
- Initiated planning to create a video resource bank to archive leadership journeys and document instructional videos which can be accessed to enhance leadership efficiency.
- Gather statistical information relating to the composition of our business leadership team and analyse this data to identify succession planning/professional development needs.
- Leadership discernment (surveying) conducted in partnerships with unions to inform succession planning strategies.

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.
- Revised the Board’s fair hiring practice policy to ensure that bias does not influence hiring/recruitment practices.
- 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
2017-2018	1295	677

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

STATUS

GOAL

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

F9.5**TARGET**

Enhance and expand current performance appraisal and mentorship strategies.

Increase completion rates of Annual Learning Plans (ALP) and Teacher Performance Appraisals (TPA) by teachers and Annual Growth Plans (AGP) and Principal Performance Appraisal (PPA) by administrators by 2021.

AREA OF FOCUS/NEXT STEP:

- Implement a Leadership Goals Planning Tool for business leaders and create an appraisal process.

EVIDENCE**Strategies currently in place:**

- Headstart
- Leadership Transition series
- Foundations Series, Issues/Succession
- Renewal series
- Mentorship program for Administrators in their first 2 years
- HR snapshots on TPA/ALP and AGP/PPA completion rates

Orientation, professional development and mentorship for beginning teachers throughout the New Teacher Induction Program (NTIP).

ALP and AGP completion rates:

ALP Completion Rates	2015-16	2016-17	2017-18
Elementary Teachers	80%	84%	92%
Secondary Teachers	65%	73%	89%

AGP Completion Rates	2015-16	2016-17	2017-18
Vice Principals	57%	60%	84%
Principals	59%	86%	94%

TPA and PPA completion rates:

TPA Completion Rates	2015-16	2016-17	2017-18
Elementary Teachers	89%	89%	86%
Secondary Teachers	77%	73%	78%

PPA Completion Rates	2015-16	2016-17	2017-18
Vice Principals	45%	26%	61%
Principals	58%	63%	73%

Monitor**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.

Leaders of Your Own Learning Annual Professional Learning sessions.

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).

Implemented the Employee Family Assistance Plan (EFAP) to promote wellness.

Involved union partners in leadership and wellness development (4 meetings with teacher unions on each topic per year) and co-designed union professional development sessions to build positive working relationships.

AREAS OF FOCUS/NEXT STEPS:

- Implement a staff attendance support program with input from all employees in an advisory capacity.
- Develop marketing materials to encourage a greater Employee Family Assistance Plan utilization rate.

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

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

PRIORITY	GOAL	2016-2017	2017-2018
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	On Target
A1.2	Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.	On Target	Monitor
A1.3	Parents will be supported in their integral role of nurturing the relationship between home, school and parish.	Action Required	Monitor
A1.4	Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values.	On Target	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	Action Required
B2.2	Students will exceed the provincial average in credit accumulation and graduation rate.	Monitor	On Target
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	Monitor
B2.4	Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	Monitor	On Target
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	Action Required
B3.2	Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.	Monitor	Monitor
B3.3	Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.	On Target	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	Action Required
B4.2	Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.	On Target	On Target
B4.3	Strive to ensure that all students are eating nutritionally and are physically fit.	Monitor	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	On Target
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	On Target
C5.2	Ensure timely and sensitive responses to stakeholder questions and concerns.	Monitor	Monitor
C5.3	Create opportunities for meaningful dialogue, feedback and input from the community.	On Target	On Target

PRIORITY	GOAL	2016-2017	2017-2018
STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5 <i>(continued)</i>			
C5.4	Build and maintain community partnerships.	Action Required	Monitor
C5.5	Ensure public accountability and transparency in all processes and policies.	On Target	On Target
C5.6	Strive to ensure equitable treatment of all stakeholders.	On Target	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	On Target
D6.2	Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.	Monitor	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	On Target
D7.2	Align operational and capital budgets with the Multi-Year Strategic Plan.	On Target	On Target
D7.3	Maintain a sustainable balanced budget that reflects ecological justice principles.	On Target	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	On Target
D7.5	Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.	On Target	On Target
STRATEGIC DIRECTION E • ACHIEVING EXCELLENCE IN GOVERNANCE • PRIORITY ACTION #8			
E8.1	Build trustees', senior staffs' and students' capacity for governance.	Monitor	Monitor
E8.2	Provide professional learning to strengthen leadership, accountability and transparency at all levels.	On Target	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	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	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	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	Monitor
F9.3	Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.	Monitor	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	Action Required
F9.5	Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.	Action Required	Monitor
F9.6	Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.	Monitor	Monitor
Goals on target or monitoring:		79%	89%



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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