

# MULTI-YEAR STRATEGIC PLAN 2016 - 2021

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## 2018 - 2019 Report Back

*Presented to Board on November 21, 2019*





## 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

## 2018 - 2019 Report Back

*Presented to Board on November 21, 2019*

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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 2018 – 2019 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.

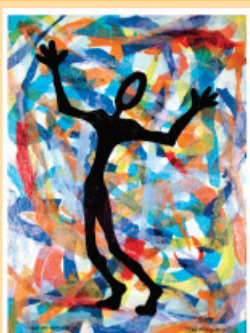
	PANEL	SURVEY	SCOPE	N in 2018-2019
STUDENT VOICE	Elementary	Safe and Caring Catholic School Climate Survey (SCCSC)	All Grade 6 and 8 students	10,707
	Secondary	Student Transition (ST)	Sample of Grade 9 students	3,502
		My School My Voice (MSMV)	Sample of Grade 10 and 12 students	5,309
		Safe Schools	Sample of Grade 9 to 12 students	5,072
TEACHER VOICE	Elementary	Teacher Voice	All teachers	1,019
	Secondary	Teacher Voice	All teachers	619
ADMINISTRATOR VOICE	Elementary	Administrator Voice	All principals and vice-principals	177
	Secondary	Administrator Voice	All principals and vice-principals	48
PARENT VOICE	Elementary & Secondary	Parent/Guardian Voice	All parents	3,405

**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**

A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER

**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.

In my school, I am encouraged to live my life like Jesus, according to the Gospel values and as outlined in 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 2018 - 2019**

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

**Students agreed:**

- Elementary 77%
- Secondary 69%
- Elementary 87%
- Secondary 73%

**Teachers and Administrators agreed:**

- Elementary - Teachers 95%; Administrators 93%
- Secondary - Teachers 91%; Administrators 96%
- Elementary - Teachers 96%; Administrators 95%
- Secondary - Teachers 90%; Administrators 96%

**On Target****STATUS**

A1.2

**GOAL**

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

**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.



A REFLECTIVE, CREATIVE AND HOLISTIC THINKER

**EVIDENCE 2018 - 2019**

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 Service (November)
- Advent Reflections (December)
- Advent Mass (December)
- Epiphany Cheer (January)
- Ash Wednesday (February/March)
- Lenten Reflections (February - April)
- Stations of the Cross (During Lent)
- 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 Celebration (May)
- Retirement Mass (November)

**2018-2019 participation in spiritual retreats:**

- Principals 80%
- Vice Principals 65%
- Business Leaders 30%

Monitor

STATUS

## 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.

## TARGET

Every school will access their school parent involvement funds.

By June 30, 2020, there will be a 15% 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 Parent Engagement funds using benchmark data from the 2018-2019 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), Ontario Association for Parents in Catholic Education (OAPCE), and Special Education Advisory Committee (SEAC).

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 2018 - 2019

In 2018-19, 33% of schools accessed their Ministry provided parent involvement funds in the School Block Budget (\$500.00).

In 2018-19, 70% of schools accessed the local school PRO Grant Funds following application approval.

In 2018-19, 50% 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:

- 77%
- 72%

*Note: Responses were less positive in the secondary panel than the elementary panel.*

On Target

STATUS



## GOAL

A1.4

Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social teachings (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 2018 - 2019

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:

- Environmental Practice Policy B.M. 06 updated with additional Environment Committee members and renewed commitment to increase the extent in which environmental issues are integrated into board procedures and strategic plans.
- 2% reduction in energy consumption over five years from 2013-2018.
- Approval of five-year Energy Conservation and Demand Conservation Plan with a goal to reduce energy consumption by 11% and a financial commitment of \$2M per year for a total of \$10M for energy efficiency upgrades at 40 schools.
- Completion of the *Conserve First: Net Zero Research Study* provides guidance for moving forward on 2016 Board resolution to become a Net Zero School Board with a conservation approach.
- Continued expansion of water-bottle filling stations in schools to reduce use of plastic bottles.
- Increasing participation in Eco-Schools program – 65 certified in 2017-2018 and 67 in 2018-2019.
- Continued participation in Earth Hour Challenge, Earth Day, Community Clean-up Day, Sweater Day, Walk to School, Bike to School and School Travel Planning initiatives.
- Installation of electricity use monitoring system in all schools which will eventually allow students and teachers to see the electricity consumption in their school in real-time.
- Continued installation of Building Automation systems in all new schools and additions and whenever heating systems are replaced.

On Target



STATUS



**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.

**B2.1****TARGET**

TCDSB students will meet or exceed Ontario EQAO results.

**ONTARIO RESULTS IN 2018-2019:**

- Primary Reading 74%
- Primary Writing 69%
- Junior Writing 82%
- Primary Math 58%
- Grade 9 Applied Math 44%
- OSSLT 80%
- Junior Math 48%
- Junior Reading 81%
- Grade 9 Academic Math 84%

**EVIDENCE 2018 - 2019**

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

**TCDSB RESULTS IN 2018-2019:****At or above the provincial average:**

- Primary Reading 76%
- Primary Writing 75%
- Junior Writing 84%
- Primary Math 58%
- Grade 9 Applied Math 48%
- OSSLT 84%

**Below the provincial average:**

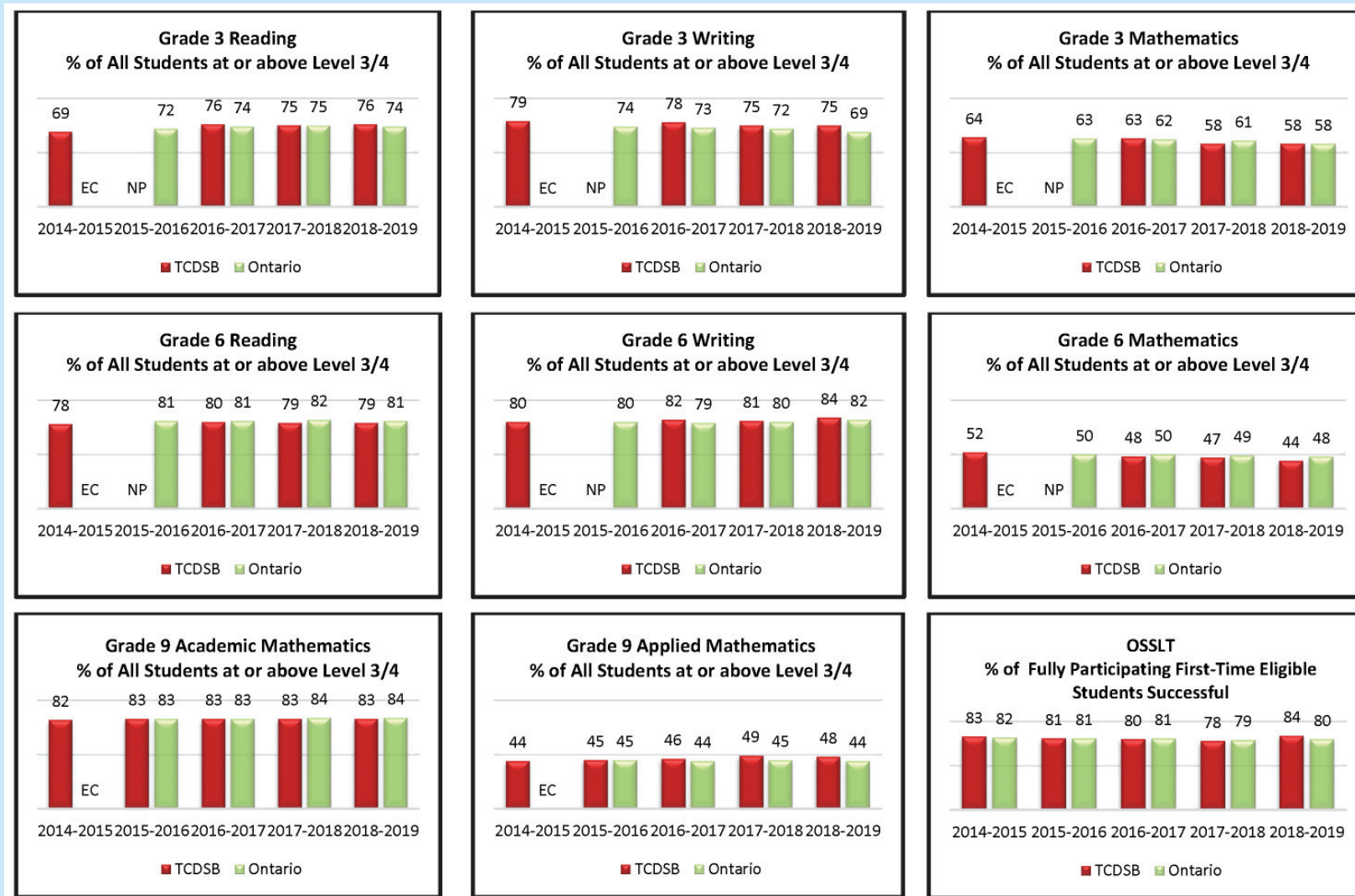
- Junior Math 44%
- Junior Reading 79%
- Grade 9 Academic Math 83%

**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**

## EQAO TRENDS OVER TIME



## GOAL

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

BLIP provincial indicators of achievement.

**B2.2**

## TARGET

TCDSB students will exceed Provincial credit accumulation rates and graduation rate.

### In Ontario:

- 86% of Grade 9 students accumulated 8 or more credits
- 79% of Grade 10 students accumulated 16 or more credits
- 83% of Grade 11 students accumulated 23 or more credits
- 87% graduated in 5 years

## EVIDENCE 2018 - 2019

TCDSB is on track for meeting the credit accumulation targets and surpassed the graduation rate target.

### In the TCDSB:

- 87% of Grade 9 students accumulated 8 or more credits
- 83% of Grade 10 students accumulated 16 or more credits
- 81% of Grade 11 students accumulated 23 or more credits
- 89% 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	2013-2014
Percentage of TCDSB students graduating	87%	88%	90%	89%	89%
Percentage of Ontario students graduating	84%	86%	87%	86%	87%
Graduation year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018

**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:**

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

**B2.3****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.

**TARGET**

75% of teachers, administrators and students 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.

**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 2018 - 2019**

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

**Teachers and Administrators indicated *implementing and routinely using*:**

- Elementary - Teachers 86%; Administrators 77%
- Secondary - Teachers 77%; Administrators 71%

**Teachers and Administrators indicated *implementing and routinely using*:**

- Elementary - Teachers 86%; Administrators 67%
- Secondary - Teachers 79%; Administrators 68%

**Students *agreed*:**

- Elementary - 92%
- Secondary - 90%

**Students reported it was *emphasized*:**

- Elementary - 79%
- Secondary - 63%

**Students reported it was *emphasized*:**

- Elementary - 80%
- Secondary - 61%

**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, administrators and parents will respond positively to:

#### TEACHER and ADMINISTRATOR VOICE SURVEY QUESTION:

Our school provides parents with information regarding assessment (for, as, and of learning) practices (e.g., through newsletters, curriculum night, etc.).

#### 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 2018 - 2019

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
- School-based Support Learning Team meeting.

#### Teachers and Administrators agreed:

- Elementary - Teachers 90%; Administrators 91%
- Secondary - Teachers 76%; Administrators 71%

#### Parents agreed:

- 73%
- 78%

On Target

STATUS

**PRIORITY ACTION #3**

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

**GOAL****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.

**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, administrators and students 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.

**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 2018 - 2019**

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 67%; Administrators 65%
- Secondary - Teachers 73%; Administrators 82%

**Teachers and Administrators *agreed*:**

- Elementary - Teachers 92%; Administrators 89%
- Secondary - Teachers 80%; Administrators 81%

**Secondary students reported it was *emphasized*:**

- 54%
- 64%

**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, administrators and students 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
- b) Process
- c) Product
- d) Format or learning environment

#### STUDENT VOICE SURVEY QUESTIONS:

In my classes, I am given a choice in:

- a) Content
- b) Process
- c) Product
- d) Format or learning environment

I try hard and do my best when doing my school work.

How important is it for you to do well in school?

### EVIDENCE 2018 - 2019

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

#### Teachers and Administrators agreed:

- Elementary - Teachers 69%; Administrators 64%
- Secondary - Teachers 63%; Administrators 71%
- Elementary - Teachers 85%; Administrators 82%
- Secondary - Teachers 78%; Administrators 83%
- Elementary - Teachers 90%; Administrators 84%
- Secondary - Teachers 80%; Administrators 79%
- Elementary - Teachers 81%; Administrators 76%
- Secondary - Teachers 76%; Administrators 73%

#### Students agreed:

Elementary	Secondary
• 67%	• 55%
• 84%	• 69%
• 84%	• 72%
• 78%	• 69%
• 92%	• 84%

#### Students reported it is important:

Elementary	Secondary
• 94%	• 93%

Monitor

STATUS

**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 2018 - 2019****Investments in 2019-2020:**

- Distributed approximately 1600 devices to children with special needs. Decreased the average length of time by at least 21 days to deploy individual devices by standardizing the computer models.
- Upgraded the WiFi networks in 14 secondary schools.
- Increased bandwidth of board-wide internet access by 30%.

**Continued from last year:**

- Each school received Windows Cloudbooks and iPads. Allocations were calculated based on school enrolment.
- 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 student enrolment.
- All Secondary schools had their computer technology labs upgraded.

**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.
- Assistive Technology Team - Service Provisions.
- Targeted Professional Learning Opportunities.
- AFSE – Accountability Framework for Special Education to refine measurable goals.
- Teachers to begin the use of Steps to English Proficiency (STEP) to inform ongoing instruction and assessment of ELLs in all classrooms.

### TARGET

Based on achievement levels and demographic needs ensure equity of access to specialized programs.

Focused professional activities for Special Services staff.

Increased service provision for students with Special Education Amount equipment in order to enhance their ability to access the curriculum.

75% of teachers, administrators and students will respond positively to:

#### TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

#### STUDENT VOICE SURVEY QUESTIONS:

Students groups that make up our school population can see themselves reflected in the culture and curriculum.

### EVIDENCE 2018 - 2019

To close the opportunity gap, schools receive:

- program supports (e.g., 5th Block, Empower, After School).
- differentiated funding and central staff support for school math initiatives.
- for secondary *Achieving Excellence in Applied Courses (AEAC)*.
- differentiated computer allocations based on need.
- support through Equity - Poverty Action Networks (E-PAN).
- budget enhancement to schools with low socio-economics .

For ELLs, there are no gaps 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 (126 schools were supported); provided technology access (Google Read and Write); supported teachers with EQAO digital versions (465 requests in 2018-2019 compared to 200 in 2017-2018).

#### Teachers and Administrators indicated *implementing and routinely using*:

- Elementary - Teachers 89%; Administrators 83%
- Secondary - Teachers 82%; Administrators 88%

#### Students *agreed*:

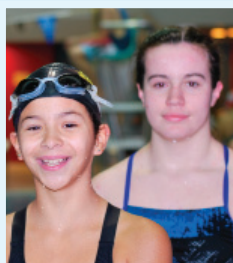
Elementary: 86%                      Secondary: 79%

Monitor

STATUS

**GOAL**

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

**B4.2****TARGET**

75% of teachers, administrators, parents and students 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.

**PARENT VOICE SURVEY QUESTIONS:**

- My child's school is a welcoming place to learn.
- My child's learning needs are met at school.
- My child's school supports the spiritual, social, physical and mental well-being of students.

**STUDENT VOICE SURVEY QUESTIONS:**

My school:

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

**EVIDENCE 2018 - 2019**

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

**Teachers and Administrators indicated *implementing and routinely using*:**

- Elementary - Teachers 92%; Administrators 95%
- Secondary - Teachers 88%; Administrators 98%

**Teachers and Administrators *agreed*:**

- Elementary - Teachers 93%; Administrators 95%
- Secondary - Teachers 89%; Administrators 98%

**Parents *agreed*:**

- 90%
- 79%
- 83%

**Students *agreed*:**

- Secondary - 79%
- Elementary - 87%
- Elementary - 87%
- Elementary - 88%
- Secondary - 82%
- Secondary - 77%
- Secondary - 82%

**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 and DPA.
- TCDSB Health and Physical Education Conference in January 2021 for teachers.
- Creation of school well-being teams.

## 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 2018 - 2019

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

### Students indicated *often or all of the time*:

- Elementary - 70%
- Secondary - 57%

### Students reported *at least one hour a day*:

- Elementary - 77%
- Secondary - 64%

### Teachers and Administrators *agreed*:

- Elementary - Teachers 82%; Administrators 78%
- Secondary - Teachers 86%; Administrators 92%

### Student Nutrition Programs:

- All secondary schools
- 129 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 and continued support of Health and Physical Education Google Site.
- Healthy active living activities.
- DPA resource book.
- NTIP Workshops and other teacher professional learning.

Monitor

STATUS

[illegible]

## STATUS



**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**

100% of major Board-wide initiatives and decisions will be supported by a communication and engagement plan.

**EVIDENCE 2018 - 2019****Communications and social media tools:**

- Instagram: 2,384 followers (up from 1,000).
- Twitter: 36,600 followers (up from 30.2K).
- E-News: ~2,000 subscribers.
- Weekly news: ~15,000 recipients including CSCP Chairs, and SEAC featuring information for parents, students, staff.
- Bulletin is updated with highlights from TCDSB school communities.
- Provide schools with monthly updates to share with parents in school newsletters.
- School Messenger has increased communications to parents related to:
  - School information (e.g., lockdown/hold & secure)
  - Board-wide issues (e.g., school closures, busing, etc).

**Response rate in major consultations in 2018 - 2019:**

- Budget Survey: 2,718 responses.
- International Languages Elementary Parent Survey: 26,000 responses.
- Fifth Block Parent Feedback Survey: 600 responses.
- Weekly Wrap-up Communications Survey: 1,430 responses.
- Parent Voice Survey: 3,405 responses.

**On Target****STATUS**

C5.2

**GOAL**

Ensure timely and sensitive responses to stakeholder questions and concerns.

**TARGET**

Stakeholder questions and concerns will be addressed within 48 hours.

75% of parents will respond positively to:

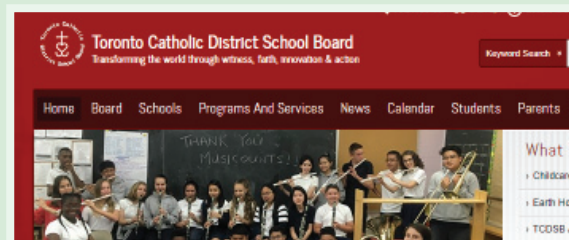
**PARENT VOICE SURVEY QUESTIONS:**

- 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 2018 - 2019**

System-level stakeholder questions and concerns were addressed through:

- Internet feedback form (Webmaster@tcdsb.org).
- Phone call inquiries.
- Social media responses (Twitter, Instagram).

**Parents who agreed:**

- 63% to 76%

**AREA OF FOCUS/NEXT STEP:**

- Increase communication with all stakeholders utilizing existing communication channels for providing feedback and concerns.

Monitor

STATUS

C5.3

## GOAL

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



## TARGET

100% of 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 2018 - 2019

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

- Customized Google Translator Tool (in 103 languages).
- Consultations (including small group table discussions).
- Anonymous Surveys administered through Survey Monkey.

Each Community Advisory Committee meets 4 times a year. Topics of discussion include:

- Culturally responsive and relevant pedagogy.
- Parent engagement (2 evenings for parents of Indigenous students held in Fall 2018 and Spring 2019 at CEC; about 60 families in attendance).
- Identity-based data to determine the student achievement needs of that particular diaspora.
- Activities of Advisory committees culminated in a plenary session on June 11, where all committees presented promising practices and initiatives.

On Target

STATUS

**C5.4****GOAL**

**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 2018 - 2019**

**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 with 65 community partners participating in 2018 - 2019.**

**The Partnership Development Department has captured enrichments to existing partnerships, as well as new ventures in the public and private sectors, which align with system priorities in the central listing of partnerships for the following departments:**

- 21st Century Learning
- Community Relations
- Early Years
- Equity, Diversity and Indigenous Education
- Guidance Secondary
- Health & Physical Education
- International Languages (Elementary)
- Mental Health
- Msgr Fraser (All Campuses)
- Music
- Nurturing Our Catholic Community
- Outdoor Education
- Partnership Development
- Planning & Development, Facilities & Environmental Support Services
- Safe Schools
- Special Services
- Student Success

**Monitor****STATUS**



**GOAL**

Ensure public accountability and transparency in all processes and policies.

**TARGET**

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

100% of major Board policies will be posted on the Board website ("Policy Register").

100% of major 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 2018 - 2019**

Website updated daily. In 2018-2019, Page Hits per year (September 1 to June 30):

- Board and school - 10,402,104 (7% increase from last year).
- Board Internet Home Page - 3,039,370 (17% increase from last year).
- Policy Page - 13,417 (4% decrease from last year).

100% of major Board policies have been posted on the Board website.

Added a "Current Status" section to the Policy website to ensure stakeholders are informed of upcoming reviews.

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.

At the end of every month, the Communications Departments Weekly Wrap-up identifies all major board decisions and policies that may have an impact on parents, students and the broader Catholic community.

On Target

STATUS

**GOAL**

Strive to ensure equitable treatment of all stakeholders.

**TARGET**

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

100% of major communications will seek to increase stakeholder involvement that bridges across barriers.

100% of major 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.

100% of major schools will conduct an Equity Audit.

The TCDSB will implement a Workforce Census.

**EVIDENCE 2018 - 2019**

Annual report to the Board of Trustees, a report on communications and community engagement.

Director's Annual report which reflects the diversity of our communities, is provided to all stakeholders.

TCDSB committee reviews 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 school staff were inserviced locally on policy H.M.14; in 2017-2018, 49 staff inservices and/or individual training sessions were held. In 2018-2019, 54 staff inservices were held (8 school-specific, 5 one-to-one sensitivity training; 41 for new hires or administration).

**Professional learning opportunities:**

- Building on the foundation of 2017-2018, (i.e., symposia focused on culturally responsive pedagogy, book study on Deep Diversity, internal bias awareness for the senior team), in 2018-2019, the focus on professional learning for the development of equity competencies, uncovering personal, and systemic bias continued.
- Equity inservices were offered for principals and vice principals (November 2018); central facilities staff, secretaries and clerks in the elementary panel (June 2019).
- The TCDSB Equity Action Plan was presented to Board in January 2019 and rolled out to Principals and Vice Principals in April 2019.

In June 2019, schools conducted an Equity Audit.

Developed a Workforce Census instrument in collaboration with all employee groups to be implemented in November 2019.

**On Target****STATUS****C5.6**

**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.

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 2018 - 2019****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.
- continue system investment allocation as available to schools in lower socio-economic categories.

**Implemented E-PAN initiative in 46 schools in 2018 - 2019. Distributed equity fund of \$2 million to 91 schools on basis of SES need.**

**On Target****STATUS**

**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 and Administrator Voice surveys by 10%.
- Annually plan 2 PD sessions for administrators on the analysis and use of student data.
- 100% of 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**

**100% of schools will participate in surveys measuring student, teacher, administrator and parent voice.**

**100% of schools improvement teams will identify their urgent critical learning 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.**

**EVIDENCE 2018 - 2019**

**There has been an increase in participation in most surveys.**

**Student Voice Participation:**

Safe and Caring Catholic School Climate Survey - 10,707 students  
 Student Transition Survey - 3,502 students  
 Safe Schools Survey - 5,072 students  
 My School, My Voice Survey - 5,309 students

**Teacher Voice Participation:**

- Elementary - 1,019 teachers
- Secondary - 619 teachers

**Administrator Voice Participation:**

- Elementary - 177 administrators
- Secondary - 48 administrators

**Parent Voice Participation:**

- 3405 parents

**100% of schools reviewed data to inform the urgent critical student learning needs.**

**Completed updated Secondary School Design Manual with intensive stakeholder consultation to ensure new secondary school designs provide environments that facilitate teaching and learning.**

**Net Zero Energy Research Study benchmarked energy consumption of all TCDSB schools as compared to GTA median, provided comprehensive review of regulations and guidelines and carried out case studies of Net Zero and near Net Zero buildings in Ontario, Quebec and U.S. locations with similar climate to provide guidance in developing a climate change action plan for the Board.**

**Installation of real-time electricity use monitoring system in all schools will provide data to determine where electrical use is excessive to inform energy reduction**

**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

100% of 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 2018 - 2019

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

The allocation of resources reflects the MYSP.

Electronic Governance and Policy Priority Schedule established with clear deadlines and a requirement for a legal and equity review of all policies.

Extra page created on the public TCDSB Policy Register and indicates the current status of all policies under review during the current cycle (began September 2019, and updated regularly).

42 Board Policies reviewed in 2018 - 2019.

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).

The TCDSB approved a new Board Whistleblower Policy and Procedures complete with an anonymous 3rd party reporting service to further enhance the safeguarding and stewardship of resources.

On Target

STATUS

D7.1



**GOAL**

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

**TARGET**

100% of 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 2018 - 2019**

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*).
- Commitment of \$2M per year from Renewal Grant for a total of \$10M over 5 years for energy efficiency upgrades at 40 schools.
- Nutrition Room upgrades completed at 7 schools to bring them into compliance with Toronto Public Health standards and plan developed to bring remaining schools into compliance utilizing School Renewal funding.
- Capital project budgets include funding for IT infrastructure including wireless connectivity through-out schools.
- New schools have been carefully designed to provide flexible learning spaces to support 21st Century learning within benchmark funding constraints.

On Target

STATUS

D7.2

## 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 2018 - 2019

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.

Approval of five-year Energy Conservation and Demand Conservation Plan with a goal to reduce energy consumption by 11%.

Approval of creation of a Playground Reserve fund to be allocated based on equitable criteria including socio-economic needs of communities.

Creation of an Equity Reserve fund.

Installation of 9 cooling centres, with another 29 in development.

Purchase of pedestal fans for third floor classrooms.

On Target

STATUS

D7.3

**D7.4****GOAL**

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 2018 - 2019**

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

Regular monitoring and reporting of school cash suite enabled in 2018-2019 and online access provided to TCDSB's Executive staff and Board of Trustees.

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

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 2018 - 2019**

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**

**PRIORITY ACTION #8**

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

**GOAL**

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

**E8.1****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.

Briefing notes will be developed on emerging topics to enable trustees to be informed on urgent issues throughout the school year.

**EVIDENCE 2018 - 2019**

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

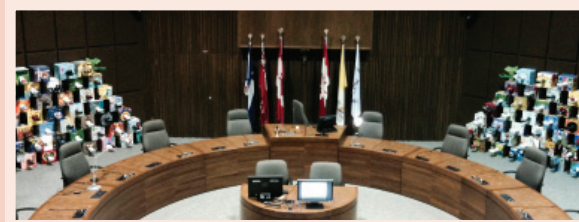
Participation in Board meetings provide student trustees with learning opportunities in governance; this learning is then used to lead CSLIT and ECSLIT meetings.

Rolled-out new technology to trustees for new term.

**AREAS OF FOCUS/NEXT STEPS:**

In 2019-2020:

- Survey topics of interest from trustees to develop capacity building sessions related to student achievement.
- Senior staff will continue to complete 2 modules per year created by OCSTA.

**Monitor****STATUS**

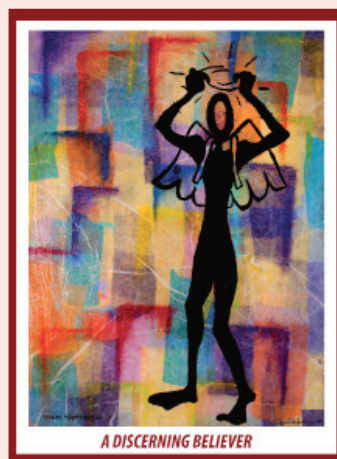
E8.2

**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 2018 - 2019**

**Ongoing Professional learning sessions for current and aspiring school leaders:**

- 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.**

**Business Leaders participated in focus groups and surveys to determine professional learning needs and interests based on growth goals.**

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 2018 - 2019

#### Tracking of all action after items:

- All approved Board and committee motions are posted on the TCDSB website.

#### Completion of all pending items:

- Senior staff review Action After items on a weekly basis during Education Council and Director's Council to ensure timely completion.

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 2018 - 2019

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.

F9.1

**BLIP AREA OF FOCUS:**

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

## TARGET

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

Provide schools with opportunities to share innovative practices.

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 2018 - 2019

In 2018-2019, there were 39 projects submitted (an increase of 18) and 16 Exemplary Practices were awarded (shared on portal).

- Increased and intentional inclusion of cultural responsiveness in all teacher collaborative inquiry professional learning sessions
- Conflict Resolution Department conducted 54 in-services relating to policy HM 14 (Harassment & Discrimination in the Workplace) involving a variety of employees. This represents a 59% increase compared to the number of sessions it conducted in the 2017-2018 academic year.

**Professional learning includes:**

- Uncovering Personal and Systemic Bias with specific consideration of Anti-Black Racism (ABR) – Principal and Vice Principal in-service
- Equity in-service for Facilities & Maintenance staff – focus on application of equity in the workplace.
- New Teacher Induction Program (NTIP) workshop for NTIP long-term occasional teachers on equitable classrooms with a focus on indigenous education. New permanent teacher hire professional learning series on supporting at-risk students, poverty mitigation and student mental health.
- Equity competency in-service for Elementary secretaries and clerk typists.

**In the Fall 2019 provide:**

- Building on our professional learning, we will focus on anti-black racism training for academic and business leaders.
- Work with the Chief of Communications to develop an Employee Induction Team at the CEC to promote intra-departmental leadership development.
- Upgraded the Employee Intranet to improve communication and engagement with staff.
- Upgraded P/VP computers to ensure school leaders have the tools necessary to promote 21st Century Learning.

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.

## TARGET

Provide targeted leadership development opportunities for all school leaders.

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



A COLLABORATIVE CONTRIBUTOR

## EVIDENCE 2018 - 2019

### 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 and newly appointed Business Leaders).
- Issues Series (first year Vice Principal).
- Succession Series (first year Principal).
- Leadership Strategy Events (all system/school leaders).
- Principal/Vice Principal meetings.
- Leadership Strategy sessions continue to collect feedback that informs future capacity building sessions.
- Engaged Business leaders in a pilot program designed to inform the formal implementation of a business leader appraisal system in Fall 2019.
- Principals, Vice Principals and Business leaders 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 more professional learning opportunities to business system leaders.
- Extend pilot of the appraisal process to all Business Leaders and use feedback to inform targeted professional development.
- Use EFAP metrics to increase awareness of factors that impact leader wellness.

Monitor

STATUS

**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 and Business Leaders retiring or eligible to retire.

Develop strategies to support succession planning and transition.

**EVIDENCE 2018 - 2019**

An annual summary statistical report highlighting projected attrition is created to inform succession planning/professional development needs.

In the spring, the Principal and Vice Principal transfers, placements and new appointments are reviewed by senior staff to best address system priorities.

Conducted a professional development session entitled Preparing For Structured Interviews for prospective VP candidates.

Expanded candidate pools through external recruitment activities.

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

**AREAS OF FOCUS/NEXT STEPS:**

- Conduct an information session for aspiring business leaders to enhance leadership opportunity awareness.
- Creation of support resources to enhance procedural efficiency in handling difficult situational leadership challenges.
- Create a video resource bank to archive leadership practices and document instructional videos which can be accessed to enhance leadership efficacy.
- Foster a positive work environment by showcasing stories about staff on the intranet bulletin board ie. milestone years of service, marriage celebrations, etc.
- Strike a Steering Committee that focuses on initiatives to support inspiring and motivating employees.

**Monitor****STATUS****F9.3**

## 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 2018 - 2019

Recruitment procedures are compliant with hiring practices legislation Regulation 274.

There has been a significant increase in the number of candidates interviewed and hired (see chart below).

Two Talent Acquisition positions added to recruitment team to increase capacity.

Revised the Board's fair hiring practice policy to ensure that bias does not influence hiring/recruitment practices.

Transparent processes and procedures established including the development of assessment tools.

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.

Introduced an Emergency List of Retired Teachers to address job fill rate challenges and ensure continuity of curriculum delivery.

#### AREAS OF FOCUS/NEXT STEPS:

- Launch a Workforce Census to include voluntary self-identity statistics (Fall 2019).
- Prepare quarterly data analytics reports to monitor the number of minority candidates for recruitment and promotion opportunities.
- Explore and plan for investments in HR recruitment software to enhance recruitment practices and analytics.
- Provide cultural specific interview preparatory sessions.
- Refine a process for inviting candidates from minorities to self-identify and track their success on job interviews.

Monitor

#### Recruitment interview statistics

YEAR	CANDIDATES INTERVIEWED	CANDIDATES HIRED
2017-2018	583	340
2018-2019	774	544

*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:**

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

**EVIDENCE 2018 - 2019****Support strategies currently in place:**

- Headstart session for newly appointed academic and business leaders.
- Leadership, Transition, Foundation, Issues, Succession and Renewal Series - designed to promote discernment and leadership capacity for academic leaders.
- Mentorship program for Administrators in their first 2 years of their appointment.
- Timely and regular HR support provided to all administrators via PAL sessions, K-12 Principal meetings and drop-in sessions.

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

**ALP and AGP completion rates:**

ALP Completion Rates	2015-16	2016-17	2017-18	2018-19
Elementary Teachers	80%	84%	92%	96%
Secondary Teachers	65%	73%	89%	93%

AGP Completion Rates	2015-16	2016-17	2017-18	2018-19
Vice Principals	57%	60%	84%	82%
Principals	59%	86%	94%	91%

**TPA and PPA completion rates:**

TPA Completion Rates	2015-16	2016-17	2017-18	2018-19
Elementary Teachers	89%	89%	86%	87%
Secondary Teachers	77%	73%	78%	78%

PPA Completion Rates	2015-16	2016-17	2017-18	2018-19
Vice Principals	45%	26%	61%	89%
Principals	58%	63%	73%	94%

**Monitor****STATUS**

## GOAL

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

F9.6



## TARGET

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

## EVIDENCE 2018 - 2019

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

Leaders of Your Own Learning Annual Professional Learning sessions informed by teacher Annual Learning Plans.

Senior team regularly reviews committee agendas (e.g., Principal Meetings, CPIC (Catholic Parent Involvement Committee), Director's Liaison, Health and Safety and CSPC (Catholic School Parent Council) to ensure issues are being addressed in a timely manner.

Implemented the Employee Family Assistance Plan (EFAP) to promote wellness and noted significant gains in utilization rates consistent with industry averages.

Added capacity to our Sick Leave & Disability team to consistently address increased case volume.

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:

- Further refine our disability case management process with the goal of implementing a staff attendance support program with input from stakeholders in an advisory capacity.
- Use EFAP metrics to inform the development of marketing materials to encourage a greater Employee Family Assistance Plan utilization rate.

Monitor

STATUS

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

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019
<b>STRATEGIC DIRECTION A • LIVING OUR CATHOLIC VALUES • PRIORITY ACTION #1</b>				
<b>A1.1</b>	Students will be instructed in a curriculum that is rooted and informed by the Ontario Catholic School Graduate Expectations.	T	T	T
<b>A1.2</b>	Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.	T	M	M
<b>A1.3</b>	Parents will be supported in their integral role of nurturing the relationship between home, school and parish.	AR	M	T
<b>A1.4</b>	Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values.	T	T	T
<b>STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #2</b>				
<b>B2.1</b>	Students will meet or exceed the provincial average in literacy and numeracy as measured in Education Quality and Accountability Office (EQAO) assessments.	AR	AR	AR
<b>B2.2</b>	Students will exceed the provincial average in credit accumulation and graduation rate.	M	T	T
<b>B2.3</b>	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.	AR	M	M
<b>B2.4</b>	Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	M	T	T
<b>STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #3</b>				
<b>B3.1</b>	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.	AR	AR	AR
<b>B3.2</b>	Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.	M	M	M
<b>B3.3</b>	Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.	T	T	T
<b>STRATEGIC DIRECTION B • FOSTERING STUDENT ACHIEVEMENT AND WELL-BEING • PRIORITY ACTION #4</b>				
<b>B4.1</b>	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.	AR	AR	M
<b>B4.2</b>	Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.	v	T	T
<b>B4.3</b>	Strive to ensure that all students are eating nutritionally and are physically fit.	M	M	M
<b>B4.4</b>	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.	M	T	T
<b>STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5</b>				
<b>C5.1</b>	Improve communication and consultation, that reflect the mission, vision and values of the board.	T	T	T
<b>C5.2</b>	Ensure timely and sensitive responses to stakeholder questions and concerns.	M	M	M

T - On Target

M - Monitor

AR - Action Required

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019
<b>STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5</b> <i>(continued)</i>				
<b>C5.3</b>	Create opportunities for meaningful dialogue, feedback and input from the community.	T	T	T
<b>C5.4</b>	Build and maintain community partnerships.	AR	M	M
<b>C5.5</b>	Ensure public accountability and transparency in all processes and policies.	T	T	T
<b>C5.6</b>	Strive to ensure equitable treatment of all stakeholders.	T	T	T
<b>STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #6</b>				
<b>D6.1</b>	Ensure all students have the appropriate resources they need to support their learning within the available budget.	T	T	T
<b>D6.2</b>	Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.	M	M	M
<b>STRATEGIC DIRECTION D • PROVIDING STEWARDSHIP OF RESOURCES • PRIORITY ACTION #7</b>				
<b>D7.1</b>	Establish informed, accountable and ethical decision-making for policy development and resource management.	T	T	T
<b>D7.2</b>	Align operational and capital budgets with the Multi-Year Strategic Plan.	T	T	T
<b>D7.3</b>	Maintain a sustainable balanced budget that reflects ecological justice principles.	T	T	T
<b>D7.4</b>	Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.	T	T	T
<b>D7.5</b>	Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.	T	T	T
<b>STRATEGIC DIRECTION E • ACHIEVING EXCELLENCE IN GOVERNANCE • PRIORITY ACTION #8</b>				
<b>E8.1</b>	Build trustees', senior staffs' and students' capacity for governance.	M	M	M
<b>E8.2</b>	Provide professional learning to strengthen leadership, accountability and transparency at all levels.	T	T	T
<b>E8.3</b>	Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.	T	T	T
<b>E8.4</b>	Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.	T	T	T
<b>STRATEGIC DIRECTION F • INSPIRING AND MOTIVATING EMPLOYEES • PRIORITY ACTION #9</b>				
<b>F9.1</b>	Create a culture of respect and professionalism that recognizes and supports excellence and innovation at all levels of the organization.	T	T	T
<b>F9.2</b>	Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.	M	M	M
<b>F9.3</b>	Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.	M	M	M
<b>F9.4</b>	Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.	AR	AR	M
<b>F9.5</b>	Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.	AR	M	M
<b>F9.6</b>	Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.	M	M	M
T - On Target      M - Monitor      AR - Action Required		<b>Goals on target or monitoring:</b>		<b>79%    89%    95%</b>



**TORONTO CATHOLIC DISTRICT SCHOOL  
BOARD TRUSTEES 2019 - 2020**

**Wards**

- |                                |              |
|--------------------------------|--------------|
| 1. Joseph Martino              | 416-512-3401 |
| 2. Markus de Domenico          | 416-512-3402 |
| 3. Ida Li Preti                | 416-512-3403 |
| 4. Teresa Lubinski             | 416-512-3404 |
| 5. Maria Rizzo                 | 416-512-3405 |
| 6. Frank D'Amico               | 416-512-3406 |
| 7. Michael Del Grande          | 416-512-3407 |
| 8. Garry Tanuan                | 416-512-3408 |
| 9. Norm Di Pasquale            | 416-512-3409 |
| 10. Daniel Di Giorgio          | 416-512-3410 |
| 11. Angela Kennedy             | 416-512-3411 |
| 12. Nancy Crawford             | 416-512-3412 |
| Taylor Dallin, Student Trustee | 416-512-3413 |
| Kathy Nguyen, Student Trustee  | 416-512-3417 |

**Rory McGuckin**, Director of Education  
**Maria Rizzo**, Chair of the Board

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**NOVEMBER 2019**