

MULTI-YEAR STRATEGIC PLAN 2016 - 2021

2019 - 2020 Report Back

Presented to Board on November 19, 2020



Revised November 13, 2020



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

2019 - 2020 Report Back

Presented to Board on November 19, 2020

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



Multi-Year Strategic Plan Report Back: OVERVIEW

The Multi-Year Strategic Plan contains 6 Strategic Directions, 9 Priority Actions, and 38 Goals. In this Report Back, for each **goal**, **targets** are identified, and where applicable, 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 and where applicable, a target of 75% positive result has been identified in alignment with Ministry standards (Level 3).

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 2019-2020
STUDENT VOICE	Elementary	Student Voice: Learning During the COVID-19 Pandemic ¹	All Grade 6 and 8 students	7,531
	Secondary	Student Transition	Sample of Grade 9 students	3,568
		Student Voice: Learning During the COVID-19 Pandemic ²	All Grade 10 and 12 students	4,839
		Safe Schools	Sample of Grade 9 to 12 students	5,464
TEACHER VOICE	Elementary & Secondary	Teacher Voice: Teaching and Learning During the COVID-19 Pandemic ³	All teachers	1,982
ADMINISTRATOR VOICE	Elementary & Secondary	Administrator Voice: Teaching and Learning During the COVID-19 Pandemic ⁴	All principals and vice-principals	171
PARENT/GUARDIAN VOICE	Elementary & Secondary	Annual Parent/Guardian Voice	All parents or guardians	6,266
	Elementary & Secondary	Parent/Guardian Voice: Learning During the COVID-19 Pandemic	All parents or guardians	4,914

NOTE: ¹ Replacing the Safe and Caring Catholic School Climate survey; ² Replacing the My School My Voice survey; ³ Replacing the annual Teacher Voice survey; ⁴ Replacing the annual Administrator Voice survey.

STRATEGIC
DIRECTION

A

LIVING OUR CATHOLIC VALUES



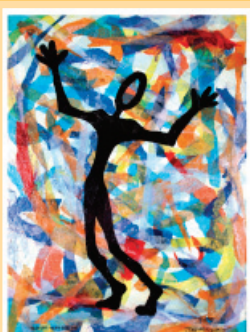
PRIORITY ACTION #1

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



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 2019 - 2020

Events and initiatives in which the Ontario Catholic Graduate Expectations (OCSEs) are emphasized:

NEW

- NCC We Believe Liturgy and Culminating Event broadcast (NCC YouTube Channel June 18, 2020) - 1,774 views.
- NCC Liturgy and Reflection broadcast during Catholic Education Week (NCC YouTube Channel May 7, 2020) - 1,233 views.
- NCC Weekly Liturgy and Reflection broadcasts (March to June, 2020) on NCC YouTube Channel - 13,986 views.
- "Our Daily Nurture" Reflections and Prayers (March to June, 2020) on NCC Twitter Account and Website - 8,282 views.
- Student participants in bi-weekly CSLIT "Let's Talk Faith" livestream (April to June, 2020) - 1,132 views.

While some events were not possible as a result of moving into Distance Learning, the following took place:

- 11% of schools submitted examples of how schools celebrated "We Believe" for the culminating pastoral plan celebration (Low participation as a result of the pandemic).
- A Catholic Call to Serve - 63% of secondary schools participated.
- Growing in Faith, Growing in Christ elementary Religious Education program in-service - 72% of schools participated.
- **Target specific data from TCDSB surveys were not available in 2019-2020.**

On Target

STATUS

A1.2

GOAL

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

2020 - 2021 NEXT STEP:

- Continued 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 2019 - 2020**Liturgical Celebrations in Schools:**

- 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).
- First Friday Masses (Monthly).
- Last Friday Adoration (Monthly).

NEW Virtual Celebrations (NCC YouTube Channel):

- Lenten Liturgy and Reflection Broadcast (March and April - 900 views).
- "The Seven Last Words of Christ" Liturgy and Reflection Broadcast (April - 2,100 views).
- Easter Liturgy and Reflection Broadcast (April - 900 views).
- Year-End Liturgy and Reflection Broadcast (June - 1,000 views).
- Rosary and Reflection Broadcast (May - 994 views).
- Liturgy and Reflection broadcast during Catholic Education Week (May - 1,233 views).
- Pastoral Plan: We Believe Liturgy and Culminating Event (June - 1,774 views).
- Weekly Liturgy and Reflection broadcasts (March to June, 2020 - 13,986 views).

Special Invitations:

- A Catholic Call to Service Mass (October).
- Young Disciples Ignite (Teaching Mass) (October/November).
- Retirement Mass (November).
- Memorial Mass (November).
- 25 Year Recognition Mass (February).

NEW Special Invitation:

- Catholic Education Week - Province-wide Virtual Mass (May)

2019-2020 Participation in Spiritual Retreats:

- Vice Principals - 90%; Business Leaders - 70%.

NEW Virtual Retreats:

- Principals' Liturgy and Reflection Video conference - 65%.
- Retreat for Chaplains and Religion Department Heads, June 4th - 95% participation.

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.

A1.3**2020 - 2021 NEXT STEPS:**

- PRO Grants - awaiting further direction from Ministry of Education regarding PRO Grants for 2020-21.
- Increased and improved communication with parents through: email, websites (through the portal), newsletters, face-to-face meetings, surveys, videos, webcasts, conferences, workshops and resources.
- Annual Submission Rates of CSPC Budget Reports.
- Staff and parents will continue to work together to improve the CSPC Budget submission rate.

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 2019 - 2020

- In 2019-2020, due to the sudden school closure only 14 % of schools accessed their Ministry provided parent involvement funds in the School Block Budget (\$500.00).
- In 2019-2020 the Ministry changed its parameters regarding PRO Grants:
 - schools could not apply directly to the Ministry for funding.
 - the Board received a total of \$51, 009.48 which was divided evenly by Trustee Ward and distributed to the schools that had made use of most or all of the PIC funds from previous years.
 - in spite of the sudden closure of schools in March 2020 derailing the majority of local school plans for in-person events, 27% of the schools benefited from in-person or virtual events.
- In 2019-2020, 52% of Catholic School Parent Councils (CSPC) submitted the year-end activity and financial reports.
- Outreach and collaboration between the Parent Engagement Department, CSPC, Catholic Parent Involvement Committee (CPIC) and Ontario Association for Parents in Catholic Education (OAPCE) has resulted in increased two way communication with parents.
- CSPC Share Point was created to provide CSPC chairs with resources.
- In 2019-2020, 100% of schools updated the CSPC chair's information providing chairs with email and credentials, allowing for greater communication and access to internal CSPC sites (e.g., CSPC Share Point; Grants 4 You).
- Detailed revision to Board CSPC Policy S.10, and accompanying TCDSB CSPC By-Laws, will have a positive impact on the operation of councils.
- Several CPIC Motions associated with improving parent access and communication were approved at Board for further implementation with the goal to improve parent engagement.

Parents agreed:

- 81%
- 77%

**Monitor****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 2019 - 2020

All policies reviewed, where applicable, have been aligned with MYSP, which includes living our Catholic values, consistent with the TCDSB Meta Policy M.01.

- Board committed to creation of a conservation culture and consultation with all stakeholders on development of targets for energy conservation.
- Participation in City of Toronto Mayor's Climate Challenge and Green Will Initiative.
- A total of 67 certified schools participated in Eco-Schools Program.

The onset of the pandemic curtailed many Environmental events. However, many teachers embedded eco-themes in their lessons in order to promote the Board's Environmental Initiatives.

2020 - 2021 NEXT STEPS:

- Update Environment Committee composition and focus on creation of a conservation culture.
- Increased participation in EcoSchools Canada Program which has a new online platform that is inclusive of virtual learning.
- Continued participation in Environmental Initiatives that meet health and safety protocols related to COVID-19.
- Continued stakeholder consultation on development of energy reduction targets.
- Signing of Participation Agreement for City's Green Will Initiative.
- Updating of building standards to support path towards net zero carbon.
- Installation of bicycle racks at all schools.
- Expansion of water-bottle filling stations program to all schools to reduce use of plastic bottles.

Monitor**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.

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 2019 - 2020

All K-12 EQAO assessments for the 2019-2020 school year were cancelled, as per direction from the Ministry of Education, due to the extraordinary circumstances facing the province.

Percentage of students obtaining A or B (term 2 Report Card):

Grade 3:

- Reading: 78%; Writing: 72%.
- Mathematics across all strands: 81% to 85%.

Grade 6:

- Reading: 80%; Writing: 78%.
- Mathematics across all strands: 78% to 83%.

Percentage of students obtaining 70% or more:

- Grade 9 Mathematics Academic: 70%; Applied: 52%.
- Grade 10 English Academic: 79%; Applied: 51%.

- *Target specific data were not available in 2019-2020.*

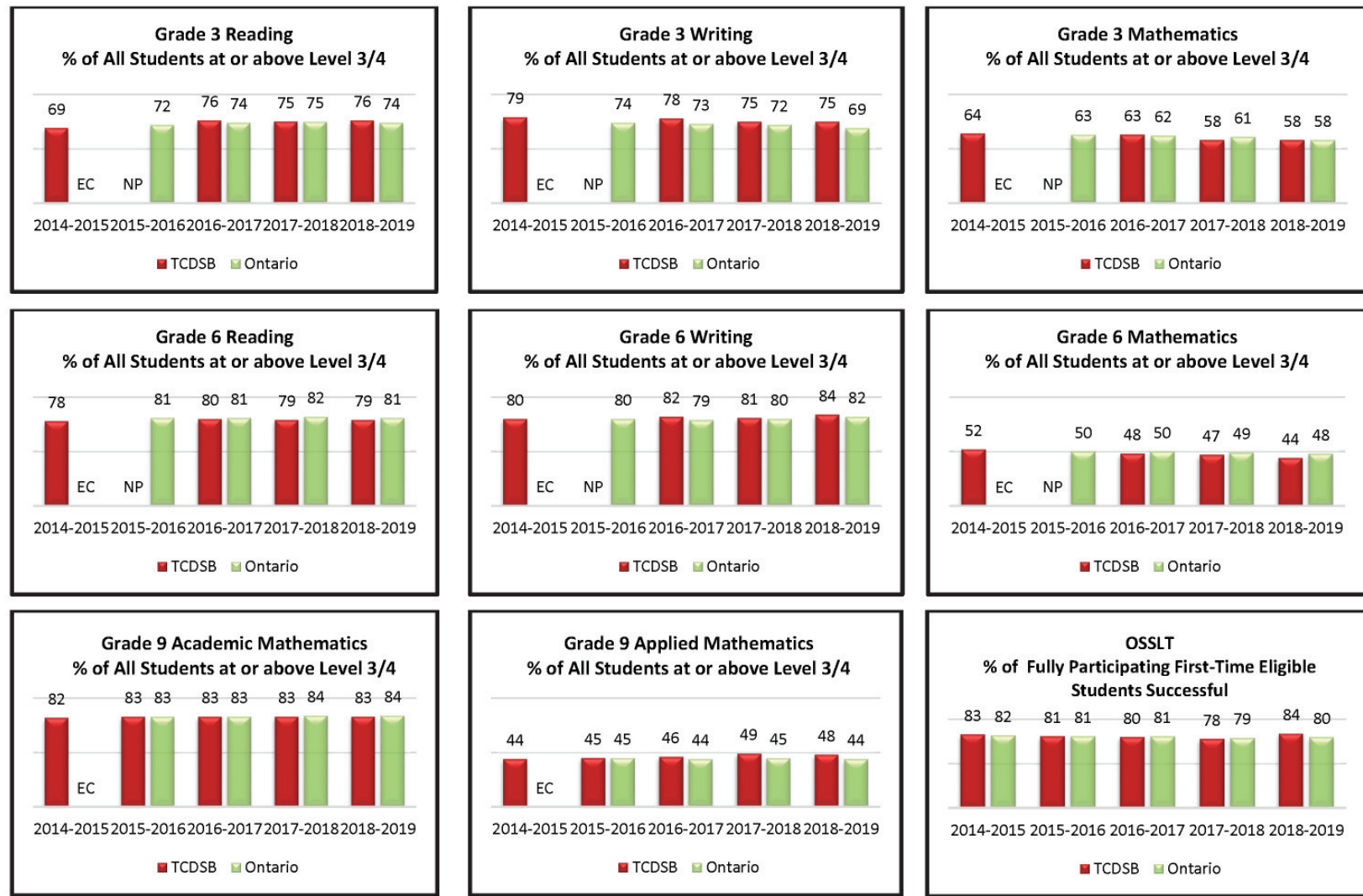
2020 - 2021 NEXT STEPS:

- Junior Math, Junior Reading, Grade 9 Applied Math continues to be areas of focus.
- Continue to provide targeted support for literacy and numeracy as outlined in the BLIP and the Professional Learning Plans.
- Focus Professional Learning on new Math Curriculum and Transition from Grade 8 to Grade 9 in the area of Mathematics.

Action Required

STATUS

EQAO TRENDS OVER TIME: 2014 - 2015 TO 2018 - 2019



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, results released by the Ministry of Education in 2018-2019:

- 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 2019 - 2020

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

In the TCDSB, results released by the Ministry of Education in 2018 - 2019:

- 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.

In the TCDSB, 2019-2020 preliminary internal results:

- 87% of Grade 9 students accumulated 8 or more credits.
- 81% of Grade 10 students accumulated 16 or more credits.
- 81% of Grade 11 students accumulated 23 or more credits.
- 88% graduated in 5 years.
- *Ministry of Education results in 2019 - 2020 are yet to be released.*

On Target**Graduation Rate Over Time**

Percentage of students graduating

GRADE 9 COHORT YEAR	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Percentage of TCDSB students graduating	88%	90%	89%	89%	88%
Percentage of Ontario students graduating	86%	87%	86%	87%	N/A
Graduation year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019

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**TARGET**

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

TEACHER and ADMINISTRATOR 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 2019 - 2020

Assessment for, as and of learning practices

DISTANCE LEARNING SURVEY

Teacher Voice:

The ways in which teachers assessed student achievement during distance learning:

- Assessment of learning:
 - 90% via assignments; 50% via quizzes; 49% via culminating activities.
- Assessment for learning:
 - 85% via daily work; 48% via observations; 47% via conversation.
- Assessment as learning:
 - 63% via self-assessments; 11% via peer assessments.

- Target specific data from TCDSB surveys were not available in 2019-2020.*

2020 - 2021 NEXT STEPS:

- More focused Professional Learning on Assessment practices with emphasis on increasing engagement of elementary and secondary students in in-person and virtual learning environments.
- Area superintendents will continue to focus on assessment practices as part of a formal monitoring process.

Monitor**STATUS**

GOAL

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

B2.4**TARGET**

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

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 2019 - 2020

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.

Parents agreed:

- 78%.
- 85%.

- *Some target specific data from TCDSB surveys were not available in 2019-2020.*

On Target**STATUS**

PRIORITY ACTION #3

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

GOAL

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

B3.1**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 2019 -2020

Explicit teaching in this area needs to continue to support student critical and innovative thinking:

- Through expanded pathways programming, teachers provide students with opportunities to become reflective thinkers and self-directed learners.
- Evidence-based teaching and learning strategies are used to support students to meet the Ontario Catholic School Graduate Expectations.
- 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 School Graduate Expectations.
- Ontario Catholic School Graduate Expectations are integrated in all professional learning.
- *Target specific data from TCDSB surveys were not available in 2019-2020.*

2020 - 2021 NEXT STEPS:

- Continue to integrate the teaching of critical thinking in Professional Learning sessions consistent with BLIP strategies for School and Classroom Leadership.
- Continue to focus on Inquiry-based Professional Learning for teachers.

Monitor**STATUS**

B3.2**GOAL**

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

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 2019 - 2020

Input provided to the Planning Department on new school design projects with special education student considerations in mind.

Professional Learning opportunities for staff to inform the writing of student Individual Education Plans (IEP) to reflect supportive accommodations.

Teachers continue to incorporate differentiated instruction to address student learning needs through:

- Focused and expanded use of Universal Design for Learning (UDL) to create inclusive learning environments.
- Increased access to accommodations informed by principles of dignity, individualization, integration and full participation.
- Continued support for barrier free and inclusive structural design.
- Expanded strategies that promote access to multiple learning pathways.
- Teacher Professional Learning, which focused on various strategies to engage students online.

DISTANCE LEARNING SURVEY

One of the most difficult parts of distance learning - Meeting student learning needs

- Teacher Voice: 52%.
- Administrator Voice: 48%.

- *Target specific data from TCDSB surveys were not available in 2019-2020.*

2020 - 2021 NEXT STEPS:

- Continue to work in collaboration with the planning department on new school designs.
- Provide Professional Learning for staff through instructional learning modules available through the staff portal.

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 2019 - 2020**

Investments in technology to support student learning (September 2019 to March 2020):

- Upgraded the WiFi networks in 14 secondary schools.
- Increased bandwidth of board-wide internet access by 30% (continued from previous year and into 2021).
- 700 additional devices for students with special needs.

Investments in technology to support student learning (March 2020 to June 2020):

- Provided 10,500 devices to students for distance learning including;
 - 6,100 Chromebooks and 4,400 iPads.
 - Of the iPads, 1250 were enabled with LTE internet.
- Acquired Zoom for use by all teachers to enable online communication and collaboration for distance learning for all students and teachers.

On Target**STATUS**

PRIORITY ACTION #4

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

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.

B4.1

2020 - 2021 NEXT STEPS:

- Targeted Professional Learning opportunities.
- Accountability framework for special education to refine measurable goals.

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 - 2020

To provide all students with equitable access to learning and technology:

- Provided 10,500 devices to students for distance learning including:
 - 6,100 Chromebooks and 4,400 iPads.
 - Of the iPads, 1250 were enabled with LTE internet.

To close the opportunity gap, school receive:

- Program supports (e.g., 5th Block, Empower, After School).
- Differentiated funding and central staff support for school math initiatives.
- Differentiated computer allocations based on needs.
- EPAN Schools received funds to support students in need, culturally relevant and responsive materials and resources, and for locally-determined needs.
- Budget enhancement to schools with low socio-economic data.

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

Training for staff and students to support the use of Special Equipment Amount (SEA) claim equipment to enhance student learning.

- From September 2019 to March 2020, 228 requests for SEA training for staff and students were generated by schools. Most popular request for training was to support the use of "Read & Write" Google Chrome extension.
- From March 2020 to June 2020, system-wide training for staff to support distance-learning was provided. Training included 186 sessions over 59 days for over 6000 participants. Webinar topics included Google Classroom, Read & Write, Google Forms, Google Sites, Google Drive and Google Slides.
- Special Equipment Amount (SEA) device requests during the 2019 - 2020 school year: 2044 Chromebooks, 69 iPads, 4 Blind and Low Vision equipment requests.
- EPAN Schools received funds culturally relevant and responsive resources, and to help students with locally-determined needs.

DISTANCE LEARNING SURVEY

Parent Voice: 12% reported that they received a TCDSB or School loaner device to use at home during the school closure.

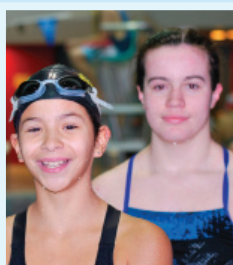
- *Target specific data from TCDSB surveys were not available in 2019-2020.*

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 2019 - 2020

Significant differentiated allocation of resources to schools in priority neighbourhoods to support intellectual growth and physical wellbeing of all students.

Students were given the opportunity to participate in the following initiatives for their spiritual needs:

- Catholic Student Leaders - Let's Talk Faith broadcast.
- ACCTS - A Catholic Call to Serve.
- Radio Maria Writing Contest - Living Your Faith During the Pandemic.
- Local school retreats.

Students' emotional needs were met through:

- Participation in Stop the Stigma student teams in 73 elementary and 32 secondary schools.
- Participation in Student Mental Health Advisory Council.
- School-based mental health individual interventions (6528 by social workers, psychologists and mental health workers).
- Mental health workshops delivered (259 by social workers, psychologists and mental health workers).
- Mental health intervention groups (387 delivered by social workers, psychologists and mental health workers).

Parents agreed:

- 94%.
- 83%.
- 87%.

- *Some target specific data from TCDSB surveys were not available in 2019-2020.*

On Target**STATUS**

B4.3

GOAL

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

2020 - 2021 NEXT STEPS:

- School well-being will continue to be addressed through a collaborative approach with schools to build capacity at the local level and increase the number of School Well Being Teams that take an integrated approach.
- Increase Stop the Stigma in Elementary.
- Central staff to increase communication regarding opportunities for schools to engage students in healthy active living.

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 2019 - 2020**STUDENT VOICE - DISTANCE LEARNING SURVEY QUESTIONS:****How often do you eat healthy, well-balanced meals?**

Students indicated often or all of the time:

- Elementary - 70%.
- Secondary - 57%.

Active physical exercise is exercise that makes you sweat and/or breathe harder (e.g., fast walking, jogging, running, roller blading, cycling, etc.) On average, how many hours a day do you engage in active physical exercise?

Students reported at least one hour a day:

- Elementary - 70%.
- Secondary - 59%.

Schools are meeting students' nutritional and physical fitness needs:

- Healthy Active Living and Daily Physical Activity (DPA).
- School Well Being Teams: student well-being is being addressed through an integrated approach in about 25% of our schools through Health Action Teams, Stop the Stigma and Safe Schools teams, etc.
- 184 Student Nutrition Programs funded by grants through the Angel Foundation for Learning meet the daily needs of learners in 167 TCDSB schools.
- 1.2 million (1,190,920) meals served per month and 11.2 million (11,194,648), in the 2019-20 academic year.
- *Some target specific data from TCDSB surveys were not available in 2019-2020.*

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.

2020 - 2021 NEXT STEPS:

- Safe Schools department will continue to provide Professional Learning on building healthy relationships, bullying prevention and intervention, and positive school climate will be offered online.
- The Safe Schools Department will review data with the Equity, Diversity, Indigenous Education, Community Relations, and Research Departments, to explore recommendations related to bullying in various racial groups.
- Stop the Stigma: Increase the number of participating elementary schools from 73 to 80.
- Mental Health clinicians will continue to offer system-wide suicide awareness and intervention training and other mental health professional learning.

EVIDENCE 2019 - 2020

Schools continue to provide students with a safe, healthy learning environment.

Students felt safe: Elementary - N/D; Secondary - 93%.
Students agreed: Elementary - N/D; Secondary - 73%.

STUDENT VOICE – DISTANCE LEARNING SURVEY QUESTIONS:
How safe do you feel online while working on distance learning activities?

Students felt safe or very safe: Elementary - 97%; Secondary - 97%.

How are you feeling since March Break?

Students reported not stressed or somewhat stressed:

- Elementary - 73%; Secondary - 56%.

Safe Schools department Professional Learning modules:

- Cyberbullying and Internet Safety (December).
- De-Escalation Strategies (October).
- Connecting with Parents and Caregivers (October).

Elementary and Secondary Safe Schools Student Ambassador Symposiums promoted bullying awareness and prevention, healthy relationships, self compassion and kindness: October and November.

TCDSB Mental health clinicians offered Professional Learning as follows:

- Applied Suicide Intervention Skills Training (ASIST)* was delivered 4 times to about 120 staff members including social workers, psychologists, administrators and guidance counselors.
- SafeTalk* was delivered 3 times to about 90 staff members.
- Supporting Students' Anxiety; How to Create a Mentally-Healthy Classroom.*
- Supporting Students with ADHD.*

32 Secondary Schools and 73 Elementary Schools participated in the Stop the Stigma Campaign and initiatives.

Several student events and staff Professional Learning cancelled due to Labour sanctions or COVID-19.

- Some target specific data from TCDSB surveys were not available in 2019-2020.*

Monitor**STATUS**

STRATEGIC
DIRECTION

ENHANCING PUBLIC CONFIDENCE



PRIORITY ACTION #5

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

GOAL

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

C5.1



TARGET

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

EVIDENCE 2019 - 2020

The Communications Department continues to explore and expand tools to communicate with all stakeholders in a responsive and timely manner. Below is a snapshot of communication and social media tools being utilized to reach audiences:

- Instagram: 5,057 followers (up from 2,209 last year).
- Twitter: 46,713 followers (9,913 new followers since Sept 2019).
- Facebook was introduced in Oct 2019.
- Weekly wrap-up: ~15,000 recipients including CSPC Chairs, CPIC, OAPCE, and SEAC featuring information for families, students and staff.
- Bulletin is updated with highlights from TCDSB school communities.
- Provide schools with monthly updates to share with families in school newsletters.
- School Messenger is being utilized centrally and locally to ensure timely communications to parents related to labour negotiations, pandemic response and shutdown, return to school information and questionnaires, TCDSB department newsletters, lockdown/hold & secure.
- Website is regularly updated with pertinent information and user-friendly modifications are being made.

Response rate in major consultations in 2019 - 2020:

- Budget Survey: 4,549 (up from 2,718 responses last year) and a virtual townhall had 326 attendees.
- Return to School Virtual townhall: 4,906 participants.
- Return to School Registration Questionnaire: 95% response rate.
- Parent/Guardian Voice Survey: 6,266 responses.
- Consultations on social media guidelines with CPIC, OAPCE, school administrators, and labour partners.

On Target

STATUS

GOAL

Ensure timely and sensitive responses to stakeholder questions and concerns.

TARGET

Stakeholder questions and concerns will be addressed within 48 hours.

EVIDENCE 2019 - 2020

Stakeholder questions and concerns continue to be addressed through:

- TCDSB's feedback form.
- TCDSB's webmaster email and communications email.
- Phone call inquiries via Switchboard, the Communications Department, Admissions, and other TCDSB departments.
- Social media responses (Twitter, Instagram, Facebook).

On Target**C5.2**

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?

**Parents who agreed:**

- 68% to 79%.

STATUS

GOAL

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

C5.3**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 2019 - 2020

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

- Google Translator Tool (in 103 languages) available on TCDSB website.
- Consultations on board wide initiatives, capital and planning projects and budget (including small group table discussions, in-person and virtual town halls).
- Anonymous surveys administered through SurveyMonkey.

Each Community Advisory Committee met up to four times. Topics of discussion included:

- Identifying supports and resources for student success, including culturally relevant and responsive learning materials.
- Identity-based data collection and analysis to support the student achievement needs of that particular diaspora.
- Understanding the anti-Black racism and anti-Indigenous racism global crisis and how to support teachers and students through it.
- Responding to the COVID-19 pandemic and how the pandemic disproportionately affected marginalized communities.

On Target**STATUS**

GOAL**C5.4**

Build and maintain community partnerships.

TARGET

Staff will enhance and improve existing partnerships.

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

2020 - 2021 AREA OF FOCUS/NEXT STEPS:**Pathways Partnerships**

- Six GTA school boards and five Colleges to develop a shared Regional Planning website to promote the dual credit program.
- Continue to develop new virtual cooperative education placements and partnerships with community partners.
- Build reach ahead and experiential learning opportunities with new sector partners (SHSM, COOP, OYAP).
- Professional Learning opportunities for teachers to explore and discuss the growing list of certifications, experiential learning and reach opportunities.
- Expand opportunities for students to virtually be on post-secondary campuses/ training centres through pathway programs including dual credit, SHSM, and OYAP.

Partnership Development

- To provide additional resources to support student academic, spiritual, physical, and mental health and well-being, maintain and expand partnerships with private companies, postsecondary institutions, mental health agencies, and other boards.
- Expand grant opportunities and support schools with grant application completion.

EVIDENCE 2019 - 2020**Pathways Partnerships**

- Pathways Opener Event in Fall 2019 to connect school-based pathways team to 29 various community partners through a marketplace.
- Delivered over 300 virtual SHSM certification/training opportunities with two community partners during school closures.
- Joint Dual Credit Information session developed with six GTA school boards and five Colleges to promote the program virtually.
- A digital partnership appreciation message was shared with over 60 community partners and cooperative education employers during school closures.
- Strengthening our existing partnerships with professional associations including Ontario Council for Technology Education (OTCE) by participating in the development of educational resources.
- Memorandums of Understanding with 13 mental health agencies that work collaboratively with TCDSB clinical team to deliver social emotional programs to targeted classrooms and schools.

Partnership Development

To support student success and well-being, strengthened TCDSB partnerships with:

- Postsecondary institutions.
- Private enterprises to reduce facility operating costs and maximize the efficient utilization of Board assets.
- Mental health/social service agencies.
- TCDSB central departments and several schools in the development of grant application and to provide curriculum support.
- Other school boards.

Monitor**STATUS**

GOAL

Ensure public accountability and transparency in all processes and policies.

C5.5**TARGET**

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

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 2019 - 2020

Website continues to be updated daily.

In 2019-2020, TCDSB Web Page hits per year (September 1 to June 30):

- Board and school - 11,196,463 (approx. 8% increase from previous year).
- Board Internet Home Page - 3,634,209 (approx. 20% increase from previous year).
- Policy Page - 11,372 (approx. 15% decrease from last year).

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

Agendas for Board meetings are posted within 5 days.

Board meetings are accessible to the public and available in real time and archived videos.

The Policy Development team continues to update policies as required on a five year cycle.

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

On Target**STATUS**

GOAL

Strive to ensure equitable treatment of all stakeholders.

2020 - 2021 NEXT STEPS:

- Focus on anti-Black racism, anti-indigenous racism Professional Learning with all stakeholders including senior team, trustees, principals and vice principals, teachers, and support staff.
- Conduct virtual focus groups to learn about the lived experiences of all Black and Indigenous stakeholders in the system. This will inform the Board's Dismantling Anti-Black Racism and Anti-Indigenous Racism strategy.
- Consideration of another workforce census to capture a greater percentage of respondents.

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 staff will be in-serviced 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 schools will conduct an Equity Audit.

The TCDSB will implement a Workforce Census.

EVIDENCE 2019 - 2020

Annual report to the Board of Trustees 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 in-serviced locally on the Board's policy H.M.14. *Harassment and Discrimination in the Workplace*.

Professional Learning in equity was provided for the Senior Team, Principals, Vice Principals, Teachers, and Support Staff. Professional Learning opportunities embedded culturally responsive pedagogy.

100% of schools conducted an Equity audit.

Support provided to marginalized communities through community agencies.

The TCDSB Workforce Census was executed.

Monitor**STATUS****C5.6**

STRATEGIC
DIRECTION

D

PROVIDING STEWARDSHIP OF RESOURCES



PRIORITY ACTION #6

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

GOAL

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

D6.1



TARGET

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

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 2019 - 2020

Practices include:

- Budget allocations are based on enrollment and socio-economic/ demographic needs.
- Allocation of human resources and Professional Learning days for school staff is based on student achievement.
- 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.

Expanded EPAN initiative to 61 schools.

Distributed equity funds of \$1.5 million for locally-determined needs and to support the TCDSB poverty mitigation strategy.

On Target

STATUS

D6.2

GOAL

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

2020 - 2021 NEXT STEPS:

- Encourage greater participation in Teacher and Administration Voice surveys.
- Act on recommendations of air quality monitoring study.
- Continue to implement and monitor energy upgrades (2nd year of 5 year plan).
- Continue to carry out retro-commissioning of older buildings.

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 2019 - 2020

Schools participated in student, teacher, administrator and parent voice.

STUDENT VOICE PARTICIPATION:

- Learning During the COVID-19 Pandemic - Elementary 7,531; Secondary 4,839.
- Student Transition Survey - 3,568.
- Safe Schools Survey - 5,464.

TEACHER VOICE PARTICIPATION:

- Teaching and Learning During the COVID-19 Pandemic - Elementary 1,387; Secondary 588.

ADMINISTRATOR VOICE PARTICIPATION:

- Teaching and Learning During the COVID-19 Pandemic - 171.

PARENT/GUARDIAN VOICE PARTICIPATION:

- Annual - 6,266.
- Learning During the COVID-19 Pandemic - 4,914.

100% of school improvement teams reviewed data to inform the urgent critical student needs identified.

Implementation of indoor air quality monitoring in sample schools to inform decisions regarding mechanical ventilation improvements and window operation.

Consultant retained to monitor and report back on energy savings realized through actions outlined in Energy Conservation and Demand Management Plan.

Retro-commissioning program initiated to identify measure needed to optimize heating and ventilation systems in older schools for better performance and energy use 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 2019 - 2020**

Provided updated metrics regarding the Whistleblower Services usage for 2019-20, no further input required from Business Services.

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

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

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).

All Policies are developed and reviewed using the Meta Policy M.01 as a guide.

Due to COVID-19 interruptions, policy review was put on hold while attention focused on addressing the pandemic situation, thus reducing the number of policies being reviewed.

22 policies were reviewed during 2019-2020.

All policies continue to be reviewed in consultation with Special Services, Equity and Legal Departments.

Updated/New policies continue to be added to the TCDSB Policy Register page on the board website.

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

Continue to 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.

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 2019 - 2020

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

Operational and Capital Budgets are aligned with MYSP.

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

- Increased funding for Student Nutrition Program through the Angel Foundation (*Student Achievement and Well-being*).
- Investing \$750K in an Employee Family Assistance Program (*Inspiring and Motivating Employees*).
- Providing water at no cost to students (*Living our Catholic Values*).
- Investing \$75K in Whistleblower Policy and Third-party Reporting Services (Stewardship of Resources).
- Investing \$200K in Parliamentary and Integrity Commissioner Services (*Achieving Excellence in Governance*).
- IT infrastructure including wireless connectivity through-out schools. (*Student Achievement and Well-being*).
- Commitment of \$2M per year from Renewal Grant for a total of \$10M over 5 years for energy efficiency upgrades at 40 schools. (*Stewardship of Resources*).
- Through the Playground Reserve and Equity funds, the Board has funded 59 playground improvement projects (to be constructed in 2021) for a total of \$1.4M (*Living our Catholic Values, Stewardship of Resources*).

Meeting pedagogical needs in support of Student Achievement and Well-being, Living our Catholic Values and Stewardship of Resources as follows:

- Reorganization of Capital Development, Asset Management and Renewal provided more resources and accountability for monitoring and improving facility condition, which directly influences learning outcomes.
- Increased collaboration between Capital and academic staff in review of new school designs to ensure pedagogical needs are addressed
- Increased collaboration between Capital and ICT departments to ensure technology is integrated with building design and adaptable to future needs.
- Increased collaboration between academic, operations, maintenance and renewal staff in development of annual renewal plan.

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 2019 - 2020

TCDSB eliminated the historical accumulated deficit and currently maintains 2% in reserves and developed a Reserve Strategy and Policy.

The following strategic investments aligned with socioeconomic and ecological justice principles continued:

- \$22M spent or committed to upgrade heating and ventilation equipment and controls.
- 44 new water-bottle filling stations were installed in 2019 - 2020.
- \$1M allocated in Renewal Plan for installation of water bottle filling stations so all schools will have a minimum of 2.
- Playground Reserve Fund doubled for 2020 - 2021.
- Upgrading of Nutrition Rooms to meet Public Health Standards continued with 16 upgrades complete in 2019 - 2020.
- Bike rack installation at all schools underway.

Additional Energy saving measures underway:

- Replace inefficient chillers and boilers with high efficiency equipment.
- Install Voltage Harmonizers to stabilize electric supply, reduce costs.
- Retrofitting compact fluorescent lighting(CFL) with LED lights.
- Upgrading Building Automation Systems (BAS).

Increase Awareness of energy saving strategies developed as follows:

- ECO School Program.
- Earth Hour and Earth Month.
- Providing annual energy consumption dashboard with school staff.
- Participation in "Enbridge Energy Challenge Program" to engage students in activities focused on energy efficiency.

On Target

STATUS

D7.3

GOAL

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

D7.4**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 2019 - 2020

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**GOAL**

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

D7.5**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 2019 - 2020

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 analysis 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

E

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.

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 2019 - 2020

The Board Parliamentarian has provided feedback related to good governance after each Board and Standing Committee meeting. Feedback has informed staff as to ways in which they can create reports and agenda items to ensure that the flow of meetings is effective and efficient.

Staff support and provide guidance for Student Trustees as they develop new CSLIT and ESLIT goals for the upcoming year.

Student Trustees have utilized their understanding of good governance to ensure that they are voting on all items that have a direct effect on students. They have also provided monthly updates on all of their committee structures to reflect good governance and the attainment of identified student goals.

Senior staff have created a number of briefing notes that provided essential information to trustees on items that are of an urgent nature that require information to reply to stakeholders. The briefing notes have filled gaps in information between Board and Committee meetings.

Senior staff have completed the two modules created by Ontario Catholic Schools Trustee Association.

The Board will hire an Integrity Commissioner who will support the Trustees in demonstrating good governance for the board and provide identified areas of need for professional learning.

On Target

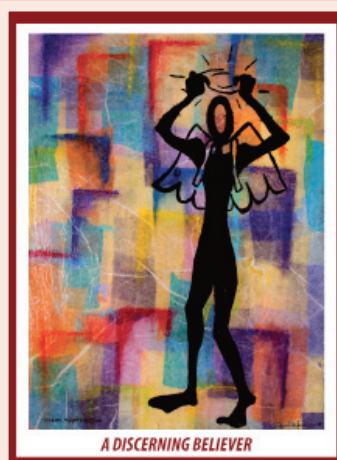
STATUS

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 2019 - 2020**

Ongoing current Professional Learning Sessions for current and aspiring school leaders:

- Head Start.
- Issues and Succession (Transitioned to Virtual).
- Leadership Strategy (Postponed).
- Principal Meetings (Transitioned to Virtual).
- Transition Series (Transitioned to Virtual).
- Foundation Series (Transitioned to Virtual).

All sessions are always linked to the Catholic Leadership Framework.

Continue to enhance and refine principal's capacity as lead learners in the area of Mathematics.

First ever Head Start for MAPA (Management Administrative and Professional Association) and business leaders took place in August 2019.

29 MAPA (Management Administrative and Professional Association) Business Leaders provided with Lumina Spark Profiles which includes a fulsome portrait of leadership strengths and potential.

Formed a steering committee for LEAP (Leadership Engagement and Appraisal Process) to improve the "onboarding" process for all business employees.

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 2019 - 2020**Tracking of all Action After items:**

All approved Board and committee motions are recorded and posted on the TCDSB website and in all the Board agenda packages.

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.

The majority of pending items have met the timelines as established in the agenda section. Some of the requested reports have been delayed due to COVID 19.

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 2019 - 2020

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.

Beginning in 2019-20, Financial and Budget Report generation undergoes a Senior Executive Team review process with an equity and MYSP alignment lens.

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 2019 - 2020

In 2019-2020, there were 13 projects submitted and 9 Exemplary Practices were awarded and shared on the Board website.

Mental Health team delivered Professional Learning on Staff Well-Being (5 sessions, 100 participants, 45 educational assistants and central team).

Improved alignment of equity, leadership and wellness initiatives by:

- Developing innovative instructional and business exemplary practices and promoting enhanced principal awareness to archived replicable innovative practices summarized on the TCDSB portal.
- Showcasing the value of cultural responsiveness in all teacher collaborative inquiry Professional Learning sessions.
- Creating an administrator/senior management manual with sample scenarios to address HR issues.
- Providing Professional Learning for school leaders during labor disruption and a pandemic via weekly virtual sessions and the use of interactive leader portals.
- Engaging the Conflict Resolution Department to conduct 48 facilitation meetings that resolved issues at the local level; 17 in-services to staff stakeholders regarding the Respectful Workplace Policy.
- Conducting Equity Walks with Community Relations Officers, working with the Equity-Poverty Action networks, supporting staff Professional Learning through book study (Deep Diversity by Shakil Choudhury) and examining employee implicit bias.
- Engaging New Teacher Induction Program (NTIP) teachers in orientation sessions, Professional Learning on Curriculum, Growing Success and Mitigating the Effects of Poverty, and Mentorship.
- Despite this year's unique circumstances, the 2020 Awards Night was held virtually during Catholic Education week to recognize the accomplishments of our alumni, students, staff and friends of Catholic education.
- In January, the Unsung Heroes initiative was launched to acknowledge our current employees and volunteers for their contributions to our TCDSB communities.

On Target

STATUS

GOAL

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

F9.2**TARGET**

Provide targeted leadership development opportunities for all school leaders.

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



A COLLABORATIVE CONTRIBUTOR

EVIDENCE 2019 - 2020

An investment in targeted leadership development has been maintained and refined through:

- Mentor/Mentee program (employees in new positions).
- Foundation Series (for aspiring leaders).
- VP transition series (for aspiring Vice Principals).
- Head Start (Summer Institute for shortlisted Vice Principals, Principal and newly appointed Business Leaders).
- Issues Series (to support first year Vice Principals).
- Succession Series (to support first year Principals).
- Launched a business leaders LEAP (Leaders Engaged in the Appraisal Process) program.
- Leadership discernment surveying was conducted in partnership with unions to inform succession planning strategies.
- First ever Head Start for MAPA (Management Administrative and Professional Association) and business leaders (August 2019).
- 29 MAPA Business Leaders were provided with Lumina Spark Profiles which includes a fulsome portrait of leadership strengths and potential.
- Formed a steering committee for LEAP (Leadership Engagement and Appraisal Process) to improve the “onboarding” process for all business employees.

2020 - 2021 NEXT STEPS:

- Extend the business leader LEAP pilot appraisal process to a greater number of Business Leaders and use the feedback to inform targeted professional development.
- Use Employee Family Assistance Program metrics to increase awareness of factors that impact employee wellness.
- Identify and support the completion of SO practicum in strategic areas to assist with organizational efficacy and principal exposure to system functions.
- New Virtual Principal and Vice Principal Mentorship Platform rolled out to system.
- Renew the Leadership Strategy format for the entire system creating a more coherent and consistent system of inspiring and motivating employees.

Monitor**STATUS**

F9.3

GOAL

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

TARGET

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

Develop strategies to support succession planning and transition.



A RESPONSIBLE CITIZEN

EVIDENCE 2019 - 2020

An annual summary statistical report highlighting projected attrition for both academic and business leaders is created to inform succession planning/Professional Learning needs. Internal departmental organizational reviews/workflow audits were conducted to identify efficiencies which refined employment/leadership opportunities.

Fostered a collaborative and empowering work environment by including a diverse range of leaders on labour and COVID contingency planning committees to build lateral leadership capacity.

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 Learning session entitled Preparing For Structured Interviews for prospective VP candidates.

Expanded candidate pools through external recruitment activities.

2020 - 2021 NEXT STEPS:

- Strike a steering committee of visible minority academic and business leaders to identify barriers to promotion and design initiatives to support all employees in achieving success
- Conduct an information session for aspiring business leaders to enhance leadership opportunity awareness.
- Conduct targeted Professional Learning sessions for business leaders to enhance procedural efficiency in handling difficult situational leadership challenges (i.e. personnel issues).
- Create a video resource bank to archive leadership practices and document instructional videos which can be accessed to enhance leadership efficacy.

Monitor

STATUS

GOAL

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

F9.4**2020 - 2021 NEXT STEPS:**

- Disaggregate workforce census data to inform recruitment and employee support policies.
- Initiate a self-identification component to the job application process.
- Remain open to the onboarding/training and support of uncertified French teachers to meet system needs.
- Secured funding for an ATS and begin to identify specialized system metric requirements including the deliberate tracking of visible minority applicants.

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 2019 - 2020**Recruitment interview statistics**

ACADEMIC YEAR	CANDIDATES INTERVIEWED	CANDIDATES HIRED
2017-2018	583	340
2018-2019	774	544
2019-2020	*645	*418

** The decrease in reported numbers is attributable to COVID-related impediments (face to face hiring for 7 months only). Staff transition to virtual work environments (limited access to key documents/document retrieval), transition to virtual interviewing, and the on-line retrieval of required documents restricted the recruitment process.*

On average, the board hired 100% of the candidates who were successful during the interview, in spite of significant competition from other boards. This is an increase from 90% hired in the 2018-2019 school year.

Recruitment procedures are compliant with hiring practices - Legislation Regulation 274.

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

Exit interviews were conducted with business leaders to gather feedback and inform next steps regarding Human Resources practices.

Enhanced the elementary Emergency List of Retired Teachers and introduced a retired Secretary List to address job fill rate challenges.

Conducted 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 (manual).

Finalized plan to invest in an HR applicant tracking system to enhance recruitment practices and analytics.

Provided culturally specific interview preparatory sessions.

Monitor**STATUS**

F9.5

GOAL

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

TARGET

Enhance and expand current performance appraisal and mentorship strategies.

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

EVIDENCE 2019 - 2020**Support strategies currently in place:**

- Head start 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 through Professional Learning, Pal sessions, weekly virtual Principal meetings and online resources.
- Use of retired administrators to coach and counsel newly appointed administrators.

ALP Completion Rates	2015-16	2016-17	2017-18	2018-19	2019-20
Elementary Teachers	80%	84%	92%	96%	91%
Secondary Teachers	65%	73%	89%	93%	89%

2020 - 2021 NEXT STEPS:

- Formally launch a Leadership Goals Planning Tool for business leaders to support the appraisal process.
- Continue to launch an expanded business leaders appraisal process with sub-committee oversight.

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 2019 - 2020

Leaders of Your Own Learning Annual Professional Learning Sessions conducted and 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.

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

Review of quarterly summary statistical reports highlighting EFAP usage in planning for targeted communications and needs.

Collaborated with Morneau Shepell in responding to the COVID pandemic with new resources targeting employee needs (i.e. personal anxiety, family challenges).

Utilized various methods of distributing communications through the TCDSB network for greater visibility, in promoting and educating employees and family members of available resources.

2020 - 2021 NEXT STEPS:

- Further refine our disability case management process with the goal of implementing staff attendance support measures with further input from stakeholders.
- Use EFAP metrics to inform the development of marketing materials to encourage a greater Employee Family Assistance Plan utilization rates to assist staff in coping with the COVID pandemic.
- Maintain commitment to Leadership Development and Health & Well being committees with TECT and TSU with a deliberate focus on equity awareness.

Monitor**STATUS**

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

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019	2019-2020
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.	T	T	T	T
A1.2	Staff and Trustees will participate in ongoing faith development through liturgical celebrations and opportunities for spiritual retreats.	T	M	M	M
A1.3	Parents will be supported in their integral role of nurturing the relationship between home, school and parish.	AR	M	T	M
A1.4	Senior Team and Trustees will develop decision-making processes and ensure setting policy priorities that reflect Catholic social values.	T	T	T	M
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.	AR	AR	AR	AR
B2.2	Students will exceed the provincial average in credit accumulation and graduation rate.	M	T	T	T
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.	AR	M	M	M
B2.4	Staff will share assessment practices with parents to ensure parent engagement with a common understanding of assessment for/as learning.	M	T	T	T
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.	AR	AR	AR	M
B3.2	Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.	M	M	M	M
B3.3	Support investments in technology that continue to foster digital literacy, creativity, innovation and collaboration.	T	T	T	T
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.	AR	AR	M	M
B4.2	Strive to ensure that the physical, emotional, intellectual and spiritual needs of all students are met.	v	T	T	T
B4.3	Strive to ensure that all students are eating nutritionally and are physically fit.	M	M	M	M
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.	M	T	T	M
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.	T	T	T	T
C5.2	Ensure timely and sensitive responses to stakeholder questions and concerns.	M	M	M	T

T - On Target

M - Monitor

AR - Action Required

PRIORITY	GOAL	2016-2017	2017-2018	2018-2019	2019-2020
STRATEGIC DIRECTION C • ENHANCING PUBLIC CONFIDENCE • PRIORITY ACTION #5 <i>(continued)</i>					
C5.3	Create opportunities for meaningful dialogue, feedback and input from the community.	T	T	T	T
C5.4	Build and maintain community partnerships.	AR	M	M	M
C5.5	Ensure public accountability and transparency in all processes and policies.	T	T	T	T
C5.6	Strive to ensure equitable treatment of all stakeholders.	T	T	T	M
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.	T	T	T	T
D6.2	Increase the use of research and evidence to guide decisions and actions in teaching, administration and governance.	M	M	M	M
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.	T	T	T	T
D7.2	Align operational and capital budgets with the Multi-Year Strategic Plan.	T	T	T	T
D7.3	Maintain a sustainable balanced budget that reflects ecological justice principles.	T	T	T	T
D7.4	Ensure regular financial analysis of the Board's operating revenues and costs in comparison to the Board's operating budget.	T	T	T	T
D7.5	Publicly report financial updates on a quarterly basis, as well as the Annual Financial Year-End Report.	T	T	T	T
STRATEGIC DIRECTION E • ACHIEVING EXCELLENCE IN GOVERNANCE • PRIORITY ACTION #8					
E8.1	Build trustees', senior staffs' and students' capacity for governance.	M	M	M	T
E8.2	Provide Professional Learning to strengthen leadership, accountability and transparency at all levels.	T	T	T	T
E8.3	Regularly review board meetings and committee meetings for the purpose of continually improving evidence-based decision making and accountability.	T	T	T	T
E8.4	Develop appropriate managerial and trustee governance oversight to carry out the annual plan in a fiscally responsible and transparent process.	T	T	T	T
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.	T	T	T	T
F9.2	Ensure ongoing leadership development grounded in the Catholic Leadership Framework for superintendents, principals, vice-principals, business management staff and aspiring leaders.	M	M	M	M
F9.3	Ensure effective succession planning strategies are in place for recruiting, selecting, cultivating, empowering and retaining leaders.	M	M	M	M
F9.4	Ensure that staff recruitment and promotion processes are transparent, inclusive, and reflect the mission, vision and values of the board.	AR	AR	M	M
F9.5	Recognize excellence and support professional growth through performance appraisal, mentorship and other system strategies.	AR	M	M	M
F9.6	Work collaboratively and proactively with unions and associations to continue to build positive relationships of trust and mutual respect.	M	M	M	M
T - On Target M - Monitor AR - Action Required		Goals on target or monitoring:		79%	89%
				95%	97%



TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2020 - 2021

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
Keith Andre Baybayon, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

Dr. Brendan Brown, Director of Education

Joseph Martino, Chair of the Board

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