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# Strategic Planning and Special Education Programs

**SEAC Presentation**  
**2022-03-09**





## MULTI-YEAR STRATEGIC PLAN

2022 - 2025

**IN GOD'S IMAGE:** Growing in Knowledge, with Justice and Hope



# VISION

**IN GOD'S IMAGE:** Growing in Knowledge, with Justice and Hope

# MISSION

Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.



# STAKEHOLDERS

The TCDSB values the important role of each stakeholder in the actualization of our MYSP.

**Students** fully engage in learning that supports their academic, spiritual, socio-emotional, and physical growth and development.

**Senior Staff and Trustees** lead and govern, setting policy priorities and stewarding resources to champion Catholic education in support of the MYSP.

**Staff** collaborate with all stakeholders to implement evidence-based strategies that support learning, equity, and well-being in a Catholic community.

**Families** engage with staff to support their children's learning and well-being, and strengthen the relationship between home, school, and parish.

**Community members** contribute to the MYSP through ongoing collaboration, partnerships, engagement, and consultation.





# LEARNING

*"Make me to know your ways, O Lord; teach me your paths." (Psalm 25:4)*

## GROWING IN KNOWLEDGE

Continue to develop a Christ-centred learning organization in pursuit of knowledge, innovation, and responsiveness.

- Improve learning outcomes by providing opportunities for educational pathways based on identity, interest, and strengths of every learner.
- Focus strategies and resources on creating learning opportunities that inspire curiosity, reflection, collaboration, lifelong learning, and servant leadership.





# EQUITY

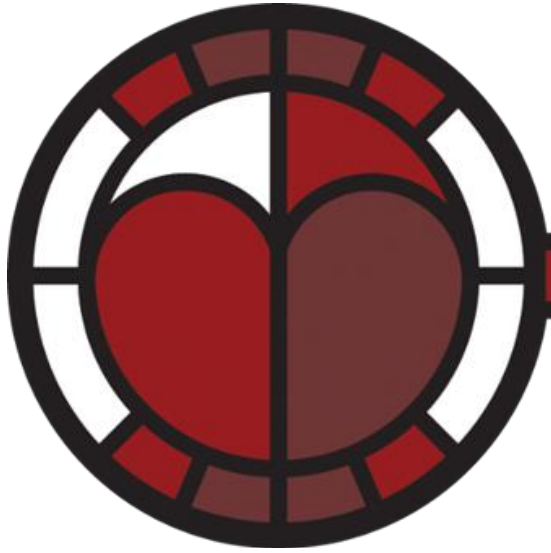
*"This is my commandment, that you love one another as I have loved you." (John 15:12)*

## **GROWING IN KNOWLEDGE WITH JUSTICE**

Apply Catholic social justice to nurture a community focused on equity, diversity, inclusion, anti-racism, and anti-oppression.

- Continue to develop responsive learning environments that engage and care for students who are marginalized.
- Identify structural inequities for staff and students through identity-based data collection and engage community members, staff, and students to better understand lived experience and co-develop authentic strategies.





# WELL-BEING

*"For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope."*  
(Jeremiah 29:11)

## **GROWING IN KNOWLEDGE WITH JUSTICE AND *HOPE***

Strengthen an environment rooted in Gospel values that nurtures hope and well-being.

- Continue to use evidence-based well-being strategies and resources to create and sustain mentally healthy classrooms and schools for students that focus on the development of the whole person.
- Develop an organizational Well-Being Strategy to better support a work-life balance for all staff that nurtures spiritual, emotional, physical, and social well-being.





# MONITORING METHODOLOGY



## CHANGE

What changed as a function of our strategy, policy, or program?

## GROWTH

How much did we do? Was it enough? How did it impact our stakeholders?

## PERFORMANCE

How well did we do something? Did we accurately and efficiently accomplish our goals within the various strategies and action plans? How do we know?

## IMPLEMENTATION

Where are we with the development of a program, policy, or service?



# Overview: New Board Improvement and Equity Plan (BIEP)

The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.

The BIEP is a demographic data-driven tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.



## Achievement

All students, including those communities of students who - historically and currently - are underserved, will be given the tools to succeed academically and in life.



## Mental Health, Well-Being and Engagement

All students will be supported to improve mental health, well-being and engagement, which requires boards to foster a sense of belonging and a positive school environment and provide students with the appropriate, timely and quality school-based mental health supports, using a tiered approach to intervention.



## Human Rights and Equity

All students will have an equal opportunity to succeed, thrive, and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.



## Pathways and Transitions

All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.



## Learning Recovery and Renewal

The ministry will identify a theme in the BIEP to respond to emerging priorities. The theme of the emergent priority is learning recovery and renewal in the context of COVID-19.

### Emergent Priority: Learning Recovery and Renewal



#### Mental Health and Well-Being

- % of students who accessed school-based mental health services
- % of board-level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health

#### Early Reading and Math

- % of students who received targeted early reading and math supports
- % of educators who received professional learning related to supporting students in early reading and math

#### Re-engaging Students

- % of schools that have implemented activities that promote school connections, including extra-curricular activities
- % of schools that have an intentional strategy to keep students engaged



## Provincial Priority: Achievement

### Improve Math Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math

% of students who meet or exceed the provincial standard in math report card assessments in Grades 3, 6 and 9

### Improve Literacy Achievement

% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing

% of students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6

% of first time eligible fully Participating students who are successful on the OSSLT

### Improve Conditions for Learning

% of students in Grades 4-12 who report they see themselves reflected and affirmed in their learning



## Provincial Priority: Human Rights & Equity

### Build Human Rights and Equity Capacity Through Representative, Accountable and Ethical Leadership

% of Supervisory Officers', Principals' and Vice-Principals' whose performance appraisal plan include goals to eliminate disparities revealed by student and workplace demographic data collection

% of Trustees that participate in human rights and equity professional development

### Support the Implementation of De-streaming

% of students achieving the provincial standard in Grade 9 de-streamed math

% of student enrollment in University (U), College (C), University/College (M), and Workplace (E) courses in Grades 11 and 12

% of students in Grades 9 and 10 participating in locally developed compulsory credit courses

### Reduce Discretionary Student Discipline Practices

% of suspension and expulsions across grades 4-12

% of school staff who have undertaken professional development to support fair student discipline practices

### Address Human Rights Complaints and Hate-Based Incidents

# of human rights complaints raised and % resolved (informally and formally)

# of reported hate-based incidents



## Provincial Priority: Mental Health, Well Being & Engagement

### Improve Student Mental Health and Well-Being

% of students in Grades 4-12 who feel their school is a safe and inclusive environment

% of students in Grades 4-12 who report feeling comfortable seeking supports for their mental health

Board specific indicator aligned to board Mental Health Strategy and Action Plan

### Improve Student, Parent and Community Engagement

Student attendance rate

Board-specific indicator related to improving student, parent and community engagement



## Provincial Priority: Pathways & Transitions

### Improve Graduation Rates

% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9

### Improve Student Readiness for Future Success

% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)

% of students in Grades 7–12 who annually update their Individual Pathways Plan (IPP)

% of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school\*

% of students enrolled in STEM-related courses in Grades 11 and 12

Thank You!

