



Date of Meeting: 2019 February 05

Item #: 4.0

<b>REPORT TO:</b>	<input type="checkbox"/> Administrative Council	<input checked="" type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee	<input type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board	<input type="checkbox"/> Other:
	<input type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
<b>TITLE OF REPORT:</b>	2018-2019 Operational Plan Implementation Update	
<b>PRESENTED BY:</b>	Riley Culhane, Associate Director, Learning Support Services Christine Stager, Manager, Research and Assessment	
<b>PRESENTED FOR:</b>	<input type="checkbox"/> Approval	<input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
<b>Recommendation(s):</b>		
<b>Purpose:</b>	To provide Trustees with information regarding the process we have developed to implement and monitor our 2018-2019 Operational Plan.	
<b>Content:</b>		
<b>Cost/Savings:</b>		
<b>Timeline:</b>		
<b>Communications:</b>		
<b>Appendices:</b>	TVDSB Operational Plan Update Presentation 2018-2019 Operational Plan	

**Strategic Priority Area(s):**

<b>Relationships:</b>	<input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners.
	<input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community.
	<input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
<b>Equity and Diversity:</b>	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students.
	<input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported.
	<input checked="" type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
<b>Achievement and Well-Being:</b>	<input checked="" type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
	<input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices.
	<input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised October 2018

# TVDSB

## Operational Plan Update



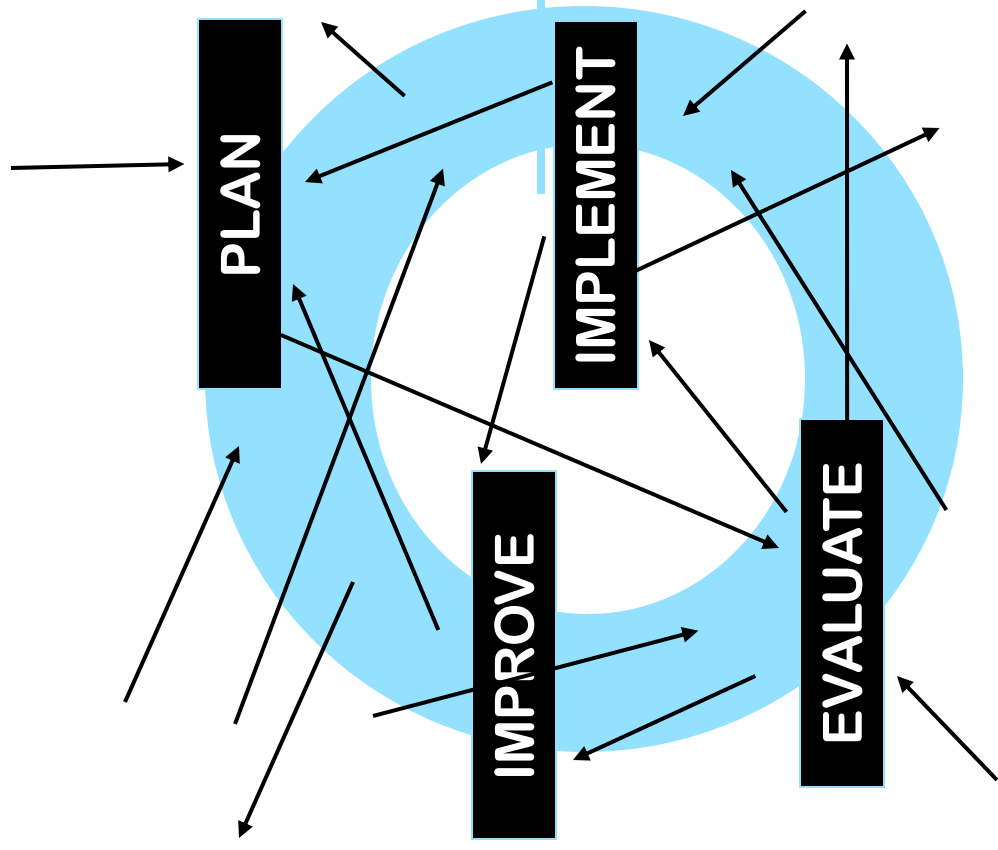
Program and School  
Services Advisory  
Committee

February 5 2019

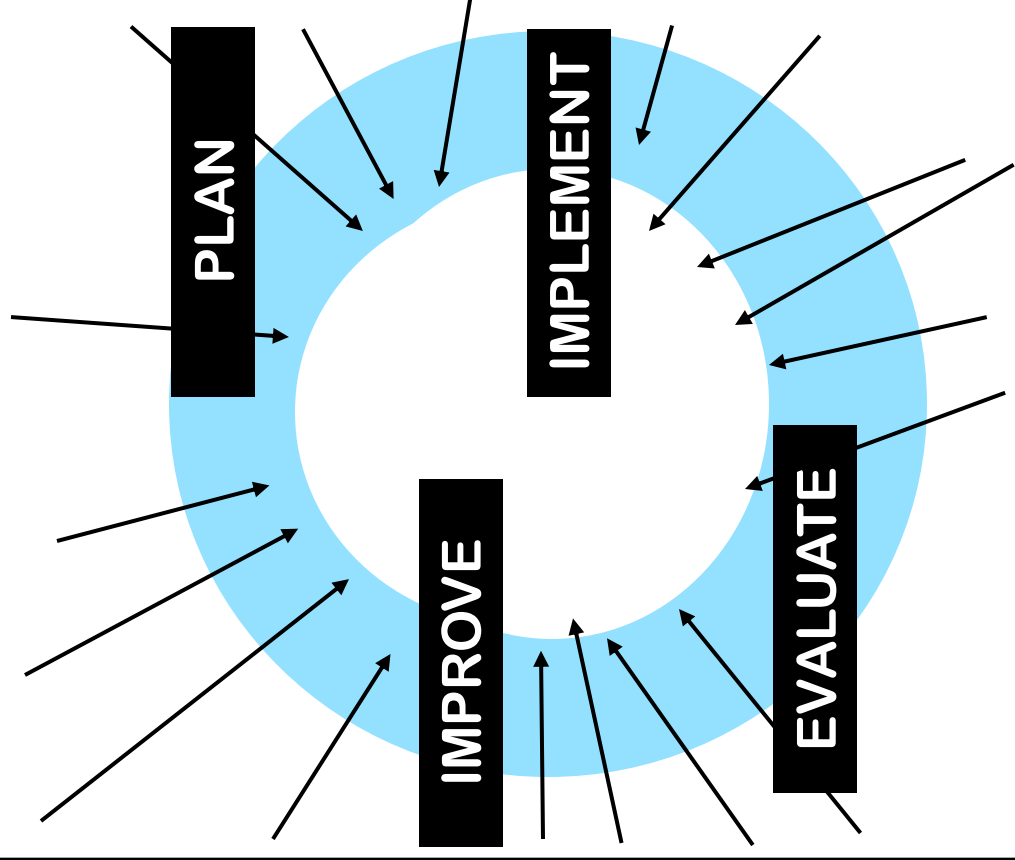
“Improvement matters. It affects the lives of children. It is vital to “get good at it.” Improvement must become a permanent part of school practice, not a one-time or occasional event.”

*Dennie Palmer-Wolf, Annenberg Institute for School Reform*

## Random Acts of Improvement

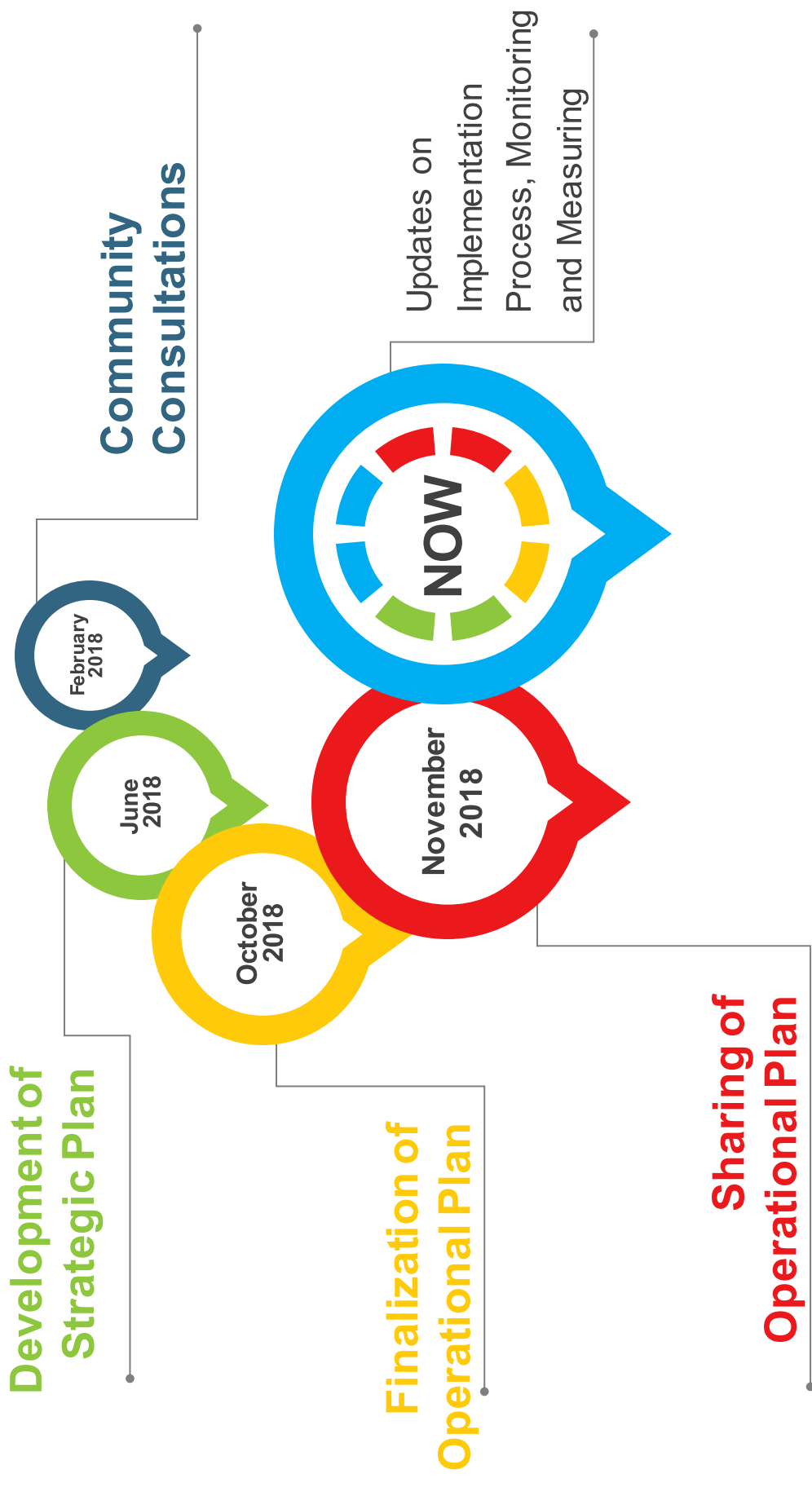


## Focused Acts of Improvement



Adapted from: Bernhardt, V. L. (2013). *Data Analysis for Continuous School Improvement* (3<sup>rd</sup> ed.). New York, NY: Routledge Taylor & Francis Group.

# JOURNEY TO THE OPERATIONAL PLAN



# Linkage between Strategic Plan and Operational Plan

<b>RELATIONSHIPS</b> We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.	<b>EQUITY AND DIVERSITY</b> We provide an equitable and inclusive environment that champions learning opportunities for all.	<b>ACHIEVEMENT AND WELL-BEING</b> We engage in innovative learning experiences that promote excellence in student achievement and well-being.
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REL	E&D	AWB
✓	✓	✓
		✓
✓	✓	

## OBJECTIVE: Improve the Five-Year Graduation Rate

### ACTIONS

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

# Implementation of the Operational Plan

1

Development of Operational Teams



2

Weekly meetings with Team



3

Development of Actions



4

Collorative Development of  
Monitoring and Measuring Plan





# BUILDING OUR ACTION PLANS

**What are the KEY actions that will lead to our desired outcomes?**



# Teams Coordinate Monitoring and Measuring

## Monitoring and Measuring

Strategic Objective: *Insert Strategic Objective Here.*

Strategic Action: *Insert Action Here.*

Team: *Insert team name here.*

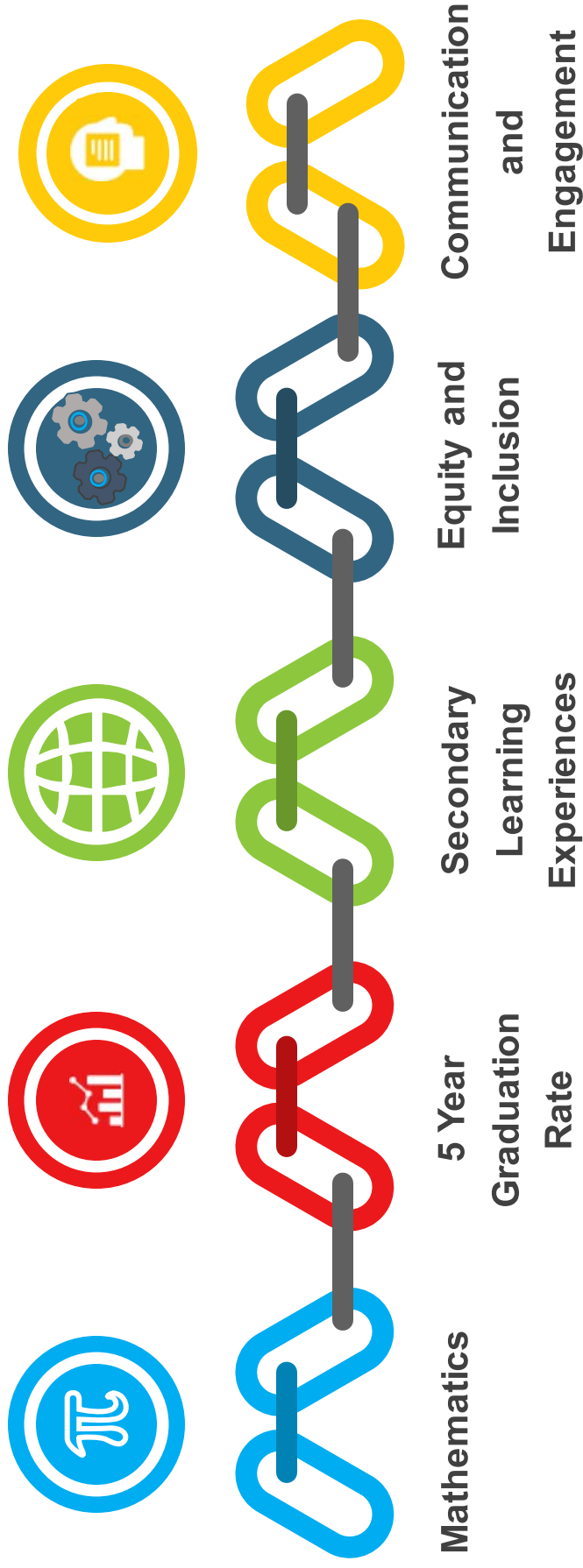
Short-term Indicator/Long-term Measure <small>Description of Indicator, tool (e.g., RSA report, online survey, etc.)</small>	What is it going to tell you? <small>(e.g., reflect professional and community needs, show how many schools have adopted a new program, etc.)</small>	Timeline <small>Indicate the time(s) that data will be collected/available, analyzed and reported</small>	OP Team Member Responsible <small>Person responsible for reporting back to OP team</small>	Person(s) Responsible for Collection	Person(s) Responsible for Collating <small>(e.g., may include downloading data, cleaning information, analyzing, etc.)</small>	Date Information is Brought Back to Committee <small>Indicate the time(s) that this data will be reported</small>

Adapted with permission from MCCSB Resources

# Coordination of Data Collection

Indicator	M	Target Date	GR	Target Date	CE	Target Date	SL	Target Date	EI	Target Date	Who is providing the information?
Indicator Used in More Than One Objective											
Classroom Walkthroughs	✓		✓				✓		✓		Principals
Principal Survey (elementary)	✓	Jan-19	✓		✓				✓		Elementary Principals
Principal Survey (secondary)	✓	Jan-19	✓		✓		✓		✓		Secondary Principals
Audit - Professional Learning	✓	Nov-18					✓		✓		Principals, Learning Supervisors
Student Attendance			✓				✓		✓		Guidance Lead
Family Survey	✓				✓						Families
Audit - School Plans (or Plan Templates)							✓		✓		Principals
Audit - School Communication Tools	✓				✓						Principals
Indicators Unique to One Objective											
AEAC Data	✓										SOs
Requests for support from system staff	✓										Support Staff
Math Lead Survey	✓										School and System Staff
Unified communication system					✓						IT
Service philosophy developed					✓						Communications
Employee Census									✓		Employees
School Climate Survey									✓		Students, Staff, Families
Board Literacy Plan			✓								Literacy Team
Individualized supports for at-risk students			✓								Spec-Ed
Audit - School Programs							✓				OP Team Lead
Implementation of ELP							✓				ELP Lead
Attendance area review							✓				Planning & Facilities
Community Partnership (ELP)							✓				ELP Lead
Equitable access to school programs							✓				Planning & Facilities
Indicators with Fixed Timelines											
Credit Accumulation	✓		✓				✓				R&A
EQAO / OSSLT Achievement Data	✓		✓				✓				R&A
EQAO / OSSLT Student Perceptual Data	✓		✓								R&A
Suspension			✓						✓		R&A
Grad Rate			✓				✓				Ministry

# Principal Survey



Accountability is the *conversation* about what the *information* means and how it fits with everything else that we know and about how we use it to make *positive changes*.

Earl and LeMahiew, 1997  
*Emphasis added*





# Thames Valley District School Board

## *Operational Plan* 2018-2019



# *Message from the Board of Trustees*

In the fall of 2017, we began the process to revise the Thames Valley District School Board Strategic Plan. A Strategic Planning Ad Hoc Committee was formed to receive advice on key aspects of the strategic plan, including our priorities, and community consultation.

Strategic Planning consultation meetings were organized in a number of communities within Thames Valley, for the purpose of gathering input from students, parents, staff and community members. The response was overwhelming and impressive, and for that we thank you.

This input, combined with Board and industry data, helped to develop goals that align with the three strategic priorities. Our plan is exciting and bold and will provide direction to our Thames Valley learning community for the next several years.

Thank you to our community for your guidance, input and leadership; we are so happy to have you with us.

## *Introduction*



We are proud to have recently launched our new Strategic Plan, which identifies our priorities for our Thames Valley learning community over the next several years. Our newly developed Operational Plan outlines in detail how we will be achieving our strategic objectives; a path to success for all students and staff.

Developed by Thames Valley's leaders, the Operational Plan is clear in its direction for how we improve student achievement and well-being, build relationships and provide equitable and inclusive learning and working environments.

This plan guides our work to ensure we are meeting the needs of students and families we serve. In this time of rapid change, our students need to be knowledgeable about global issues, attuned to diverse perspectives, able to communicate ideas, critically think to solve problems, and act toward the common good.

This plan aligns our work and supports our Thames Valley students to be successful in an increasingly competitive global economy. We want our staff to recognize the valuable role they play on that critical journey as we work together to build a strong foundation for all students.

A handwritten signature in black ink that reads "Laura Elliott".

Laura Elliott,  
Director of Education



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REL	E&D	AWB
✓	✓	✓
✓		✓
✓	✓	

## Objective: Improve Student Achievement in Mathematics

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Support school-based math leaders (i.e., school administrators, Elementary Math Lead Teachers, Grade 9 Spotlight Teachers) to develop their instructional leadership capacity in mathematics.</p> <p>Provide job-embedded professional learning opportunities that focus on research-based instructional practices.</p> <p>Provide school-based communications and learning activities to engage families in their children's learning of mathematics.</p>	<p>School-based math leaders use content and pedagogical knowledge to support classroom practice.</p> <p>Educators have increased content knowledge, skills and instructional capacity in mathematics.</p> <p>Engaged families understand what their child is expected to learn in math, and how they can support that learning at home.</p>	<p>School level math leaders facilitate professional learning sessions, as evidenced by an audit of agendas and Superintendent visits.</p> <p>Administrators and Math Leads report increased confidence, knowledge, and skills in leading instructional programming in mathematics.</p> <p>Job-embedded professional learning opportunities are provided equitably across our system.</p> <p>Classroom walkthrough data shows improvement in math instructional and assessment practices in order to meet individual student learning needs.</p> <p>Review EQAO student perceptual data to establish a baseline for long-term goal of improvement.</p> <p>Audit of school-based communication documents (e.g., newsletter inserts, math activities provided by classroom teacher, math nights, speakers) through school administrator and math lead surveys.</p>	<p>Decreased requests for support from Math Learning Coordinators because the school math team is able to provide this support.</p> <p>EQAO Math results have improved by 2% (grades 3, 6, and 9).</p> <p>Achieving Excellence in Applied Courses (AEAC) reporting shows positive changes in teacher practice and student achievement in mathematics.</p> <p>Increase in credit accumulation in math with a specific focus on compulsory applied level math courses.</p> <p>EQAO student perceptual data indicates increased involvement and support from families.</p> <p>Families report increased understanding and engagement in their child's learning of mathematics through a family survey.</p>

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✓	✓	✓
		✓
✓	✓	

## Objective: Improve the Five Year Graduation Rate

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.</p> <p>Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.</p>	<p>System-level tracking will be implemented to support school and system teams to monitor progress for students not on-track for graduation.</p> <p>Student data used to provide differentiated supports for students not on-track for graduation.</p> <p>A balanced literacy program that closely monitors and intervenes with elementary students who are not successfully developing their literacy skills.</p> <p>Literacy instruction and assessment practices will be designed and delivered to meet the needs of all learners.</p>	<p>Evidence of individualized supports for students not on-track for graduation.</p> <p>Schools proactively intervene prior to extended student absence.</p> <p>Increase in grade 9 and 10 credit accumulation.</p> <p>Development of Board Literacy Plan, including an OSSLT system support plan.</p> <p>Junior EQAO data is intentionally used in all schools to support next steps in grades 7 and 8.</p> <p>There is evidence of effective transition planning to support student achievement in literacy.</p> <p>Classroom walkthrough data shows improvement in literacy instruction and assessment practices in order to meet individual student learning needs.</p> <p>Current OSSLT practices in secondary are identified by school-based literacy teams and shared at the system-level.</p>	<p>Improvement in the five-year graduation rate by 5%.</p> <p>Implementation of the Board Literacy Plan.</p> <p>Evidence of effective partnerships between Elementary and Secondary teachers for literacy success.</p> <p>Comprehensive transition plans are in place for students requiring additional supports.</p> <p>EQAO results in grade 3 and 6 (Reading and Writing) have improved by 2%.</p> <p>Increase in the number of first-time eligible students passing OSSLT by 1%.</p> <p>Establish and implement system-wide plan for literacy interventions and supports for OSSLT.</p>

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✓	✓	
✓	✓	
✓	✓	✓

## Objective: Enhance Communication and Engagement Within Our TVDSB Community

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Design and implement solutions to enhance communications for students, staff, families and the community.</p> <p>Build service capacity among staff to improve information sharing, positive interactions and effective relationships.</p>	<p>System and school communications are modernized and integrated.</p> <p>Barriers to effective communications at the system level and in schools are identified and removed.</p> <p>Families will know what their children will be learning and how to support them with homework.</p> <p>Improved service to TVDSB customers and community stakeholders.</p>	<p>Approval to implement system-wide unified communications solution.</p> <p>Modernized communications platform deployed that supports multiple methods of information sharing.</p> <p>School communities will determine communication needs of their community and remove barriers.</p> <p>Anecdotal feedback will be collected to engage and support families.</p> <p>A defined service philosophy will be developed, targeted at enhancing stakeholder relationships.</p>	<p>An integrated, standardized and unified communications solution is deployed and used throughout TVDSB.</p> <p>Families know what student information is available and where to find it.</p> <p>Schools use a variety of communication methods to interact with families.</p> <p>Anecdotal feedback from families demonstrates that they feel engaged and supported in their child's educational experiences.</p>

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REL	E&D	AWB
✓	✓	✓
✓	✓	✓
✓	✓	✓

*Objective: Create Secondary Learning Experiences and Environments that are Engaging, Inclusive and Relevant*

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Respond to the needs of today's learners, expand the capacity of secondary school educators to implement effective instructional and assessment practices.</p> <p>Realign the use of space and resources to facilitate the sustainable delivery of programs in our secondary schools.</p>	<p>Educators understand when and how to utilize and apply a wide range of effective evidence-based instructional and assessment practices.</p> <p>Global Competencies are embedded in all secondary classrooms.</p> <p>Students have access to a range of secondary school program offerings within their schools and region.</p> <p>Secondary attendance areas (school boundaries) will better support the sustainable delivery of programs.</p>	<p>Classroom walkthrough data reveals the implementation of Learning for All, Growing Success and Global Competencies.</p> <p>Implementation of the Board Experiential Learning Plan.</p> <p>An audit of secondary school programs determines equitable distribution across region.</p> <p>Attendance area review completed and a plan has been developed.</p> <p>Increasing partnerships with community agencies to provide experiential learning opportunities for students.</p>	<p>Improvement in the five-year graduation rate by 5%.</p> <p>Observations, conversations, and products reflect student application of Global Competencies.</p> <p>Equitable access to secondary school programs regionally.</p> <p>Recommendations of the attendance area (school boundaries) review are implemented, resulting in greater student access to programs and a more effective use of existing facilities.</p>

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✓	✓	✓
✓	✓	✓
✓	✓	✓

## Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Actions	Expected Outcomes	Short-term Indicators	Long-term Measures of Success
<p>Undertake an employee survey to inform policies, programs, and practices.</p> <p>School teams use school climate survey results to inform programming and experiences that enhance student well-being and achievement.</p> <p>Provide opportunities for educators to increase their capacity to deliver inclusive instruction.</p>	<p>New and revised policies, programs and practices support more inclusive working and learning environments.</p> <p>Programming and experiences that lead to enhanced student well-being and achievement.</p> <p>More inclusive instructional practices are implemented in classrooms.</p>	<p>Development of a comprehensive employee survey with input from stakeholders.</p> <p>Collection of the employee survey data from a representative number of TVDSB staff.</p> <p>Student needs are identified through the use of school climate survey results.</p> <p>The supports that school teams provide are informed by school climate survey results.</p> <p>Analysis of Safe Schools Action Plans, Bullying Prevention Plans and School Improvement Plans reveal that plans are informed by school climate survey results.</p> <p>Principles of Equity and Inclusion are embedded into all professional learning opportunities.</p> <p>Classroom walkthrough data demonstrate more inclusive curricular resources and instructional strategies.</p>	<p>Employee survey data informs policy and program development, training and professional learning needs of staff.</p> <p>School climate survey results (collected every two years) reflect positive changes in the school environment.</p> <p>Increased school attendance.</p> <p>Decreased suspension rates.</p>

## *Mission*

*We build each student's tomorrow,  
every day.*

## *Vision*

**The Thames Valley learning  
community inspires innovation,  
embraces diversity, and celebrates  
achievement - a strong foundation  
for all students.**

## *Our Commitments*

### ***We believe in:***

Putting the needs of all students first;  
Stimulating critical and creative thinking;  
Encouraging informed risk taking and  
innovation;  
Setting high standards and clear  
expectations;  
Providing a safe, welcoming, and inclusive  
environment;  
Providing access to resources, and  
experiences that meet students' strengths  
and needs;  
Valuing all staff as partners in education;  
Collaborating with our communities to  
enhance opportunities for students;  
Communicating effectively in a  
transparent, timely and two-way fashion;  
Acknowledging and welcoming parents/  
families as key partners in student  
achievement and well-being;  
Supporting parents, School Councils, and  
Home and School Associations;  
Promoting and honouring student  
leadership and student voice; and  
Encouraging students to advocate for self  
and others.

