



Date of Meeting: 2019 04 02

Item #: 4.0

REPORT TO:	<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 checked="" type="checkbox"/> PUBLIC	<input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Operational Plan Update – Enhancing Communication and Engagement within our TVDSB Community	
PRESENTED BY:	Karen Edgar, Superintendent of Student Achievement Lynne Griffith-Jones, Superintendent of Human Resources Rose Anne Kuiper, Superintendent of Student Achievement Tania Testa, Manager, Communications Carolyn Glaser, Manager, Information Technology Services Lori Kirkpatrick, Research and Assessment Associate	
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice	
Recommendation(s):		
Purpose:	To provide the Board of Trustees with an update on the Operational Plan for the Strategic Objective of 'Enhancing communication and engagement within our TVDSB community'.	
Content:	The attached slideshow has been created to provide an update on the progress made to date pertaining to the Strategic Objective of "Enhancing Communication and Engagement within our TVDSB Community".	
Cost/Savings:	N/A	
Timeline:	N/A	
Communications:	N/A	
Appendices:	Appendix A – Operational Plan Appendix B – slideshow presentation	

Strategic Priority Area(s):

Relationships:	<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.
Equity and Diversity:	<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.
Achievement and Well-Being:	<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



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

RELATIONSHIPS	EQUITY AND DIVERSITY	ACHIEVEMENT AND WELL-BEING
We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.	We provide an equitable and inclusive environment that champions learning opportunities for all.	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 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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		✓
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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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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.





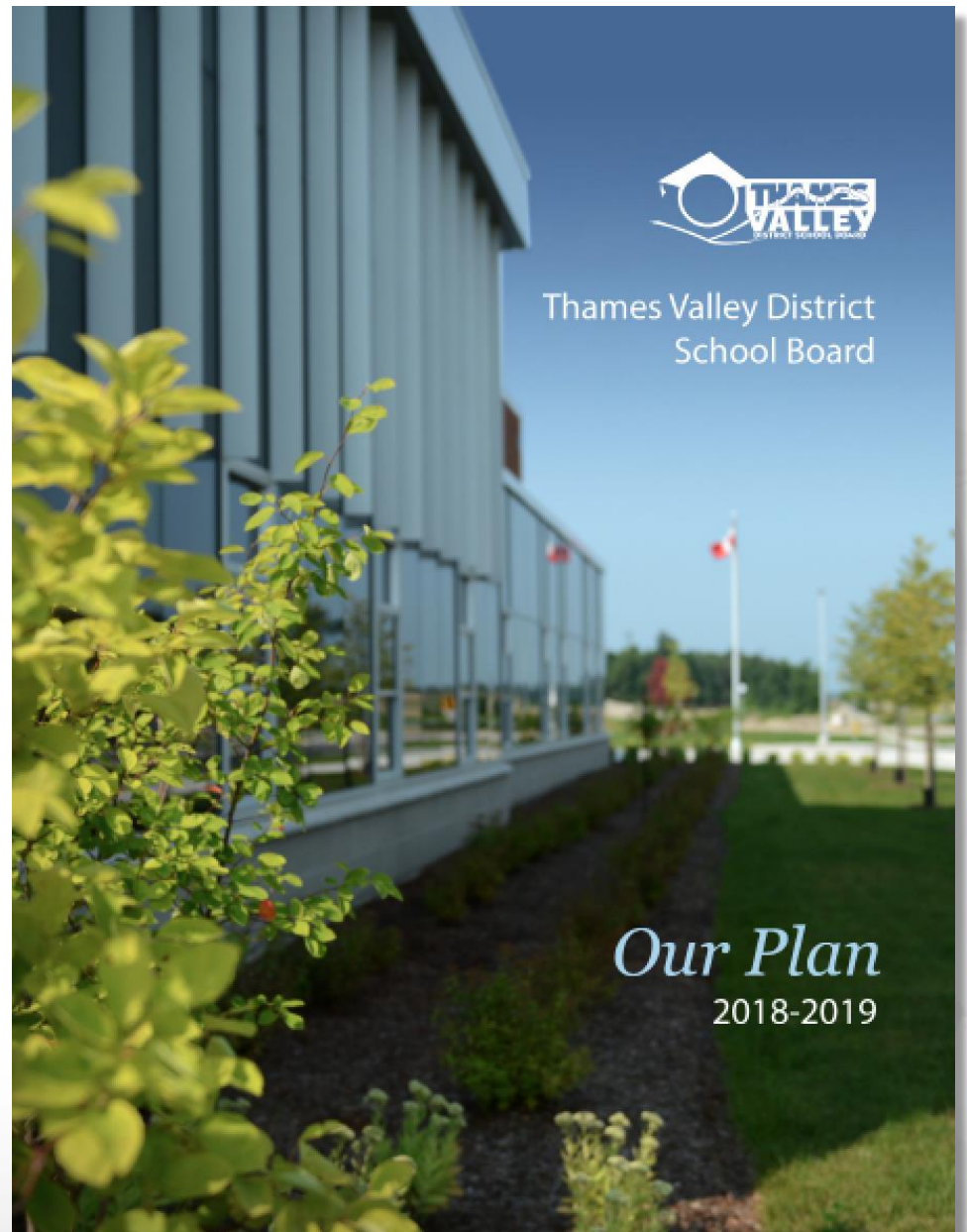
New TVDSB Strategic Plan

Mission

We build each student's
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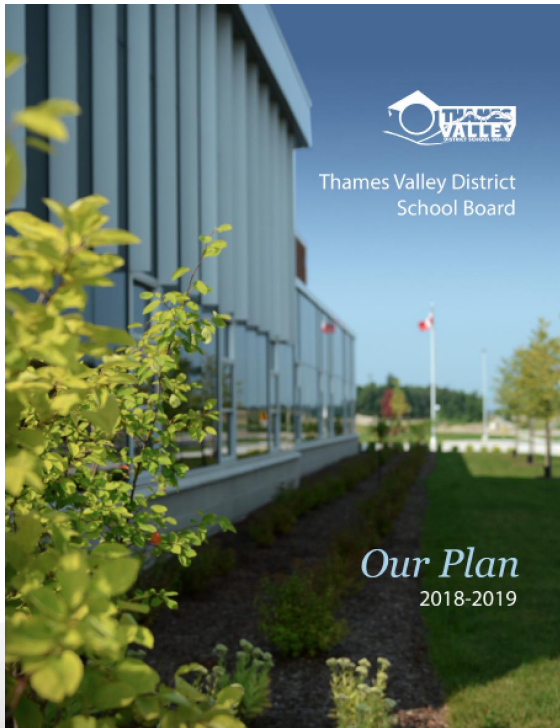
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Strategic Priority



RELATIONSHIPS

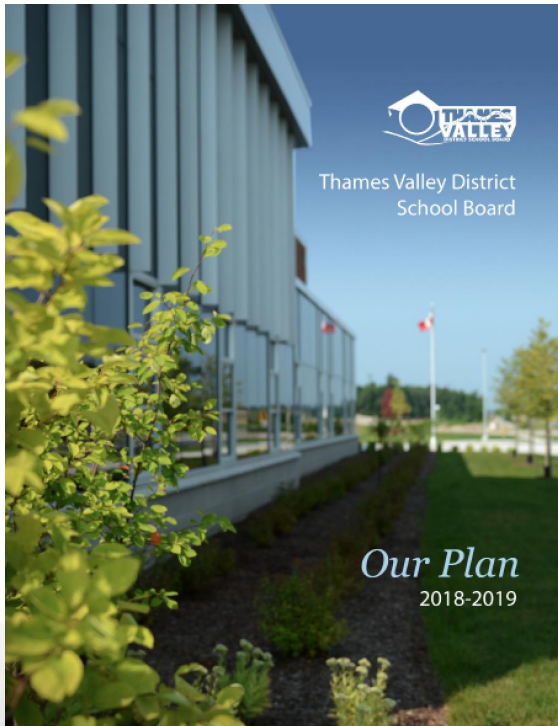
We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.
2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.
3. Create opportunities for collaboration and partnerships.



Strategic Priority



EQUITY AND DIVERSITY

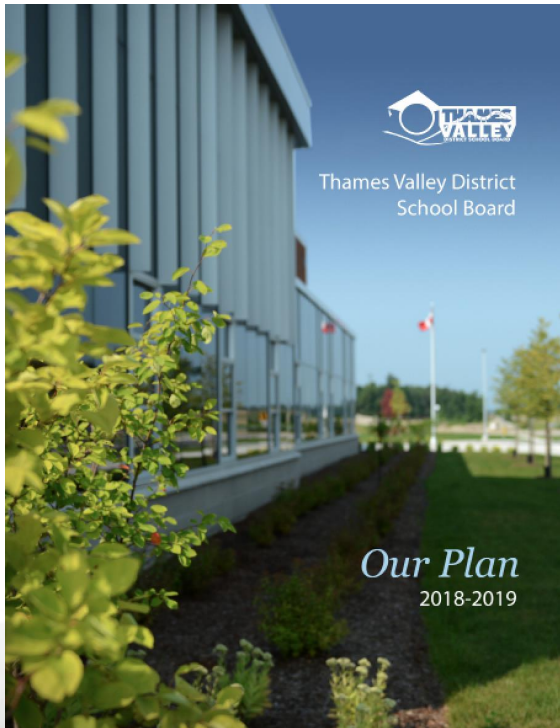
We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.
2. Students and all partners feel heard, valued and supported.
3. Programs and services embrace the culture and diversity of students and all partners.



Strategic Priority



ACHIEVEMENT AND WELL-BEING

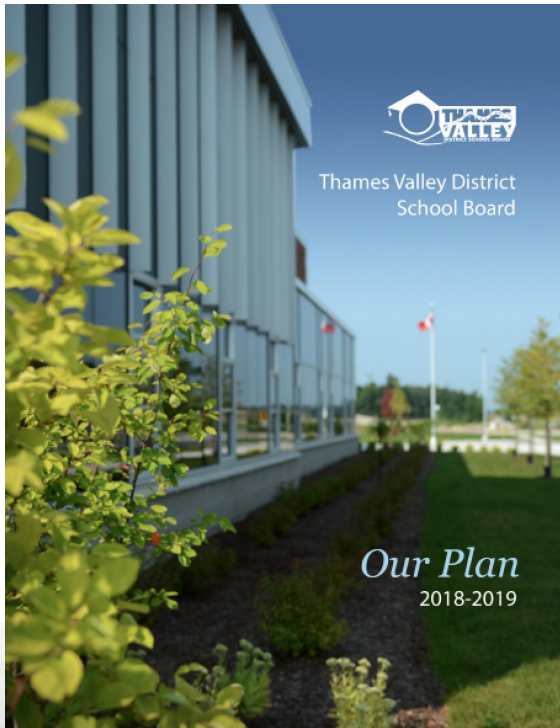
We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
2. Staff will demonstrate excellence in instructional practices.
3. Enhance the safety and well-being of students and staff.



5 Strategic Objectives



1. Improve student achievement in mathematics
2. Improve the five year graduation rate
3. **Enhance communication and engagement within our TVDSB community**
4. Create secondary learning experiences and environments that are engaging, inclusive and relevant
5. Create equitable and inclusive learning and working environments for students and staff to achieve success



Enhance Communication and Engagement Within Our TVDSB Community

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<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>



Enhance Communication and Engagement Within Our TVDSB Community

Approval to implement system-wide unified communications solution.

- The Board has approved funding for the purchase, implementation and sustainment of a new communications solution to replace TVDSB's aged telephone system
- ITS staff are working on contractual arrangements with the vendor - Network Telecom
- Once a project plan has been developed, more information will be shared regarding the phased implementation of this new communications solution



Enhance Communication and Engagement Within Our TVDSB Community

Modernized communications platform deployed that supports multiple methods of information sharing.

- An integrated team of school administrators, curriculum, R & A and ITS staff came together to develop requirements for a board-wide family communications solution
- After much investigation and review, it was determined that the D2L solution, Brightspace (provisioned and licensed by the Province for school board use) would meet TVDSB's needs from K-12
- An integrated project team is being formed and led by curriculum staff to implement components of the Brightspace product for board wide use effective September 2019



Enhance Communication and Engagement Within Our TVDSB Community

School communities will determine communication needs of their community and remove barriers.

Anecdotal feedback will be collected to engage and support families.

- A copy of the 'Family Engagement Review' document was distributed to each Administrator during the January Community of Schools' meeting. The document was reviewed and strategies for 'engaging families' were shared.
- The 'Family Engagement Review' document is being shared by administrators with staff, school councils and school communities.
- Approximately 520 TVDSB stakeholders attended an evening with 'Dr. Debbie Pushor' on February 11, 2019, at the London Convention Centre, where Dr. Pushor unpacked the differences between 'Parent Involvement and Parent Engagement'.
- Dr. Debbie Pushor will continue to inform our work as she meets with a TVDSB focus group on May 1, 2019.
- School Community Stakeholders will work together to identify relevant 'next steps' to begin removing the barriers to building 'family engagement'.



Enhance Communication and Engagement Within Our TVDSB Community

A defined service philosophy will be developed, targeted at enhancing stakeholder relationships.

- The TVDSB management has identified a need to provide board staff (Supervisors and Support Staff) with training in a shared philosophy of “service excellence”.
- The training will begin with staff in the central board offices and will cascade from there to eventually be provided to all staff, including front-line staff at the classroom level. This will ensure that all employees at the TVDSB will know and understand the board's expectations with regards to “service excellence”.
- The outcomes of this initiative will be to:
 - Gain employee commitment;
 - Change behaviour and improve results;
 - Transform staff into "owners"; and
 - Equip staff to handle challenging customer events in a positive and productive manner.
- Through the Vendor of Record Process a facilitator has been obtained.
- The training program is currently being developed.
- Training will begin with Supervisors during this current school year.

QUESTIONS?

Thank you!

