














 <p>STUDENT ACHIEVEMENT & WELL-BEING Advance high standards for innovative and responsive learning</p>	 <p>INCLUSIVE DIVERSITY Champion anti-oppressive education</p>	 <p>TRUSTING RELATIONSHIPS Strengthen relationships based on respectful collaboration</p>	 <p>SUSTAINABLE STEWARDSHIP Optimize human, financial and physical resources</p>
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STRATEGIC OBJECTIVES	GOAL	ACTION STEPS	EXPECTED OUTCOMES	ACTUAL OUTCOMES
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ M. Sherman ➤ Family of Schools Superintendents 	<ul style="list-style-type: none"> • By June 2023 increase secondary graduation rates to: <ul style="list-style-type: none"> ➤ Four-year rate from 67.7% to 82% ➤ Five-year rate from 77% to 89% 	<ul style="list-style-type: none"> • Review data to identify at risk students. • Monitor and develop a plan for students at risk of not graduating because of Literacy and Community Involvement Hour requirements. • Monitor grade level credit accumulation levels at the end of each semester and develop intervention plans to mitigate credit accumulation barriers to graduation. • Monitor School Learning Plans during regular school visits, MDT and Area Meetings. • Engage students, parents/guardians, communities and Board Committees (ILC, SEAC, PIC) in process to support student success. • Review and grow summer school programming. 	<ul style="list-style-type: none"> • Incremental gains in graduation rates over a three- year period culminating in a rate of 82% (four-year rate) and 89% (five-year rate) by June 2023. • Students on track to graduate will not be hindered by Literacy and Community Involvement Hour requirements. • Increased credit accumulation rates. • Updated LKDSB list of summer semester offerings. 	


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 <p>Superintendent(s) Responsible: ➤ B. McKay</p>	<ul style="list-style-type: none"> By June 2021 school secretarial staff will have full mobility of their LKDSB assigned IT devices to enable working remotely. 	<ul style="list-style-type: none"> Implement necessary security and identity protocols. Acquire appropriate hardware while maintaining current student device ratio. Develop evergreen timeline for hardware for a five-year implementation and replacement (sustainable from a financial standpoint). 	<ul style="list-style-type: none"> Staff will be able to use LKDSB devices securely to complete their work remotely as required. Login credentials will ensure privacy and confidentiality are maintained. Student ratio to number of devices will not decrease from the current ratio. 	
 <p>Superintendent(s) Responsible: ➤ B. Hazzard ➤ Family of Schools Superintendents</p>	<ul style="list-style-type: none"> By June 2023 increase the percentage of elementary students achieving level 3 or 4 by: <ul style="list-style-type: none"> ➤ 10% as measured by Primary EQAO Math ➤ 15% as measured by Junior EQAO Math 	<ul style="list-style-type: none"> Implement Alex Lawson’s math continua in elementary school math instruction. Provide instructional coaching to all elementary schools, through allocation of Coaches in a differentiated manner according to school needs, that support implementing best practices in math classrooms. Implement the revised Ontario Ministry of Education 2020 Math Curriculum. Provide a broad range of math professional learning throughout the school year to principals, teachers, and ECEs. 	<ul style="list-style-type: none"> By the end of 2020-2021 school year, all schools will begin to use the Lawson math continua to identify student understanding and identify next steps for student learning. By the end of 2020-2021 school year, most classrooms will use a ‘number talk’ strategy for student(s) to express mathematical thinking and share the ‘math strategies’ that work best for their understanding. Evidence of the new math curriculum being implemented. 	


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		<ul style="list-style-type: none"> Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school. 		
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ Family of Schools Superintendents 	<ul style="list-style-type: none"> By June 2023, increase successful completion of the OSSLT by 10% for first time eligible, fully participating students from 72% to 82%. 	<ul style="list-style-type: none"> Establish a Literacy Team at each school. This team will include at a minimum the English curriculum leader, student success teacher, resource teacher and an Administrator. Develop a Literacy Plan at each school (to include focus on both Grade 9 and Grade 10 students) and submit to Family of Schools Superintendent. Provide professional learning for the Literacy Team to support data collection and analysis, development of student profiles (database), and implementation of targeted literacy support for Grade 9 and 10 Teachers. Develop a diagnostic assessment for Grade 9 students for early identification and monitoring of student 	<ul style="list-style-type: none"> By the end of 2020-2021 Literacy Teams will have created a database of student profiles which will include identified literacy learning needs. Ongoing monitoring of Literacy Plan. Creation of and maintenance of resources and best practices repository. Grade 9 and 10 teachers will provide targeted literacy support for students in Grade 9 and 10 courses based on needs identified in student profiles. By the end of 2020-2021 selected schools will trial a diagnostic for full roll-out in Fall 2021-2022. 	



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		learning needs; administer diagnostic; moderating marking and reporting of diagnostic Literacy Team to analyze Grade 6 EQAO and Grade 8 report card data and teacher anecdotal data.	<ul style="list-style-type: none"> By the end of 2020-2021 each school will have a student profile database to support monitoring of student learning. 	
 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ Family of Schools Superintendents 	<ul style="list-style-type: none"> By June 2023, 86% of students in Academic Math (up from 74% in 2018-2019), and 47% of students in Applied Math (up from 39% in 2018-2019), will meet or exceed the provincial standard in the EQAO Grade 9 Assessment of Mathematics. 	<ul style="list-style-type: none"> Develop a Grade 9 diagnostic assessment to determine fundamentals of math learning gaps for individual students. Provide one-to-one coaching for Grade 9 teachers, to use evidence-based instructional strategies to address student learning gaps as well as address teacher math content knowledge gaps. 	<ul style="list-style-type: none"> Close achievement gaps. Increased teacher math content knowledge and use of evidence-based instructional strategies. 	


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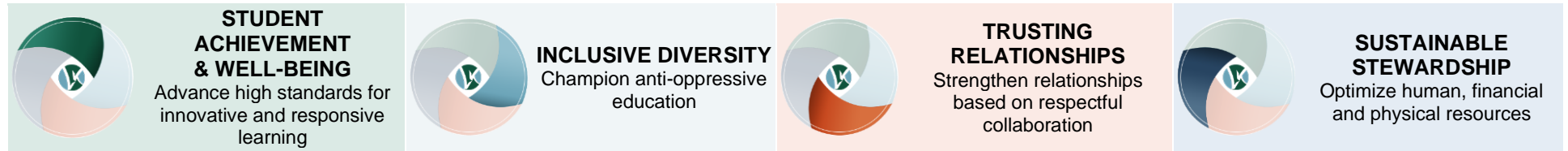
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 Superintendent(s) Responsible: <ul style="list-style-type: none"> ➤ B. Hazzard ➤ Family of Schools Superintendents 	<ul style="list-style-type: none"> • By June 2023, 80% of teachers at every LKDSB Elementary School will track feedback that ‘suggest’, ‘steer’, or ‘strengthen’ student understanding. 	<ul style="list-style-type: none"> • Implement John Hattie’s research on providing students with clear and actionable ‘where to next’ feedback. • Provide instructional coaching to all elementary schools, through allocation of Coaches in a differentiated manner according to school needs, that support implementing best practices in math classrooms. • Provide a broad range of professional learning throughout the school year to principals, teachers, and ECEs including a virtual session with John Hattie on a PA Day. • Monitor the school learning with Superintendent of School visits and through discussion of the School Learning Plan and evidence/data at each school. 	<ul style="list-style-type: none"> • By the end of 2020-2021 school year, all schools will participate in professional learning about ‘where to next’ feedback. • By the end of 2020-2021 school year, most classrooms will begin to use the feedback categories of ‘suggest’, ‘steer’, or ‘strengthen’ student understanding. 	


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 <p>Superintendent(s) Responsible: ➤ B. McKay</p>	<ul style="list-style-type: none"> By June 2021, ensure that capital projects focus 70% of annual capital funding on capital projects directly impacting student spaces in schools. 	<ul style="list-style-type: none"> Implement Quesica capital planning module for use by the Plant and Maintenance department to track capital projects. Define capital impacts on student areas during Fall 2020 capital planning meetings. Finalize 2020-21 capital project listing. Track capital project results after all summer 2021 capital work has been completed. Consult with project stakeholders as part of the project design stage. 	<ul style="list-style-type: none"> 2020-2021 finalized capital plan to reflect 70% focus on capital projects that impact school student spaces. 2020-2021 capital project listing to be finalized by December 2020. 	
 <p>Superintendent(s) Responsible: ➤ B. McKay</p>	<ul style="list-style-type: none"> ➤ An ongoing focus on reducing LKDSB's environmental impact through awareness, action and review of practices. ➤ By June 2021, develop a strategy to reduce LKDSB's use of single use plastics. 	<ul style="list-style-type: none"> Create terms of reference for an environmental awareness steering Committee. Form the committee – need to recruit committee members. First meeting with the committee to introduce and review committee terms of reference. Need to review current year mandate with committee in a 	<ul style="list-style-type: none"> First single use plastics committee meeting to be held in spring 2021. Develop a baseline of environmental impact of the LKDSB and understanding of scope of school-based activities. 	


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		<p>Covid-19 environment where the use of PPE and other equipment may not align with plastics reduction strategies.</p> <ul style="list-style-type: none"> • Continue recycling programs, environmental clubs and other school focused activities. 		
 <p>Superintendent(s) Responsible: ➤ B. McKay</p>	<ul style="list-style-type: none"> • By June 2021, update the Information Technology (IT) Strategic Plan to align with the LKDSB's Strategic Priorities. 	<ul style="list-style-type: none"> • Work with the LKDSB's IT planning consultant, on the IT Strategic Plan. • Adjust timelines of the IT Strategic Plan to align with the Operational Plan. • Monitor development of the IT Strategic Plan through IT Steering Committee. 	<ul style="list-style-type: none"> • IT Strategic Plan will be updated and aligned to Strategic Priorities and timelines by June 2021. 	









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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ Helen Lane ➤ Executive Council 	<ul style="list-style-type: none"> • An ongoing focus to increase the knowledge and application of knowledge needed to remove systemic inequalities in learning and working practices. <ul style="list-style-type: none"> ➤ By June 2021 develop a strategy to increase knowledge and awareness of systematic inequalities in the education sector, including the LKDSB and the community. ➤ By June 2021 develop a resource to assist staff with a critical review of learning resources. ➤ By January 2023, implement Ontario's Race-Based Data Collection Framework and Anti-Racism Data Standards. 	<ul style="list-style-type: none"> • Raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities. • Increase opportunities for student, staff and community voice on topics of equity, inclusion and diversity. • Update existing forms, policies, regulations and procedures to remove bias and promote inclusivity. • Audit learning resources (for example, novels, electronic resources, library materials, curriculum guides, media etc.) with a critical lens to support anti-oppressive and anti-racist pedagogy. • Begin the development of identity-based surveys for students, staff and parents/guardians. • Develop a Steering Committee and Sub-Committees to gather voice and provide leadership on 	<ul style="list-style-type: none"> • Ministry required training completed by the end of 2020-2021 • Monthly newsletter distribution. • Training to secretarial and clerical staff prior to JK Registration (January 2021) on Self-Identification and Gender Identification. • LKDSB Book studies, webinars and PD sessions. • A resource to support critical review of learning resources and programming. • Gather information and create a multi-year plan and timeline for the implementation of the identity-based surveys. • Increased number of families participating in Special Education meetings (measurable outcome based on 2019-2020 school year baseline). • Increased sense of parent/guardian engagement as 	


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		<p>the implementation of the strategy.</p> <ul style="list-style-type: none"> • Process will be put in place to enable parents/ guardians and adult students to participate in all Special Education meetings either virtually or in-person to support the needs of the family. • Provide education and understanding of LKDSB dates of significance. 	<p>noted in the School Climate Survey.</p> <ul style="list-style-type: none"> • Determine Terms of Reference, Membership, Purpose of the Committee and sub-committees in championing anti-oppressive education. • Implementation of plans for initial recognition of International Day Against Homophobia, Transphobia and Biphobia (IDAHOTB) on Monday, May 17, 2020. 	
 <p>Superintendent(s) Responsible: ➤ M. Sherman</p>	<ul style="list-style-type: none"> • By June 30, 2021 revise the scenarios based on current data in the Pupil Accommodation Review Plan by Phase to right size the LKDSB pupil places and make the most efficient use of LKDSB facilities. 	<ul style="list-style-type: none"> • Establish planning meetings to review the remaining proposed pupil accommodation review by phases to see if the proposals are still appropriate to reduce the empty pupil spaces within the LKDSB. Include potential impact of continuation of virtual schools in short/medium/long term. • Generate a new planning model based on full-time equivalent and Space Utilization as a foundation for future community input. 	<ul style="list-style-type: none"> • Updated plan to address the empty pupil spaces in the LKDSB. 	


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		<ul style="list-style-type: none"> Review and revise, if necessary, the LKDSB policy, regulations and administrative procedures to reflect the provincial direction after the moratorium on school closures is lifted. 		
 <p>Superintendent(s) Responsible: ➤ M. Sherman</p>	<ul style="list-style-type: none"> An ongoing focus to increase the knowledge and application of knowledge of a Health and Safety culture. <ul style="list-style-type: none"> By June 2021 develop a strategy to increase knowledge and awareness of employee's understanding of the IRS (Individual Responsibility System). 	<ul style="list-style-type: none"> Review and revise the operationalization Health and Safety documents. Develop a communication model to raise awareness of Health and Safety awareness for example, the IRS (Individual Responsibility System.) 	<ul style="list-style-type: none"> Health and Safety operational documents were reviewed and revised. Regular communication supporting a Health and Safety culture. 	
 <p>Superintendent(s) Responsible: ➤ M. Sherman</p>	<ul style="list-style-type: none"> By June 2021, develop a strategy to engage and support adult learners, across a range of student abilities and innovative programming. 	<ul style="list-style-type: none"> Conduct a program / services review for adult learners including a review of provincial structures, program offerings and LKDSB adult summer programming. Gather feedback from community members and LKDSB staff to align programming with community needs. 	<ul style="list-style-type: none"> A comprehensive strategy to engage and support adult learners. Course offerings and resource allocation that reflect the needs of our adult learners and community. 	


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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ Angie Barrese ➤ Gary Girardi ➤ Family of Schools Superintendents 	<ul style="list-style-type: none"> • By April 2021, the LKDSB Climate Survey results will reflect an increase from 2019 levels in the key areas of foci of the Multi-Disciplinary Team (MDT) as per the numerical values below: <ul style="list-style-type: none"> ➤ Sense of Belonging – <ul style="list-style-type: none"> ➤ Grade 4 – 6: from 67% to 75% ➤ Grade 7 – 8: from 57% to 75% ➤ Grade 9 – 12: from 59% to 75% ➤ Welcoming School Environment – <ul style="list-style-type: none"> ➤ Grade 4 – 6: from 77% to 85% ➤ Grade 7 – 8: from 64% to 75% ➤ Grade 9 – 12: from 62% to 75% ➤ Connection with a Caring Adult -- <ul style="list-style-type: none"> ➤ Grade 4 – 6 : from 88% to 93% ➤ Grade 7 – 8: from 68% to 75% ➤ Grade 9 – 12: from 64% to 75% 	<ul style="list-style-type: none"> • Develop a strategy to meet the goals in the three areas of foci and review the composition of the MDT Teams. • Develop a strategy to support school staff to deepen their knowledge and understanding of the student responses in the three areas of foci (based on the results of the 2019 School Climate Survey) • Develop a communications strategy for the April 2021 School Climate Survey • Work with school teams to define measurable goals. 	<ul style="list-style-type: none"> • Demonstrated increase in the results for the three areas of foci. • School MDT Teams will be aligned with LKDSB strategy. • Students will identify actions to fulfill the goal as identified in the School Learning Plan. • Schools will cultivate relationships and community by consistently reflecting on and honoring students' full humanity. • MDT Teams will provide opportunities for teachers, students, and families to evaluate supports offered by schools. This will support everyone to create an environment that is reflective of our students, families and staff. 	



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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ Gary Girardi ➤ Angie Barrese 	<ul style="list-style-type: none"> • By June 2022, 85% of all students in Grades 4 to 12, and 85% of parents/guardians and LKDSB staff will indicate on the LKDSB Climate Survey that they are aware of how to access mental health supports and services at the LKDSB. <p>Would ask for help with mental/emotional health issues at school:</p> <ul style="list-style-type: none"> ➤ Grade 4 – 6: from 60% to 85% ➤ Grade 7 – 8: from 38% to 85% ➤ Grade 9 – 12: from 60% to 85% <p>Aware of school mental/emotional health supports at school:</p> <ul style="list-style-type: none"> ➤ Parent/Guardian: from 52% to 85% ➤ Staff: from 58% to 85% 	<ul style="list-style-type: none"> • Conduct a survey for the following groups: <ul style="list-style-type: none"> ➤ Parents/Guardian ➤ All LKDSB Staff ➤ Students Grade 9 to 12 • Create an action plan to address the results of the survey. • Enhance and increase awareness of resources and services available for staff, students and families. 	<ul style="list-style-type: none"> • Increased awareness, understanding and use of mental health supports available at the LKDSB. 	

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 <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ Mary Mancini ➤ Angie Barrese ➤ Family of Schools Superintendents 	<ul style="list-style-type: none"> • By June 2023, revise programming for secondary students with exceptionalities (excluding gifted) in all LKDSB secondary schools that promotes increased opportunity to meet their full potential and improve graduation rates (OSSC and OSSD) and prospects for post-secondary pathways. <ul style="list-style-type: none"> ➤ Increase four-year graduation rate from 57.1% to 70% ➤ Increase five-year graduation rate from 62.5% to 80% 	<ul style="list-style-type: none"> • Increase participation in applied and academic courses and limit non-credit bearing, alternative courses. • Support student course choices which align with their individual needs, strengths and interests. • Review Secondary Special Education programming. • Provide supports to secondary schools to work within the existing courses to scaffold instruction and provide targeted interventions to support students. • Provide opportunities for students in self-contained classrooms to experience partial integration in course selections that match their interests and strengths. • Provide programming in every secondary school to support the completion of OSSC and OSSD for all students. 	<ul style="list-style-type: none"> • Increased OSSC and OSSD graduation rates for students with special needs. • Greater student awareness of the OSSC and OSSD pathways. • Students will have greater opportunity for peer interactions and skill development. • Graduation pathways will be available in all secondary schools. 	

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 <p>Superintendent(s) Responsible: ➤ Gary Girardi</p>	<ul style="list-style-type: none"> By June 2021, complete negotiations with: <ul style="list-style-type: none"> ➤ Union partners and implement the terms of the collective agreements. ➤ Non-union employee groups and implement terms and conditions of employment. 	<ul style="list-style-type: none"> Conduct negotiations. Implement new collective agreements and terms and conditions of employment with all applicable staff and in all applicable areas of the LKDSB. Coordinate changes with Provincial Counterparts where necessary to comply with Central Agreements. 	<ul style="list-style-type: none"> Increased understanding of contractual obligations. 	
 <p>Superintendent(s) Responsible: ➤ Gary Girardi</p>	<ul style="list-style-type: none"> Ongoing support for equitable and inclusive hiring, promotion, advancement and accountability for equity and human rights at all levels, and to build diverse and inclusive workplaces with equitable outcomes for all. <ul style="list-style-type: none"> ➤ By December 2020, develop LKDSB hiring practices to align with PPM. ➤ By June 2021 develop a long-term strategy to address systematic barriers in hiring, promotion and advancement. 	<ul style="list-style-type: none"> Develop hiring practices to reflect the government's removal of Ontario Regulation 274, Hiring Practices and support equitable inclusive hiring, promotion and advancement. Identify the systemic barriers to equitable and inclusive hiring, promotion and advancement. Gather data to determine current level of staff diversity. Increase mobility within the LKDSB and between school boards. 	<ul style="list-style-type: none"> Revised hiring practices to reflect diversity and equity. Greater staff diversity. 	