
















| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|--|--|---|---|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ Family of Schools Superintendents | <p>By June 2023 increase secondary graduation rates to:</p> <ul style="list-style-type: none"> ➤ Four-year rate from 67.7% in 2018-2019 to 82% in 2022-2023 ➤ Five-year rate from 77% in 2018-2019 to 89% in 2022-2023 | <ul style="list-style-type: none"> • Monitor students at risk of not graduating because of Literacy and Community Involvement Hour requirements and develop plans to support achievement of these graduation requirements. • Monitor grade level credit accumulation levels and develop intervention plans to mitigate credit accumulation barriers to graduation. • Monitor and support Graduation Goals from School Learning Plans. • Enhance credit accumulation through enhanced summer semester programming including reach-ahead and catch-up opportunities. | <ul style="list-style-type: none"> • Incremental gains in graduation rates over a four-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 to support graduation. • Students will have multiple and varied opportunities to attain credit requirements for graduation. | <ul style="list-style-type: none"> • Some gains were made in graduation rates. Preliminary data for 2016-2017 Grade 9 cohort (students graduating in June 2021): <ul style="list-style-type: none"> ➤ Four-year rate: 72% (up from 67.7% for the 2014-2015 Grade 9 cohort and 71.7% for the 2015-2016 Grade 9 cohort) ➤ Five year-rate: 79.2% (up from 77% for the 2014-2015 Grade 9 cohort, but down from 80.5% for the 2015-2016 Grade 9 cohort) • There was a higher number of non-graduates still enrolled at the end of the year for the 2015-2016 cohort versus the previous two cohorts. • Secondary schools continue the practice of identifying potential graduates with incomplete Literacy Requirement and Community Involvement Hours and develop plans to address these graduation requirements. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|--|---|---|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ B. Hazzard ➤ Family of Schools Superintendents | <p>By June 2023 increase the percentage of elementary students achieving level 3 or 4 by:</p> <ul style="list-style-type: none"> ➤ 10% increase as measured by Primary EQAO Math from 58% (2018-2019) to 73% ➤ 15% increase as measured by Junior EQAO Math from 48% (2018-2019) to 63% | <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. • Provide a broad range of math professional learning throughout the school year to principals, teachers, and ECEs. • 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 2021-2022 school year, all math classrooms will provide diagnostic feedback to student(s) based on a Lawson’s math continua to lift learning and re-engage learners. The Lawson math continua will be used to identify student understanding and identify next steps for student learning. • By the end of 2021-2022 school year, most classrooms will use a ‘number talk’ strategy multiple times per week for student(s) to express mathematical thinking and share the ‘math strategies’ that work best for their understanding. • All schools will have a School Learning Plan math goal. | <ul style="list-style-type: none"> • During the 2021-2022 school year 90% of Kindergarten-Grade 8 classrooms provided diagnostic numeracy feedback to student(s) based on Lawson’s math continua. • The number of K-8 students who received diagnostic numeracy support during the 2021-2022 school year was 6,949. • During the 2021-2022 school year 78% of Kindergarten-Grade 8 classrooms used a ‘number talk’ strategy multiple times per week for student(s) to express mathematical thinking and share the ‘math strategies’ that work best for their understanding. • The Primary and Junior EQAO results for 2021-2022 are not available at the time of publishing. Beginning in the 2021-2022 school year, the format of Primary and Junior EQAO assessments was changed significantly. It is unclear on the impact of the format change when comparing growth. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|---|---|--|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ B. Hazzard ➤ Family of Schools Superintendents | <p>By June 2024 increase the percentage of elementary students achieving level 3 or 4 by:</p> <ul style="list-style-type: none"> ➤ 5% increase as measured by Primary EQAO Reading from 69% (2018-2019) to 74% ➤ 5% increase as measured by Junior EQAO Reading from 76% (2018-2019) to 81% | <ul style="list-style-type: none"> • Implement the diagnostic reading tool Benchmark Assessment System (BAS) and Fountas & Pinnell’s Literacy Continuum in elementary literacy instruction. • Provide individualized release time to all elementary schools, through Instructional Coaches in a differentiated manner according to school needs, that support building teacher, ECE, and principal understanding of BAS and the Literacy Continuum in all schools. • 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 2021-2022 school year, all literacy classrooms will provide diagnostic feedback to student(s) based on BAS or an approved reading diagnostic assessment to lift learning and re-engage learners. The Literacy Continuum will be used to identify student understanding and identify next steps for student learning. • By the end of 2021-2022 school year, all classrooms will use literature and media in the literacy classroom that is culturally appropriate, anti-oppressive, and reflects diverse society. • All schools will have a School Learning Plan literacy goal. | <ul style="list-style-type: none"> • During the 2021-2022 school year 87% of Kindergarten-Grade 8 classrooms provided diagnostic literacy feedback to student(s) based on BAS or an approved reading diagnostic assessment. • The number of K-8 students who received diagnostic literacy support during the 2021-2022 school year was 6,474. • The Primary and Junior EQAO results for 2021-2022 are not available at the time of publishing. Beginning in the 2021-2022 school year, the format of Primary and Junior EQAO assessments was changed significantly. It is unclear on the impact of the format change when comparing growth. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|--|---|--|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ Family of Schools Superintendents | <p>By June 2023 increase successful completion of the OSSLT by 10% for first time eligible, fully participating students from 72% (2018-2019) to 82%.</p> | <ul style="list-style-type: none"> • Schools will establish a Literacy Team. This team will include at a minimum the English curriculum leader, student success teacher, resource teacher and an Administrator and identify a Literacy Lead. • Schools will develop a literacy plan to focus on attainment of the literacy requirement for Grade 10, 11 and non-graduating Grade 12 students) in 2021-2022, including a literacy goal in their School Learning Plan. • The literacy plan and literacy goal will be monitored through FOS Superintendent visits. • Secondary Program Department will support literacy Plan initiatives/literacy goals and collect best practices to support future planning and implementation. | <ul style="list-style-type: none"> • By the end of 2021-2022 Literacy Teams will have met literacy plan and goal objectives and plan for 2022-2023. • The collection of best practices will provide a resource for literacy planning and implementation in 2022-2023. | <ul style="list-style-type: none"> • The Literacy requirement for 2021-2022 Graduating students was waived. • Eligible Grade 10 and 11 students had two opportunities to participate in the online OSSLT. • The format of the OSSLT was changed significantly from the last-reported results. It is unclear what the impact of the changes will be on the results on the 2021-2022 administration of the OSSLT. |



| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|--|--|---|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ Family of Schools Superintendents | <p>All eligible students will participate in the Grade 9 EQAO Assessment of Mathematics in 2021-2022, and the percentage of students achieving level 3 or 4 will be at or above the provincial average.</p> | <ul style="list-style-type: none"> • Based on availability, schools will utilize sample tasks for the new de-streamed Grade 9 math course to prepare students to participate in the Grade 9 EQAO Assessment of Mathematics. • Secondary Program will provide professional learning and release to build teacher capacity to support the implementation of the de-streamed curriculum for students to participate successfully in the Grade 9 EQAO Assessment of Mathematics in 2021-2022. • Document best practices to inform next steps. | <ul style="list-style-type: none"> • Participation in the new Grade 9 EQAO Assessment of Mathematics in 2021-2022 will establish a baseline level of achievement for the new de-streamed Grade 9 math course which is one indicator that will assist in determining the successful implementation of de-streaming. • The collection of best practices will provide a resource for literacy planning and implementation in 2022-2023. | <ul style="list-style-type: none"> • Grade 9 students registered in face-to-face Grade 9 Math in Semester 2 participated in the online Grade 9 EQAO Assessment of Mathematics. Semester 1 Grade 9 Math students did not participate due to the extended period of remote learning at the end of the semester. • Results from the 2021-2022 Grade 9 EQAO Assessment of Mathematics are expected to be released in Fall 2022. The format of the assessment was changed from the last-reported results. Also, the new de-streamed curriculum was implemented. It is unclear what the impact of the changes will be on the results of the 2021-2022 administration. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|---|---|---|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ B. Hazzard ➤ Family of Schools Superintendents | <p>By June 2023, 80% of teachers at every LKDSB elementary school will track feedback that documents what teachers notice about student learning and communicate to students 'where to next' as well as 'how to get there'.</p> | <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 and literacy 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 2021-2022 school year, all schools will participate in professional learning about 'where to next' feedback. • By the end of 2021-2022 school year, most classrooms will begin to track feedback that documents what teachers notice about student learning and communicate to students 'where to next' as well as 'how to get there'. | <ul style="list-style-type: none"> • All elementary schools and staff participated in 'where to next' feedback. Professional learning focused on remote and in-person learning with international author John Hattie. • During the 2021-2022 school year 85% of Kindergarten to Grade 8 classrooms tracked feedback that documents what teachers noticed about student learning and communicated to students 'where to next' as well as 'how to get there'. |

| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|---|---|--|--|
|  <p>Superintendent(s) Responsible: ➤ B. McKay</p> | <p>An ongoing focus on reducing LKDSB’s environmental impact through awareness, action and review of practices.</p> | <ul style="list-style-type: none"> • 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 COVID-19 environment where the use of PPE and other equipment may not align with plastics reduction strategies. • Continue recycling programs, environmental clubs and other school focused activities. | <ul style="list-style-type: none"> • First single use plastics committee meeting to be held in Fall 2021. • Develop a baseline of environmental impact of the LKDSB and understanding of scope of school-based activities. | <ul style="list-style-type: none"> • First committee meeting was held. • Terms of reference for the committee were shared and reviewed with committee members. • Feedback from committee members has been incorporated into the terms of reference. |
|  <p>Superintendent(s) Responsible: ➤ B. McKay</p> | <p>Review of IT department staffing resources against requirements in IT Strategic Plan.</p> | <ul style="list-style-type: none"> • Perform alignment review of IT department staffing resources against staffing requirements in the IT Strategic Plan. • Report to the IT Steering Committee on gaps between department staffing and IT strategic goals. • Assess current and future budget impacts/deficiencies of resource gaps. | <ul style="list-style-type: none"> • Recommendations to be made to IT Steering Committee on how to address identified resourcing gaps. | <ul style="list-style-type: none"> • Finalized report from consultant on staffing levels for IT has been received. • Currently assessing current and future budget/resource gaps from the report recommendations. • Holding presentation to IT Steering Committee until Fall 2022 to ensure full budget impact review will accompany the consultant’s report. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|---|---|---|--|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ H. Lane ➤ Executive Council | <ul style="list-style-type: none"> • An ongoing focus to increase the knowledge and application of understanding needed to remove systemic inequalities in learning and working practices. • By January 2023 implement and report on voluntary student demographic data census. • By May 2022 develop and submit Board Improvement and Equity Plan (BIEP). | <ul style="list-style-type: none"> • Continue to raise knowledge and awareness within the LKDSB and community through training, communications, outreach and professional learning opportunities. • Increase opportunities for student, staff and community consultation 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. • Provide education and understanding of LKDSB dates of significance. • Develop and implement a voluntary disaggregated demographic data census for all students in March 2022. • Report aggregated demographic data collected at Board level. | <ul style="list-style-type: none"> • Ministry required training completed by the end of 2021-22. • Monthly Inclusive Diversity Newsletter and article in the LKDSB Staff Newsletter. • Training administrators, secretarial and clerical staff prior to JK Registration (January 2022) on Self-Identification and Gender Identification. • LKDSB book studies, webinars and PD sessions. • Continue to develop webinars, workshops and digital resources to support critical review of learning resources and programming. • Increased number of families participating in Special Education meetings (measurable outcome based on 2019-2020 school year baseline). | <ul style="list-style-type: none"> • All Ministry required training completed. Working with administrators on the implementation of the OCT Professional Advisory on Anti-Black Racism. • Provided mandatory training for administrators and Board office staff. Voluntary training was also available for clerical staff (Summer 2022). • Creation of Inclusive Diversity Consultant K-8 position, System Coordinator of Equity, Diversity and Inclusion position for September 1, 2022. • Monthly articles in the LKDSB Staff Newsletter continue with the monthly Inclusive Diversity newsletter. • Secondary learning resources audit has been initiated and is ongoing. • Completed the voluntary student census in March 2022. Results pending and will be available in Fall 2022. |


| | | | |
|---|---|--|---|
|  <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> |
|---|---|--|---|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|----------------------|------|--|---|---|
| | | <ul style="list-style-type: none"> • Engage Demographic Data Steering Committee and Sub-Committees to gather voice and provide leadership on the implementation of the strategy. • 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. • Based on demographic data, understanding how reducing the percentage of suspensions and expulsions across Grade 4-12 contribute to the systemic barriers in education. • Increased school staff development specifically to undertake equity and human rights support. • Tracking the number and nature of all hate-based incidents in schools. | <ul style="list-style-type: none"> • Increased sense of parent/guardian engagement as noted in the School Climate Survey. • Include and consider Days of Significance in decision making and scheduling process with regard to impact on students, staff and community members. • Implement a multi-year plan and timeline for the implementation of a voluntary identity-based student census. • Determine Terms of Reference, Membership, Purpose of the Committee and sub-committees in championing anti-oppressive education. | <ul style="list-style-type: none"> • The Board Equity, Diversity and Inclusion Committee initial monthly meetings implemented in February 2022. • Including Dates of Significance in Inclusive Diversity Newsletters to broaden understanding. Highlighting specific Days of Significance on Board calendar, communications and social media. Need to review for upcoming year. • The Board Equity, Diversity and Inclusion Committee initial monthly meetings implemented in February 2022. • Keeping Students in School Project completed Year One. • Tracking of hate-based incidents in school being implemented for September 2022. • Ministry currently has BIEP plans on hold. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|

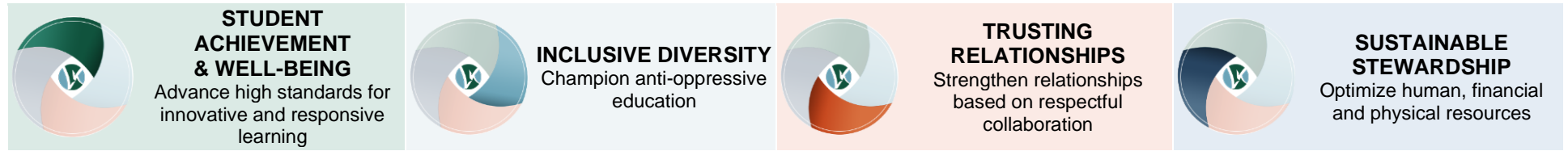
| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|---|---|---|
|  <p>Superintendent(s) Responsible: ➤ M. Sherman</p> | <p>To continue to review/revise the scenarios, based on current Fall 2021 updated enrollment data, in the Pupil Accommodation Review Plan by Phase to right size the LKDSB pupil places and make the most efficient use of LKDSB facilities.</p> | <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. • Review and revise, by December 2021, the LKDSB policy, regulations and administrative procedures to reflect the provincial direction after the moratorium on school closures is lifted. | <ul style="list-style-type: none"> • Updated plan to address the empty pupil spaces in the LKDSB. • Forward consolidation funding model impact summaries to the Ministry of Education to continue to support the case for right sizing the number of schools within the LKDSB. • To continue with the Forest Area Transition Committee meetings and invite new members to the discussion to seek both input to and feedback from the LKDSB new construction plans on the K-12 new build. Both for Physical plant and program purposes. | <ul style="list-style-type: none"> • Updated PAR 2021 plan presented to Board Fall 2021. • Updated Capital Plan presented to Board in April 2022. • Forest Area Transition Committee meetings ongoing. • Forest Area K-12 school website launched to maintain transparent communication with community. |


| | | | |
|---|---|--|---|
|  <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> |
|---|---|--|---|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|--|--|--|
|  <p>Superintendent(s) Responsible: ➤ M. Sherman</p> | <p>An ongoing focus to increase the knowledge and application of knowledge of a Health and Safety culture.</p> <p>➤ To implement the plan to promote positively overall awareness of all employees understanding of the IRS (Individual Responsibility System).</p> | <ul style="list-style-type: none"> • Review and revise the operationalization Health and Safety documents. Cyclical review plus time sensitive 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 monthly communications and online promotions supporting a positive and clearly structured Health and Safety culture. | <ul style="list-style-type: none"> • Review and updating of Health & Safety Policy/Regulation and Administrative Procedure continues. • The terms and conditions for the operation of the Joint Health & Safety Committees received an extension and are in process of being reviewed for Ministry of Labour approval. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|---|---|--|
|  <p>Superintendent(s) Responsible: ➤ M. Sherman</p> | <p>By January 2022 develop a strategy to engage and support adult learners, across a range of student abilities and innovative programming. Developed in conjunction with a review and rationalization of program offerings based on the Spring 2021 review of the Alternative and Continuing Education Program.</p> | <ul style="list-style-type: none"> • Gather feedback from community members and LKDSB staff to align programming with current 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. • Work with community partners to ensure a breadth of program offerings and interconnects to LKDSB resources. | <ul style="list-style-type: none"> • To align with the core focus of graduating adult learners, the LKDSB will discontinue offering adult non-credit ESL and support its community partners with the provision of these services. • Literacy and Basic Skills (LBS) has permanently transitioned from an in-person program to one that meets the needs of learners through in-person and online services. • Prior Learning and Recognition (PLAR) has increased in use with the expansion of the mature student definition. • Adult learner re-engagement efforts have resulted in an enrolment of 1,700 adult learners aged 18 to 78. |








| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|---|---|--|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ A. Barrese ➤ G. Girardi ➤ Family of Schools Superintendents | <p>By November 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:</p> <p><u>Sense of Belonging</u></p> <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% <p><u>Welcoming School Environment</u></p> <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% <p><u>Connection with a Caring Adult</u></p> <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 October 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. | <ul style="list-style-type: none"> • The Climate Survey was completed by LKDSB students, staff and parent/guardians during the dates of October 12-19, 2021. <p>Actual results:</p> <p><u>Sense of Belonging</u></p> <ul style="list-style-type: none"> ➤ Grade 4-6: 64% (decrease of 3%) ➤ Grade 7-8: 63% (increase of 6%) ➤ Grade 9-12: 57% (decrease of 2%) <p><u>Welcoming School Environment</u></p> <ul style="list-style-type: none"> ➤ Grade 4-6: 81% (increase of 4%) ➤ Grade 7-8: 72% (increase of 8%) ➤ Grade 9-12: 63% (increase of 1%) <p><u>Connection with a Caring Adult</u></p> <ul style="list-style-type: none"> ➤ Grade 4-6: 82% (decrease of 6%) ➤ Grade 7-8: 70% (increase of 2%) ➤ Grade 9-12: 62% (decrease of 2%) |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|---|--|---|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ G. Girardi ➤ A. Barrese | <p>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> <p><u>Would ask for help with mental/emotional health issues at school:</u></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><u>Aware of school mental/emotional health supports at school:</u></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/Guardians ➤ 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. | <ul style="list-style-type: none"> • The Climate Survey was completed by LKDSB students, staff and parent/guardians during the dates of October 12-19, 2021. <p>Actual results:</p> <p><u>Would ask for help with mental/emotional health issues at school:</u></p> <ul style="list-style-type: none"> ➤ Grade 4-6: 65% (increase 5%) ➤ Grade 7-8: 41% (3% increase) ➤ Grade 9-12: from 33% (decrease 27%) <p><u>Aware of school mental/emotional health supports at school:</u></p> <ul style="list-style-type: none"> ➤ Parent/Guardian: 50% (decrease of 2%) ➤ Staff: 65% (increase of 7%) |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|--|---|---|--|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ A. Barrese ➤ Family of Schools Superintendents | <p>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, access the post-secondary pathway of their choice and improve graduation rates (OSSC and OSSD).</p> <ul style="list-style-type: none"> ➤ Increase four-year graduation rate from 57.1% in 2018-2019 to 70% ➤ Increase five-year graduation rate from 62.5% in 2018-2019 to 80% | <ul style="list-style-type: none"> • Increase participation in Grade 9 academic courses, monitor participation in locally developed 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 education 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. | <ul style="list-style-type: none"> • Graduation rate by receipt of special program and services for 2015-2016 Grade 9 cohort: <ul style="list-style-type: none"> ➤ Four year-graduation rate is 58.1%, up from 57.1% in 2018-2019 ➤ Five-year graduation rate is 69.5%, up from 62.5% in 2018-2019 • Secondary schools continue to limit participation in non-credit bearing, alternative courses. • Grade 9 de-streaming has provided the opportunity for more students to participate in graduation pathways in their home schools |


| | | | |
|---|---|--|---|
|  <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> |
|---|---|--|---|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|--|---|---|---|--|
|  <p>Superintendent(s) Responsible: ➤ G. Girardi</p> | <p>By June 2022 complete negotiations with:</p> <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. | <ul style="list-style-type: none"> • Completion of Negotiations with ETFO, ETFO OT, OSSTF and CUPE. • Promotion of updated Collective Agreements on LKDSB website. • Discussion of pertinent updates to Collective Agreement with trustees, Administration, Supervisors and Management. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|--|---|--|
|  <p>Superintendent(s) Responsible: ➤ G. Girardi</p> | <p>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.</p> <ul style="list-style-type: none"> ➤ Completion of LKDSB hiring practices to align with PPM for all teacher groups. ➤ By June 2022 complete staff census and develop report to outline steps for application for hiring and diversity ➤ By June 2022 develop a long-term strategy to address systematic barriers in hiring, promotion and advancement for all Board groups | <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. | <ul style="list-style-type: none"> • Completion of Updated Admin Procedure for Teacher Hiring Practice. • Updated hiring process for Principals, Managers and Supervisors. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|--|--|--|
|  <p>Superintendent(s) Responsible: ➤ B. McKay</p> | <p>Negotiation and finalization of new Wide Area Network and telephone line contracts.</p> | <ul style="list-style-type: none"> • Review of current Wide Area Network and telephone line contracts. • Scope creation for new contracts. Working with Procurement on scoping exercise. • Procurement to advise on procurement methods. • Procurement to advise and assist on writing of Wide Area Network and telephone line contracts. This process involves the review of potential contracts as provided by successful bidders. | <ul style="list-style-type: none"> • To have new approved LKDSB contracts for Wide Area Network and telephone line services in place by end of 2021-22 school year. | <ul style="list-style-type: none"> • New approved contract has been signed and includes budget savings in the IT department budget. |


| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|





| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|---|--|---|
|  <p>Superintendent(s) Responsible: ➤ B. McKay</p> | <p>Update of LKDSB 5-year capital plan</p> | <ul style="list-style-type: none"> • Review of all Board facilities with principals to gain understanding of building needs from a programming perspective. • Review of all Board facility condition improvement reports • Summarize capital needs and requests for each facility using information gathered from facility meetings and reports. • Forecasting of Board capital funding streams for the 2022-23 to 2026-27 school years. • Use of Board capital budgeting software (Questica) to assist in summarizing capital needs and requests. | <ul style="list-style-type: none"> • New 5-year capital plan for 2022-23 to 2026-27 schools to be completed and reported to trustees as part of the 2022-23 school year budget. • Implement new construction strategy that includes work during the school year to minimize impact on student learning | <ul style="list-style-type: none"> • New construction strategy for Rosedale Public School to be implemented in Fall 2022 for year-round construction. • Delay in the 5-year capital plan due to increasing construction costs – need to assess impact of increasing costs on the number of capital projects that can be accomplished each year. |


| | | | |
|---|--|---|--|
|  <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> |
|---|--|---|--|

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|---|---|--|--|
|  <p>Superintendent(s) Responsible: ➤ B. McKay</p> | <p>Development of an ongoing staff training program for the Facility Operations department.</p> | <ul style="list-style-type: none"> • Custodial manual used as the reference source for all department training needs. • Development of training for 3 custodial classifications. • Liaise with Board Leadership Development Team as training program is created. • Initial focus of training program will be to support staff on department processes and procedures. • Developed training will be interactive and hands-on. | <ul style="list-style-type: none"> • Development of the initial stages of the training program will be completed and provided to staff by the end of the 2021-22 school year. | <ul style="list-style-type: none"> • Initial training occurred during March Break with custodial staff members. • The training was interactive and hands-on for staff. • Custodial manual going through final review. • Next steps – ongoing development of the training plan will continue with new topics. |

| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|--|---|---|
|  <p>Superintendent(s) Responsible: ➤ M. Mancini</p> | <p>By June 2023 secondary schools will phase out Academic and Applied Grade 9 courses, replace them with Academic or de-streamed courses, and support students to be successful.</p> | <ul style="list-style-type: none"> • Implement the Grade 9 de-streamed math course in 2021-22. • Provide professional learning opportunities for staff to create conditions for success for all students in academic courses including teaching in multi-level classrooms. • Support and enhance implementation of Academic only Grade 9 courses (French, English, Geography and Science). • Strengthen the secondary transition planning process (Grade 7,8, 9 teachers, principals, transitions staff, students, parents/guardians) to support informed decision-making and course selection that keeps options open for students to pursue the post-secondary pathway of their choice. • Establish a course selection review process to monitor Grade 9 locally developed compulsory credit course selection for 2022-23 to support de-streaming. • During the process, schools may look for opportunities for de-track Grade 10 courses (for example, Grade 10 History). | <ul style="list-style-type: none"> • Monitor and learn from best practices implemented in the inaugural year of the new course. • Build capacity to support informed Grade 9 Course Selection to enhance. • The percentage of students selecting Grade 9 locally developed compulsory credit courses will not increase from the 2019-2020 baseline of 10%. | <ul style="list-style-type: none"> • Grade de-streamed math course was successfully implemented across the district in 2021-2022. • In 2022-2023 all Grade 9 students will be registered in a single track for Grade 9. • Course selection review process for Grade 9 locally developed courses is in place to ensure percentage of students selecting Grade 9 locally developed courses does not increase from 2012-2020 baseline of 10%. |

| | | | |
|--|--|---|--|
|  <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> |
|--|--|---|--|

| STRATEGIC OBJECTIVES | GOAL | ACTION STEPS | EXPECTED OUTCOMES | ACTUAL OUTCOMES |
|---|--|--|--|--|
|  <p>Superintendent(s) Responsible:</p> <ul style="list-style-type: none"> ➤ M. Mancini ➤ B. Hazzard ➤ A. Barrese ➤ H. Lane ➤ Executive Council | <p>Remove systemic bias from instructional, assessment and evaluation practices and dismantle discrimination and inequity in classrooms.</p> | <ul style="list-style-type: none"> • Provide professional learning opportunities and resources to engage in culturally responsive and relevant pedagogy for all educators, including administrators. • Increase educator capacity for equitable assessment and evaluation practices through professional learning and updated assessment and evaluation practices. | <ul style="list-style-type: none"> • Increased educator capacity for effective culturally responsive instruction, assessment and evaluation. • Students will learn diverse perspectives and see themselves in their learning. • Implementation of assessment and evaluations practices that are fair, equitable, barrier-free and lead to the improvement of learning for all students. | <ul style="list-style-type: none"> • Several schools participated in a culturally responsive and relevant pedagogy project. • Revised assessment and evaluation guidelines were introduced in 2021-2022. There will be ongoing professional learning for the implementation of the guidelines. • During the 2021-2022 year, elementary educators and administrators were directed to review report card comments to ensure that these did not reflect a colonized, hierarchical perspective that valued one culture over another via workshops and Elementary Program communications. |