



INSPIRING MINDS & SHAPING FUTURES:

Our Multi-Year Commitment to Student Success 2024-2028



APRIL 2024



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MESSAGE FROM THE DIRECTOR



Education is critical to creating a thriving city, province, and country. At the TDSB, our core mission is to enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society. The MYSP serves as our blueprint for bringing this mission to life.

There is no single story about the TDSB – there are thousands of successes. The programs and services we offer are as diverse as the needs of the 238,000 students we serve. When we embarked on the renewal process for the MYSP, we knew it was critical that we received input from as many students, parents/guardians/caregivers, staff, and partners as possible. We were overwhelmed by the willingness of the community to share input and guidance, allowing us to craft a plan that truly addresses the needs and aspirations of the TDSB community.

I want to express my gratitude to everyone who participated in the MYSP engagement process to provide feedback. We received input from more than 8,000 community members through a variety of channels, including written submissions in the MYSP online survey and group discussions – both virtual and in-person. The document you are reading now is a reflection of the rich perspectives, ideas, and goals of TDSB communities that we identified during the engagement process.

We heard a variety of ideas: from innovating the curriculum with artificial intelligence and the continued importance of STEM and the Arts, to recognizing the importance of student and staff mental health and strengthening engagement with students' families. However, there was also a very clear theme: a unified commitment to prioritizing learning and high levels of academic and personal achievement for all students. We collectively believe in ensuring students have opportunities in public education that allow them to build successful, happy lives, as well as sustainable, equitable, and compassionate communities – in Toronto and beyond.

The strategic directions have been synthesized into four important concepts: achieve, belong, thrive, and revitalize. These concepts are grounded in our commitment to Equity and Truth and Reconciliation. During the engagement process, most stakeholders recognized the importance of continuing to focus on upholding the dignity and human rights of all students in our schools. We must continue to build coalitions of hope, resilience, and action across school communities, as well as act and sustain progress toward achieving the Truth and Reconciliation Commission's Calls to Action and toward equity for our students and staff.

The MYSP 2024-2028 is a plan and set of strategic guiding principles that will allow us to realize the TDSB's vision. You will note the use of plain, accessible language that has been used throughout the new Multi-Year Strategic Plan. We have created a document that gives anyone reading it an opportunity to understand our collective vision for the next four years and to freely imagine what their role in it could be – whether you are a student, parent/guardian/caregiver, educator, staff member, or community partner.

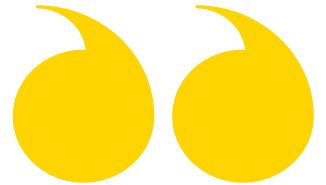
The MYSP is in many ways a living document, so I encourage you to bring forward your ideas for how we can continue to work together to grow the excellence of public education in Toronto. I look forward to continuing to collaborate with the TDSB community to bring the MYSP to life and to sharing our progress in the months and years ahead.

Colleen Russell-Rawlins
Director of Education





MESSAGE FROM THE CHAIR



I am pleased to share our renewed Multi-Year Strategic Plan (MYSP) for 2024-2028, a significant milestone in our commitment to student achievement, well-being, and success district-wide.

Through extensive collaboration, the MYSP has been streamlined to focus on our core objectives. We have emphasized high achievement, student well-being, and clear accountability structures, ensuring Trustees and staff can effectively measure progress.

This revised MYSP is more specific and outcome-oriented, integrating key performance indicators to gauge our progress and uphold accountability.

At its core, the TDSB's MYSP reflects our unwavering commitment to excellence, prioritizing individual student needs, recognizing the importance of engaging parent/caregivers/guardians, and fostering community partnerships.

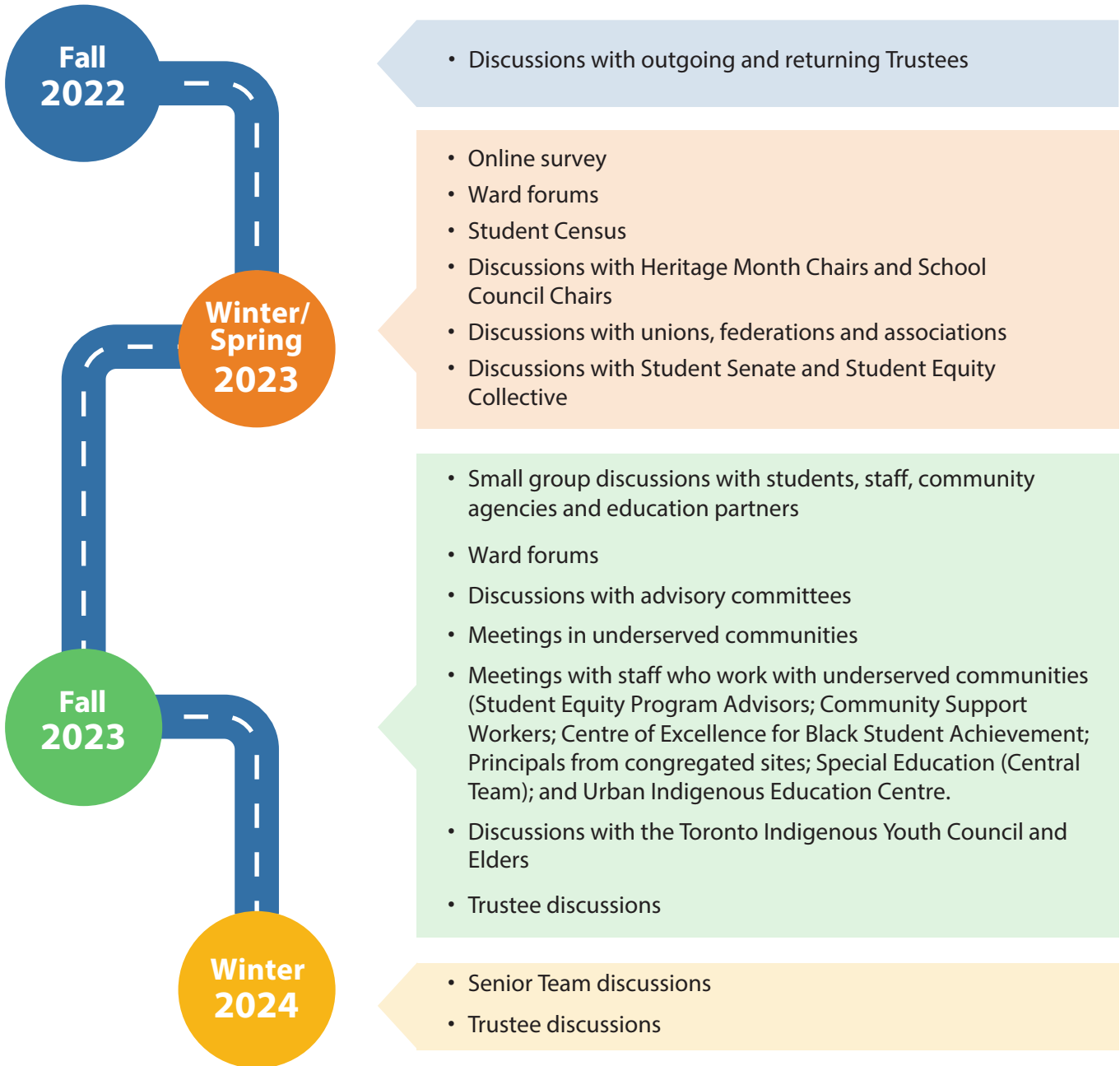
Recognizing the importance of various success conditions, we remain dedicated to creating an environment where every student can thrive and reach their full potential – inside and outside the classroom.

Rachel Chernos Lin
Chair, Toronto District School Board



MYP RENEWAL ENGAGEMENT

In May 2022, the Board of Trustees agreed to begin the process of renewing the TDSB's Multi-Year Strategic Plan (MYSP) as the current plan was coming to an end.



In total, over 8,000 people provided input into the renewed MYSP.

WHAT WE HEARD

The input we received through the Multi-Year Strategic Plan engagement process can be summarized to the following six themes:

The Multi-Year Strategic Plan should be more focused, with increased transparency, accountability and measurement

Effective teaching and learning continue to be important

Increase our focus on student and staff mental health and well-being

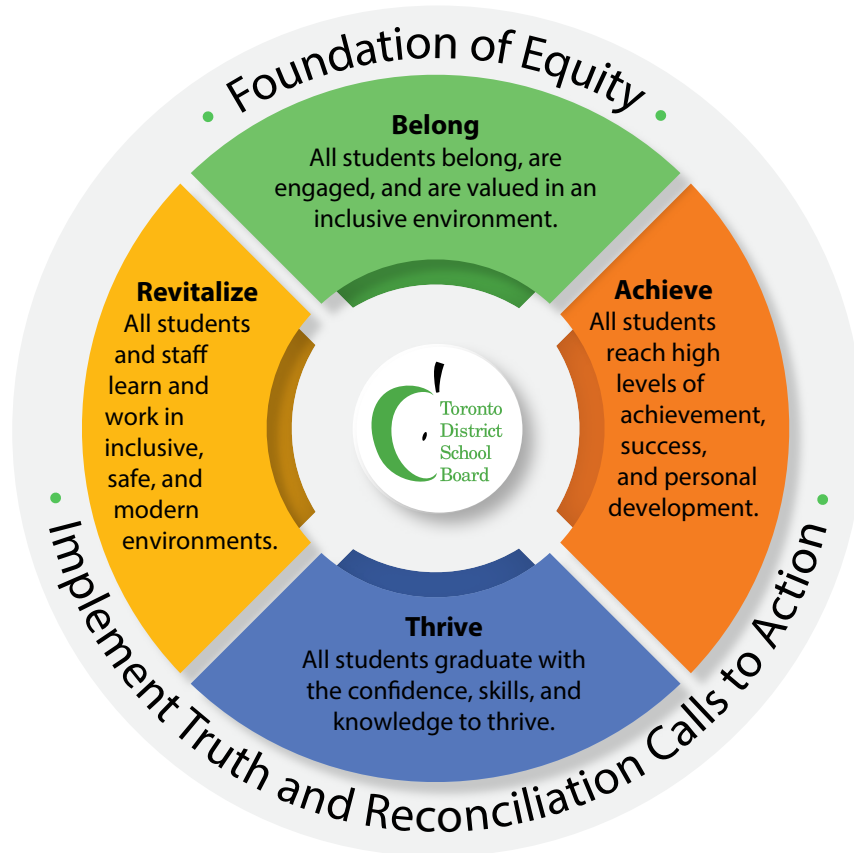
Continue to focus on equity, including the provision of equitable services and supports to students with disabilities and students with special education needs

Increase parent/guardian/caregiver and community engagement

Continue to address operational considerations, including stable staffing, improved facilities and modernizing processes



INSPIRING MINDS AND SHAPING FUTURES: OUR MULTI-YEAR COMMITMENT TO STUDENT SUCCESS (2024-2028)



We Value

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

Conditions for Success

The conditions for success are factors that contribute to the successful implementation of the Multi-Year Strategic Plan, 2024-2028.



Partnering with Parents /
Caregivers / Guardians and
Community



Culture of Human
Rights and Respect



Accessibility and
Inclusion



Strategic, Agile and
Equitable Leadership



Effective
Communication

MISSION AND VALUES

Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

Values

We value:

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- A strong public education system where every student, including students with disabilities/special education needs and intersecting identities, can reach their full potential
- A strong public education system that identifies, removes, and prevents barriers so that students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship



EQUITY AS A GUIDING PRINCIPLE

*Equity is a principle that will continue to guide the TDSB in all that it does. **Equity** will be foundational to all TDSB work and will be embedded throughout the strategic directions.*

The TDSB is committed to identifying, removing, and preventing barriers that create disproportionate outcomes for underserved students. The TDSB's goal is to provide an equitable, accessible, and inclusive education experience for all students according to their unique needs*.



We will do this by:

- Holding high expectations for all students and providing them with the support they need to reach their full potential
- Implementing effective school and classroom pedagogy, including culturally relevant and responsive instructional practices
- Providing students with increased choice and building relationships to support a sense of belonging and connectedness
- Creating inclusive learning environments for students with disabilities/special education needs and intersecting identities
- Identifying, removing, and preventing systemic, procedural, and attitudinal barriers that stand in the way of equity of access and outcomes in education
- Implementing employment policies, practices, and procedures that contribute to a workforce that understands the unique needs of a diverse and changing student population, and is adaptable to changing socio-political conditions
- Building the capacity of staff to serve students with disabilities/special education needs and intersecting identities

* Consistent with the [Canadian Charter of Rights and Freedoms](#).



STRATEGIC DIRECTIONS

TRUTH AND RECONCILIATION: We commit to the implementation of the [Truth and Reconciliation Commission of Canada: Calls to Action](#).

We will do this by:

- Embedding the Truth and Reconciliation Commission of Canada: Calls to Action into the delivery of all education services
- Identifying and closing gaps in academic achievement and well-being for First Nations, Métis, and Inuit students
- Creating learning and working environments that are welcoming for First Nations, Métis, and Inuit students and staff
- Educating all students about Indigenous histories, contemporary contexts, cultures, and perspectives
- Providing all students with opportunities to experience learning through listening to, learning from, and working with Indigenous peoples and perspectives



BELONG

BELONG: All students belong, are engaged, and are valued in an inclusive environment.

We will do this by:

- Establishing inclusive and welcoming learning environments in which every student feels valued and feels a sense of joy, engagement, and belonging
- Providing professional learning, resources, and opportunities dedicated to prioritizing and nurturing student mental health and well-being
- Expanding platforms for student voice and leadership, helping them to shape their educational experiences and contribute meaningfully to the school community
- Embracing restorative practices where appropriate to foster understanding and empathy and to cultivate strong, supportive relationships among all members of the school community
- Increasing inclusivity and support for all students, including students with disabilities/ special education needs, in recognition and celebration of their unique abilities and contributions
- Actively engaging parents/guardians/caregivers and diverse community agencies to foster collaborative relationships that promote the holistic development and well-being of TDSB students



ACHIEVE: All students reach high levels of achievement, success, and personal development.

We will do this by:

- Developing a strong foundation of literacy and numeracy skills beginning in kindergarten
- Creating culturally responsive, identity-affirming resources and learning environments that reflect the diverse backgrounds and experiences of TDSB students
- Increasing equity of access to programs, extracurricular opportunities and other enrichment opportunities
- Strengthening instructional practices to reflect evidence-based approaches, and more fully include [Universal Design for Learning](#) and differentiated instruction



- Welcoming, respecting, and valuing parents/guardians/caregivers as partners in their children's learning and development
- Holding high expectations for students and finding ways to set goals and monitor progress with them, to enable students to master skills that will help them to be successful in their chosen pathway



THRIVE

THRIVE: All students graduate with the confidence, skills, and knowledge to thrive.

We will do this by:

- Using evidence-based interventions to close gaps in learning
- Supporting effective transitions for all students with the aim to maximize their career options after graduation
- Providing a range of support for students to be successful in their chosen academic pathways



- Increasing students' access to courses and programs that reflect their interests and that they find engaging and relevant
- Welcoming, respecting, and valuing parents/guardians/caregivers as partners in their children's learning and development
- Continuing to innovate and offer new and meaningful experiential learning opportunities for students in collaboration with a diversity of community partners



REVITALIZE

REVITALIZE: All students and staff learn and work in inclusive, safe, and modern environments.

We will do this by:

- Effectively recruiting, retaining, developing, and engaging employees
- Hiring and developing leaders with the skills and expertise to meet organizational needs
- Building and renovating existing schools to utilize space more effectively, be environmentally sustainable, and create modern and accessible learning spaces
- Distributing resources to effectively support student learning and the professional responsibilities of staff
- Continually assessing the benefits and feasibility of adopting new technologies and processes to optimize business functions, student learning, and teaching practices



INDICATORS OF PROGRESS

Indicators of progress in the MYSP provide insights into the success or effectiveness of initiatives and identify areas of improvement. The following indicators have been identified as compulsory by the Ministry of Education and also align with the TDSB priorities of Belong, Achieve and Thrive. Furthermore, these indicators serve as a baseline, and beginning in 2025/2026, the TDSB may add additional indicators as it progresses with the implementation of the MYSP.

- 1) Percentage of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Reading and Writing
 - Grade 6 EQAO Reading and Writing
- 2) Percentage of students who meet or exceed the provincial standard on:
 - Grade 3 EQAO Mathematics
 - Grade 6 EQAO Mathematics
 - Grade 9 EQAO Mathematics
- 3) Percentage of fully participating, first-time eligible students who are successful on the Ontario Secondary School Literacy Test/le Test provincial de compétences linguistiques.
- 4) Percentage of students who earn 16 or more credits by the end of Grade 10.
- 5) Percentage of students participating in at least one job skills program.
- 6) Percentage of students graduating with an Ontario Secondary School Diploma within five years of beginning Grade 9.
- 7) Percentage of students enrolled in at least one Grade 12 mathematics, or Grade 11 or 12 science course.
- 8) Percentage of students who believe their learning has prepared them for the next step in their learning experience.
- 9) Percentage of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%.
- 10) Percentage of students in Grades 4-12 who have been suspended at least once.
- 11) Percentage of students in Grades 6, 9 and 10 who report being aware of mental health supports and services.



CONDITIONS FOR SUCCESS

The conditions for success, listed below, are factors that contribute to the successful implementation of the Multi-Year Strategic Plan, 2024-2028.

Partnering with parents/guardians/caregivers and community.

We partner with parents/guardians/caregivers and the community as essential partners in our shared efforts to improve outcomes for all students.

Culture of human rights and respect.

We foster a culture of human rights and respect that enables all learning and working environments to be safe, welcoming, and inclusive.

Accessibility and inclusion.

We increase the ability of all students to access education in a way that reflects their needs and removes structural, procedural, and attitudinal barriers to inclusion.

Strategic, agile, and equitable leadership.

We develop and support leaders who can allocate resources, delegate responsibilities, and empower staff to effectively implement the TDSB's strategic directions. These leaders are also dynamic and responsive to current conditions and unanticipated challenges.

Effective communication.

We regularly engage in two-way communication with our internal and external educational partners.





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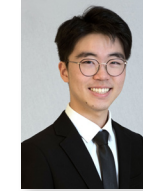
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Accurate at time of printing.

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