



Algonquin & Lakeshore
Catholic District School Board

**Strategic Plan
Strategic Initiatives
for 2017-2018**

Discipleship | Scholarship | Stewardship



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Vision

Catholic schools in the Algonquin and Lakeshore Catholic District School Board inspire and nurture strong communities of faith, engaged communities of learning and compassionate communities of service.

Knowing that we are alive in the faith of Jesus Christ and that we are called to put our faith into action, we educate our students to grow in grace and knowledge, and to lead lives of faith, hope and love. Accordingly, we remain resolute in our commitment to academic excellence and the relentless pursuit of success for each student and staff member, fostered within faith-filled Catholic learning environments.

Planning Framework

Strategic Directions:

- Strategic Directions are organized under the pillars of Discipleship, Scholarship, and Stewardship, and outline the major themes of the Board's Multi-Year Strategic Plan. The strategic directions create the context and direction for our improvement, planning, and operational efforts. Strategic directions also guide our implementation and monitoring strategies.

Strategic Initiatives:

- Strategic Initiatives are the annual activities and outcomes that are directly aligned to the achievement of the Board's strategic directions. Strategic initiatives are monitored through Board and department improvement and operational plans and progress is reported to the Board of Trustees regularly throughout the year and through the Director's Annual Report.



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Discipleship

As a community of learners, created in the image of God, we:

- Inspire and nurture strong communities of Catholic faith with all partners in Catholic education- home, school, parish and community
- Respect the dignity of all persons by fostering trusting relationships through policies and practices that promote equity, diversity and inclusion
- Articulate, share and celebrate our Catholic values and traditions through our lived ***Faith in Action***, proudly professing and bearing witness to our faith
- Build and sustain collaborative Catholic professional learning communities that are collectively responsible for the development of the whole person, integrating mind, body and spirit
- Demonstrate commitment to model, teach and practice the Ontario Catholic School Graduate Expectations in all school and Board activities
- Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities
- Sustain healthy and nurturing communities of belonging that are safe, caring and respectful, and built upon the principles of restorative practice

Scholarship

As a community of learners, created in the image of God, we:

- Inspire and nurture engaged communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn
- Reach every student by creating classroom environments that are responsive to individual learning strengths, needs and pathways, and offer timely and tiered interventions through a team approach
- Increase student achievement through focused instruction and intentional practices which include intentional assessment practices for, as and of learning
- Design rich and engaging learning opportunities that capture students' voices, building confidence and engagement in their own learning
- Combine pedagogy and the innovative use of technology to foster growth in Catholic character, citizenship, communication, critical thinking and problem solving, collaboration, creativity and imagination
- Embrace student inquiry permitting each learner to make their thinking visible in a variety of ways
- Deepen our professional learning through collaborative inquiry, moving to consolidation of the Board's Four Core Instructional Strategies: Accountable Talk, Rich, Relevant and Engaging Tasks, Share and Guided Practice and Effective, Descriptive and Timely Feedback

Stewardship

As a community of learners, created in the image of God, we:

- Inspire and nurture compassionate communities of service
- Promote welcoming and healthy work environments that respect the dignity of each person, while serving the needs of students in our Catholic schools
- Support practices of sustainability and respect for God's creation
- Promote independence, integration and equality of opportunity for all members of our Catholic school communities
- Improve understanding of and access to mental health supports for staff, students and their families
- Develop the Catholic leadership capacity of one another by empowering staff to achieve goals for professional growth, leadership and faith development in support the learning needs of all students
- Ensure fiscally responsible, transparent and accountable decision making practices and resource allocation of all school, Board and provincial resources to achieve goals that equitably meet current needs in our school and Board communities



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Discipleship

Strategic Initiatives	Progress
Nurture Catholic community and faith formation for students and staff	
Support staff to integrate the Ontario Catholic School Graduate Expectations (OCSGEs) into authentic learning opportunities	
Engage teachers of secondary religious education (grades 9-12) in professional development and provide resources in preparation for the implementation of the revised 2016 Ontario Secondary Religious Education Curriculum Policy document	
Provide opportunities to nurture and strengthen the home-school-parish relationship	
Provide training to all school teams to support the implementation of the ALCDSB Suicide Prevention, Intervention, Postvention Protocol	
Provide capacity building opportunities for teachers to participate in the <i>Mentally Healthy Classrooms</i> professional learning module	
Support a whole school approach to positive school climate and well-being through the use of established mental health and well-being programs and practices	
Establish a working group to review the ALCDSB approach to collecting school climate data and develop recommendations for future planning	
Update the Board Accessibility Plan and implement Year One of the Plan	
Engage with the Special Education Advisory Committee in championing inclusion and increasing awareness and understanding of disabilities	
Engage with community and provincial partners to explore innovative practices in support of students with Autism Spectrum Disorder	
Promote Student Voice as a strategy to advance student centred pedagogy by supporting and facilitating school based Speak Up and Student Voice initiatives	
Include FNMI spirituality and perspective in course curriculum	
Expand the Creating Pathways to Success, K-12 implementation plan	
Enhance and enrich the New Teacher Induction Program (NTIP), connecting school leaders who have not assumed formal roles with beginning teachers, as they engage in relationship building that will support and sustain a collaborative school based professional learning model	
Refresh and enhance the process and expectations of the Leadership Assessment Centre	
Engage newly appointed school leaders in a professional learning pathway that supports their growth as confident and capable operational and instructional leaders	
Align the professional learning needs of school administrators with system priorities and develop a collaborative and comprehensive professional learning plan for the 2017-18 school year	
Evolve the successful partnership existing between ALCDSB and the Catholic Principals' Council of Ontario (CPCO) by co-teaching and co-planning PQP 1 (Fall, 2017) and PQP 2 (Spring, 2018)	



Scholarship

Strategic Initiatives	Progress
Embed Universal Design for Learning (UDL), the belief that all students can learn, in Religious and Family Life Education	
Deepen system-wide understanding of the foundational Kindergarten program conditions: <ul style="list-style-type: none">• inquiry stance• play-based approach• student-centred learning (UDL)	
Focus support and professional learning for Kindergarten teams on the five frames: <ul style="list-style-type: none">• Religious and Family Life Education• Belonging and Contributing• Demonstrating Literacy and Mathematics Behaviours• Self-Regulation and Well-Being• Problem Solving and Innovating	
Complete the 2018 Early Development Instrument (EDI) data collection and deepen Kindergarten educator teams understanding of the EDI sub-domain data	
Support teacher use of the Ontario Catholic School Graduate Expectations (OCSGEs) and the elementary Religion and Family Life curriculum in explicit and integrated way across all other curriculum areas	
Develop a deeper understanding of the Universal Design for Learning (UDL) Framework	
Develop a deeper understanding of learner variability through the lens of UDL	
Build upon educator and school leaders awareness of UDL by being able to “notice and name” UDL principles, guidelines and checkpoints in practice	
Use the UDL principles, guidelines and checkpoints when planning in the classroom and at professional learning meetings	
Create learning environments that offer flexibility, choice and voice for students when accessing curriculum, learning preferences and materials	
Use <i>Learning for All</i> (2013), to build understanding of the importance of student learner profiles when planning, supporting and identifying the strengths and needs of students	
Deepen educator content knowledge of Kindergarten-grade 3 mathematics using the ALCDSB Curriculum Continuum in all 5 mathematics strands	
Strengthen educator understanding of the importance of clear learning goals when creating lessons and designing assessments using the ALCDSB Assessment Framework	
Support the professional learning of K-3 educators as they purposefully integrate technological tools, supporting teaching and learning at the point of instruction and enhance the use of content creation apps, virtual manipulatives and coding devices	
Support and build educator proficiency as they guide students toward consolidation of mathematical understanding	
Support educator use of pedagogical documentation to collect assessment data through conversation, observation and product when planning and responding to student needs	
Develop educator understanding of Learning Disabilities to increase support to learners in the classroom setting	
Create a new 3-year French Second Language (FSL) plan for the Board with the assistance of the French as a Second Language Steering Committee and implement Year 1 of the plan (2017-2020)	
Implement digital portfolios using Fresh Grade all K-6 classrooms	



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Strategic Initiatives	Progress
Provide professional development for Itinerant Arts educators to support lesson design that incorporates Indigenous teachings, music, visual arts, drama and dance for elementary students	
Ensure school teams create alignment and consistency between student program, IEP, Behaviour plan, Safety and Medical plans when planning, assessing and evaluating progress of students with special education needs	
Deepen transition practices that foster independence and the social, emotional, academic and physical wellbeing of students (PPM 156)	
Deepen expertise of staff who support students with diverse needs by providing a range of professional learning forums e.g. on-line courses, PLCs, Learning Series, P.A. Day workshops, co-teaching and certification training	
Provide professional learning for teachers to support the application of assistive technology at the point of instruction, ensuring social inclusion and full access to the curriculum for all students	
Leverage a multidisciplinary team approach to deepen and strengthen understanding of social and emotional development of students	
Engage with community and provincial partners to explore innovative practices to support students with Autism Spectrum Disorder	
Use Catholic System School Council forums and Parent Reaching Out (PRO) initiatives to engage parents and guardians	
Support collaboration between the Learning Technology Services (LTS) and Curriculum departments, building ownership and clarity with respect to the organizational structures and in support of the Technology Embedded Learning Plan: <ul style="list-style-type: none"><li data-bbox="219 801 1727 830">▪ alignment of technology investments with educational priorities in support of student centred and 21st century learning environments<li data-bbox="219 832 1558 861">▪ strengthening system-wide confidence in the Board's information technology infrastructure and service support model<li data-bbox="219 863 1712 892">▪ supporting increased access of the Virtual Learning Commons across all schools as a common environment for teachers and students<li data-bbox="219 894 1136 923">▪ building strong and trusting relationships between central staff and school staff	
Collaborate with the Ministry of Education on the Broad Band Modernization Program to provide increased direct internet access at each school location	
Conduct a cyclical re-evaluation of internal network infrastructures to ensure alignment technological progress and the Ministry's program objectives	
Continue to integrate and align secondary school technology plans with the Board's vision for learning technologies, focusing on communication and collaboration tools	
Task the Technology Learning Advisory Team to advise and assist with the evaluation of technology requirements in the following areas:	
<ul style="list-style-type: none"><li data-bbox="219 1163 508 1192">▪ K-8 Classroom Devices<li data-bbox="219 1194 502 1224">▪ Elementary Software	
Expand E-Learning course offerings and enrolment by building collaboration between the Learning Technology Services (LTS) and secondary school curriculum departments, building staff understanding of e-learning potential and deepening staff expertise in course offerings	
Create on-going support structures and feedback loops that support a shifting teaching and learning paradigm to reflect: <ul style="list-style-type: none"><li data-bbox="240 1326 720 1356">▪ personalization of the curriculum<li data-bbox="240 1357 720 1387">▪ higher levels of teacher collaboration,<li data-bbox="240 1388 720 1418">▪ higher levels of student inquiry,<li data-bbox="240 1419 720 1449">▪ increased fluidity of student groupings,<li data-bbox="240 1450 720 1480">▪ larger, uninterrupted learning blocks,<li data-bbox="240 1481 720 1511">▪ flexible use of learning spaces,	



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Strategic Initiatives	Progress
<ul style="list-style-type: none">▪ increased emphasis on knowledge building and innovation. Expand and deepen teacher understanding and implementation of teacher inquiry opportunities in secondary school and adult learning environments:<ul style="list-style-type: none">▪ Ongoing projects to support literacy and numeracy achievement in grades 7-12 environments▪ Providing support and inquiry frameworks using EOSDN Thinking Symposium▪ Expansion of Specialist High Skills Major (SHSM) participation rates across the system	
Revise the Board Excursion Policy and Administrative Procedures to address compliance management, risk assessment and safety protocols	
Implement, beginning phase of provincial safety initiatives that impact students across the board: <ul style="list-style-type: none">▪ Joint Protocol on Student Achievement (JPSA)▪ Student Injury Prevention Initiative (SIPI)▪ Sequence and Scope curriculum safety requirements	
Assess Student Success initiatives and their impact on Student Success outcomes using data collected from: <ul style="list-style-type: none">▪ Differentiated Instruction Partners▪ Achieving Excellence in Applied Courses Project▪ Ministry Taking Stock report	
Expand the collaborative relationships between central academic staff (Coordinators and SAT's), aligning their support to goals of the BIPSAW, Kindergarten – grade 12	
Examine and develop a strategic plan to address future staffing of the Ontario Youth Apprenticeship Program and support expansion of experiential education through Science, Technology, Engineering and Mathematics (STEM)	
Develop resources and teacher supports to enhance experiential learning and promote independent class use of the Ryan and Frink outdoor education centers	
Continue implementation of Learning for a Sustainable Future program for grade 2 teachers and classrooms	
Expand system-level inclusion of Aboriginal, First Nations, Metis and Inuit curriculum in Kindergarten – grade 12	
Ensure the full implementation of digital student portfolios from Kindergarten to Grade 6 by: <ul style="list-style-type: none">• continuing to engage in conversation about the the importance of documenting student thinking• provide differentiated and timely supports to staff, students and parents• monitor adoption rates and provide next steps to school leaders	
Implement year three of a three-year plan to transform libraries to Learning Commons by: <ul style="list-style-type: none">• supporting and monitoring the final physical upgrades• completing technology acquisitions in support student inquiry• supporting professional learning of LRA's and school administrators to encourage sustainability	
Support and monitor year two of professional learning that supports and encourages the adoption of innovative technological practices at all secondary schools	



Stewardship

Strategic Initiatives	Progress
Support and share best practices, working for justice and peace: water as a human right, fair labour, food security, ethical fundraising	
Deepen system practices that promote Equity and Inclusive education, recognizing the inherent dignity of every person, having been created in the image and likeness of God	
Review and revise the ALCDSB Mental Health and Well-Being Strategy, Mission and Vision statements and communicate the 2017-18 Mental Health Strategy and Action Plan	
Review membership of school Caring and Safe Catholic School Teams, to ensure they include mental health champions and students	
Continue implementation of Positive Mental Health Initiative for Employees and engage the ALCDSB Joint Occupational Health and Safety committee, Human Resources department and Employee Assistance Program (EAP) Manager	
Establish a St. Francis of Assisi Catholic School transition committee and assign leadership coaching to support Year 1 implementation at the school community	
Establish and lead a Professional Development committee, for school leaders, to ensure alignment of the work of the BIPSAW, Learning Networks, Program Alignment Committee and principal/vice-principal professional learning and retreat	
Monitor and operationalize a Multi-Year Strategic Audit Plan for the Board using sound risk management practices	
Develop short and long-term financial and operational strategies that will provide for a balanced budget for 2017-18 and beyond	
Implement departmental succession planning to address organizational risks, upcoming retirements and to align resources with efficiency goals	
Update and issue the ALCDSB Long-Term Capital Plan to address the future facility needs of the Board	
Assess and evaluate Learning Technology Services (LTS) team skills and future system needs to ensure alignment and service delivery capacity	
Build an integrated professional development platform, within the existing Virtual Commons environment, a collaboration between the Learning Technology Services (LTS) and Human Resources departments	
Implement a print management solution, highlighting eco-responsibility and positively impacting budget and paper consumption	
Review existing telecommunication systems and develop a plan for future implementation of an enhanced and integrated digital communication system	
Initiate a multi-year security analysis of board protocols including but not limited to; external attacks via email through the use of phishing and malware techniques; denial of service attacks; and conduct an internal security audit of appropriate access to information	
Complete full payroll integration of the Board's automated callout system with the HR/Payroll system to streamline the process of absence reporting and timesheet processing	
Develop and implement a comprehensive hiring policy and administrative procedure for teaching and support positions, ensuring legislative and collective agreement compliance and incorporating best practices	
Develop strategies to address matters related to attendance and absenteeism:	



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Strategic Initiatives	Progress
<ul style="list-style-type: none">▪ Reflecting collective agreement and legislative provisions around sick leave, short term leave and disability, and long term disability▪ Developing support documents to ensure staff understanding of the processes governing administration so that leaves are processed and reviewed in a timely manner.▪ Ongoing training for supervisors to manage and address matters related to leaves and attendance	
Develop strategies for the recruitment and retention of qualified French teachers	