



Multi-Year Strategic Plan 2020-2025

Priority #3 – Achievement & Innovation - Scorecard

Priority #3	Achievement & Innovation	Key Results Tracking				
		Midterm 20/21	Final 20/21	Midterm 21/22	Final 21/22	Midterm 22/23
Strategic Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.					
Goal #1	Increase student confidence and proficiency in literacy (including second language learning) and numeracy.					
Action #1	Execute the five-year Reaching Every Reader Professional Development Plan.					
Strategy/Key Result #1	Build school leader and educator understanding of Phonological Awareness, Phonemic Awareness, Phonics and Morphological Awareness and Fluency.	0.7	0.4	0.5	0.6	0.7
Strategy/Key Result #2	Support school leaders in working with educators in planning student-centred instruction using Phonological Awareness, Phonemic Awareness, Phonics and Morphological Awareness assessment results.	0.7	0.6	0.7	0.6	0.6
Strategy/Key Result #3	Students in secondary schools receive ALCDSB supported reading interventions to address their specific individual needs.					0.5
Strategy/Key Result	Support educators in planning student-centred instruction using Phonological Awareness and Phonemic Awareness assessment results. (Implemented 21/22)	0.5	0.5	0.4	0.5	
Action #2	Establish, disseminate, and facilitate the use of a data-driven Education Quality and Accountability Office (EQAO) preparation protocol.					
Strategy/Key Result #1	Develop EQAO preparation protocol based upon data analysis, practice tests, moderated marking, direct and individual student feedback.					0.5
Strategy/Key Result #2	Work with administrators to support analysis of new EQAO data in Microsoft Power BI.					0.6
Strategy/Key Result #3	Provide Professional Development for teachers who are new to the grades 3 and 6 EQAO assessment this year to ensure they are confident in administering the new modernized and digitized assessment.					0.6
Strategy/Key Result #4	Create a sample long range plan for grade 3 and 6 math which incorporates EQAO sample test questions throughout the year.					0.6
Strategy/Key Result #5	Work with secondary literacy and numeracy teams to implement new practices in using data to prepare for the grade 9 EQAO assessment of mathematics and grade 10 OSSLT.					0.6

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Strategy/Key Result	Develop materials to support EQAO preparation protocol based upon data analysis, practice tests, moderated marking, and direct, individual student feedback. (Not Implemented 21/22)	0.3	0.3	0.4	0.5	
Strategy/Key Result	Implement EQAO preparation protocol in grade nine math courses in all schools designated either by the Ministry or the board as requiring additional support in mathematics. (Not Implemented 21/22)	0.3	0.3	0.5	0.5	
Strategy/Key Result	Implement a cross-curricular approach for preparing for the Grade 9 EQAO assessment of mathematics Ministry-designated secondary schools. (Not Implemented 21/22)	0.1	0.1	0.4	0.5	
Strategy/Key Result	Implement a cross-department approach to literacy and numeracy. (Not Implemented 21/22)	0.1	0.1	0.4	0.5	
Strategy/Key Result	Develop a tool for use of principals to monitor effective cross-curricular literacy and numeracy instructional practices. (Not Implemented 21/22)	0.4	0.4	0.0	0.0	
Action #3	Develop educator capacity in supporting second language learning programming.					
Strategy/Key Result #1	Invite a group of 10-15 administrators to participate in a pilot project aimed at helping build their capacity to support second language educators.					0.6
Strategy/Key Result #2	Second Language (FSL) primary educators from French Immersion schools to share Professional Development, strategies, and resources around the Science of Reading.					0.5
Strategy/Key Result #3	Roll out teaching strategies and resources related to the Common European Framework of Reference (CEFR), focusing on oral communication and comprehension, including a student self-assessment tool for use across Core French and Immersion programs.	0.0	0.0	0.0	0.3	0.5
Strategy/Key Result #4	Develop tool for Principals to monitor effective second language learning instruction.	0.3	0.3	0.3	0.5	0.6
Strategy/Key Result #5	Develop Board-wide protocols for welcoming new Multi-Language Learners (MLL) and for supporting their programming needs with the help of a newly formed MLL Steering Committee.					0.3
Strategy/Key Result	Form a team of 8-12 French as a Second Language (FSL) champion teachers to participate in the Eastern Ontario Staff Development Network (EOSDN) centre d'excellence so that they can provide mentoring and instructional strategies across the board. (Implemented 21/22)	0.5	0.3	0.5	0.6	
Strategy/Key Result	Develop and implement a board-wide policy for English Language Learners' (ELLs) programming needs from K-8, as well as a culturally responsive program to welcome new learners into the system. (Not Implemented 21/22)	0.4	0.5	0.3	0.5	
Action #4	Increase opportunities for purposeful, inviting, and engaging Professional Development to improve teacher capacity around math instruction.					
Strategy/Key Result #1	Through initiation of the Math Support Protocol, School Leaders will use teacher feedback to support school-based/educator specific goals around numeracy Professional Development and Special Assignment Teacher support.					0.5
Strategy/Key Result #2	Promote, offer, and run the Primary/Junior Math, Part 1 (winter 2022).					0.0

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		Midterm 20/21	Final 20/21	Midterm 21/22	Final 21/22	Midterm 22/23
Strategy/Key Result	Educators will identify 2-3 students of mystery, develop learner profiles and collaborate with colleagues about student centred learning opportunities. (Not Implemented 21/22)	0.5	0.2	0.5	0.0	
Strategy/Key Result	School teams will select an appropriate math task and educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will be placed along a developmental continuum of learning. (Not Implemented 21/22)	0.5	0.2	0.0	0.0	
Strategy/Key Result	Instructional strategies will be implemented and effects on students of mystery will be documented by educators. Collaboration will occur iteratively to gauge the impact of educator moves on student learning. (Not Implemented 21/22)	0.5	0.2	0.4	0.0	
Strategy/Key Result	School teams will select a second appropriate math task. Educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will move further down the developmental continuum of learning, as applicable. (Not Implemented 21/22)	0.5	0.2	0.0	0.0	
Strategy/Key Result	Evidence from practice will inform next steps in supporting each student of mystery. Collaboration will continue to build professional capacity and to celebrate successes. (Not Implemented 21/22)	0.5	0.2	0.4	0.0	
Strategy/Key Result	When the school team feels ready, the process will be completed with a new focus. (Not Implemented 21/22)	0.5	0.2	0.4	0.0	
Action #5	Develop and implement the Effective Mathematics Classroom Framework (K-12).					
Strategy/Key Result #1	Present the revised EMCF to the senior team and school leaders along with rationale changes.			0.2	0.1	0.5
Strategy/Key Result #2	Use first flight of EMCF modules to guide educator and school leader professional learning in mathematics. Seek and obtain school leader feedback on the resource (including suggestions for the second flight of modules for development) (fall/winter 2022-23).			0.2	0.2	0.5
Strategy/Key Result #3	Use school leader feedback to improve existing modules and develop new modules for the EMCF (winter/spring 2021-22).			0.3	0.6	0.7
Strategy/Key Result	Develop the Effective Mathematics Classroom Framework (K-12) (EMCF) as a tool that will provide a constant visual reminder of the many-faceted nature of good math instruction, allow school leaders to take stock of current math instructional practices in their schools, and facilitate universally designed professional learning (fall 2020). (Fully Implemented in 20/21)	1.0	1.0			
Strategy/Key Result	Present the EMCF to school leaders; obtain their feedback on topics of highest priority in their schools (fall 2020). (Fully Implemented in 20/21)	1.0	1.0			
Strategy/Key Result	Develop professional learning modules for identified topics (fall 2020). (Momentum fell short in 20/21)	0.6	0.6			

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Strategy/Key Result	Use first flight of EMCF modules to guide educator and school leader professional learning in mathematics (winter-spring 2020-21). (Not Implemented 20/21)	0.0	0.0			
Action #6	Develop a Mathematics Additional Qualifications (AQ) Course and encourage the participation of school teams.					
Strategy/Key Result	Promote, offer, and run Primary/Junior Math, Part 1 (fall 2021). (Not Implemented 21/22)			0.5	0.2	
Strategy/Key Result	Partner with a Faculty of Education (York U) and develop Math (Primary/Junior) Part 1 (fall 2020). (Fully Implemented 20/21)	1.0	1.0			
Strategy/Key Result	Promote, offer, and run Math Part 1 (spring 2021). (Not Implemented 21/22)	0.7	0.2			
Goal #2	Accompany students along their journey to becoming expert learners through the consistent practice of student-centred pedagogy.					
Action #1	Establish and implement a mentorship initiative centred around the Universal Design for Learning Framework to promote the spread of student-centred teaching and learning throughout ALCD SB.					
Strategy/Key Result #1	Engage student-centred learning champions in collaborative inquiry to deepen their implementation of the UDL Framework.	0.0	0.3	0.5	0.6	0.6
Strategy/Key Result #2	Secondary subject councils continue to focus on student-centred learning and the use of learner profiles to support all students in de-streamed classrooms.					0.7
Strategy/Key Result	De-streaming teams working together to understand the impact of learner profiles on student-centred learning through the transition process from grade eight to grade nine. (Fully Implemented 21/22)			0.6	0.7	
Action #2	Build capacity around Inquiry-Based Learning (IBL) and innovative practices, including pedagogically sound technology integration.					
Strategy/Key Result #1	Embed and brand ALCD SB's intermediate program, C3 (Curiosity Creates Change) across the System, through the lens of IBL. Professional Development for educators and leaders will focus on Science, Technology, Engineering, Mathematics, Robotics, United Nations Sustainable Development Goals, and Community Connected Experiential Learning to support schools to achieve the "Look Fors" of C3.					0.7
Strategy/Key Result #2	Expand and brand the Sir James Whitney (SJW) Technology Experience to include intermediate inquiry programming and manufacturing, focused on technology.					0.6
Strategy/Key Result	Focus on intermediate programming at ALCD SB to become more globally and culturally responsive through Inquiry Based Learning (IBL) practice. (Momentum Achieved 21/22)	0.4	0.4	0.4	0.5	
Strategy/Key Result	Weave Innovation and technology challenges into the curriculum of the grades 7 and 8 program. (Momentum Achieved 21/22)	0.4	0.4	0.4	0.5	
Strategy/Key Result	Build capacity with grade 7 and 8 educators and Administrators around Inquiry Based Learning. (Momentum Achieved 21/22)			0.5	0.6	

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		Midterm 20/21	Final 20/21	Midterm 21/22	Final 21/22	Midterm 22/23
Action #3	Launch a three-year implementation plan for International Education (IE).					
Strategy/Key Result #1	Identify priorities and establish a prudent budget.			0.9	0.9	0.6
Strategy/Key Result #2	Continue with an international recruitment strategy in identified markets, including participation in trade missions and agent and student recruitment opportunities.			0.8	0.8	0.7
Strategy/Key Result #3	Continue to review and develop marketing materials to promote the program.	0.3	0.3	0.8	0.8	0.8
Strategy/Key Result #4	Continue to educate all stakeholders on the value of the international strategy and build relationships.			0.8	0.8	0.7
Strategy/Key Result #5	Work with host schools to foster opportunities for increased engagement with the International Education program.			0.7	0.7	0.6
Strategy/Key Result #6	Continue to build close working relationships with our agency partners.			0.8	0.8	0.6
Strategy/Key Result #7	Secure and build upon the Memorandums of Understanding (MOUs) with post-secondary partners to leverage these relationships for shared program promotion, support and growth and plan for a continuum of learning years from grades 11-12 to increase graduation rates at ALCDSB.			0.7	0.7	0.5
Strategy/Key Result #8	Continue to develop a homestay management process that will meet the demands of increased enrolments.			1.0	1.0	0.4
Strategy/Key Result	Continue to find efficiencies through online registration, payment, and communication tools. (Fully Implemented 21/22)			1.0	1.0	
Strategy/Key Result	Audit the current organizational structure and budget attached to all current aspects of international education. (Fully Implemented in 20/21)	1.0	1.0			
Strategy/Key Result	Expand IE into all high schools. (Fully Implemented in 20/21)	1.0	1.0			
Strategy/Key Result	Revamp Homestay Process. (Fully Implemented in 20/21)	0.8	0.8			
Strategy/Key Result	Acquire and implement an online student registration process, payment system and homestay database. (Fully Implemented in 20/21)	1.0	1.0			
Strategy/Key Result	Acquire and implement a student/parent online pre-arrival Orientation Program. (Fully Implemented in 20/21)	1.0	1.0			
Strategy/Key Result	Acquire and implement an agent management and marketing system. (Fully Implemented in 20/21)	0.8	0.8			
Strategic Direction #2	Empower students' capacity to lead their own learning, in order to embrace their God-given talents.					
Goal #1	Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.					

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Action #1	By the end of Grade 12, students will acquire knowledge, skills and perspectives that foster their understanding of their fundamental connections to each other, to the world around them, and to all living things. <i>(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).</i>					
Strategy/Key Result #1	Promote and support K-12 teaching and learning practices that utilize outdoor learning spaces. Provide supports for reluctant learning communities and build capacity in all secondary school sites for the offering of credit based Outdoor and Environmental Education (OEE).	0.5	0.5	0.6	0.7	0.7
Strategy/Key Result #2	Continue to promote and support participation in the Eco-schools Canada Certification program at all school sites.			0.6	0.6	0.6
Strategy/Key Result #3	Continue to promote real world OEE experiential learning opportunities for students through established relationships with community partners.			0.6	0.7	0.7
Strategy/Key Result #4	Promote K-Adult, cross-curricular, inquiry-based, learning opportunities at ALCDSB Outdoor & Environmental Education Centres.			0.8	0.7	0.7
Action #2	Promote and embed the design and delivery of engaging and effective experiential learning and pathways planning opportunities.					
Strategy/Key Result #1	Increase opportunities and participation in inquiry-based community-connected experiential learning and Dual Credit, Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), and School College Work Initiative (SCWI) programming through work with Administrators Guidance Counsellors and Department Heads.	0.4	0.4	0.6	0.6	0.6
Strategy/Key Result #2	Deepen and expand the comprehensive implementation of schools' education and career/ life planning programs through a scaffolded approach (MyBlueprint, Individual Pathways Plan (IPPs) and core grade 9 & 10 curriculum) to meet the learning needs, interests, and aspirations of all students in grades 7-12.	0.5	0.5	0.7	0.7	0.6
Strategy/Key Result #3	Increase connection to college programs through strengthened partnerships with St. Lawrence College and Loyalist College.					0.5
Action #3	Empower students to exercise agency over their own learning by fostering student independence, voice, choice and problem-solving in collaborative and innovative learning environments.					
Strategy/Key Result #1	Design of learning environments reflect evidence-based research on conditions supportive of fostering student agency, e.g., flexible learning spaces for peer collaboration, self-regulation spaces embedded in classrooms, integrated technology, and accessibility K - Adult Education.	0.3	0.3	0.6	0.7	0.6

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