



## Multi-Year Strategic Plan 2020-2025

### Priority #2 – Equity and Well-Being Index - Scorecard

Priority #2	Equity and Well-Being	Key Results Tracking				
		Midterm 20/21	Final 20/21	Midterm 21/22	Final 21/22	Midterm 22/23
Strategic Direction #1	Promote a culture of equity in ALCDSB.					
Goal #1	Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.					
Action #1	Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSB community.					
Strategy/Key Result #1	Implement and monitor the departmental actions outlined in the ALCDSB Equity Plan.			0.2	0.2	0.3
Strategy/Key Result #2	Plan and implement Professional Development that aligns with the Equity Plan priorities.			0.2	0.2	0.3
Strategy/Key Result #3	Board Office staff receive Professional Development specific to Equity considerations in their roles.					0.3
Strategy/Key Result #4	Survey the comfort level of all staff in using Culturally Relevant and Responsive Pedagogy (CRRP) practices in their daily work.					0.0
Strategy/Key Result	Create an equity plan to encompass equity goals in all departments. Set the stage for its implementation. Develop monitoring tool for staff and school principals. <b>(Implemented 20/21)</b>	0.3	0.6			
Action #2	Develop a consistent board-wide response to the Truth and Reconciliation Commission's Calls to Action that is reflected in each school's School Improvement Plan for Student Achievement and Well-being (SIPSAW).					
Strategy/Key Result #1	In response to the TRC's Calls to Action build student capacity for Intercultural empathy and mutual respect.					0.8
Strategy/Key Result #2	Fully establish the presence of the Indigenous Education Advisory Committee (IAEC) and set the terms of reference into action.					0.5
Strategy/Key Result #3	Expand and update current Aboriginal Self-Identification Policy.			0.6	0.6	0.5
Strategy/Key Result #4	Expand Professional Development and develop best practices in Indigenous Education (NBE) credits and First Nations, Metis, and Inuit (FNMI) courses and classes.					0.6
Strategy/Key Result #5	Build teacher capacity and confidence to understand the "Why" when connecting Cultural Consultants/ Indigenous Educators and Knowledge Holders and connectors to curriculum.					0.6
Strategy/Key Result	In response to the TRC's Calls to Action, continue to motivate execute and improve Indigenous education programs that build capacity in local Indigenous histories, cultures, perspectives, and contributions through consultation with cultural advisors and educators' feedback, working towards community involvement, and focused on student well-being and success. <b>(Fully Implemented 21/22)</b>			0.7	0.8	
Strategy/Key Result	Continue to develop and establish the ALCDSB Indigenous Education Advisory Committee (IEAC). <b>(Fully Implemented 21/22)</b>			0.8	0.9	

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Strategy/Key Result	Expand professional development and resource access for all Indigenous Education (NBE) credits, and First Nations, Metis, and Inuit (FNMI) courses in the Secondary panel, building capacity through consistent consultation with cultural advisors, and providing opportunities for collaboration and sharing amongst educators. <b>(Fully Implemented 21/22)</b>			0.6	0.8	
Strategy/Key Result	Identify and plan teacher training to support goals in school SIPSAs. <b>(Fully Implemented 21/22)</b>	0.6	0.6	0.5	0.8	
Strategy/Key Result	“Build student capacity for intercultural understanding, empathy, and mutual respect” through meaningful and relevant educational programs that are delivered uniformly and equitably (Truth and Reconciliation Commission of Canada (TRC)). <b>(Fully Implemented 20/21)</b>	0.7	0.8			
Action #3	Develop an Indigenous Education Team to best support Indigenous students and be responsible to Indigenous Student Success, needs and wellness.					
Strategy/Key Result #1	Build a K-12 approach to Indigenous Education with a focus on Assessment and Evaluation, Wellness and Relationship in classrooms					0.6
Strategy/Key Result #2	Ensure cultural and “real life” education for Indigenous students.					0.7
Strategy/Key Result #3	Increase Indigenous student voice in secondary schools.					0.7
Action #4	Increase school leader and educator capacity to address specific individual student needs.					
Strategy/Key Result #1	Align Individual Education Plans (IEPs) with the ALCDSB Individual Education Plan Review Guide to improve student programming and success.					0.4
Strategy/Key Result #2	Students receive ALCDSB supported reading interventions (Empower, Lexia) to address their specific individual need.					0.5
Strategy/Key Result #3	Students with hearing differences demonstrate increased ability to self-advocate.					0.5
Strategy/Key Result #4	Educational Assistants and Child and Youth Workers receive intentional Professional Development to build capacity to address individual student needs.					0.8
Strategy/Key Result #5	An updated Alternative Report Card developed and implemented for use.					0.4
Strategy/Key Result #6	Build staff capacity to recognize students’ strengths, nurture students’ social and emotional growth, notice and respond to well-being concerns that arise and participate in students’ circle of support.					0.5
Strategy/Key Result #7	Establish clear and consistent criteria for referring students with academic difficulties to psycho-educational assessments.					0.5
Strategy/Key Result #8	Students with Autism Spectrum Disorder (ASD) receive individual programming delivered in collaboration with educators to increase generalization and maintenance of skills.					0.6
Strategy/Key Result	Application Specialists will train in every Grade 4 classroom (students, educators, and parents) in using the Office365 platform and accessibility tools to support their learning. <b>(Fully Implemented 21/22)</b>			0.5	0.9	
Strategy/Key Result	Implement training series for targeted reading intervention programs K-8. <b>(Implemented 21/22)</b>			0.5	0.6	
Strategy/Key Result	Expand our tiered intervention model to include Occupational Therapy and Applied Behaviour Analysis services in our schools to apply a transdisciplinary approach to support students with complex needs. <b>(Fully Implemented 21/22)</b>			0.5	1.0	

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Strategy/Key Result	Develop a Special Education Part One course for ALCDSB teachers. <b>(Fully Implemented 21/22)</b>			0.5	1.0	
Strategy/Key Result	Update the Educational Assistant (EA) Allocation Process to improve accuracy and transparency in the equitable distribution of human resources. <b>(Fully Implemented 21/22)</b>			0.5	1.0	
Strategy/Key Result	Build staff capacity (awareness and knowledge) related to foundational mental health promotion practices (Welcome, Include, Understand, Promote, Partner), Intentional and Integrated Social Emotional Learning (SEL) and Mental Health literacy skill building, classroom support strategies, positive mental health and addictions and substance use, how to recognize early signs of difficulty and how to get supports both within ALCDSB and pathways to community supports. <b>(Fully Implemented 21/22)</b>	0.5	0.7	0.5	0.8	
Strategy/Key Result	Build educator competency and understanding in supporting students with special needs through professional development opportunities (ASD AQ Course, Safety in Numbers Initiative, Social Skill Development Program, Mindful Educators Training). <b>(Fully Implemented 20/21)</b>	0.7	0.9			
Strategy/Key Result	Review Tiered Intervention model for therapy services (Occupational, Physical, Speech and Language) delivered in schools. <b>(Fully Implemented 20/21)</b>	0.9	0.9			
Action #5	Launch a Student Success system of tiered supports and interventions to address system wide needs and ensure equity of opportunities for all students.					
Strategy/Key Result #1	Create equitable access to alternative education opportunities that address individual student needs and circumstances through experiential learning, tiered supports, community agency integration and co-constructed learning plans.					0.7
Strategy/Key Result #2	Create an efficient Caring and Safe Schools referral process that includes transitions data sharing, reflective of the Student Action Plan (SAP).					0.7
Strategy/Key Result #3	Complete the audit process for the Suspension and Expulsion and Supervised Alternative Learning process (SAL).					0.6
Strategy/Key Result #4	Create an attendance process that aligns with K-12 support and interventions.					0.8
Strategy/Key Result #5	Support the effective use of Assessment and Evaluation by increasing educator and Administrator awareness and implementation of student success program delivery and credit recovery process.					0.7
<b>Strategic Direction #2</b>	<b>Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.</b>					
<b>Goal #1</b>	<b>All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.</b>					
Action #1	<b>Promote self-regulation and positive mental health and well-being using a trauma informed approach.</b>					

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Strategy/Key Result #1	Students have access to a comprehensive pathway to internal and external mental health supports.					0.2
Strategy/Key Result #2	The transdisciplinary team develops universal goals to support improved outcomes of students within the ALCDSB Health and Safety pilot.					0.4
Strategy/Key Result #3	Create an ALCDSB Youth Advisory Group that will meet quarterly to highlight student perspectives on mental health, addiction, and well-being practices in schools.					0.0
Strategy/Key Result #4	Create an ALCDSB Multi-Year Mental Health, Addiction, and Well-being Plan.					0.4
Strategy/Key Result	Create opportunities for student Mental Health and Addictions engagement and leadership in classrooms, across school communities and at system level. <b>(Fully Implemented 21/22)</b>	0.5	0.5	0.5	0.8	
Strategy/Key Result	Utilize MDI, EDI, and Compass survey data to address student-identified gaps in overall health and well-being through SIPSAWs. <b>(Fully Implemented 21/22)</b>	0.4	0.7	0.5	0.8	
Strategy/Key Result	Implement the final year of the existing Mental Health, Addictions, and Well-being Strategy (MHAWS). <b>(Fully Implemented 20/21)</b>	0.6	0.9			
Strategy/Key Result	Build staff competency and understanding of self-care and supporting positive well-being for all students using a multi-tiered system of support. <b>(Fully Implemented 20/21)</b>	0.5	0.9			
Strategy/Key Result	Engage parents and guardians on positive mental health and addictions and substance use and abuse. <b>(Fully Implemented 20/21)</b>	0.6	0.8			

**Our Vision:** We imagine a world where all are empowered to reach their full potential through faith and service.

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