

Board Improvement Plan for Student Achievement and Well-being 2021-2022 (BIPSAW)

Vision

We imagine a world where all are empowered to reach their full potential through faith and service

Mission

The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful

Values

- Our Catholic faith and the joy that comes from living Christ-centered lives
 - Responsibility and Stewardship
 - Equity and Well-being
- Individual Success and Accomplishment

Algonquin & Lakeshore
Catholic District School Board



	Discipleship (Faith)	Scholarship (Achievement)	Stewardship (Equity)
Strategic Directions	<ul style="list-style-type: none"> • Build intentional Catholic environments that express the richness of our faith. • Support the seamless integration of the Catholic faith into all system priorities. 	<ul style="list-style-type: none"> • Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning. • Empower students' capacity to lead their own learning, in order to embrace their God-given talents. 	<ul style="list-style-type: none"> • Promote a culture of Equity within ALCDSB. • Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.
Goals	<ul style="list-style-type: none"> • Build capacity to ensure that all schools reflect our Catholic beliefs. • Nurture the relationship between the home, school, and parish through pastoral planning at both the school and system level. • Implement and support the annual Board pastoral themes to celebrate and express our Catholic faith. • Build staff capacity to fulfill the dual mandate of Catholic education. • Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities. 	<ul style="list-style-type: none"> • Increase student confidence and proficiency in literacy (including second language learning) and numeracy. • Accompany students along their journey to becoming expert learners through the consistent practice of student-centered pedagogy. • Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities. 	<ul style="list-style-type: none"> • Provide equitable access to learning opportunities • that honour the unique and diverse needs of all students. • All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.
Action	<ul style="list-style-type: none"> • All learning environments, school communities and board sites will intentionally reflect our Catholicity. • The annual pastoral theme "Beloved Children of God" is implemented at all sites across the system. • All staff are supported in their capacity to fulfill the dual mandate of Catholic education. 	<ul style="list-style-type: none"> • An inquiry stance will be taken in all professional development, system level planning, classroom supports and pedagogical delivery. • Student-centred learning strategies will support student achievement in literacy and numeracy K-12. 	<ul style="list-style-type: none"> • Year 1 of the Board Equity Plan will be implemented. • The 2021-22 Mental Health and Addiction Action Plan will be implemented.

Key Performance Indicators

- All learning environments, school communities and board sites look and sound Catholic as evidenced by visual and audio indicators.
- The annual pastoral theme is evidenced in all learning environments and system activities.
- Staff are supported in their capacity to fulfill the dual mandate of Catholic Education using RFLE programs and resources.

- EQAO performance data at grades 3, 6, 9 and OSSLT in 2021-22 compared against most recent data (2019) supported by the ALCDSB EQAO plan.
- All Primary Division educators are implementing phonics and phonemic awareness based on our Reaching Every Reader Literacy Strategy.
- Increase in the use of inquiry-based approaches in classrooms and for professional development.

- All schools have equity and well-being goals identified in their SIPSAW.
- Through MDI and COMPASS survey data, students report an increase in connection and belonging to their school communities.
- School Leaders are engaged in on-going Equity work in 2021-22 and can articulate their learning in pre- and post-survey data.

Monitoring

- Pre- and post-audits of all ALCDSB Catholic Learning Communities and Board sites.
- Use of Annual Pastoral theme and resources in meetings, professional development, liturgies, schools and social media.
- RFLE professional development, resource usage and surveys of staff to gauge utility of resources and identify required supports.

- Implementation of the System EQAO plan evidenced in each schools' SIPSAW.
- Compare and contrast progress of Phonological Awareness and Phonemic Awareness assessment data across the system.
- Educator Participation in professional development that supports student-centred learning.

- SIPSAW submission in October 2021 and update in February 2022.
- MDI and COMPASS surveys are completed in spring of 2022.
- Superintendent school visits and pre- and post-surveys of school administrator and school equity team engagement in equity learning.