



# ALCDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2019-2020

THE ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD SUPPORTS STUDENTS TO BECOME DISCERNING BELIEVERS, LIFELONG LEARNERS AND RESPONSIBLE CITIZENS

We are a Catholic school system, called to work in partnership with home, parish and community, on our journey to understand and live the way of Jesus Christ. We are committed to excellence in Catholic education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant challenge.

	Envision Mission and Theory of Action	Sow System Priorities	Nurture Success Criteria	Discern Monitoring	
Discipleship	<p><b>Mission:</b> As a community of learners, created in the image of God, we inspire and nurture strong communities of Catholic faith – home, school, parish, and community.</p> <p><b>Theory of Action:</b> If we nurture: communities that accompany; build relationships; encourage and instill hope; and form joyful disciples, then students will see themselves as beloved children of God who are deeply engaged with their community and the world around them. <i>Renewing the Promise (2018)</i></p>	Nurture student-centred learning communities of faith that are safe, caring, inclusive, respectful, and healthy.	<p>-Educators and support staff, through caring adult relationships, will model and explicitly teach social emotional learning skills foundational to well-being and achievement.</p> <p>-All learners have the knowledge and skills to maintain positive mental health and have access to evidence-based mental health promotion, prevention, and early intervention resources.</p> <p>-School communities demonstrate commitment to Tier 1 promotion goals including: Welcome, Include, Understand, Promote, and Partner (<a href="#">AIM: Aligned and Integrated Model</a>).</p> <p>-Each SIPSAW (School Improvement Plan for Achievement and Well-Being) will have a reasonable equity goal supportive of the well-being of students, staff, and families and connected to school based data sources.</p>	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> <li>Iterative SIPSAW reviews with co-constructed success criteria to ensure alignment with the BIPSAW</li> <li>Reports to Executive Council</li> <li>Reports to Trustees</li> <li>Senior Team School Assessments</li> <li>Central Team Meetings</li> <li>Student Success Teams</li> <li>PRISA Report for Ministry of Education</li> <li>Professional Learning Communities (PLCs)</li> <li>School Case Conferences</li> </ol>	<p>-All learners have caring adults who care about them, listen to them and believe in them in their community. -<a href="#">Early Development Instrument (EDI)</a> and <a href="#">Middle Development Instrument (MDI)</a> -Suspension &amp; Expulsion Data -Attendance Data (Resource: <a href="#">attendanceworks.org</a>) -Student Voice -Schools collaborate with families and community partners to access services that support well-being (pre-school to adult) -<a href="#">Promoting Positive School Climate and Well-Being Plans</a> (required as Bullying Prevention / Intervention Plan based on 2018-19 MDI, Tell Them from Me and Compass data) -<a href="#">Ontario Catholic School Graduate Expectations</a> are evident across all curricular areas -Daily/long-range planning demonstrates connections to faith across curriculum areas. -<a href="#">Growing in Faith, Growing in Christ program</a> Feedback Surveys for families (Grades 1-5)</p>
		Use the dual mandate of Catholic education (meeting all Ministry expectations and teaching the Catholic faith) to integrate faith into all elements of school life.	<p>-Faith is visible in all areas of the curriculum and in the social life of the school.</p> <p>-Religious and Family Life Education programs support and strengthen our home and school connection.</p> <p>-The face of Christ is reflected in all school communities in words, deeds and actions by keeping the dignity of all families at the centre of collaborative conversations, in school and with community partners.</p>		
		Support all members of the ALCDSB community on their faith journey.	<p>-Using <a href="#">Renewing the Promise</a> and the <a href="#">Emmaus Story</a> to meet all students and all staff on their faith formation journey by providing multiple opportunities as supported by the <a href="#">Religious &amp; Family Life Education Department</a>.</p> <p>-System-level collaboration with the Archdiocese of Kingston and Pembroke to support strategies and initiatives that create opportunities for schools to partner with parishes to create faith communities that are pastoral and welcoming.</p>		



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	Envision Mission and Theory of Action	Sow System Priorities	Nurture Success Criteria	Discern Monitoring	
Scholarship	<p><b>Mission:</b> As a welcoming community of learners, created in the image of God, we believe that all children can learn. We will design equitable, engaging and innovative learning opportunities that result in the highest level of achievement for all.</p> <p><b>Theory of Action:</b> If the faith-based and culturally responsive environment is designed for student-centred learning and inquiry, then student well-being and achievement will increase.</p>	Design learning experiences and pathways that are accessible and responsive for all learners.	-Educators and students co-develop student learner profiles over the course of the semester/year to enable both parties to understand student strengths and needs -Using the <a href="#">Universal Design for Learning (UDL) Framework</a> : Multiple Means of Engagement, Representation, and Action and Expression will be visible in all learning	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> <li>Iterative SIPSAW reviews with co-constructed success criteria to ensure alignment with the BIPSAW</li> <li>Reports to Executive Council</li> <li>Reports to Trustees</li> <li>Senior Team School Assessments</li> <li>Central Team Meetings</li> <li>Student Success Teams</li> <li>PRISA Report for Ministry of Education</li> <li>Professional Learning Communities (PLCs)</li> <li>School Case Conferences</li> </ol>	
		Students develop increasingly sophisticated mental math skills and become more fluent and flexible with numbers and operations.	-Educators (K to adult) continue to learn about mathematics content and pedagogy through <a href="#">Number Talks and Number Strings</a> -Students will be exposed to and will use more sophisticated strategies beginning with the use of manipulatives, representations and models in elementary and continuing with more abstract models in secondary/adult education -Each SIPSAW will have a measurable math goal related to the development of <a href="#">fundamental math skills and fluency and flexibility with number and operations</a> and this goal will be monitored at a school level		-Use of panel- and context-specific learner profile tools -Use of <a href="#">UDL Progression Rubric</a> - <a href="#">Early Development Instrument (EDI)</a> , <a href="#">Middle Development Instrument (MDI)</a> , and ongoing protective factors
		Students develop non-fiction writing skills across all areas of curriculum.	-Educators (K to adult) continue to learn about the five types of non-fiction writing (Recount, Explanatory, Persuasive, Procedural/Instructional, Descriptive) and the text structures that support each type <a href="#">ALCDSB Literacy for Educators</a> -Students will build independence in writing through the Gradual Release of Responsibility (Modelled Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Writing) -Each SIPSAW will have a measurable writing goal related to the development of non-fiction writing skills, and this goal will be monitored at a school level		- <a href="#">EQAO data (Assessments of Mathematics for Grades 3, 6, and 9)</a> -PRIME data -Data gathered from the Early Numeracy Behaviours Tool (to be linked)
				- <a href="#">EQAO data (Assessments of Writing for Grades 3 and 6; OSSLT for Grade 10)</a> -Ontario Writing Assessment (OWA) Data (K-8) -Diagnostic/practice assessment data (secondary & adult)	



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	Envision Mission and Theory of Action	Sow System Priorities	Nurture Success Criteria	Discern Monitoring	
Stewardship	<p><b>Mission:</b> As a community of learners, created in the image of God, we inspire and nurture compassionate communities of service that give witness to Catholic social teaching. We recognize that we are all called to be stewards of God's creation: to take care of ourselves, one another and the environment. <i>"I care, I have responsibility, I am a team player, and I have a voice."</i></p> <p><b>Theory of Action:</b> If we model and practice Catholic social teachings, then we will create communities that promote the common good where our students will actively grow and engage as responsible citizens who contribute to the well-being and dignity of all and all of God's creation.</p>	Stewardship of Self	<ul style="list-style-type: none"> <li>-Students, parents, staff and community members are provided an opportunity to express their views, expectations, needs and abilities on all matters related to their school experience</li> <li>-All members of our Catholic education community see and recognize themselves in their schools and learning experiences.</li> <li>-The development and practice of self-advocacy and self-knowledge to promote physical, emotional, academic success in all learning environments and experiences</li> <li>-Self-advocacy – Know thyself – learning style, worth and responsibility</li> <li><a href="#">. Ontario Catholic School Graduate Expectations</a> outline the pathways and goals for student development and learning through K-Adult.</li> </ul>	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> <li>1. Iterative SIPSAW reviews with co-constructed success criteria to ensure alignment with the BIPSAW</li> <li>2. Reports to Executive Council</li> <li>3. Reports to Trustees</li> <li>4. Senior Team School Assessments</li> <li>5. Central Team Meetings</li> <li>6. Student Success Teams</li> <li>7. PRISA Report for Ministry of Education</li> <li>8. Professional Learning Communities (PLCs)</li> <li>9. School Case Conferences</li> </ol>	<ul style="list-style-type: none"> <li>--Indigenous Spaces and learning opportunities in all schools</li> <li>-Ongoing responsive culture for our LGBTQ2S+ community members</li> <li>-Implementation of the ALCDSB Mental Health and Wellness Strategy</li> <li>-Ongoing and expanded use of <a href="#">myBlueprint</a> from 7-12</li> <li>-Continued use of student profiles and transition plans</li> <li>-Participation in physical and environmental activities such as ECO schools, Celebration of Dance, GROW project, etc.</li> <li>-Data gathered from EQAO, <a href="#">EQAO data (Assessments of Mathematics for Grades 3, 6, and 9)</a></li> <li>Early Development Instrument/Middle Development Instrument, <a href="#">Early Development Instrument (EDI)</a>, <a href="#">Middle Development Instrument (MDI)</a> Exit surveys, Public Health Unit research</li> <li>-Use of restorative practice strategies to support students</li> <li>- <a href="#">OPHEA Healthy Schools Certification</a> , Student Nutrition Programs and Healthy Active living projects are examples</li> <li>-Environmental Stewardship opportunities relating to energy conservation, recycling, experiential learning in outdoor environments.</li> <li>-Ongoing promotion of the use of Outdoor Environmental Education facilities</li> <li>-Implementation of the <a href="#">ALCDSB Mental Health, Wellbeing and Addictions Strategy</a> and <a href="#">Planning for Success A Guide for Special Education</a></li> </ul>
		Stewardship of Others	<ul style="list-style-type: none"> <li>-School communities and classrooms that recognizes learner variability and plan to support students in their life, education and career planning through the lens of faith.</li> <li>-Using Renewing the Promise to provide a plan for caring for and supporting all others in our school communities along with outlining responsibilities as members of the Catholic Community</li> <li>-Continued implementation of the <a href="#">ALCDSB Mental Health, Wellbeing and Addictions Strategy</a></li> <li>-School community participation in the varied opportunities and experiences available that support the learning, work and voice of students, parents and staff</li> <li>-Ensuring student academic success using <a href="#">Creating Pathways to Success</a> and <a href="#">Learning for All</a></li> </ul>		
		Stewardship of all God's resources	<ul style="list-style-type: none"> <li>-The provision of multiple opportunities to demonstrate respect and protection of the physical resources in our care.</li> <li>-The provision of multiple opportunities to understand and demonstrate respect and protection of the human resources in our care.</li> <li>-Support and enhance the principles of the <a href="#">United Nations Sustainable Development Goals</a>.</li> <li>-The provision of multiple opportunities in experiential and inquiry-based learning K-Adult</li> </ul>		