

Algonquin and Lakeshore Catholic District School Board



Strategic Plan *Strategic Initiatives* *for 2015-2016*

Discipleship



Scholarship



Stewardship



September, 2015



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.



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



Discipleship

Strategic Initiatives	Progress
Nurture our Catholic culture and the faith formation of students and staff through explicit board-wide and school-based initiatives.	
Support the implementation of local, regional and provincial resources to promote a rich, relevant and engaging Religious Education curriculum.	
Explore the rich expression of our Catholic faith as offered through and integrated with religious education and family life programs embracing issues related to equity and inclusion, mental and physical health and wellness, healthy relationships and human sexuality.	
Support Catholic leaders, through the Board leadership development strategy, to promote school cultures that reflect high expectations and a strong commitment to the spiritual, academic, social and mental well-being of students and staff.	
Integrate the theme of resiliency into the Board leadership development strategy and work in collaboration with the Board Mental Health team.	
Engage school leadership candidates, those who have not yet assumed formal school leadership roles, in a range of system leadership opportunities and initiatives such as the New Teacher Induction Program (NTIP) working group, vice-principal network and job shadowing.	
Communicate the Leadership Assessment Centre process and expectations in an open and transparent manner.	
Expand the scope of the Leadership Assessment Centre candidate site visits, focusing on the personal leadership resources and providing constructive and timely feedback to participants.	
Engage newly appointed school leaders in mentoring/coaching relationships.	
Strengthen the successful partnership existing between ALCDSB and the Catholic Principals' Council of Ontario (CPCO) by offering principal qualification courses (PQP 2: Oct-Dec 2015 and PQP 1: March-May 2016).	
Support school communities to develop and implement restorative practices in order to strengthen or rebuild positive relationships among students.	
Communicate, through the Mental Health Leadership Team, a comprehensive implementation plan for the Board's Mental Health Strategy that integrates the Positive Mental Health Initiative for Educational Environments (FSEAP).	
Expand Student Voice initiatives at secondary level as identified within the School Improvement Plans for Student Achievement and Well-Being (SIPSAW).	
Expand the Creating Pathways to Success, K-12 implementation plan.	
Develop an implementation plan to educate staff on the current Integrated Accessibility Standards.	
Integrate 'Able'-minded curriculum, promoting inclusivity and equity and accessibility awareness in K-12 curriculum and professional learning sessions.	
Promote strategies that enhance parent voice and parent engagement: <ul style="list-style-type: none"> ▪ in planned school and system initiatives, and reflected in the BIPSAW and SIPSAW, ▪ through the current model of regional school council forums, ▪ by collaboratively planning Parent Reaching Out (PRO) grant funding opportunities. 	



Scholarship

Strategic Initiatives	Progress
Support collaboration between the Learning Technology Services (LTS) and curriculum departments building ownership and clarity with respect to the organizational structures in support of the Technology Embedded Learning Plan, including: <ul style="list-style-type: none"> ▪ alignment of technology investments with educational priorities in support of 21st century learning environments, ▪ strengthening system-wide confidence in the board’s information technology infrastructure and service support model, ▪ integration of the reframed Technology Enabled Learning Special Assignment Teacher (SAT) role. 	
Support the professional learning of grade 4 - 8 teachers as they more broadly integrate the use of technological tools to support learning and teaching at the point of instruction.	
Implement a professional learning plan that supports the Kindergarten – grade 3 classroom phases of the Technology Embedded Learning plan. This includes: <ul style="list-style-type: none"> ▪ implementation of classroom iPads and associated technological tools, ▪ alignment with the learning outcomes of the system numeracy strategy, ▪ introduction of electronic student portfolios. 	
Implement secondary school technology plans that are aligned with the Board’s vision for learning technologies and developed in collaboration with LTS, Curriculum and approved by the school Superintendent. Phase one planning focusses on improving teacher and student access to and productivity with technological tools in 21st century learning environments.	
Implement year 1 of a three year plan to transform school libraries to Learning Commons, prioritizing and aligning schools with available system resources.	
Build a professional development plan that supports Learning Resource Assistants (LRA) in facilitating the transformations required as part of the Learning Commons vision.	
Deepen system-wide understanding of the foundational program conditions that lead to student success in Full Day Kindergarten (belonging, well-being, engagement and expression).	
Collaborate with early years child care educators and Kindergarten educator teams to build pedagogical documentation strategies in the area of numeracy within a play-based learning environment	
Build a deeper understanding among students, parents and staff of the positive relationship and impact between school attendance, achievement and enhanced resiliency.	
Complete year 3 of the School Effectiveness Framework (SEF) District Support process (13 elementary schools and 2 secondary schools).	
Engage the board French Second Language (FSL) committee to: <ul style="list-style-type: none"> ▪ review French as a Second language programming, including relevant research and literature review, ▪ lead year 3 implementation of the board FSL plan, ▪ support implementation of the Common European Framework of References (CEFR). 	



Strategic Initiatives	Progress
Implement the Board Numeracy Strategy as outlined in the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) by: <ul style="list-style-type: none"> ▪ supporting cross-panel, Kindergarten - grade 12 learning, ▪ engaging early years teams to further develop numeracy fluency in Kindergarten, ▪ enhancing early years teams use of technology within numeracy instruction, ▪ enhancing early years teams use and application of pedagogical documentation, ▪ scaling the Eastern Ontario Staff Development Network (EOSDN) Numeracy project, building on the intermediate division (grades 7-8) learning and extending to secondary (grades 9-10). ▪ deepening leadership and professional engagement, within and across system numeracy pods focusing on collaboration, co-planning, co-teaching and co-assessment of student work as described by the BIPSAW and SIPSAWs. ▪ utilizing the Student Work Study teacher (SWST) and math coaching to support and enhance math content instruction (proportional, spatial and algebraic reasoning), math processes, and educator fluency. 	
Create on-going support structures and feedback loops that support shifting the teaching and learning paradigm to reflect: <ul style="list-style-type: none"> ▪ personalization of the curriculum ▪ higher levels of teacher collaboration, ▪ higher levels of student inquiry, ▪ increased fluidity of student groupings, ▪ larger, uninterrupted learning blocks, ▪ flexible use of learning spaces, ▪ increased emphasis on knowledge building and innovation. 	
Cultivate peer-led learning for teachers and principals, modelling inquiry as a mode of professional learning.	
Strengthen department head leadership, expanding the collaborative inquiry learning model in all secondary and adult learning environments.	
Revise the Excursion Policy and Administrative Procedures to address service learning trips and the inclusion of a risk assessment protocol for student safety.	
Implement, in a staged manner, the Concussion policy as per PPM 158 across the system.	
Engage in continued examination of the various Student Success initiatives and roles and their direct impact on the Student Success outcomes of academic achievement and experiential success.	
Expand and strengthen the collaborative relationships between central academic staff (Coordinators and SAT's), aligning their support to goals of the BIPSAW, K - 12.	
Support the learning of students with special needs, fostering independence by engaging school teams in developing and using strategies that: <ul style="list-style-type: none"> ▪ emphasize personalized, timely, and pro-active supports for transitions (PPM 156), ▪ emphasize personalized learning goals, as reflected in the IEP, ▪ focus on closing learning gaps, ▪ target early intervention, ▪ enhance and support social inclusion, ▪ support positive behavior and safety planning, ▪ utilize standard IEP engine planning templates. 	
Collaborate with community service providers and families to ensure seamless access to supports and services including the execution of the Special Needs Strategy and Section 23 Classrooms within the region.	



Stewardship

Strategic Initiatives	Progress
Develop a mental health and well-being communications strategy that builds a common language and describes system priorities for our children and youth.	
Engage and support school communities and community partners to identify intentional practices that build relationships and promote whole school restorative approaches.	
Nurture enriched Catholic learning communities by deepening our understanding of 'well-being' and 'equity' and implementing practices that positively influence school culture, mindset and instruction.	
Implement suicide prevention and intervention resources at elementary and secondary schools.	
Enhance mental health and addictions awareness through professional development strategies that promote early identification and intervention.	
Build Youth Worker capacity and support consistent promotion and prevention programming that fosters resiliency, social emotional learning skills and restorative approaches.	
Undertake a process to optimize the Youth Worker service delivery model in ALCDSB	
Develop an Educational Stewardship Action plan, adopting a proactive and systemic approach to environmental sustainability.	
Implement a comprehensive strategy for self-identification of Aboriginal First Nations, Metis and Inuit students.	
Expand system-level inclusion of Aboriginal First Nations, Metis and Inuit curriculum, K-12, using newly developed board resources.	
Complete full 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.	
Create support documents reflecting collective agreement and legislative provisions around sick leave, short term leave and disability, and long term disability, to ensure staff have an understanding of the processes governing administration and ensuring leaves are processed and reviewed in a timely manner.	
Engage in local collective bargaining with the Board's various union partners through an interest-based, problem solving approach that allows meaningful dialogue on various issues with the goal to achieve collective agreements that recognize the Board's goals to enhance student achievement and well-being and respects the needs of the parties involved.	
Upgrade the Board's internal staff portal and individual school external websites.	
Develop and implement a strategy to monitor and assess the network infrastructure performance and future capabilities.	
Manage the design and the capital construction project of a new Catholic elementary school to be located on the Holy Family site in Kingston.	
Approve new Pupil Accommodation Review and Community Planning & Partnership Guidelines. Commence Pupil Accommodation Review processes in Belleville and Tyendinaga Township.	
Monitor and operationalize a five-year Strategic Internal 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 in 2016-17.	
Monitor potential shared services opportunities to promote effective and efficient use of resources with the goal of improving service.	
Develop departmental succession, realigning resources to ensure future effectiveness and efficiencies; address organizational risk areas (as identified internally and by Regional Internal Auditors), and prepare for projected management retirements over the next three to four years.	