



ALCDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2018-2019

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 Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Discipleship	<p>Mission: 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>Theory of Action: 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>	<p>Live, proclaim, and celebrate the gift of Catholic education through the <i>Renewing the Promise</i> pastoral letter, the Ontario Catholic School Graduate Expectations, and the ALCDSB Celebrating Catholic Education infographic.</p>	<ul style="list-style-type: none"> -Engage in intentional and invitational activities to nurture the home-school-parish relationship (Sacramental preparation, Priest-Principal celebration, Nativity Exhibition). -Engagement with <i>Renewing the Promise</i> pastoral letter is explicit and intentional (Director's Meetings, staff meetings, classrooms, liturgies, faith formation opportunities, school themes, ICE discussion guides). -Promote and share best practices with all staff in creating liturgy and prayer that is rich, relevant, engaging, and contemporary (new Spirit & Song resources, CCLI Licenses, best practice resources from Music Ministry workshops). -Continue to build the Ontario Catholic School Graduate Expectations (OCSGEs) into the curriculum and the life of the school. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. SIPSAW reviews to ensure alignment with the BIPSAW 2. Reports to Executive Council 3. Reports to Trustees 4. Superintendent and School Team review of School Profile 5. Network/staff learning walks 6. Central Team Meetings 7. Student Success Teams and <i>Taking Stock</i> 8. PRISA Report for Ministry of Education 9. Professional Learning Communities (PLCs) 10. School Case Conferences 	
		<p>Support staff and students in integrating Catholic teachings across all curricula and learning environments and in their daily lives.</p>	<ul style="list-style-type: none"> -Nurture Catholic community and faith formation for students and adults (e.g.: Witness Faith Day, regional faith day, evening faith formation series, Faith Life Liaison workshop & newsletters, support all staff throughout the liturgical seasons). -Promote the correlation between practicing faith and positive mental health (e.g.: Christian meditation, concurrent promotion of Catholic Education Week & Mental Health Awareness Week, supporting studies). -Support classroom teachers with the implementation of the new Grade 4 Religious Education Program: <i>Growing in Faith, Growing in Christ</i>, using a student-centred learning approach. -Continue to support secondary religious education teachers with the implementation of the revised secondary Religious Education Curriculum Policy Document (2016), with a student-centred focus on learning and assessment and evaluation. -Provide resources to support Religious Education and Family Life Programming through website. 		<ul style="list-style-type: none"> -Engagement of stakeholders in the priest-principal celebration and the Nativity Exhibition -Input/Feedback from all stakeholders -Full, conscious, active participation in liturgy & prayer -Use of new Spirit & Song and CCLI resources -OCSGEs can be identified in Twitter, FreshGrade, learning goals, and five frames
		<p>Nurture student-centred learning communities that are safe, caring, inclusive, respectful, and healthy.</p>	<ul style="list-style-type: none"> -Staff roles and responsibilities about service navigation and pathways to care are clear: All schools practice an evidenced based, whole school approach focused on well-being promotion; Aligned and Integrated Model (AIM): Tier 1- Welcome, Include, Understand, Promote, Partner). -Promotion and ongoing implementation and educator training of School Mental Health Assist (SMHA): Leading Mentally Healthy Schools and Mentally Healthy Classrooms modules. -Ongoing commitment to evaluating our Mental Health, Addictions and Well-being strategy using organizational conditions provided through School Mental Health Assist. -Student voice supporting mental health and well-being (e.g.: youth summit secondary). -Introduce the Samaritans on the Digital Road (digital citizenship program with a link to community policing partners). 		<ul style="list-style-type: none"> -Participation in faith formation initiatives -Promoting Positive School Climate and Well-being Plans are activated in schools -Professional Development Feedback (e.g.: exit cards, focus groups, surveys) -Student voice -Classroom environments are student-centred
	<p>Life, education, and career planning will promote engagement, discernment, and success for all students, recognizing God-given strengths.</p>	<ul style="list-style-type: none"> -Advance the implementation of Creating Pathways to Success (K-12) using Individual Pathways Plans (IPPs) Gr 7-12 and experiential learning opportunities (K-12). -Students will be architects of their own learning. -Continue to support student success teams in exploring and engaging varied opportunities for experiential learning and pathway exploration. 	<ul style="list-style-type: none"> -Digital citizenship program is accessible to all staff in D2L -Digital citizenship modules are given a designated date/time in class -Data collection regarding participation -Evidence in classrooms of systematic, intentional daily mental health and well-being strategies 		
				<ul style="list-style-type: none"> -All about me portfolios K-6 -Individual Pathways plans 7-12 -Grade 8 & 12 exit surveys -E/S school program advisory committees -Equitable access to post-secondary education 	



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	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Scholarship	<p>Mission: 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>Theory of Action: 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>	<p>Flexible and responsive learning environments (e.g., classroom, Learning Commons, community and natural spaces) are used to support student well-being and learning through innovative and effective teaching and assessment practices.</p>	<ul style="list-style-type: none"> -Learning environments offer flexibility, choice and voice for students when accessing curriculum, learning preferences, locations and materials (seating, technology, sound, manipulatives, work spaces, lighting, etc.). -Educators plan and facilitate opportunities for students to collaborate, think critically, create, and communicate their thinking and learning within the classroom and beyond. -The use of technology and SEA equipment are seamlessly integrated into all learning environments. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. SIPSAW reviews to ensure alignment with the BIPSAW 2. Reports to Executive Council 3. Reports to Trustees 4. Superintendent and School Team review of School Profile 5. Network/staff learning walks 6. Central Team Meetings 7. Student Success Teams and <i>Taking Stock</i> 8. PRISA Report for Ministry of Education 9. Professional Learning Communities (PLCs) 10. School Case Conferences 	
		<p>Instruction and assessment are student-centred and culturally-responsive.</p>	<ul style="list-style-type: none"> -Educators plan for learner variability using The Universal Design for Learning Framework and the ALCDSB Assessment Framework across the curriculum. -School teams develop and use Student Learner Profiles to inform instruction and assessment, responsive to students' strengths, interests and needs. -Educators use data and pedagogical documentation to plan for and with students. -Students reflect upon, assess and document their own learning in a variety of ways, including FreshGrade. -Students and educators effectively use technology and tools to support learning and communication within, between and beyond classrooms. -Students become expert learners who can access, interpret and communicate their understanding across all subject areas. -Educators will use best practices to design, plan and implement student-centred literacy instruction. -Educators and board leaders will increase their knowledge and awareness of Indigenous cultures, histories, traditions, and perspectives, and enhance their capacity to support Indigenous learners. 		<ul style="list-style-type: none"> -Participation rates of educators using blended learning (VC, D2L, Office 365) -Educator and student feedback (e.g., exit cards, focus groups, surveys, reflections)
		<p>All educators are engaged in professional capacity building for the betterment of student well-being and achievement.</p>	<ul style="list-style-type: none"> -School teams collaborate and support school-based professional learning in classrooms, divisions, departments and across schools. -PLCs are educator driven, inquiry based, data informed and rooted in practice-based research. 		
<p>All educators (K-6 and Grade 9 Applied) are engaged in capacity building through collaboration focusing on mathematics content knowledge in fundamental mathematics concepts and skills.</p>	<ul style="list-style-type: none"> -School teams will demonstrate increased consistency of effective mathematics instruction using the Pedagogical System (non-threatening learning environment, classroom discourse, worthwhile tasks, tools and representations). -Educators will provide instruction that highlights strategies for remembering facts, sense making, and integrating facts into other aspects of mathematics learning in order to develop students' automaticity. This will include working with numbers, recognizing and applying understanding of number properties, mastering facts, developing mental mathematics skills, and developing proficiency with operations. -Students will demonstrate their mathematical knowledge and learning through rich, engaging tasks supported by manipulatives, tools and technology at point of instruction and assessment. -Educators will use evidence (PRIME, EQAO results, <i>What to Look For</i>, etc.) to respond to student needs. -Educators and students will engage in social/emotional wellness practices in the mathematics classroom. -Differentiated Instruction Partners will co-plan and co-teach in Grade 9 Applied mathematics courses. 	<ul style="list-style-type: none"> -Professional Development feedback -Pedagogical Documentation (conversation, observation, product) -Pedagogical Documentation (conversation, observation, product) -Student work samples -School team, school leader and student feedback -EQAO, PRIME, and What to Look For data -EOSDN Math Project- Year 6 learnings and data collection -AEAC (Achieving Excellence in Applied Courses) 			



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Stewardship	<p>Mission: 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>Theory of Action: 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>	<p>Actively promote and engage in positive mental health practices that benefit the overall well-being of all students, staff, and families in the ALCDSB.</p>	<ul style="list-style-type: none"> -Actively engage families and school teams with strategies to support staff and students in fostering a deeper commitment to make explicit, the impact of student engagement and school attendance on student achievement and well-being. -Students will see and build an understanding of Indigenous histories, cultures and contemporary perspectives and see these honoured in their learning, learning environments and communities. -Be responsive to our community members who identify as LGBTQ2S+. -Intentionally build mentally healthy classroom and school communities using relationship -based approaches that promote positive social interactions, encourage conflict resolution through restorative practice and promote social emotional learning and self-regulation strategies as linked to learner profiles. -Build self-efficacy and resiliency for students, staff, families and communities around well-being and the responsibilities that come with digital citizenship in the 21st century. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. SIPSAW reviews to ensure alignment with the BIPSAW 2. Reports to Executive Council 3. Reports to Trustees 4. Superintendent and School Team review of School Profile 5. Network/staff learning walks 6. Central Team Meetings 7. Student Success Teams and <i>Taking Stock</i> 8. PRISA Report for Ministry of Education 9. Professional Learning Communities (PLCs) 10. School Case Conferences 	
		<p>Demonstrate our commitment to the Catholic Social Teachings through the board theme of Faith in Action through leadership, service and advocacy.</p>	<ul style="list-style-type: none"> -Provide opportunities for daily practice of student voice, responsibility, choice and leadership for students of all profiles. -Support, create and evaluate opportunities to work for justice and peace, and respond to the needs of our local and global communities guided by the work of the ALCDSB Social Justice Committee as it sets priorities for each school community. -Continue to build capacity in school communities around equity and inclusivity as linked to our Catholic Social Teachings. 		<ul style="list-style-type: none"> -ALCDSB School Climate survey data -Every School Day Counts attendance data to Executive Council (3 x yr.) -ALCDSB School Reflection Tool -AIM Framework -Compass Survey -Student Learner Profiles -Transition meetings -My Blueprint -MH Leadership Team collaborative planning with Occupational Health Safety/ Human Resources Department
		<p>Confirm and live out our commitment to stewardship of God's creation through experiential learning in a variety of learning environments and through active service.</p>	<ul style="list-style-type: none"> -Support and enhance the principles of sustainability and demonstrate commitment to outdoor and environmental education through the framework of the Ontario Eco Schools program. -Promote student-centered, integrated, experiential learning opportunities in a variety of environments to support academic achievement and wellness, driven by student voice. -Communicate and collaborate with students, staff, families and communities to identify barriers, check assumptions in order to expand and create possibilities for people coming together to promote rich, relevant and integrated learning opportunities. -Support the learning about, in, and for caring for God's gift of creation through environmental programming. 		
				<ul style="list-style-type: none"> -Participation in the Ontario Eco- Schools certification process -Attendance at the H.R. Frink and Msgr. Ryan Outdoor Education Centres and OEE outreach programming -Documenting experiential learning and STEAM opportunities 	