



Algonquin & Lakeshore

Catholic District School Board

Multi-Year Strategic Plan
Year 3 (2022-2023)

Thank you to the MYSP Steering Committee for your commitment in overseeing and supporting our Board's process in the development of our new vision, mission and values statements and strategic priorities.

Committee Member	Stakeholder Group	Committee Member	Stakeholder Group
Grace Bowry	Student Trustee	Theresa Kennedy	Superintendent of School Effectiveness
Breanne Bradshaw	Superintendent of Finance & Business Services	Michelle Lamarche	Superintendent of Human Resources
Kelly Canning	Elementary Teacher	Major Erica Lidington	Military – CFB Kingston
Sheena Cassidy	OECTA President (local)	Kristene Long	St. Lawrence College
Theodore Christou	Queen's University	Sarah MacInnis	Learning Services
Jessica Couture	Parent	Lori McCaw	Special Assignment Teacher
Andy Coxhead	Loyalist College	Charlie Mignault	Smith School of Business, Queen's University
David DeSantis	Director of Education	Anthea Murrell	Speech Language Pathologist
John DiPaolo	United Way KFLA	Anne Nahorny	St. Lawrence College
Teresa Dodwell	Elementary Principal	Wendy Procter	Trustee
Brian Evoy	Trustee	Roger Romero	Pathways to Education – Kingston
Michael Faight	Secondary Principal	Karen Shannon	Superintendent of School Effectiveness
Sister Jeannette Filthaut	Sisters of Providence	Terri Slack	Superintendent of School Effectiveness
David Giroux	Superintendent of School Effectiveness	Gord Taylor	Tri-Board
Lisa Gorrell	Secondary Principal	Paloma Turnbull	Parent
Nadia Gundert	Coordinator- Youth Ministry, Archdiocese of Kingston	Erin Walker	Assistant to the Director of Education
Nienke Hoedeman	Elementary Principal	Father Francis Zambon	Parish Administrator, Holy Name of Mary, Saint Charles Borromeo, and Saint Vincent dePaul Catholic Churches
Liz James	CUPE President (local)		



ALCDSB

Multi-Year Strategic Plan

Our new strategic plan is our public declaration that while much has changed, our commitment as a Christ-centered organization has not. We have been called to serve our communities through our passion and skills around Catholic education. It is our hope that the lives we touch will be filled with dignity, love and inspiration to explore their unique calling.

The Algonquin and Lakeshore Catholic District School Board is committed to focusing on our new mission, vision and values to use our many blessings and resources to be more than just a great Catholic education system. We commit to creating communities of learning. As we prepare to support our students and staff in a new future, we now know that learning can happen in a classroom, around the kitchen table and in front of a screen. We have also seen that successful learning demands human connection, acknowledgement of individual passions and the celebration of accomplishments.

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.

OUR 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

Priority #1	FAITH			
Direction #1	Build intentional Catholic environments that express the richness of our faith.			
CGE Link	A responsible citizen who gives witness to Catholic Social Teaching by promoting peace, justice, and the sacredness of human life.			
UNSDG Link	#3 – Good Health, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Build capacity to ensure that all schools reflect our Catholic beliefs.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	22 /23			
1. Ensure that all schools, classrooms (elementary and secondary), and blended learning environments embody our Catholicity.	<p>1. Ensure that all schools are inviting and distinctly Catholic (entrances, visual displays, learning environments, and/or use of Christian music).</p> <p>2. Establish Friends and Advocates of Catholic Education (F.A.C.E.) Committee to enrich Catholicity in our schools (for example: Create faith-based resources to support secular events – Terry Fox, Remembrance Day, Relay for Life).</p>	<p>All sites look and sound Catholic as evidenced by visual and audio indicators.</p> <p>Schools ensure that all events are imbued with our Catholic Faith and F.A.C.E. supports these efforts across the system. The F.A.C.E. Committee will meet a minimum of three times in 2022-23.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • Special Assignment Teacher (SAT) of Religious & Family Life Education • School Administrators • F.A.C.E. Committee <p>How:</p> <p>Survey schools about events and activities to generate the necessary support from F.A.C.E.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • School Leaders • Catholic School Councils • Parish Priests • Secondary School Chaplaincy Leaders • Faith Life Ambassadors • Classroom Teachers <p>Capital:</p> <ul style="list-style-type: none"> • Promotional funding for Board Pastoral Theme. • Funding for F.A.C.E. Committee release time and expenses.

Priority #1	FAITH			
Direction #1	Build intentional Catholic environments that express the richness of our faith.			
CGE Link	A caring family member who attends to family, school, parish, and the wider community.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #2	Nurture the relationship between the home, school, and parish through pastoral planning at both the school and system level.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	22 /23			
1. Collaborate with the Archdiocese on resources and events that are of mutual interest and benefit to schools and parishes.	1. Support all schools and parish events of mutual interest on school and parish media.	<p>The Religious and Family Life Education department meet individually with Clergy from all parishes to gather input about how Clergy can best be supported in fostering the parish-school relationship by the end of 2022.</p> <p>Evidence of promotion of school and parish events on school and parish media (websites, newsletters, social media, bulletins, etc.).</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education <p>How:</p> <p>The Religion and Family Life team will report to the Board of Trustees annually.</p> <p>Input from Clergy will be synthesized as best practices for schools (focus on supporting the theme of “Formed in the Faith”).</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education: • School Leaders • Clergy • Secondary School Chaplaincy Leaders <p>Capital:</p> <ul style="list-style-type: none"> • None

Priority #1	FAITH			
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.			
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection, and moral living.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Implement and support the annual Board pastoral themes to celebrate and express our Catholic faith.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	22 /23			
1. Implement Board Pastoral Theme in all classrooms (K-12) and communally within schools in curricular and extra-curricular events (Link to 5-Year Board Themes Plan in which themes are connected to Scripture, Renewing the Promise, Catholic Social Teaching, the Ontario Catholic School Graduate Expectations, and the United Nations Sustainable Development Goals).	<ol style="list-style-type: none"> Plan Faith Day on the November 2022 Professional Activity Day as a regional event (East and West) with the “Formed in the Faith” Pastoral Theme as the focus. Build capacity with the “Formed in the Faith” Pastoral Theme resources to evangelize and accompany staff and students in faith formation. 	<p>Creation and implementation of the November Faith Day content.</p> <p>Development of resources to support “Formed in the Faith” Pastoral Theme (liturgies, faith sharing, discussion guide, etc.).</p> <p>The use of “Formed in the Faith” resources by schools, staff and the system in promoting the annual Pastoral Theme on social media and school and system communications.</p>	<p>Who:</p> <ul style="list-style-type: none"> Superintendents of Education Coordinator of Religious & Family Life Education SAT of Religious & Family Life Education School Leaders <p>How:</p> <p>Review the results from the Faith Day Exit Card.</p> <p>Monitor school and system social media activity to assess engagement with the annual Board Pastoral Theme in 2022-23.</p>	<p>Human:</p> <ul style="list-style-type: none"> Superintendents of Education Coordinator of Religious & Family Life Education SAT of Religious & Family Life Education: School Leaders Faith Life Ambassadors All Staff Students Catholic School Councils <p>Capital:</p> <ul style="list-style-type: none"> Funding for the promotion of Board Themes.

Priority #1	FAITH			
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.			
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection, and moral living.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #2	Build staff capacity to fulfill the dual mandate of Catholic education (including faith in all aspects of education).			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	22 /23			
1. Support (K-12) educator understanding of Religious and Family Life Education programming.	<ol style="list-style-type: none"> Support the ongoing implementation of <i>Growing in Faith, Growing in Christ</i> program. Provide students and staff with engaging resources to support Religious and Family Life Education programming. 	<p>Provide teachers with Professional Development (PD) to support the implementation of any new resources or initiatives in Religious and Family Life Education programming.</p> <p>Update the Religious and Family Education webspace with engaging resources that connect to themes in Religious and Family Life Education programming.</p>	<p>Who:</p> <ul style="list-style-type: none"> Superintendents of Education Coordinator of Religious & Family Life Education SAT of Religious & Family Life Education School Leaders <p>How:</p> <ul style="list-style-type: none"> Collect feedback from staff to inform professional learning needs and growth in learning. 	<p>Human:</p> <ul style="list-style-type: none"> Superintendents of Education Coordinator of Religious & Family Life Education SAT of Religious & Family Life Education <p>Capital:</p> <ul style="list-style-type: none"> Funding for release time for professional development and for resources.
2. Increase opportunities to support faith formation for all members of the community that are inviting, engaging, and purposeful.	<ol style="list-style-type: none"> Continue to offer an additional qualifications program in Religious Education for all educators. A diversity of faith formation resources and opportunities are offered to the system. 	<p>Seek feedback from staff on their professional learning needs.</p> <p>Facilitate Religious Education Part 1 and a combined Part 2/ Specialist program in 2022-23.</p> <p>Faith formation opportunities offered to staff.</p>	<p>Who:</p> <ul style="list-style-type: none"> Superintendents of Education Coordinator of Religious & Family Life Education SAT of Religious & Family Life Education 	<p>Human:</p> <ul style="list-style-type: none"> Superintendents of Education Coordinator of Religious & Family Life Education SAT of Religious & Family Life Education School Leaders Faith Life Ambassadors

		<p>Expansion and promotion of Religious and Family Life Education website resources (specifically Liturgy & Prayer page).</p> <p><i>Witness</i> Faith Day is offered for grade 6 students in Belleville and Kingston.</p>	<p>How:</p> <p>Collect survey data from staff on faith formation needs and growth.</p> <p>Track staff participation in faith formation opportunities.</p> <p>Collect and analyze student and staff exit survey data from the <i>Witness</i> Faith Day to assess spiritual engagement.</p>	<ul style="list-style-type: none"> • All Staff • Clergy <p>Capital:</p> <ul style="list-style-type: none"> • ALCDSB Professional Growth Fund • Funding for Additional Qualification Course. • Funding for Adult Faith Formation. • Funding for <i>Witness</i> Faith Day.
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Priority #1	FAITH			
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.			
CGE Link	A responsible citizen who gives witness to Catholic Social Teaching by promoting peace, justice, and the sacredness of human life.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #3	Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities.			
Actions (to achieve Goals)	Timeline 22 /23	Evidence/Key Performance Indicator	Monitoring	Resources
1. Increase understanding of the Seven Themes of Catholic Social Teaching and their connection to the annual Board Pastoral Themes.	1. Align ALCDSB Social Justice Committee priorities with the Catholic Social Teachings connected to justice education in school events (ie. fundraising initiatives).	Establish ALCDSB Social Justice Committee priorities and membership and have at least a minimum of three meetings in 2022-23.	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Social Justice Committee <p>How:</p> <p>Survey of school Administrators for their understanding about social justice.</p> <p>Maintain ALCDSB Social Justice Committee Meeting minutes.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • ALCDSB Social Justice Committee • School Leaders • Faith Life Ambassadors <p>Capital:</p> <ul style="list-style-type: none"> • Funding for the Social Justice Committee.

Priority #2	EQUITY AND WELL-BEING			
Direction #1	Promote a culture of equity in ALCDSB.			
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.			
UNSDG Link	#10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	22 /23			
1. Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSB community.	<ol style="list-style-type: none"> 1. Implement and monitor the departmental actions outlined in the ALCDSB Equity Plan. 2. Professional Development that aligns with the Equity Plan priorities. 3. Board Office staff receive Professional Development specific to Equity considerations in their roles. 4. Survey the comfort level of all staff in using Culturally Relevant and Responsive Pedagogy (CRRP) practices in their daily work. 	<p>Central Staff Equity Working Group meets monthly to monitor the implementation of equity goals for each department.</p> <p>Pre and post surveys implemented for Professional Development to measure capacity building.</p> <p>CRRP survey developed and administered.</p> <p>Survey results analyzed by Central Staff Equity Working Groups plan next steps for system Professional Development.</p> <p>Family of Schools meetings will have Equity as a standing item on the agenda using monitoring tool as guide for discussions.</p> <p>Leadership Team meetings have Equity as a standing item on the agenda.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Coordinator of Religious & Family Life Education • Coordinator of Curriculum • SAT of Caring & Safe Schools • SAT of Religious & Family Life Education • Executive Assistant to the Director of Education/Privacy Officer <p>How:</p> <p>Minutes and progress reports from Central Staff Equity Working Group at monthly meetings.</p> <p>Pre and post educator and student surveys.</p> <p>Standard agenda set and implemented at each Family of Schools Meeting and Leadership Team meeting.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Religious & Family Life and Curriculum Staff (for resource development and compilation). • Various school board contacts (outside of ALCDSB) • Community partners <p>Capital:</p> <ul style="list-style-type: none"> • Funding for Demographic Data promotion and implementation. • Funding for Staff Professional Development around CRRP work. • Funding for consultants to guide system planning for De Streaming, CRRP, and Anti-Bias training. • Funding for resources that reflect student demographic data.

		Each department ensures to present the progress of their Equity goals during each departmental meeting.		
2. Develop a consistent Board-wide response to the Truth and Reconciliation Commission's (TRC) Calls to Action that are reflected in each school's Improvement Plans for Student Achievement and Well-being (SIPSAW).	<ol style="list-style-type: none"> 1. In response to the TRC's Calls to Action build student capacity for Intercultural empathy and mutual respect. 2. Fully establish the presence of the Indigenous Education Advisory Committee (IAEC) and set the terms of reference into action. 3. Expand and update current Aboriginal Self-Identification Policy. 4. Expand Professional Development and develop best practices in Indigenous Education (NBE) credits and First Nations, Metis, and Inuit (FNMI) courses and classes. 5. Build teacher capacity and confidence to understand the "Why" when connecting Cultural Consultants/ Indigenous Educators and Knowledge Holders and connectors to curriculum. 	<p>Deepen Professional Development with Indigenous Learning Partners, Elementary Professional Learning Communities, and NBE credit Educators in collaboration with cultural consultants.</p> <p>Measure Professional Development capacity building through pre and post surveys.</p> <p>Reflect and report the efficacy of setting the terms of reference into action.</p> <p>Complete the consultation process and revisions to the current Aboriginal Self-Identification Policy to present to Board of Trustees.</p> <p>Increased teacher training and resource development K-12.</p> <p>Implementation of Community Partners/Cultural Consultants (CPCC) form to build processes and protocols around relationships with Cultural Consultants and Knowledge Holders in ALCDSB.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • SATs of Indigenous Education • Graduation Coach <p>How:</p> <p>Monitor progress of success through evidence of use of student conferencing, classroom circles, teacher and student feedback.</p> <p>Consistent meetings and community building opportunities to solidify the IAEC.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • SATs of Indigenous Education • Graduation Coach <p>Capital:</p> <ul style="list-style-type: none"> • Honorarium for Indigenous Consultants and community partners • Professional Development funds for release and curriculum and cultural materials

<p>3. Develop an Indigenous Education Team to best support Indigenous students and be responsible to Indigenous Student Success, needs and wellness.</p>	<ol style="list-style-type: none"> 1. Build a K-12 approach to Indigenous Education with a focus on Assessment and Evaluation, Wellness and Relationship in classrooms. 2. Ensure cultural and “real life” education for Indigenous students. 3. Increase Indigenous student voice in secondary schools. 	<p>Ensuring the inclusion of Indigenous Education in all Professional Development (eg. New Teacher Induction Program (NTIP), RFLE (Religious and Family Life Education) De-Streaming etc.).</p> <p>Identify and create school-based space for work with the Graduation Coach, meetings, Indigenous socials to build student voice.</p> <p>Schools can identify a safe space for Indigenous students.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • SATs of Indigenous Education • Graduation Coach <p>How:</p> <p>Work collaboratively with all departments to ensure Indigenous Education is included in all Professional Development.</p> <p>Work with schools to ensure all schools use the Graduation Coach in a dedicated space.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • SATs of Indigenous Education • SATs/Coordinators • Administrators • Graduation Coach <p>Capital:</p> <ul style="list-style-type: none"> • Funding for the development of safe spaces in schools and cultural materials.
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<p>4. Increase school leader and educator capacity to address specific individual student needs.</p>	<ol style="list-style-type: none"> 1. Align Individual Education Plans (IEPs) with the ALCDSB Individual Education Plan Review Guide to improve student programming and success. 2. Students receive ALCDSB supported reading interventions (Empower, Lexia) to address their specific individual need. 3. Students with hearing differences demonstrate increased ability to self-advocate. 4. Educational Assistants and Child and Youth Workers receive intentional Professional Development to build capacity to address individual student needs. 5. An updated Alternative Report Card developed and implemented for use. 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. 	<p>Train all school leaders to build their capacity and conduct a school review to improve student support plans using the ALCDSB Individual Education Plan Review Guide.</p> <p>Special Education Resource Teachers (SERTs) use screening tools to select appropriate interventions and monitor the effectiveness of each intervention.</p> <p>ALCDSB Itinerant Teacher uses student survey results to engage in targeted collaboration with educators to increase capacity to address the needs of students with hearing differences.</p> <p>Implement an annual plan for Professional Development for Educational Assistants, Special Education Resource Teachers and Youth Workers including use of a trauma informed approach.</p> <p>A committee reviews and revises the ALCDSB Alternative Report Card and supports and facilitates implementation.</p> <p>Facilitate a community of practice to guide Administrator and educator participants in the Mental Health Literacy Course which includes three group sessions and a certificate of completion.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Coordinator of Student Services • Clinical Team Lead • Mental Health Lead • SATs • Itinerant SERTs • ALCDSB Itinerant Teacher of Deaf and Hard of Hearing • Psychology Team <p>How:</p> <p>Create pre and post surveys related to administrator capacity in reviewing Individual Education Plans</p> <p>Collection of pre and post school-based literacy data from SERTs.</p> <p>Pre and post educator and student surveys.</p> <p>Track Professional Development administered and its impact with pre and post staff surveys.</p> <p>Audit a sample of ALCDSB Alternative Report Cards.</p> <p>Distribute pre and post surveys including a three month check in for all community of practices.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Early Years Educator Teams • SERTs • Student Services • Child Youth Worker Team • Early Years Lead • Community Partners • ALCDSB Itinerant Teacher of Deaf and Hard of Hearing <p>Capital:</p> <ul style="list-style-type: none"> • Funding for the Mental Health Addictions and Well-Being Strategy. • Professional Development funds for release and materials. • Funding for training and materials.
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	<p>7. Establish clear and consistent criteria for referring students with academic difficulties to psycho-educational assessments.</p> <p>8. Students with Autism Spectrum Disorder (ASD) receive individual programming delivered in collaboration with educators to increase generalization and maintenance of skills.</p>	<p>Create a monthly resource to promote and teach foundational Social Emotional Learning Skills and implement for use in each school.</p> <p>Create a community of practice to support staff integrating the use of the Ages and Stages Questionnaire in all schools that are trained.</p> <p>Train and support the use of the revised Suicide Prevention, Intervention and Post-vention Protocol.</p> <p>A focus group with SERTs create and implement an ALCDSB written protocol to refer students to psycho-educational testing.</p> <p>Assign Applied Behaviour Analysts to family of schools to facilitate PEERS groups in each secondary school and The Skill Development Program in each elementary school.</p>	<p>Track the number of ASQs completed in the system and identify areas of strength and needs.</p> <p>Analyze referral data from the past three years for trends.</p>	
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<p>5. Launch a Student Success system of tiered supports and interventions to address system wide needs and ensure equity of opportunities for all students.</p>	<ol style="list-style-type: none"> 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. 2. Create an efficient Caring and Safe Schools referral process that includes transitions data sharing, reflective of the Student Action Plan (SAP). 3. Complete the audit process for the Suspension and Expulsion and Supervised Alternative Learning process (SAL). 4. Create an attendance process that aligns with K-12 support and interventions. 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. 	<p>Student Success teams contribute to the design of systems and resources to support effective alternative education programming in ALCDSB.</p> <p>Provide schools with the tools to refer and share data to fulfill the SAP mandate of the Caring and Safe Schools Policy.</p> <p>Communicate the outcomes of the audit process to the system and update the Caring and Safe Schools policy to reflect the findings of the audit.</p> <p>Communicate the attendance process to the System and begin a systematic implementation of the process.</p> <p>Participation of various school leaders (e.g. Department Heads) in Professional Development regarding resources and tools related to student success (e.g. <i>Creating Pathways to Success</i>).</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendent of Education • Student Success SATs • Caring & Safe Schools educators • Coordinator of Experiential Learning • Administrators • Department Heads • Attendance Counsellors/Child and Youth Workers (CYWs) <p>How:</p> <p>Student Success indicator data is tracked.</p> <p>Alternative Education data is tracked.</p> <p>Caring and Safe Schools data is tracked.</p> <p>Attendance data is tracked.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Student Success SATs • Caring & Safe Schools educators • CYWs • KARIOS Addictions & Mental Health • School Mental Health Supports • Community agencies • Board recognized Audit supports • Coterminous Boards <p>Capital:</p> <ul style="list-style-type: none"> • Funding through Student Success and Experiential Learning. • Funding through Caring and Safe Schools.
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Priority #2	EQUITY AND WELL-BEING			
Direction #2	Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.			
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.			
Actions (to achieve Goals)	Timeline 22/23	Evidence/Key Performance Indicator	Monitoring	Resources
1. Promote self-regulation and positive mental health and well-being using a trauma informed approach.	<ol style="list-style-type: none"> Students have access to a comprehensive pathway to internal and external mental health supports. The transdisciplinary team develops universal goals to support improved outcomes of students within the ALCDSB Health and Safety pilot. Create a ALCDSB Youth Advisory Group that meet quarterly to highlight student voice for mental health, addiction and well-being practices in schools. Create an ALCDSB Multi-Year Mental Health, Addiction, and Well-being Plan. 	<p>The Mental Health and Addiction team present at the remaining Catholic School Council meetings and measure parent knowledge and understanding.</p> <p>Develop and share secondary and elementary pathway documents.</p> <p>School Principals in the pilot collaborate, plan, and implement interventions and recommendations from the transdisciplinary team.</p> <p>Using student self-report data, each advisory group creates an action project for their school to improve positive mental health and substance use.</p> <p>The advisory group share best practices for school implementation by the mental health ambassadors.</p>	<p>Who:</p> <ul style="list-style-type: none"> Administrators Mental Health Lead Youth Worker Supervisor Mental Health Leadership Team <p>Sources of Data:</p> <ul style="list-style-type: none"> Compass Mental Health Leadership Team <p>How:</p> <p>Implement and review pre and post parent survey.</p> <p>Student access to mental health support (right care at the right time) will increase.</p> <p>Track health and safety school-based data.</p> <p>Meeting feedback from Youth Advisory Group.</p> <p>A new ALCDSB Multi-Year Mental Health, Addiction, and Well-being Plan.</p>	<p>Human:</p> <ul style="list-style-type: none"> Administrators School Staff Student Services Staff Social Workers in schools Youth Worker Team Mental Health Leadership Team Student mental health champions in schools Community partners SATs School Mental Health Ontario <p>Capital:</p> <ul style="list-style-type: none"> Multi-Project Transfer Payment Agreement and Funding for the Mental Health Addictions, and Well-Being Strategy.

ACHIEVEMENT AND INNOVATION

Priority #3	
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.
CGE Link	An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
UNSDG Link	#4 – Quality Education
Goal #1	Increase student confidence and proficiency in literacy (including second language learning) and numeracy.

Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	22 /23			
1. Execute the five-year Reaching Every Reader Professional Development Plan.	<ol style="list-style-type: none"> 1. Build school leader and educator understanding of Phonological Awareness, Phonemic Awareness, Phonics and Morphological Awareness and Fluency. 2. Support school leaders in working with educators in planning student-centred instruction using Phonological Awareness, Phonemic Awareness, Phonics and Morphological Awareness assessment results. 3. Students in secondary schools receive ALCDSB supported reading interventions to address their specific individual needs. 	<p>Compare and contrast progress in Phonological Awareness, Phonemic Awareness and Phonics assessment data from set points in the year.</p> <p>Compare and contrast language fundamental skills of students in oral language groups in kindergarten classrooms.</p> <p>Track attendance and capacity building at all Professional Development sessions through pre and post surveys.</p> <p>School administrators see progress in Phonological Awareness, Phonemic Awareness, Phonics, Morphology and Fluency through data and goal setting meetings early in each term.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders <p>How:</p> <p>Principals use a Board-generated “Look For” tool and protocol to record observations of the school learning journey and effective Phonological and Phonemic Awareness and Phonics Morphological Awareness and Fluency instructional practices in their schools and share evidence during Superintendent visits.</p> <p>Principals provide monthly update to Superintendents of Education and other school leaders on progress about the use of the practices described above.</p> <p>Superintendents of Education use the ALCDSB Formal Visit Form to monitor implementation of the above described practices during school visits.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • ALCDSB Science of Reading Team • Curriculum and Student Services SATs and ISERTs • Classroom Educators • SERTs <p>Capital:</p> <ul style="list-style-type: none"> • Funding to support resources needed for year 3 of the Reaching Every Reader Plan. • Funding for decodable texts. • Funding to release school teams to attend data and goal setting meetings.

		<p>Train and build capacity in all secondary school Special Education Resource Teachers to assess Phonological Awareness, Phonemic Awareness and Phonics (within the context of both Reading and Writing).</p>	<p>Pre and post survey of capacity building of secondary SERTs and student data patterns.</p> <p>Pre and post observational scale of language fundamental skills.</p>	
<p>2. Establish, disseminate, and facilitate the use of a data-driven Education Quality and Accountability Office (EQAO) preparation protocol.</p>	<ol style="list-style-type: none"> 1. Develop EQAO preparation protocol based upon data analysis, practice tests, moderated marking, direct and individual student feedback. 2. Work with administrators to support analysis of new EQAO data in Microsoft Power BI. 3. Provide Professional Development for teachers who are new to the grades 3 and 6 EQAO assessment this year to ensure they are confident in administering the new modernized and digitized assessment. 4. Create a sample long range plan for grade 3 and 6 math which incorporates EQAO sample test questions throughout the year. 5. Work with secondary literacy and numeracy teams to implement new practices in using data to prepare for the grade 9 EQAO assessment of mathematics and grade 10 OSSLT. 	<p>Create and share the EQAO preparation protocol with all schools.</p> <p>Review and Implement protocol in targeted schools.</p> <p>Each School Improvement Plan for Student Achievement and Well-Being (SIPSAW) contains literacy and numeracy goals.</p> <p>Track attendance and capacity building at Professional Learning Communities (PLCs) through pre and post surveys.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • Secondary Department Heads <p>How:</p> <p>Targeted schools receive support to pilot the EQAO preparation protocol.</p> <p>Share the preparation protocol with all school leaders</p> <p>Superintendents of Education monitor implementation of SIPSAW goals via school visits and conferences with school leaders.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Curriculum SATs • School Leaders • Classroom Teachers • SERTs • Secondary Schools <p>Capital:</p> <ul style="list-style-type: none"> • Funding to release educators for professional learning sessions.

<p>3. Develop educator capacity in supporting second language learning programming.</p>	<ol style="list-style-type: none"> 1. Invite a group of 10-15 administrators to participate in a pilot project aimed at helping build their capacity to support second language educators. 2. Second Language (FSL) primary educators from French Immersion schools to share Professional Development, strategies, and resources around the Science of Reading. 3. Roll out teaching strategies and resources related to the Common European Framework of Reference (CEFR), focusing on oral communication and comprehension, including a student self- assessment tool for use across Core French and Immersion programs. 4. Develop tool for Principals to monitor effective second language learning instruction. 5. Develop Board-wide protocols for welcoming new Multi-Language Learners (MLL) and for supporting their programming needs with the help of a newly formed MLL Steering Committee. 	<p>Principals use feedback and data to monitor improvement in student engagement and proficiency in second language learning.</p> <p>Collect feedback from new FSL teachers semi-annually.</p> <p>The MLL protocols created and presented to the school teams by year-end.</p> <p>Administrators involved in the pilot project use the board-generated tool to monitor support of second language educators and instructional practices and provide feedback to SATs.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders <p>How:</p> <p>Pre and post educator surveys.</p> <p>MLL Protocol shared with school teams.</p> <p>Through observation, and with the use of a board-generated tool, Principals monitor effective second language learning instructional practices in their schools and share evidence with the team.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Curriculum SATs • FSL Steering Committee • Classroom Teachers <p>Capital:</p> <ul style="list-style-type: none"> • Funding through the Official Languages in Education budget. • Partnership with Eastern Ontario Staff Development Network (EOSDN) centre d'excellence. • Funding to release educators for professional learning sessions.
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<p>4. Increase opportunities for purposeful, inviting, and engaging Professional Development to improve teacher capacity around math instruction.</p>	<ol style="list-style-type: none"> 1. Through initiation of the Math Support Protocol, School Leaders will use teacher feedback to support school-based/educator-specific goals around numeracy Professional Development and Special Assignment Teacher support. 2. Promote, offer, and run the Primary/Junior Math, Part 1 (winter 2022) 	<p>School leaders conduct educator conferences to review numeracy goals and consolidate teacher feedback.</p> <p>School leaders observe educators implementing the agreed upon educator move.</p> <p>Use of the Universal Design for Learning (UDL) framework is evident in planning and instruction.</p> <p>Student work samples analyzed.</p> <p>Track PLC attendance, and minutes, and capacity building through pre and post surveys.</p> <p>Compare and contrast progress of snapshots of students' placement along a developmental continuum over time.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders <p>How:</p> <p>Principals lead all PLCs and make note of the tasks, outcomes and instructional decisions that are discussed.</p> <p>Principals work with educators to determine dates and times for classroom visits to monitor the implementation of agreed-upon educator moves over time.</p> <p>Principals conference with educators after each visit.</p> <p>Superintendents monitor implementation of school mathematics goals via school visits and conferences with school leaders.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • Instructional Coaches <p>Capital:</p> <ul style="list-style-type: none"> • Funding for educator release time, a minimum of twice per cycle.
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<p>5. Develop and implement the Effective Mathematics Classroom Framework (EMCF) (K-12).</p>	<ol style="list-style-type: none"> 1. Present the revised EMCF to the senior team and school leaders along with rationale changes. 2. Use first completed EMCF modules to guide educator and school leader professional learning in mathematics. Seek and obtain school leader feedback on the resource (including suggestions for the third flight of modules for development (fall/winter 2022-2023)). 3. Use school leader feedback to improve existing modules and develop new modules for the EMCF (winter/spring 2022-2023). 	<p>Complete third flight of EMCF modules as well as revisions to previous flights.</p> <p>Compare and contrast increased school leader efficacy in delivering mathematics PD through the analysis of pre and post survey data.</p> <p>Math Support Protocol increased administrator engagement around the implementation of the Effective Mathematics Classroom Framework.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders • Secondary Department Heads <p>How:</p> <p>Survey Principals to gather feedback about the effectiveness of the EMCF and Math Support Protocol.</p> <p>School leaders use the EMCF in fall 2022 and again in spring 2023 to take stock of their schools' strengths and needs regarding mathematics pedagogy.</p> <p>School leader pre and post surveys.</p> <p>Superintendents monitor implementation of SIPSAW goals via school visits and conferences with school leaders.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Curriculum SATs • Board Numeracy Lead <p>Capital:</p> <ul style="list-style-type: none"> • Funding to release educators for professional learning sessions.
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Priority #3	ACHIEVEMENT AND INNOVATION			
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.			
CGE Link	A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.			
UNSDG Link	#4 – Quality Education			
Goal #2	Accompany students along their journey to becoming expert learners through the consistent practice of student-centred pedagogy.			
Actions (to achieve Goals)	Timeline 22 /23	Evidence/Key Performance Indicator	Monitoring	Resources
1. Establish and implement a mentorship initiative centred around the Universal Design for Learning (UDL) Framework to promote the spread of student-centred teaching and learning throughout ALCDSB.	<ol style="list-style-type: none"> Engage student-centred learning champions in collaborative inquiry to deepen their implementation of the UDL Framework. Secondary subject councils continue to focus on student-centred learning and the use of learner profiles to support all students in de-streamed classrooms. 	<p>Educators share their learning with colleagues in Professional Development settings.</p> <p>Implement pre and post surveys to gauge capacity building.</p> <p>Secondary subject councils meet to share best practices and continue to refine their pedagogical approaches to support learners in de-streamed classrooms.</p>	<p>Who:</p> <ul style="list-style-type: none"> Superintendents of Education School Leaders Secondary subject councils <p>How:</p> <p>Guide educators to build capacity and incorporate the use of learner profiles in de-streamed classrooms.</p>	<p>Human:</p> <ul style="list-style-type: none"> Curriculum SATs School Leaders Classroom Teachers <p>Capital:</p> <ul style="list-style-type: none"> Funding to support educator release for the secondary subject council meetings.
2. Build capacity around Inquiry-Based Learning (IBL) and innovative practices, including pedagogically sound technology integration.	<ol style="list-style-type: none"> Embed and brand ALCDSB's intermediate program, C3 (Curiosity Creates Change) across the System, through the lens of IBL. Professional Development for educators and leaders will focus on Science, Technology, Engineering, Mathematics, Robotics, United Nations Sustainable Development Goals, and Community Connected Experiential Learning to support schools to achieve the "Look Fors" of C3. 	<p>Administer pre and post surveys to assess school and teacher needs for interest and support.</p> <p>School leaders use C3 "Look Fors" to measure the implementation of agreed upon educator moves into inquiry-based learning and embed these goals in their SIPSAW.</p>	<p>Who:</p> <ul style="list-style-type: none"> Superintendents of Education Principal of Inclusive & Innovative Practices School Leaders <p>How:</p> <p>Principals collect evidence on the implementation of inquiry-based instructional practices in their schools with the use of C3 "Look Fors".</p>	<p>Human:</p> <ul style="list-style-type: none"> Curriculum SATs Student Success Team School Leaders Classroom Teachers Technology Enabled Learning and Teaching Contact (TELT) SAT Data Research SAT Principal of Innovative & Inclusive Practices

	<p>2. Expand and brand the Sir James Whitney (SJW) Technology Experience to include intermediate inquiry programming and manufacturing, focused on technology.</p>	<p>Students in West schools experience the intermediate integrated technology and manufacturing programs at SJW.</p> <p>Students' inquiry experience is captured and celebrated to brand C3.</p> <p>Administer pre and post survey to students to gauge learning and interest levels of the above programs.</p>	<p>Track participation data in SJW current and expanded programming through new seat selection and experiential learning forms.</p> <p>Public displays of student inquiry. (e.g., promotion posters, innovation celebrations, Twitter posts, bulletin boards).</p> <p>Principals update Superintendents and other school leaders on progress vis-à-vis the implementation of IBL through the lens of the C3 "Look Fors" at monthly Family of Schools meetings and Leadership Team meetings.</p> <p>Superintendents of Education use the ALCDSB Formal Visit Form to monitor implementation of IBL through the lens of the C3 "Look Fors" during school visits.</p>	<p>Capital:</p> <ul style="list-style-type: none"> Continued partnership with Trevor Mackenzie (Dive into Inquiry) to train/support Intermediate Teachers/ Administrators in IBL. Funding to ensure equitable access to resources required to support inquiry and experiential learning. Ministry Grant Funding to support the Expansion of the Sir James Whitney Technology Experience.
<p>3. Launch a three-year implementation plan for International Education (IE).</p>	<ol style="list-style-type: none"> Identify priorities and establish a prudent budget. Continue with an international recruitment strategy in identified markets, including participation in trade missions and agent and student recruitment opportunities. Continue to review and develop marketing materials to promote the program. 	<p>Increase enrollment from the year previous.</p> <p>Building on and growing established networks with post-secondary institutions, increase engagement with and expand existing networks across Canada.</p> <p>Increase the number of active agent agreements.</p> <p>Update and promote the International Education Website.</p>	<p>Who:</p> <ul style="list-style-type: none"> Principal of International Education International Education Coordinator 	<p>Capital:</p> <ul style="list-style-type: none"> Funding for International Education marketing and recruitment strategies. Board social media platforms Funding to build agent relationships.

	<ol style="list-style-type: none"> 4. Continue to educate all stakeholders on the value of the international strategy and build relationships. 5. Work with host schools to foster opportunities for increased engagement with the International Education program. 6. Continue to build close working relationships with our agency partners. 7. Secure and build upon the Memorandums of Understanding (MOUs) with post-secondary partners to leverage these relationships for shared program promotion, support and growth and plan for a continuum of learning years from grades 11-12 to increase graduation rates at ALCDSB. 8. Continue to develop a homestay management process that will meet the demands of increased enrolments. 	<p>Increase student registrations from new agents and countries.</p> <p>Increase the awareness and supports for the International Program within ALCDSB schools.</p> <p>Expand homestay options in partnership with Canada Homestay Network and build ALCDSB capacity as a homestay network.</p> <p>Develop student profiles for ALCDSB International Education learners and support the use of the student navigator program.</p>	<p>How:</p> <p>The Principal of International Education meets with the Director of Education and the Superintendent of Education (with IE portfolio) on a quarterly basis to review progress on objectives and key results.</p>	
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Priority #3	ACHIEVEMENT AND INNOVATION				
Direction #2	Empower students' capacity to lead their own learning, in order to embrace their God-given talents.				
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.				
UNSDG Links	#3 – Good Health & Well-being, #4 – Quality Education, #5 – Gender Equality, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged				
Goal #1	Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.				
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources	
	22 /23				
1. By the end of grade 12, students will acquire knowledge, skills and perspectives that foster their understanding of their fundamental connections to each other, to the world around them, and to all living things. <i>(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).</i>	<ol style="list-style-type: none"> 1. Promote and support K-12 teaching and learning practices that utilize outdoor learning spaces. Provide supports for reluctant learning communities and build capacity in all secondary school sites for the offering of credit based Outdoor and Environmental Education (OEE). 2. Continue to promote and support participation in the Eco-schools Canada Certification program at all school sites. 3. Continue to promote real world OEE experiential learning opportunities for students through established relationships with community partners. 	<p>Track school based outdoor and environmental education program participation data.</p> <p>Support all schools in the EcoSchools Canada Certification program to bring board-wide participation over 75%.</p> <p>Track community partner outdoor and environmental education program participation data.</p> <p>Track user data for both the H.R. Frink Outdoor Education Centre and the Msgr. J.S. Ryan Outdoor Education Centre.</p> <p>Educators and students articulate an understanding of the importance of OEE experiences in assessments.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • SAT for Outdoor and Environmental Education <p>How:</p> <p>Collect participation, observation and interview data.</p> <p>Follow-up with classroom teachers to evaluate impact of OEE experiences on students.</p>	<p>Human:</p> <ul style="list-style-type: none"> • SAT for Outdoor and Environmental Education • Board and Community Stakeholders • Classroom Educators <p>Capital:</p> <ul style="list-style-type: none"> • Ministry of Education (MOE) Funding for Outdoor and Environmental Education. 	

	<p>4. Promote K-Adult, cross-curricular, IBL opportunities at ALCDSB Outdoor & Environmental Education Centres.</p>			
<p>2. Promote and embed the design and delivery of engaging and effective experiential learning and pathways planning opportunities.</p>	<p>1. Increase opportunities and participation in inquiry-based community-connected experiential learning and Dual Credit, Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), and School College Work Initiative (SCWI) programming through work with Administrators Guidance Counsellors and Department Heads.</p>	<p>School leaders audit current practices around experiential learning to improve school-based awareness and participation in Dual Credit, SHSM, OYAP and SCWI.</p> <p>Participation rates of students in Dual Credit, SHSM, OYAP and SCWI increase and keep pace with the provincial rates for participation and completion and reflect the increase in capacity-building among educators.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Department Heads • Guidance Counsellors • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead <p>How:</p> <p>Track data to monitor students' participation, retention, and success rates in various programs.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Classroom Teachers • Administrators • Guidance Counsellors • Department Heads • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead • Dual Credit Lead • TELT SAT • SAT • College contacts <p>Capital:</p> <ul style="list-style-type: none"> • Funding through Experiential Learning, OYAP, SHSM, Student Success (Dual Credit Planning Table) and SCWI.

	<p>2. Deepen and expand the comprehensive implementation of schools' education and career/life planning programs through a scaffolded approach (MyBlueprint, Individual Pathways Plan (IPPs) and core grade 9 & 10 curriculum) to meet the learning needs, interests, and aspirations of all students in grades 7-12.</p>	<p>School leaders observe and support the broader application of the education and career/life planning four-step inquiry process and learning in artifact and reflection portfolios for the purpose of pathways exploration, planning, and goal setting.</p> <p>Grade 8 and 12 exit surveys provide opportunities for students to express their views, expectations, needs and abilities on all matters related to their career/life planning programs.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • Administrators • Guidance Counsellors • Department Heads • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead Teachers • Dual Credit Teachers • RFLE SATs <p>How:</p> <p>Evidence use of various portfolio tools grades 7-12.</p> <p>Use student exit surveys to collect data.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Classroom Teachers • Guidance Counsellors • Department Heads • Administrators • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead Teachers • Dual Credit Teachers <p>Capital:</p> <ul style="list-style-type: none"> • Funding through Student Success, OYAP, SHSM, and SCWI sources.
	<p>3. Increase connection to college programs through strengthened partnerships with St. Lawrence College and Loyalist College.</p>	<p>Student Success SATs and Guidance Counsellors increase the footprint in experiential learning opportunities through the recruitment and promotion of college and apprenticeship programs.</p>	<p>Superintendents of Education use the ALCDSB Formal Visit Form to monitor the promotion and participation in experiential learning programs during school visits.</p>	

<p>3. Empower students to exercise agency over their own learning by fostering student independence, voice, choice and problem-solving in collaborative and innovative learning environments.</p>	<p>1. Design of learning environments reflect evidence-based research on conditions supportive of fostering student agency, e.g., flexible learning spaces for peer collaboration, self-regulation spaces embedded in classrooms, integrated technology, and accessibility K - Adult Education.</p>	<p>Classroom learning environments and learning tasks show evidence of choice for students.</p> <p>Classroom teachers document students' knowledge and skills utilizing current technologies and applying them effectively in appropriate contexts by classroom teachers.</p> <p>New school construction reflects ALCDSB vision for 21st century teaching and learning (OECD 2030), and the United Nations Sustainable Development Goals.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendents of Education • School Leaders <p>How:</p> <p>Administrator document observations and provide feedback to teachers.</p> <p>Student surveys and exit cards inform educator planning.</p> <p>Learning and Technology Services (LTS) monitors student use of system devices and software.</p> <p>Capital improvement initiatives in current facilities and new school construction reflect participatory processes which includes student voice.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Classroom Teachers • TELT SAT • Data Research SAT • All SATs • Plant and Planning • LTS • Administrators • ALCDSB Multi-disciplinary Team • Fielding International
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Priority #4	RESOURCE MANAGEMENT			
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB.			
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.			
UNSDG Link	#4 – Quality Education			
Goal #1	Support the Growth and Development of the ALCDSB.			
Actions (to achieve Goals)	Timeline	Evidence/Key Performance Indicator	Monitoring	Resources
	22 /23			
1. Realign Financial Services’ resources to provide more central support to schools and other Board departments.	<p>1. Enhance central procurement support and resources for the system (schools and central departments).</p> <p>2. Create efficiencies in Financial Services processes to better align resources with the overall needs of the system (ongoing).</p>	<p>Availability of training materials, tools and resources to schools and departments to best support their procurement needs.</p> <p>Training plans created for staff for onboarding purposes and refreshers.</p> <p>Staff are following the purchasing policy and administrative procedures as demonstrated through analysis of purchasing data.</p> <p>Track the value-added projects that Financial Services staff can complete due to efficiencies created in the more clerical aspects of the roles.</p> <p>Projects are completed based on estimated timelines.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Manager of Financial Services <p>How:</p> <p>Analyze purchasing metrics.</p> <p>Survey of staff on service and effectiveness of changes that have been implemented.</p> <p>Receive updates from staff on projects that are underway to create efficiencies and/or enhance service to schools/ departments.</p> <p>Track efficiency projects and ideas in a list and monitor progress to ensure projects are moving forward.</p> <p>Engage other departments to provide ideas on where efficiencies would help improve their work.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Financial Services Department <p>Capital:</p> <ul style="list-style-type: none"> • Each project will be assigned a budget if required and be preapproved before project commences.

<p>2. Implement and monitor the Board's Long-Term Accommodation Plan.</p>	<ol style="list-style-type: none"> 1. Construct a new Catholic Elementary School in Kingston West. 2. Construct new St. Joseph Catholic Elementary School (Belleville). 3. Conduct community consultations and design document production for construction of a new St. Gregory Catholic Elementary School (Picton). 4. Implement a new Education Development Charge (EDC) By-law for the City of Kingston (current By-law expires October 2022) and an Education Development Charge (EDC) By-Law for the County of Lennox and Addington. 5. Publish updated Long Term Accommodation Plan. 6. Construct a new Our Lady of Mount Carmel Catholic Elementary School (Amherstview). 7. Conduct community consultations and design document production for construction of an addition to JJ O'Neill Catholic Elementary School (Napanee) as part of the Ministry of Education's Rapid-Modular Build Pilot Project. 	<p>Construction projects proceed according to schedule.</p> <p>Implement EDC By-laws.</p> <p>Complete New Long-Term Accommodation Plan.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Plant and Planning Services Management Team <p>How:</p> <p>Track Construction Contract Administration.</p> <p>Make regular reports to Board.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Plant and Planning Services Staff • Consultants • Contractors <p>Capital:</p> <ul style="list-style-type: none"> • Ministry of Education Capital Funding Allocations
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<p>3. Develop and implement Employee Capacity Building Processes and Programs.</p>	<ol style="list-style-type: none"> 1. Review and update job descriptions. 2. Hold bi-monthly Board-wide orientation sessions. 3. Develop an on-boarding checklist for each position. 4. Establish three (3) year review cycle for job description review. 5. Develop interview question banks that incorporate Shared Competencies. 6. Update interview process. 7. Implement a Performance Evaluation process for employees (excluding teachers). 8. Implement newly developed electronic Performance Evaluation process for Permanent Support Staff. 	<p>Review all job descriptions on a three-year cycle and are up to date.</p> <p>Develop and communicate to staff the Orientation and On-boarding program.</p> <p>Evaluate all employees within the timelines and cycle as defined in the process.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Human Resources • Senior Human Resources Administrator • Human Resource Officers (Recruitment and Staffing) • Human Resources Coordinator <p>How:</p> <p>Create focus group to assess onboarding system training needs, checklists, and orientation information.</p> <p>Human Resources to gather feedback from focus group to assist in the development of a performance evaluation document.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Human Resources • Financial Services • Plant and Planning Services Staff • Student Services • Administrators • LTS • Bargaining Agents and Associations <p>Capital:</p> <ul style="list-style-type: none"> • Employee and focus group travel and time to attend and participate in board-wide orientation and planning sessions.
<p>4. Review and streamline Human Resources processes to align with other central departments.</p>	<ol style="list-style-type: none"> 1. Finalize integration of the Board’s callout system (Easy-Connect) with payroll to automate absence and timesheet generation for the custodial/maintenance group. 2. Finalize the short-term leave approval process for the custodial/maintenance group. 	<p>Absence tracking and approvals are automated and paper forms are eliminated.</p> <p>Professional Development is scheduled through the PD Scheduler.</p> <p>Evidence of increased cross-departmental initiatives, such that duplication of processes is eliminated. Regular meetings are held between Human Resources and Finance to discuss process review and amendment.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Superintendent of Human Resources • Human Resources Coordinator <p>How:</p> <p>Track key dates in the Project Implementation Plan.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Human Resources Coordinator • Payroll Supervisor • Finance Officer • Payroll • Data Base Administrator <p>Capital:</p> <ul style="list-style-type: none"> • Apply to Education Contract

	3. Implement a Professional Development Scheduler that integrates with the Board's callout system to automate the registration process and align with the callout system.	Conduct review and audit of the automated processes to ensure accuracy of data entry; review training sessions and documents to ensure they provide ongoing support to employees and supervisors.		
5. Allow parent/guardian access to student information.	1. Create a parent portal that securely grants parents access to academic and financial resources.	Parent adoption tracked by user login data. Measure the efficacy of the parent portal as a communication tool through pre and post surveys and interviews of both parents and teachers.	Who: • LTS Client and Business Services Teams How: Present the results of the survey data to the Board of Trustees annually.	Human: • LTS Business and Client teams Capital: • D2L parent portal tool • Azure AD authentication services
6. Launch annual campaign for the new Multi-Year Strategic Plan.	1. Create the following promotional plan. • Videos • Social media messaging • Website promotions (school and Board)	The Director's Office develops a checklist and timeline for the implementation of the promotional plan.	Who: • Communications Officer How: Report bi-weekly to the Director of Education on the progress of the campaign.	Human: • Graphic Designer • Video production • Swag enterprises Capital: • Board social media platforms
7. Offer a comprehensive Catholic Leadership Development program for: Aspiring Catholic Leaders, for recently appointed school administrators and for experienced school administrators.	1. Offer the Aspiring Catholic Leadership courses (Parts 1 and 2) between October and May. 2. Re-establish the Catholic Leadership Induction program for recently appointed school leaders.	Track participation of Aspiring Leaders for succession planning using pre and post surveys and the development of a leadership portfolio. Track the participation of recently appointed school leaders in the induction program which features professional learning and mentorship.	Who: • Superintendent of Education with responsibility for the Catholic Leadership Development Strategy • Principal of St. Mary Read/ Inclusive and Innovative Practices. • Director of Education	Human: • Current and future school and system leaders Capital: • Board website and social media platforms

	3. Establish leadership enhancement opportunities for experienced school leaders.	Track the participation of experienced leaders in leadership enhancement opportunities.	How: Report bi-monthly to the Director of Education on the progress of objectives and key results.	
8. Increase the consistency and reach of Board social media communications.	<ol style="list-style-type: none"> 1. Increase the use of relevant hashtags on Twitter and Instagram so that Board posts are more widely shared. 2. Regular scheduling of significant dates/ recognition dates to ensure consistent messaging and acknowledgement. 	<p>Increase Board social media followers:</p> <ul style="list-style-type: none"> • Twitter by 10% • Facebook by 10% • Instagram by 200% 	<p>Who:</p> <ul style="list-style-type: none"> • Strategic Communications <p>How:</p> <p>Report monthly to the Director of Education on the progress of social media objectives.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Communications Officers <p>Capital:</p> <ul style="list-style-type: none"> • Board social media platforms
9. Review and streamline cross-departmental employee onboarding central processes.	<ol style="list-style-type: none"> 1. Review application tracking workflows with Apply to Education Simplification. 2. Improve recruitment and onboarding workflows and electronic record management. 3. Define standards for change notices. 4. Enhance data flows associated with Ministry reporting. 5. Investigate automation of production, approval, and issuance of employment letters and contracts. 	<p>Reduction in time-to-fill rates.</p> <p>More automated onboarding processes replacing former manual processes.</p> <p>Improved survey results of recent hires.</p> <p>Consistency among processes with various employee groups.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Human Resource Staffing Team • Manager of Financial Services • Payroll Services Department <p>How:</p> <p>Survey recent hires on overall experience.</p> <p>Track time-to-fill rates.</p> <p>Track internal process enhancements.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Human Resources Department • Financial Services Department • Learning Technology Services Department <p>Capital:</p> <ul style="list-style-type: none"> • Microsoft Office (Forms, Power Automate) • Apply to Education

Priority #4	RESOURCE MANAGEMENT			
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB			
OCG Link	A collaborative contributor who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good			
UNSDG Links	#4 – Quality Education			
Goal #2	Protect the Assets and Resources of the Board.			
Actions (to achieve Goals)	Timeline 22 /23	Evidence/Key Performance Indicator	Monitoring	Resources
1. Develop short and long-term financial and operational strategies that will provide for a balanced budget.	<ol style="list-style-type: none"> Enhance the regular monthly financial reconciliation and reporting process to include detailed capital and revenue analyses. Implement ongoing short and long-term strategic budget planning measures. Create a robust cash management strategy for the Board. 	<p>Complete and analyze fulsome monthly reports utilizing a variety of data inputs to produce the most accurate results.</p> <p>Allocate budgets and resources to ensure key priorities are met.</p> <p>More frequent budget updates and conversations with Senior Administration throughout the year.</p> <p>Balance budgets where possible.</p> <p>Cash is available when required to maintain operations.</p> <p>Improved understanding by budget holders of their expenditures and financial processes.</p>	<p>Who:</p> <ul style="list-style-type: none"> Financial Services Senior Management <p>How:</p> <p>Provide regular updates to budget holders on status of accounts.</p> <p>Present interim financial reports to Board of Trustees.</p> <p>Complete Board’s Estimates and Revised Estimates financial reports.</p> <p>Monitor the use of the Board’s credit facilities and report this to Senior Administration/ Board where appropriate.</p>	<p>Human:</p> <ul style="list-style-type: none"> Financial Services Superintendent of Finance and Business Services Manager of Financial Services Accounting Supervisors Budget holders

<p>2. Monitor and operationalize a multi-year strategic audit plan for the board using sound risk management practices.</p>	<ol style="list-style-type: none"> 1. Coordinate audits in areas identified during the multi-year risk assessment and/ or identified by Senior Administration or Audit Committee. 2. Regional Internal Audit Team (RIAT) and central departments/schools to implement recommendations from audits to strengthen internal controls and find efficiencies and process improvements across the Board. 	<p>Audit Reports from the Regional Internal Audit Team to the Audit Committee.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Financial Services • Audit Committee • Superintendent of Finance and Business Services • Manager of Financial Services <p>How:</p> <p>Follow-up reports from the Regional Internal Audit Team to the Audit Committee outlining the status of recommendations.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Senior Administration
<p>3. Operationalize and monitor a Facility Renewal and Maintenance Program for schools that best aligns resources with Board priorities.</p>	<ol style="list-style-type: none"> 1. Continue to expand the functionality of the new Ebase Facility Management and Work-Order software system with enhanced functionality for all users through asset tracking and digital logs. 	<p>Track improved efficiencies of the new Ebase Facility Management and Work-Order software system.</p> <p>Increased ability to assign work and track asset renewal needs.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Plant and Planning Services Management Team <p>How:</p> <p>Reports to Administration and to Board of Trustees.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Plant and Planning Services Management Team • Facility Enhancement Review Committee <p>Capital:</p> <ul style="list-style-type: none"> • Ministry of Education Capital Funding Allocations. • School Operations Grant
<p>4. Develop efficiencies in the Board's Ability and Wellness (AW) Program and its processes.</p>	<ol style="list-style-type: none"> 1. Strive toward a reduction in the magnitude and duration of employee absences. 2. Monitor AW cases to ensure timelines are met. 3. Focus on the implementation of the Attendance Assistance Program. 	<p>Timelines are developed and met for:</p> <ul style="list-style-type: none"> • Follow-up on absences • Medical updates received within the prescribed timelines • Medical clearance for Return To Work (RTW) and employee's RTW • Completion of Graduated RTW process 	<p>Who:</p> <ul style="list-style-type: none"> • Senior Human Resources Administrator • Human Resources Officer • Ability and Wellness Coordinator • Human Resource Coordinators <p>How:</p> <p>Track department statistics. Review Parklane Reports.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Ability and Wellness • Employees enrolled in the Ability and Wellness program • Administrators • Managers • Supervisors <p>Capital:</p> <ul style="list-style-type: none"> • Contract with SBCI and Parklane Systems.

	<p>4. Work with provincial partners to identify causes and solutions to address increased employee absentee rates.</p>		<p>Review School Board Cooperative Inc. (SBCI) Absence Study.</p> <p>Present quarterly analytical and statistical reports to Senior Administration.</p>	
<p>5. Develop and monitor the effectiveness of the Board's comprehensive Occupational Health and Safety (OHS) System.</p>	<ol style="list-style-type: none"> 1. Conduct internal and external audits to ensure the OHS system is functioning, and that senior administration, supervisors, and employees are accountable for OHS. 2. Ensure OHS is part of the Board's orientation and onboarding program. 3. Track incidents of workplace violence and follow up with school administrators, their superintendents and utilize other resources available in the Board to reduce overall incidents. 4. Develop training courses as required by the training matrix. 5. Promote and enforce supervisor's roles on incident investigation. 6. Improve the effectiveness and efficiency of the Multi-Workplace Joint Health and Safety Committee (MWJHSC). 	<p>Track reduction in Incidents for the Board and the individual schools.</p> <p>Provide regular reports to Senior Administrators.</p> <p>Employees and supervisors are made aware of the internal responsibility system and their roles as it relates to OHS.</p> <p>Complete monthly inspections and remediate OHS issues in a timely manner.</p> <p>Develop a plan that includes addressing pressing OHS components.</p> <p>Develop OHS courses for employee training as required.</p> <p>Organize incident rates and other OHS KPIs and available to Administrators and the Senior Team.</p> <p>Perform internal safety audits as required.</p> <p>Perform a gap analysis on the MWJHSC terms of reference and provide recommendations to the Board.</p>	<p>Who:</p> <ul style="list-style-type: none"> • Occupational Health and Safety Officer • Senior Administrators • School Administrators • Managers • Supervisors <p>How:</p> <p>Present SBCI Annual OHS Report to Board of Trustees.</p> <p>Review Parklane Reports.</p> <p>Keep and track records of annual training and testing of employees through Safe Schools.</p> <p>Track workplace inspection findings remediations.</p> <p>Review of OHS Snapshot and the OHS Acts.</p> <p>Implement actions as required by the Occupational Health and Safety Act.</p> <p>Monthly report to the Administrative Council.</p> <p>Perform gap analysis on the MWJHSC Terms of Reference.</p> <p>Promote accountability among OHS internal stakeholders.</p>	<p>Human:</p> <ul style="list-style-type: none"> • Occupational Health and Safety Officer • Senior Administration • School Administration <p>Capital:</p> <ul style="list-style-type: none"> • OHS Budgets • Contracts with SBCI, Parklane Systems, and Safe-Schools Training Platform.

		Implement recommendations from the gap analysis as required.		
6. Maintain the ALCDSB Cyber Security Strategy	1. Maintain best practices to create a culture of proactive security processes to best protect the Board from cyber breaches to maintain confidentiality and integrity of data.	<p>Complete monthly testing of backup integrity to verify that the process is working as designed.</p> <p>Weekly review of server security logs informs LTS of the nature and severity of a cyber-attack.</p> <p>Solicit feedback from employee groups concerning the adequacy of cyber security training.</p>	<p>Who:</p> <ul style="list-style-type: none"> LTS Business Operations Department <p>How:</p> <p>On a monthly basis, the LTS Business Operations Supervisor and Security Analyst review security posture and events with LTS Manager.</p>	<p>Human:</p> <ul style="list-style-type: none"> LTS Business Operations Department Network Analyst <p>Capital:</p> <ul style="list-style-type: none"> Azure Cloud Infrastructure EndGame Server Monitoring Microsoft End-Point Protection services Microsoft A5 licences
7. Privacy awareness campaign for all Board employees.	<p>1. Create an educational campaign around Privacy Risk Awareness which will include:</p> <ul style="list-style-type: none"> D2L training videos Alignment with Human Resources onboarding Continue social media messaging and educational campaigns Update website information Posters or other take-aways that remind staff of their obligation under the Board's Privacy 	<p>Reduce the level of potential risk of breach of privacy and personal information of staff and students.</p> <p>Work with internal auditors to ensure efforts are noted in annual audits.</p> <p>Ensure all privacy work is in alignment with legislative requirements.</p>	<p>Who:</p> <ul style="list-style-type: none"> Privacy Officer <p>How:</p> <p>Report monthly to the Director of Education on the progress of our privacy awareness objectives.</p>	<p>Human:</p> <ul style="list-style-type: none"> Privacy Officer <p>Capital:</p> <ul style="list-style-type: none"> Board social media platforms D2L Platform Ministry Legislation and Regulations

	<ul style="list-style-type: none">• Continue Professional Development for staff• Tips and best practice techniques• Update of Board policies and procedures including Breach Protocol.			
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Algonquin & Lakeshore
Catholic District School Board

