DISCIPLESHIP | SCHOLARSHIP | STEWARDSHIP

Multi-Year Strategic Plan 2020-2025

Priority #3 – Achievement and Innovation - Scorecard

Priority #3	Achievement & Innovation	Key Results Tracking	
Strategic Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.		
Goal #1	Increase student confidence and proficiency in literacy (including second language learning) and numeracy.		
Action #1	Execute the five-year Science of Reading PD Plan.	**Midterm 20/21**	**Final 20/21**
Strategy/Key Result #1	Build educator understanding of Phonological Awareness and Phonemic Awareness.	0.7	0.4
Strategy/Key Result #2	Train educators to assess Phonological Awareness and Phonemic Awareness (Classroom Teachers, Special Education Resource Teachers (SERTs)).	0.7	0.6
Strategy/Key Result #3	Support educators in planning student-centred instruction using Phonological Awareness and Phonemic Awareness assessment results.	0.5	0.5
Action #2	Establish, disseminate, and facilitate the use of a context specific Education Quality and Accountability Office (EQAO) preparation protocol in order to establish a board-wide norm of literacy and numeracy as cross-curricular endeavour.		
Strategy/Key Result #1	Develop materials to support EQAO preparation protocol based upon data analysis, practice tests, moderated marking, and direct, individual student feedback.	0.3	0.3
Strategy/Key Result #2	Implement said protocol in Grade 9 Applied math courses in all schools designated either by the Ministry or the board as requiring additional support in mathematics.	0.3	0.3
Strategy/Key Result #3	Implement a cross-curricular approach for preparing for the Grade 9 EQAO assessment of mathematics Ministry-designated secondary schools.	0.1	0.1
Strategy/Key Result #4	Implement a cross-department approach to literacy and numeracy.	0.1	0.1
Strategy/Key Result #5	Develop a tool for use of principals to monitor effective cross-curricular literacy and numeracy instructional practices.	0.4	0.4
Action #3	Develop educator capacity in supporting second language learning programming.		

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Strategy/Key Result #1	Form a team of 8-12 French as a Second Language (FSL) champion teachers to participate in the Eastern Ontario Staff Development Network (EOSDN) centre d'excellence so that they can provide mentoring and instructional strategies across the board.	0.5	0.3
Strategy/Key Result #2	Establish and roll out a protocol for student-led self-assessment practices in FSL for students in grade 4-8, created by the FSL Steering Committee.	0.0	0.0
Strategy/Key Result #3	Develop and implement a board-wide policy for English Language Learners' (ELLs) programming needs from K-8, as well as a culturally responsive program to welcome new learners into the system.	0.4	0.5
Strategy/Key Result #4	Develop tool for Principals to monitor effective second language learning instruction.	0.3	0.3
Action #4	Instructional coaches will work with teachers to use the professional learning cycle to focus on student work and move teaching and learning in numeracy forward.		
Strategy/Key Result #1	Educators will identify 2-3 students of mystery, develop learner profiles and collaborate with colleagues about student centred learning opportunities.	0.5	0.2
Strategy/Key Result #2	School teams will select an appropriate math task and educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will be placed along a developmental continuum of learning.	0.5	0.2
Strategy/Key Result #3	Instructional strategies will be implemented and effects on students of mystery will be documented by educators. Collaboration will occur iteratively to gauge the impact of educator moves on student learning.	0.5	0.2
Strategy/Key Result #4	School teams will select a second appropriate math task. Educators will observe the student of mystery while they work. Student work will be analyzed collaboratively using the Collaborative Analysis of Student Math Thinking (CASMT) and students will move further down the developmental continuum of learning, as applicable.	0.5	0.2
Strategy/Key Result #5	Evidence from practice will inform next steps in supporting each student of mystery. Collaboration will continue to build professional capacity and to celebrate successes.	0.5	0.2
Strategy/Key Result #6	When the school team feels ready, the process will be completed with a new focus.	0.5	0.2
Action #5	Develop and implement the Effective Mathematics Classroom Framework (K-12).		
Strategy/Key Result #1	Develop the Effective Mathematics Classroom Framework (K-12) (EMCF) as a tool that will provide a constant visual reminder of the many-faceted nature of good math instruction, allow school leaders to take stock of current math instructional practices in their schools, and facilitate universally designed professional learning (fall 2020).	1.0	1.0
Strategy/Key Result #2	Present the EMCF to school leaders; obtain their feedback on topics of highest priority in their schools (fall 2020).	1.0	1.0
Strategy/Key Result #3	Develop professional learning modules for identified topics (fall 2020).	0.6	0.6
Strategy/Key Result #4	Use first flight of EMCF modules to guide educator and school leader professional learning in mathematics (winter-spring 2020-21).	0.0	0.0
Action #6	Develop a Mathematics Additional Qualifications (AQ) Course and encourage the participation of school teams.		
Strategy/Key Result #1	Partner with a Faculty of Education (York U) and develop Math (Primary/Junior) Part 1 (fall 2020).	1.0	1.0
Strategy/Key Result #2	Promote, offer and run Math Part 1 (spring 2021).	0.7	0.2

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Goal #2	Accompany students along their journey to becoming expert learners through the consistent practice of student-centred pedagogy.		
Action #1	Establish and implement a mentorship initiative centred around the Universal Design for Learning Framework to promote the spread of student-centred teaching and learning throughout ALCDSB.		
Strategy/Key Result #1	Cultivate student-centred learning champions to mentor peers in the transition from theory to practice.	0.0	0.3
Action #2	Build capacity around inquiry-based learning and innovative practices, including pedagogically sound technology integration.		
Strategy/Key Result #1	Focus on intermediate programming at ALCDSB to become more globally and culturally responsive.	0.4	0.4
Strategy/Key Result #2	Weave Innovation and technology challenges into the curriculum of the grade 7/8 program.	0.4	0.4
Action #3	Launch a three-year implementation plan for International Education (IE).		
Strategy/Key Result #1	Audit the current organizational structure and budget attached to all current aspects of international education.	1.0	1.0
Strategy/Key Result #2	Expand IE into all high schools.	1.0	1.0
Strategy/Key Result #3	Develop and implement an initial brand and marketing strategy in an international context to recruit fee-paying international students.	0.8	0.8
Strategy/Key Result #4	Establish networks across Canada, with a focus on Ontario school districts and the Ministry of Education, Loyalist College, St Lawrence College and Queen's University.	0.5	0.5
Strategy/Key Result #5	Establish a regional marketing and cross-promotion strategy that includes our post-Secondary education partners and other school districts.	0.3	0.3
Strategy/Key Result #6	Revamp Homestay Process.	0.8	0.8
Strategy/Key Result #7	Acquire and implement an online student registration process, payment system and homestay database.	1.0	1.0
Strategy/Key Result #8	Acquire and implement a student/parent online pre-arrival Orientation Program.	1.0	1.0
Strategy/Key Result #9	Acquire and implement an agent management and marketing system.	0.8	0.8
Strategic Direction #2	Empower students' capacity to lead their own learning, in order to embrace their God-given talents.		
Goal #1	Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.		

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Action #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. *(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).*		
Strategy/Key Result #1	Promote and support teaching and learning practices that utilize outdoor learning spaces, ALCDSB Outdoor & Environmental Education (OEE) Centres and Environmental Education community partners.	0.5	0.5
Action #2	Develop resources and supports to promote the design and delivery of engaging and effective experiential learning and pathways planning opportunities.		
Strategy/Key Result #1	Build capacity through inquiry-based community-connected experiential learning through Family of Schools networks and SHSM, OYAP and SCWI programming.	0.4	0.4
Strategy/Key Result #2	Deepen and broaden the comprehensive implementation of schools' education and career/life planning programs to meet the learning needs, interests and aspirations of all students in Grades 7-12.	0.5	0.5
Action #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.		
Strategy/Key Result #1	Design of learning environments will reflect evidence-based research on conditions supportive of fostering student agency, e.g. flexible learning spaces for peer collaboration, integrated technology and accessibility K - Adult Education.	0.3	0.3

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