



Multi-Year Strategic Plan 2020-2025

Priority #3 – Achievement & Innovation - Scorecard

Priority #3	Achievement & Innovation	Key Results Tracking			
		Midterm 20/21	Final 20/21	Midterm 21/22	Final 21/22
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.				
Strategy/Key Result #1	Build educator understanding of Phonological Awareness and Phonemic Awareness.	0.7	0.4	0.5	0.6
Strategy/Key Result #2	Train educators to assess Phonological Awareness and Phonemic Awareness (Classroom Teachers, Special Education Resource Teachers (SERTs)).	0.7	0.6	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	0.4	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	0.4	0.5
Strategy/Key Result #2	Implement EQAO preparation protocol in grade nine math courses in all schools designated either by the Ministry or the board as requiring additional support in mathematics.	0.3	0.3	0.5	0.5
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	0.4	0.5
Strategy/Key Result #4	Implement a cross-department approach to literacy and numeracy.	0.1	0.1	0.4	0.5
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	0.0	0.0
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	0.5	0.6
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	0.0	0.3
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	0.3	0.5
Strategy/Key Result #4	Develop tool for Principals to monitor effective second language learning instruction.	0.3	0.3	0.3	0.5
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	0.5	0.0
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	0.0	0.0
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	0.4	0.0
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 <u>Collaborative Analysis of Student Math Thinking</u> (CASMT) and students will move further down the developmental continuum of learning, as applicable.	0.5	0.2	0.0	0.0
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	0.4	0.0
Strategy/Key Result #6	When the school team feels ready, the process will be completed with a new focus.	0.5	0.2	0.4	0.0
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) for the senior team and school leaders along with rationale changes (fall 2021).			0.2	0.1
Strategy/Key Result #2	Use first flight of 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 second flight of modules for development) (fall/winter 2021-22).			0.2	0.2
Strategy/Key Result #3	Use school leader feedback to improve existing modules and develop new modules for the EMCF (winter/spring 2021-22).			0.3	0.6
Strategy/Key Result	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). (Fully Implemented in 20/21)	1.0	1.0		
Strategy/Key Result	Present the EMCF to school leaders; obtain their feedback on topics of highest priority in their schools (fall 2020). (Fully Implemented in 20/21)	1.0	1.0		
Strategy/Key Result	Develop professional learning modules for identified topics (fall 2020). (Momentum fell short in 20/21)	0.6	0.6		

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Strategy/Key Result	Use first flight of EMCF modules to guide educator and school leader professional learning in mathematics (winter-spring 2020-21). (Fell short with implementation)	0.0	0.0		
Action #6	Develop a Mathematics Additional Qualifications (AQ) Course and encourage the participation of school teams.				
Strategy/Key Result #1	Promote, offer, and run Primary/Junior Math, Part 1 (fall 2021).			0.5	0.2
Strategy/Key Result	Partner with a Faculty of Education (York U) and develop Math (Primary/Junior) Part 1 (fall 2020). (Fully Implemented 20/21)	1.0	1.0		
Strategy/Key Result	Promote, offer, and run Math Part 1 (spring 2021). (Fell short with implementation)	0.7	0.2		

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	0.5	0.6
Strategy/Key Result #1	De-streaming teams working together to understand the impact of learner profiles on student-centred learning through the transition process from grade eight to grade nine.			0.6	0.7
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 through Inquiry Based Learning (IBL) practice.	0.4	0.4	0.4	0.5
Strategy/Key Result #2	Weave Innovation and technology challenges into the curriculum of the grades 7 and 8 program.	0.4	0.4	0.4	0.5
Strategy/Key Result #3	Build capacity with grade 7 and 8 educators and Administrators around Inquiry Based Learning.			0.5	0.6
Action #3	Launch a three-year implementation plan for International Education (IE).				
Strategy/Key Result #1	Identify priorities and establish a prudent budget.			0.9	0.9
Strategy/Key Result #2	Continue with an international recruitment strategy in identified markets, including participation in trade missions and agent and student recruitment opportunities.			0.8	0.8
Strategy/Key Result #3	Continue to review and develop marketing materials to promote the program.	0.3	0.3	0.8	0.8
Strategy/Key Result #4	Continue to educate all stakeholders on the value of the international strategy and build relationships.			0.8	0.8
Strategy/Key Result #5	Introduce program internationalization opportunities for ALCDSB students. e.g., International Certificate Program, Student Buddy Program.			0.7	0.7
Strategy/Key Result #6	Continue to build close working relationships with our agency partners.			0.8	0.8
Strategy/Key Result #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.			0.7	0.7

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Strategy/Key Result #8	Continue to find efficiencies through online registration, payment, and communication tools.			1.0	1.0
Strategy/Key Result #9	Continue to develop a homestay management process that will meet the demands of increased enrolments			1.0	1.0
Strategy/Key Result	Audit the current organizational structure and budget attached to all current aspects of international education. (Fully Implemented in 20/21)	1.0	1.0		
Strategy/Key Result	Expand IE into all high schools. (Fully Implemented in 20/21)	1.0	1.0		
Strategy/Key Result	Revamp Homestay Process. (Fully Implemented in 20/21)	0.8	0.8		
Strategy/Key Result	Acquire and implement an online student registration process, payment system and homestay database. (Fully Implemented in 20/21)	1.0	1.0		
Strategy/Key Result	Acquire and implement a student/parent online pre-arrival Orientation Program. (Fully Implemented in 20/21)	1.0	1.0		
Strategy/Key Result	Acquire and implement an agent management and marketing system. (Fully Implemented in 20/21)	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.				
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. <i>(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).</i>				
Strategy/Key Result #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.	0.5	0.5	0.6	0.7
Strategy/Key Result #2	Promote and support participation in the Eco-schools Canada Certification program at all school sites.			0.6	0.6
Strategy/Key Result #3	Increase real world outdoor and environmental education experiential learning opportunities for students through established relationships with community partners.			0.6	0.7
Strategy/Key Result #4	Promote K-Adult, cross-curricular, inquiry-based, learning opportunities at ALCDSB Outdoor & Environmental Education Centres.			0.8	0.7
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. Promote and support equitable access to experiential learning across schools and student demographics.	0.4	0.4	0.6	0.6
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	0.7	0.7
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.				

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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	0.6	0.7
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