



Algonquin & Lakeshore

Catholic District School Board

Strategic Plan

Strategic Initiatives

for 2019-2020

Discipleship



Scholarship



Stewardship



Vision

Catholic schools in the Algonquin and Lakeshore Catholic District School Board inspire and nurture strong communities of faith, engaged communities of learning and compassionate communities of service.

Knowing that we are alive in the faith of Jesus Christ and that we are called to put our faith into action, we educate our students to grow in grace and knowledge, and to lead lives of faith, hope and love. Accordingly, we remain resolute in our commitment to academic excellence and the relentless pursuit of success for each student and staff member, fostered within faith-filled Catholic learning environments.

Planning Framework

Strategic Directions:

- Strategic Directions are organized under the pillars of Discipleship, Scholarship, and Stewardship, and outline the major themes of the Board's Multi-Year Strategic Plan. The strategic directions create the context and direction for our improvement, planning, and operational efforts. Strategic directions also guide our implementation and monitoring strategies.

Strategic Initiatives:

- Strategic Initiatives are the annual activities and outcomes that are directly aligned to the achievement of the Board's strategic directions. Strategic initiatives are monitored through Board and department improvement and operational plans and progress is reported to the Board of Trustees regularly throughout the year and through the Director's Annual Report.



Discipleship

As a community of learners, created in the image of God, we:

- Inspire and nurture strong communities of Catholic faith with all partners in Catholic education- home, school, parish and community
- Respect the dignity of all persons by fostering trusting relationships through policies and practices that promote equity, diversity and inclusion
- Articulate, share and celebrate our Catholic values and traditions through our lived **“Faith in Action”**, proudly professing and bearing witness to our faith
- Build and sustain collaborative Catholic professional learning communities that are collectively responsible for the development of the whole person, integrating mind, body and spirit
- Demonstrate commitment to model, teach and practice the Ontario Catholic School Graduate Expectations in all school and Board activities
- Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities
- Sustain healthy and nurturing communities of belonging that are safe, caring and respectful, and built upon the principles of restorative practice

Scholarship

As a community of learners, created in the image of God, we:

- Inspire and nurture engaged communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn
- Reach every student by creating classroom environments that are responsive to individual learning strengths, needs and pathways, and offer timely and tiered interventions through a team approach
- Increase student achievement through focused instruction and intentional practices which include intentional assessment practices for, as and of learning
- Design rich and engaging learning opportunities that capture students’ voices, building confidence and engagement in their own learning
- Combine pedagogy and the innovative use of technology to foster growth in Catholic character, citizenship, communication, critical thinking and problem solving, collaboration, creativity and imagination
- Embrace student inquiry permitting each learner to make their thinking visible in a variety of ways
- Deepen our professional learning through collaborative inquiry, moving to consolidation of the Board’s Four Core Instructional Strategies: Accountable Talk, Rich, Relevant and Engaging Tasks, Share and Guided Practice and Effective, Descriptive and Timely Feedback

Stewardship

As a community of learners, created in the image of God, we:

- Inspire and nurture compassionate communities of service
- Promote welcoming and healthy work environments that respect the dignity of each person, while serving the needs of students in our Catholic schools
- Support practices of sustainability and respect for God’s creation
- Promote independence, integration and equality of opportunity for all members of our Catholic school communities
- Improve understanding of and access to mental health supports for staff, students and their families
- Develop the Catholic leadership capacity of one another by empowering staff to achieve goals for professional growth, leadership and faith development in support the learning needs of all students
- Ensure fiscally responsible, transparent and accountable decision making practices and resource allocation of all school, Board and provincial resources to achieve goals that equitably meet current needs in our school and Board communities



Discipleship

Strategic Initiatives	Progress
Support faith formation for students and staff in collaboration with our home, school and parish communities.	
Communicate and implement the Religious Education Part 1 AQ course in ALCDSB.	
Develop Board themes in alignment with MYSP (Multi-year Strategic Plan) continuing to highlight Renewing the Promise, Catholic Social Teachings and Sustainable Development Goals 2019.	
Support the implementation of the Grade 11 NBE English Course focusing on pedagogy, understanding the new course curriculum, creating safe spaces and wellbeing.	
Support practices of sustainability and respect for God's creation, people and resources.	

Scholarship

Strategic Initiatives	Progress
Support and monitor school based equity goals within SIPSAW supportive of student, staff and family wellbeing utilizing data including EDI (Early Development Instrument), MDI (Middle Development Instrument)	
Support Student Success teachers and teams with training and resources for mental health promotion, prevention and early intervention.	
Broaden the use of Student Success strength and needs based profiles to support learners through transitions.	
Expand utilization of myBlueprint as a tool for developing learner profiles 7-12 and supporting pathways planning for all learners.	
Promote and support Experiential Learning per EDU-defined priorities for 2019-20 and following UDL principles.	
Expand OYAP experiential learning and pathways exploration programming in grades 6-8.	
Support school teams in their planning, assessment and evaluation of students with special education needs and create alignment and consistency in the use of IEP, Behaviour, Safety and Medical Care Plan.	
Expand and strengthen understanding of social and emotional development of students by engaging trans-disciplinary teams within the classroom working in collaboration with teachers, SERTs, ECEs, EAs, Administrators and parents.	
Facilitate a review of intermediate programming across the system.	
Engage Nicholson Catholic College and St. Michael Catholic School communities in discussions regarding program alignment planning, K – 12.	
Plan for learner variability using The Universal Design for Learning Framework in all classrooms K-12.	
Create on-going support structures and feedback loops that support shifting the teaching and learning paradigm to reflect: <ul style="list-style-type: none"> ▪ personalization of the curriculum ▪ higher levels of teacher collaboration and pedagogical documentation in order to respond to student needs ▪ higher levels of student inquiry across the curriculum ▪ increased fluidity of student groupings, ▪ larger, uninterrupted learning blocks, ▪ flexible use of learning spaces, ▪ increased emphasis on knowledge building and innovation. 	
Demonstrate increased educator consistency of effective mathematics instruction using the Pedagogical System (non-threatening learning environment, classroom discourse, worthwhile tasks, tools and representations) with a focus on foundational concepts and skills from the mathematics curriculum K-adult.	
Review and build upon best practices in literacy K-adult.	



Strategic Initiatives	Progress
Support the professional learning of K-12 educators as they purposefully integrate technological tools, supporting teaching and learning at the point of instruction and enhance the use of content creation apps, virtual manipulatives and coding devices.	
Students reflect upon, assess and document their learning using Fresh Grade Next in all K-6 classrooms.	
Implement Year 3 of the ALCDSB FSL Plan (2017-2020) with the assistance of the French as a Second Language Steering Committee.	
Support the implementation of the Grade 11 NBE English Course focusing on pedagogy, understanding the new course curriculum, creating safe spaces and wellbeing.	
Expand use of myBlueprint IPPs, portfolios and Exit Surveys (Grade 8 and 12) to provide opportunities for students to express their views, expectations, needs and abilities on all matters related to their school experience.	
Support practices of sustainability and respect for God's creation, people and resources.	

Stewardship

Strategic Initiatives	Progress
Continue to foster an interest and passion for leadership development.	
Build a strong and viable Induction Program that will mentor newly appointed leaders with the support and knowledge of their peers.	
Continue to support NTIP teachers in an authentic and timely manner through the active leadership of the steering committee.	
Design rich and engaging learning opportunities that capture students' voices, building confidence and engagement in their own learning and using the outdoor learning opportunities.	
Engage school leaders in ongoing growth and development of Learning Commons through LRA professional learning and personalized visits.	
Continue to build a culture of able-mindedness, engaging with stakeholders, implementing the Board Accessibility Plan and completing all compliance reports.	
Engage with the Special Education Advisory Committee in championing inclusion and increasing awareness and understanding of disabilities with ALCDSB.	
Develop further capacity for transition practices, which foster independence and the social, emotional, spiritual, academic and physical wellbeing of students using internal and external resources (PPM 156).	
Engage with community and provincial partners to explore innovative practices in support of students with neurodevelopmental disabilities and advance the implementation of tiered intervention and integrated rehabilitation services.	
Consolidate planning for new learning spaces in accordance with the ALCDSB vision for teaching and learning.	
Support collaborative, cross-departmental focus on self-regulation; better understanding stress (K-Adult) foundational to the well-being of staff and students.	
Continue to build relationships of mutual trust and support among the LTS team and the system we serve, as we embark on a new organizational support model.	
Support/lead the development of a new culture of collaboration among all departments as we embark on the integration of new software that will build efficiencies around our shared system work.	
Develop a 21 st Century Teaching and Learning Blueprint.	



Strategic Initiatives	Progress
Implementation of the Mental Health and Well-being Strategy with specific emphasis on: <ul style="list-style-type: none">• student centred learning framework (School Mental Health Ontario SMHO) and AIM framework (Welcome, Include, Promote, Partner, Understand)• enhanced partnerships with community agencies including Public Health, Maltby and Children's Mental Health• ALCDSB Mental Health Leadership Team and Advisory Group is re-established to include student and parent voice	
Complete full payroll integration of the Board's automated callout system with the HR/Payroll system to streamline the process of absence reporting and timesheet processing.	
Review and re-establish a Board wide orientation program for all staff.	
Conduct a review of the disability management program through consultation and collaboration with Principals and Vice-Principals.	
Develop a quarterly Human Resources newsletter.	
Implement electronic leave forms, including automated submission, approval and tracking.	
Continue to develop a positive labour relations climate and culture through by achieving a settlement on local collective agreement provisions.	
Continue the development of an occupational health and safety strategy.	