

Algonquin and Lakeshore Catholic District School Board



Strategic Plan *Strategic Initiatives* *for 2016-2017*

Discipleship



Scholarship



Stewardship



September, 2016



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
Nurture Catholic community and faith formation of students and staff through activities such as: regional faith day, student retreats, liturgy and prayer, and Christian meditation.	
Provide opportunities for staff leadership development in the area of religious education & faith-based education through participation in specific Board-wide initiatives.	
Support elementary and secondary school participation in the bi-annual "Tell Them From Me" school climate survey.	
Embed positive school climate and well-being into Board and school planning.	
Implement "Growing in Faith, Growing in Christ" religion program in all Grade 2 classrooms.	
Utilize Fully Alive family life programs to address issues related to equity and inclusive education, mental health and well-being, healthy relationships and human sexuality.	
Support system leaders during the next phase of implementation of the Positive Mental Health Initiative for Educational Environments.	
Incorporate Safe Talk and ASIST programs into Board suicide prevention strategy to build capacity of secondary staff and students.	
Support school leaders to address concerns and develop supports and intervention plans for students who experience bullying.	
Communicate implementation progress of Board mental health strategy through the Mental Health Leadership Team and integrate the theme of mental wellness into the Board leadership development strategy.	
Educate staff on Integrated Accessibility Standards and complete accessibility compliance reporting.	
Integrate able-minded curriculum planning to promote inclusivity and accessibility awareness in K-12 curriculum.	
Promote the integration of parent voice/engagement in planning school and system initiatives.	
Continue current model of regional school council forums and promote use of PRO grant funding to facilitate engagement opportunities across ALCDSB.	
Facilitate professional learning opportunities for Life Skills Developmental Centre, Student Support Centre and Special Education Resource Teachers, K – 12.	
Support Catholic leaders through the Board leadership development strategy to promote school cultures that reflect high expectations and a strong commitment to the spiritual, academic, social and mental well-being of students and staff.	
Engage school leadership candidates, those who have not yet assumed formal school leadership roles, in a range of system leadership opportunities and initiatives such as the New Teacher Induction Program (NTIP) working group, vice-principal network and job shadowing.	
Expand the scope of the Leadership Assessment Centre process, engaging current principals in the portfolio presentations of aspiring leaders.	
Strengthen the successful partnership existing between ALCDSB and the Catholic Principals' Council of Ontario (CPCO) by offering principal qualification courses (PQP 2: Aug.-Nov. 2016 and PQP 1: March-May 2017).	
Develop and implement a collaborative and comprehensive professional learning plan for school leaders.	



Scholarship

Strategic Initiatives	Progress
Deepen system-wide understanding of Full Day Kindergarten focusing on the four program frames: Belonging and Contributing, Demonstrating Literacy and Mathematics Behaviours, Self-Regulation and Well-Being, and Problem Solving and Innovating.	
Support Early Development Instrument (EDI) knowledge mobilization activities with elementary school administrators and Kindergarten educator teams.	
Provide in-service to Kindergarten educator teams to support the implementation of the “Communication of Learning” reporting tool.	
Build a deeper understanding among students, parents and staff of the positive relationship and impact between school attendance, achievement and enhanced resiliency.	
Engage school and system staff in an assessment of current alternative education programs offered in secondary schools.	
Implement phase two of secondary school technology plans aligned with the Board’s vision for learning technologies with a focus on providing an integrated environment for communication and collaboration using tools in 21 st century learning environments.	
Implement year two of a three-year plan to transform school libraries to Learning Commons, prioritizing and aligning schools with available system resources.	
Enable bring your own device (BYOD) from a technical perspective at all Board locations.	
Implement digital student portfolios for all students from Kindergarten to Grade 6 using Fresh Grade.	
Expand the integration of technology into Arts education through Itinerant Arts teachers.	
Complete the current cycle of the School Effectiveness Framework (SEF) district supports at 5 remaining elementary schools.	
Engage the Board French Second Language (FSL) committee to: <ul style="list-style-type: none"> ▪ generate a final report for the FSL program review completed in 2015-16, ▪ focus on inclusive practices for students with special education needs in FSL courses, ▪ gather information to develop a renewed three-year plan, 2017-20, ▪ support implementation of the Common European Framework of References (CEFR). 	
Implement the Board Renewed Math Strategy (RMS) focusing on the 7 learning priorities of the provincial RMS: <ul style="list-style-type: none"> ▪ deepen educator content knowledge of Kindergarten-Grade 3 mathematics in order to address gaps in learning that have been identified in older students, ▪ strengthen educators’ understanding of and proficiency in delivering effective lesson consolidations that solidify student understanding, ▪ develop deeper educator fluency in and proficiency with the ALCDSB Assessment Framework: Learning Goals; Success Criteria; Rich, Relevant, and Engaging Tasks; Assessment for/as Learning; Descriptive Feedback; Assessment of Learning, ▪ implement the revised Kindergarten program document, the Kindergarten addendum to Growing Success, and the new Kindergarten Communication of Learning report card, ▪ engage early years teams to further develop numeracy fluency, use of technology and application of pedagogical documentation, ▪ build system-wide awareness of the guidelines and principles of Universal Design for Learning (UDL) and create models of effective practice, ▪ develop, among school leaders and teachers, a clearer and common understanding of learning disabilities and the impact on mathematics instruction, environment, and assessment strategies. 	
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, 	



Strategic Initiatives	Progress
<ul style="list-style-type: none"> ▪ higher levels of teacher collaboration, ▪ higher levels of student inquiry, ▪ increased fluidity of student groupings, ▪ larger, uninterrupted learning blocks, ▪ flexible use of learning spaces, ▪ increased emphasis on knowledge building and innovation. 	
Cultivate peer-led learning for educators and school leaders, modelling inquiry as a mode of professional learning.	
Expand and strengthen the collaborative relationships between central academic staff (Coordinators and SATs), aligning their support to goals of the BIPSAW, K - 12.	
Develop a comprehensive transition plan to facilitate the consolidation of three school communities (Holy Family, St. Peter & St. Patrick) into the new St. Francis of Assisi Catholic School.	
Enhance student engagement and independence by supporting school teams to develop and implement personalized supports for student transitions identifying learning and behavior goals.	
Support school teams in their planning, assessment and evaluation of students with special education needs and create alignment and consistency of IEP, behaviour, safety and medical planning templates.	
Deepen understanding of transition practices and the implementation of current resources for students supported in their learning through an IEP (PPM 156).	
Provide professional learning and networking forums for classroom teachers, Special Education Resource Teachers and Centre teachers to support the application of assistive technology at the point of instruction, ensuring all students full access to curriculum and social inclusion in school.	
Implement the Zones of Regulation program to support students to effectively monitor and manage their emotional and social responses.	
Support collaboration between the Learning Technology Services (LTS) and Curriculum departments, building ownership and clarity with respect to the organizational structures in support of the Technology Embedded Learning Plan, including: <ul style="list-style-type: none"> ▪ alignment of technology investments with educational priorities in support of 21st century learning environments, ▪ strengthening system-wide confidence in the Board's information technology infrastructure and service support model, ▪ supporting introduction of the Virtual Learning Commons across all schools as a common environment for teachers and students. 	
Enhance the professional learning of Kindergarten-Grade 8 teachers as they more broadly integrate the use of technological tools to support learning and teaching at the point of instruction.	
Implement secondary school technology plans aligned with the Board's vision for learning technologies and developed in collaboration with LTS, Curriculum and approved by the school Superintendent.	
Empower the members of the Secondary Technology Embedded Learning Team to lead a year of professional learning focusing on building capacity of teacher leaders and removing barriers to fully integrate technology in secondary classrooms.	
Build a professional development plan that supports Learning Resource Assistants (LRA) and facilitates the transformations required as part of the Learning Commons vision.	



Stewardship

Strategic Initiatives	Progress
Support, create and evaluate opportunities to work for justice and peace, and respond to the needs of our local and global communities.	
Implement the Board mental health and well-being strategy, building common language and approaches to support the children and youth in our classrooms.	
Develop, understand and apply a range of restorative practices, building healthy classroom communities that connect student achievement with well-being.	
Engage Consolidated Municipal Service Managers (CMSMS) in the consultation process to transition Ontario Early Years Parent and Family Centres (OEYPFC).	
Promote and highlight, for school communities, a Board web-based platform to access supports and resources for mental health and well-being.	
Engage community members and partners to embrace a pastoral approach to support those who identify as LGBTQ.	
Assess participation in the Community Risk Watch situation tables in all regions of the Board.	
Manage the design and the capital construction project of a new Catholic elementary school, St. Francis of Assisi, to be located on the Holy Family site in Kingston.	
Develop an update to the Board Long-Term Capital Plan.	
Monitor and operationalize a multi-year strategic internal audit plan for the Board using sound risk management practices.	
Develop short and long-term financial and operational strategies that will provide for a balanced budget for 2016-17 and beyond.	
Develop web-based platforms to create a common environment for professional development for all staff.	
Implement a print management solution highlighting eco-responsibility, positively impacting budgeting and paper consumption.	
Review existing telecommunication systems and develop a plan for implementation of an enhanced and integrated communication system.	
Develop a departmental succession plan, realigning resources to ensure future effectiveness and efficiencies; address organizational risk areas (as identified internally and by Regional Internal Auditors), and prepare for future projected management retirements.	
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.	
Develop and implement a comprehensive hiring policy and administrative procedure for teaching and support positions, ensuring legislative and collective agreement compliance and incorporating best practices.	
Develop strategies to address matters related to attendance and absenteeism: <ul style="list-style-type: none">• Reflecting collective agreement and legislative provisions around sick leave, short term leave and disability, and long term disability, create support documents to ensure staff have an understanding of the processes governing administration so that leaves are processed and reviewed in a timely manner.• Ongoing training for supervisors in managing and addressing matters related to leaves and attendance.	