



Algonquin & Lakeshore

Catholic District School Board

Strategic Plan

Strategic Initiatives

for 2018-2019

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
Include FNMI spirituality in the revised Ontario Secondary Religious Education curriculum.	
Create Pathways to Success 9-12 implementation plan and connect with 7-9 transition planning.	
Provide rich opportunities to explore and apply the themes from Renewing the Promise: A Pastoral Letter for Catholic Education and make explicit connections to our Catholic Social Teachings.	
Provide support to schools to nurture the home-school-parish relationship.	
Collaborate cross-departmentally to deliver the Mentally Healthy Schools and Leading Mentally Healthy Classrooms Modules.	
Train Caring and Safe Catholic School teams to promote the use of appropriate protocols and procedures, including Crisis and Bereavement, Tragic Events, Suicide Prevention, Intervention, and Postvention Protocols.	
Communicate renewed internal and external referral processes and protocols for Pathways to Care specific to Mental Health and Addictions services.	
Communicate and implement the new ALCDSB School Climate Survey for implementation in February 2019.	
Support secondary religious education teachers as they implement the Ontario Secondary Religious Education Curriculum Policy Document.	
Enhance and enrich the New Teacher Induction Program (NTIP), connecting school leaders who have not assumed formal roles with beginning teachers (NTIP Steering Committee), as they engage in relationship building to support and sustain a collaborative school based professional learning model.	
Continue to examine the process and expectations of the Leadership Assessment Centre.	
Engage newly appointed school leaders in a professional learning pathway that supports their growth as confident and capable operational and instructional leaders.	
Align the professional learning needs of school administrators with system priorities (UDL and Student Centred Learning) and collaboratively develop a comprehensive professional learning plan for the 2018-19 school year.	
Evolve the successful partnership that exists between ALCDSB and the Catholic Principals' Council of Ontario (CPCO) by continuing to co-teach and co-plan PQP 1 (Winter 2019) and PQP 2 (Fall 2019) and introduce Special Education for Administrators (SEA) course in the Fall of 2018.	



Scholarship

Strategic Initiatives	Progress
Plan for learner variability using The Universal Design for Learning Framework, the ALCDSB Assessment Framework and the ALCDSB Visioning document across the curriculum.	
Design and share ALCDSB Visioning document with the system.	
Build upon educator and school leader awareness of UDL by being able to “notice and name” UDL principles, guidelines and checkpoints in practice.	
Support creation of learning environments that offer flexibility, choice and voice for students when accessing curriculum, learning preferences, locations and materials (seating, technology, sound, manipulatives, work spaces, lighting, etc.).	
Build understanding of the importance of student learner profiles and use them when planning, supporting and identifying the strengths, interests and needs of students.	
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-6.	
Engage educators and students in social and emotional wellness practices in the mathematics classroom.	
Review and build upon best practices in literacy in K-3.	
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.	
Support educator use of pedagogical documentation to collect assessment data through conversation, observation and product when planning and responding to student needs.	
Students reflect upon, assess and document their learning using Fresh Grade in all K-6 classrooms.	
Implement Year 2 of the ALCDSB FSL Plan (2017-2020 with the assistance of the French as a Second Language Steering Committee.	
Continue to offer Grade 12 FSL students the opportunity to participate in the Diplôme d'études en langue française assessment and offer DELF training to 10 FSL educators.	
Plan and carryout an Arts Olympics Day for elementary students to celebrate their learning in the Itinerant Arts Programs.	
Expand the collaborative relationships between central academic staff (Coordinators and SAT's), aligning their support to goals of the BIPSAW, Visioning document and student-centered learning, Kindergarten – Grade 12.	
Continue to supervise the Professional Development committee, to ensure alignment of the work of the BIPSAW, principal/vice-principal professional learning and leadership retreat.	
<p>Expand the collaboration between the Learning Technology Services (LTS) and secondary curriculum departments building capacity, enrolment and expertise in the e-learning offered courses across the board throughout the year. This includes:</p> <ul style="list-style-type: none"> ▪ Continued training of the e-learning teachers in this learning environment. ▪ Evaluating the implementation of e-learning courses as a board initiative. ▪ Refinement of course selection, options and offerings. 	
<p>Create on-going support structures and feedback loops that support shifting the teaching and learning paradigm to reflect:</p> <ul style="list-style-type: none"> ▪ personalization of the curriculum ▪ higher levels of teacher collaboration and pedagogical documentation ▪ higher levels of student inquiry, 	



Strategic Initiatives	Progress
<ul style="list-style-type: none"> ▪ increased fluidity of student groupings, ▪ larger, uninterrupted learning blocks, ▪ flexible use of learning spaces, ▪ increased emphasis on knowledge building and innovation. 	
<p>Expanding variety of learning opportunities, in all secondary and adult learning environments, that are based on the principles of student centered learning:</p> <ul style="list-style-type: none"> ▪ Projects to support literacy and numeracy achievement in grades 7-12 environments ▪ Provide support from central staff and attendance at the EOSDN Thinking Symposium ▪ Expand SHSM participation rates across the system and successfully launch all new SHSM programs across the system 	
<p>Implement efficiencies in elementary and secondary athletics financing and operational processes.</p>	
<p>Implement safety initiatives that impact students across the board:</p> <ul style="list-style-type: none"> ▪ Joint Protocol on Student Achievement (JPSA) training for Administrators ▪ Student Injury Prevention Initiative (SIPI) ▪ Rowan's Law ▪ Water Based activities 	
<p>Expand Student Success initiatives, roles and impact on the Student Success outcomes of academic achievement and experiential success.</p> <ul style="list-style-type: none"> ▪ Differentiated Instruction Partner role to continue at 2 sections per school and focuses on applied numeracy ▪ All secondary schools participate in Achieving Excellence in Applied Course project for numeracy ▪ Use Taking Stock data to report, promote, direct and support school planning and actions to support credit accumulation and student engagement ▪ Expand the partnership of the Differentiated Instructional Partners, Student Success Teachers and School Student Success Teams. 	
<p>Support an increasingly integrated early years system, engaging with CMSMs (Child Care Managers Hastings County and City of Kingston) regarding child care services and EarlyOn centres.</p>	
<p>Review Early Development Instrument (EDI) data results to inform school and system planning in the Early Years.</p>	
<p>Build capacity and coherence that confirms the value of self-regulation, the role of the ECE, and the Developmental Trajectory in both system and school leaders, through cross-departmental collaboration and planning.</p>	
<p>Embed the "Supporting Minds" resource in all professional learning activities to equip staff with effective strategies to support student learning and well-being.</p>	
<p>Support ongoing and deep collaboration between the Learning Technology Services (LTS) and Curriculum departments, building ownership and clarity with respect to the organizational structures and in support of the Technology Embedded Learning Plan:</p> <ul style="list-style-type: none"> ▪ align technology investments with educational priorities in support of student centred learning environments. ▪ strengthen system-wide confidence in the Board's information technology infrastructure and service support model. ▪ build relationships of trust and mutual support among the LTS team. 	
<p>Task the Technology Learning Advisory Team (formerly TELT) to develop guiding principles and an educational technology roadmap for the district for the next 3-5 years.</p>	
<p>Ensure the full implementation of digital student portfolios from Kindergarten to Grade 6 by:</p> <ul style="list-style-type: none"> ▪ continuing to engage in conversation about the importance and benefits of documenting student thinking. 	



Strategic Initiatives	Progress
<ul style="list-style-type: none"> ▪ providing differentiated and timely supports to K-6 staff, students and parents. ▪ launching a public relations campaign in partnership with FreshGrade and in conjunction with our 4-8 device roll out to gain greater attention and support at the school level. Include all primary teachers in all communication. 	
<p>Support continued innovation, growth and development of all Learning Commons facilities by:</p> <ul style="list-style-type: none"> ▪ continuing to support and monitor the final physical upgrades. ▪ completing technology acquisitions in support of student inquiry. ▪ supporting professional learning of LRA's and school administrators to set the conditions for sustainability 	
<p>Support and monitor a year of professional learning (Innovation and Learning Fund) that engages and encourages the adoption of innovative technological practices at elementary and secondary schools.</p>	
<p>Collaborate with the Ministry of Education on the Broad Band Modernization Program to provide direct internet access at each school location with an expected completion data in this 2018/19 academic year.</p>	
<p>Conduct a cyclical re-evaluation of internal network infrastructures to ensure alignment technological progress and the Ministry's program objectives. Completion of the cyclical internal network infrastructure will occur in 2018/19.</p>	
<p>Continue to build a culture of able-mindedness, implement the Board Accessibility Plan and complete all compliance reports.</p>	
<p>Engage with the Special Education Advisory Committee to champion inclusion and increase awareness and understanding of disabilities within ALCDSB.</p>	
<p>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 templates.</p>	
<p>Ensure transition practices foster independence and the social, emotional, spiritual, academic and physical wellbeing of students using internal and external resources (PPM 156).</p>	
<p>Expand and strengthen understanding of social and emotional development of students by engaging trans-disciplinary teams (psych staff, BCBA Analyst, ABA Advisors, SLPs, Mental Health Lead, Youth Worker, etc.) within the classroom working in collaboration with teachers, SERTs, ECEs, EAs, Administrators and parents.</p>	
<p>Engage with community and provincial partners to explore innovative practices in support of students with neurodevelopmental disabilities and advance the implementation of the Special Needs Strategy.</p>	
<p>Engage parents and guardians in district priorities including Catholic System School Council forums and Parent Reaching Out (PRO) initiatives regionally and provincially.</p>	
<p>Consolidate planning for new learning spaces in accordance with the ALCDSB vision for teaching and learning.</p>	
<p>Continue to collaborate with central staff and school staff to utilize learner profiles to improve precision in supporting student achievement and wellbeing.</p>	
<p>Facilitate the integration of technology and digital resources in a Universal Design for Learning approach to ensure all students are able to access the curriculum and communicate their learning.</p>	



Stewardship

Strategic Initiatives	Progress
Monitor and operationalize a Multi-Year Strategic 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 2018-19 and beyond.	
Identify opportunities to use Board facilities more efficiently and to improve resource allocation with a focus on program and student achievement in accordance with the Long-Term Accommodation Plan Report dated February 5, 2018.	
Based on recommendations in the Long-Term Accommodation Plan Report, over the next two years, build a new elementary facility in the Kingston West area, and complete advanced renovations and an addition to St. Joseph Catholic School in Belleville.	
Expand the collaborative relationships between central academic staff (Coordinators and SAT's), aligning their support to goals of the BIPSAW, K – 12, co-planning and learning over the course of the academic year.	
Implement a plan that changes the staffing model of Ontario Youth Apprenticeship Program and supports the expansion of experiential education through STEM.	
Continue to develop the role and impact of the Experiential Learning Portfolio to support student success, K-12.	
Engage with community partners to explore experiential learning opportunities for students across the system.	
Continue to develop our outdoor learning centers to offer flexibility, choice, voice and skill development as individuals and teams while providing direct instruction about outdoor learning environments, OEE curriculum and the influence of the Indigenous Peoples.	
Develop resources and supports for outdoor education centers and experiential learning at the Frink and Ryan centres.	
Continue the implementation of the Learning for a Sustainable Future program for grade 3 teachers and classrooms this year.	
Expand system-level inclusion of Aboriginal First Nations, Metis and Inuit curriculum, K-12, through grade 9/10 Canadian Studies curriculum.	
Support, create and evaluate opportunities to work for justice and peace, responding to the needs of our local and global communities guided by the goals of the ALCDSB Social Justice Committee.	
Communicate the ALCDSB Mental Health, Addictions and Well-being Strategy 2018-2021 with all stakeholders and articulate the strengths and needs of our system, as evaluated by SMHA's Board Mental Health Scan, Resource Mapping and other system level data.	
Embed School Mental Health ASSIST's (SMHA) Aligned and Integrated Model (AIM) framework (Promotion, Prevention, Intervention) into professional learning opportunities and provide strategies to support Tier 1 classroom practices.	
Deepen system practices that promote Equity and Inclusive education, recognizing the inherent dignity of every person, having been created in the image and likeness of God.	
Continued collaboration between the Mental Health Leadership Team, Human Resources, Student Services and the Occupational Health and safety Committee (OHS), serve as models of system leadership to emphasize ALCDSB's renewed commitment to the value of positive mental health and well-being practices for staff.	
Review and revise all ALCDSB Caring and Safe Catholic Schools Policies and Procedures and provide training to each school based Caring and Safe Catholic School Team.	
Assess and evaluate Learning Technology Services (LTS) team skills and future system needs to ensure alignment and service delivery capacity.	



Algonquin and Lakeshore Catholic District School Board Strategic Plan
Strategic Initiatives for 2018-2019

Strategic Initiatives	Progress
Monitor and support a print management solution, highlighting eco-responsibility and positively impacting budget and paper consumption.	
Initiate a multi-year security analysis of board protocols including but not limited to; external attacks via email through the use of phishing and malware techniques; denial of service attacks; and conduct an internal security audit of appropriate access to information.	
Continue toward 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.	
Implement electronic leave forms, including automated submission, approval and tracking.	
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.	
Establish a committee with representation from HR and principals to review current processes.	
Develop strategies to address matters related to attendance and absenteeism and implement the attendance assistance program.	
Continue to develop a positive labour relations climate and culture through ongoing dialogue and problem solving.	
Hold regular Collaborative Professionalism Team meetings that include all key stakeholders.	
Align department with occupational health and safety priorities.	
Recruit and hire Occupational Health and Safety Officer.	
Build capacity in the department to support the occupational health and safety function.	
Review strategies for recruiting teachers and French teachers in light of teacher shortages.	