

Algonquin and Lakeshore Catholic District School Board



Strategic Plan

2013 – 2016

Discipleship



Scholarship



Stewardship



August, 2013



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	Evidence of Progress
Articulate our distinctiveness by incorporating the language of our faith, the Catholic Graduate Expectations and Virtues into all policies and procedures.	
Infuse faith and the Catholic Graduate Expectations in all curriculum initiatives.	
Maintain and nurture the relationships between school, parish and home through regular communication between school and parish representatives, shared prayer and sacramental celebrations, sacramental preparation meetings for families, the preparation of a kindergarten welcome package, the work of priest chaplains and coordinators of pastoral services in secondary schools, and participation on Archdiocesan committees.	
Celebrate and enhance our Board theme " <i>Faith in Action</i> " as the focus of school and board initiatives including Faith Days and student faith conferences.	
Explore and promote opportunities for Adult Faith Formation, such as the <i>By Name I Have Called You</i> program, Faith Life Liaison initiatives, faith sharing at board level meetings, and the pre-service religion courses offered to teacher candidates at Queen's University.	
Educate all staff on the updated Integrated Accessibility Standards.	
Increase parent engagement through a regional communication strategy.	
Infuse, through the lens of our Catholic faith, Aboriginal content in elementary curriculum to ensure that students have a knowledge and appreciation of contemporary and traditional First Nations, Metis and Inuit traditions, cultures and perspectives.	
Adopt, at a system level, specific whole school approaches to Restorative Practice for implementation in every school.	
Provide staff training and continue to develop an understanding of the Violence Threat Risk Assessment (VTRA) process and protocol at the school level.	



Engage all partners in adopting the philosophy of a Whole School Approach that clearly define roles and responsibilities.	
Support schools in recognizing and reducing barriers to learning by enhancing social, emotional and behavioural growth and development.	
Support all staff to understand social and emotional skills required for health and well-being, reducing stigma and increasing acceptance and understanding of mental health needs.	
Model acceptance and understanding of students' mental health.	
Facilitate formal and informal professional learning community (PLC) opportunities for Life Skills Developmental Centre (LSDC), Student Support Centre (SSC) teachers and Special Education Resource Teachers (SERT), K-12.	
Support school teams to plan and develop personalized, timely, pro-active supports for transitions, learning goals, safety and positive behaviour to enhance student engagement.	
Deepen understanding of transition practices for all students who have Individual Education Plans (PPM 156).	



Scholarship

Strategic Initiatives	Evidence of Progress
Align the implementation of new and revised Ministry of Education Curriculum documents with current professional learning strategies supporting the twenty-first learner profile and utilizing the Ministry’s Learning Management System.	
Implement the Board Assessment, Evaluation and Reporting Administrative Procedure (Growing Success) ensuring common instruction and assessment practices K to 12; a focus on personalization of learning; differentiation of instruction; and the promotion of equity, transparency, inclusivity and excellence for all.	
Align development and monitoring of the K-12 Board Improvement Plan for Student Achievement (BIPSA) and School Improvement Plans for Student Achievement (SIPSA), building coherence in the priorities identified in the pillars of Discipleship, Scholarship and Stewardship.	
Deepen the culture of professional learning, utilizing a collaborative inquiry learning cycle whereby investigation of problems of practice lead to higher levels of achievement for all students.	
Expand e-learning and blended learning opportunities for students utilizing the Learning Management System provided by the Ministry of Education enabling students to develop the competencies of twenty-first century learners.	
Design and implement a K - 12 District Review process anchored in the revised School Effectiveness Framework (SEF) that focusses on providing feedback for Board and School Improvement Plan implementation.	
Implement the Framework for French as a Second Language in Ontario K – 12, 2013, enhancing programs and building student capacity and confidence to use French effectively in their daily lives.	
Develop and implement a comprehensive post-secondary school pathway destination planning strategy to ensure a strong foundation for success for all students.	
Develop and promote Supervised Alternative Learning (SAL) and a full range of Experiential Learning programs in all schools to ensure diverse student needs are supported.	



Build partnerships across sectors and within local communities to expand opportunities and supports for student learning in ‘School to College to Work Initiatives’, e.g. Trades Associations, Colleges, employers, etc.	
Provide and promote engaging Religious Education and Family Life curriculum by supporting teachers in the implementation of new and revised ICE curriculum policy documents.	
Create learning opportunities for First Nations, Metis and Inuit students that support improved academic achievement and identity building through the offering of Native Studies courses in all five secondary schools.	
Integrate Religious, Aboriginal and Outdoor/ Environmental Education curriculum and experiences for students.	
Build and sustain district conditions for effective school mental health through guidance from the Board Mental Health Leadership Team.	
Support school teams, deepening our ability to understand behavior and assist students to self-regulate.	
Embrace the use of assistive technology to support the communication and access to curriculum for learners who have significant communication difficulties.	
Formalize the Board protocol for the use of alternative programming, assessment and evaluation in the regular K-12 classrooms.	
Support Full Day Early Learning Kindergarten Educator Teams to use pedagogical documentation as an assessment and learning strategy.	
Support school teams in their planning, assessing and evaluation of students with special education needs in all areas of the student’s Individual Education Plan (IEP).	
Promote and support “ <i>the learning environment as the third teacher</i> ” to foster student engagement, capture student interest and create multiple opportunities for student’s to make their thinking visible.	



Stewardship

Strategic Initiatives	Evidence of Progress
Adopt a proactive systems based approach to environmental sustainability by developing an Educational Stewardship Action Plan.	
Promote environmental stewardship through annual participation in the Ontario Eco-schools certification program in all schools.	
Promote Catholic Social teaching through the active and open involvement of the Committee for Social Justice in providing curriculum resources to schools, sponsoring events such as the Poverty Challenge and PeaceQuest, and supporting the actions of students and adults in ethical fundraising and mission work.	
Develop the Board Leadership Development Strategy (BLDS) to provide opportunities for all staff to strengthen their Catholic leadership capacity: mentoring for P/VP through network activities; intern program to assist newly appointed principals; School Leadership Forum; and Looking to Lead (part 2).	
Develop and implement a comprehensive strategy and risk assessment protocols for student safety in school and extra-curricular contexts including a concussion management.	
Deepen opportunities for student leadership and advocacy in all schools through Student Voice initiatives including Students as Researchers, Speak Up projects, student government, environmental stewardship and social justice initiatives.	
Support schools in the implementation of bullying prevention and intervention strategies that focus on building and maintaining healthy relationships.	
Collaborate with community service providers and families to ensure seamless access to supports and services.	
Create a framework to support the integration of assistive technology and learning technology to support student learning.	



Implement Long Term Capital Planning, including: <ul style="list-style-type: none">○ Manage completion of major capital construction projects at St. Peter Catholic School Trenton and St. Paul Catholic Secondary School○ Manage completion and implementation of recommendations following Kingston Centre Elementary ARC.	
Commence Pupil Accommodation Review Processes in Belleville and Tyendinaga Twp.	
Manage capital improvements to support the implementation of the Full Day Early Learning Kindergarten (FDELK) program.	
Develop a comprehensive energy management strategy for the Board.	
Monitor and operationalize a multiyear strategic internal audit plan for the Board using sound risk management practices.	
Further develop a short and long term financial and operational plan that addresses the impact of future enrolment decline.	
Monitor potential shared services opportunities to promote effective and efficient use of resources to with the goal of improving improve service.	
Support the movement of blended classroom learning environments towards the use of digital material thereby reducing the impact on the environment.	
Pilot cloud-based application services including email and SharePoint.	
Define and develop a road map for 21st century learning and identify the respective hardware, software, application platforms and teacher professional development opportunities that are required to support blended learning for teachers and students.	
Review Board provided and Bring Your Own Device (BYOD) technological products used to support curriculum and promote digital literacy for teachers and students.	
Improve technology access in schools through increased bandwidth and stable connectivity to support and enhance blended learning opportunities.	