

Algonquin and Lakeshore Catholic District School Board



Strategic Plan *Strategic Initiatives* *for 2014-2015*

Discipleship



Scholarship



Stewardship



September, 2014



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
Continue to support Catholic leaders who promote and model healthy school cultures that have high expectations and a strong commitment to the academic, social, spiritual and mental well-being of students and staff.	
Infuse the Personal Leadership Resources (problem solving, self-efficacy, resilience and systems thinking) into all leadership activities in the 2014-15 school year.	
Engage leadership candidates who have not assumed formal leadership roles in the NTIP working group, VP Network and job shadowing.	
Communicate the Leadership Assessment Centre process and expectations in an open and transparent manner; expand site visits, focus on the personal leadership resources, and provide constructive and timely feedback to participants.	
Engage newly appointed leaders in mentoring/coaching relationships.	
Support the attendance of 4 staff at the EOSDN Leadership Academy.	
Build on the successful partnership between ALCDSB and CPCO. PQP 2 will be offered Oct-Dec 2014 followed by PQP 1 March-May 2015.	
Engage students in Student Voice initiatives and School Improvement plans.	
Develop an implementation strategy for Creating Pathways to Success document.	
Educate all staff on the updated Integrated Accessibility Standards.	
Review accessibility compliance requirements and reconfigure the Accessibility Committee.	
Integrate 'Able'-minded curriculum, promoting inclusivity and equity and accessibility awareness in K-12 curriculum and professional learning sessions.	
Develop a regional communication strategy to increase parent engagement.	
Continue current model of regional school council forums and utilize PRO grant funding to facilitate engagement opportunities.	
Facilitate formal and informal PLC opportunities for Life Skills Developmental Centre, Student Support Centre and Special Education Resource Teachers, K – 12.	
Promote a deeper understanding of using a whole school approach focusing on implementing restorative practices to reduce barriers to social, emotional learning.	
The Mental Health Leadership Team leads and communicates system-wide implementation of the Board Mental Health Strategy.	
Support school leaders in promoting and monitoring strategies focused on student well-being within faith- filled and inclusive cultures of belonging.	
Facilitate system-wide implementation of the FSEAP Positive Mental Health Initiative for Educational Environments.	
Support the implementation of the new and revised ICE curriculum policy documents that promote a rich, relevant and engaging Religious and Family Life curriculum.	



Scholarship

Strategic Initiatives	Progress
Implement the Technology Embedded Learning Plan, focusing on developing a 21 st Century Learning Environment that aligns technology investments with educational priorities and builds confidence in IT infrastructure and support.	
Develop an implementation plan for the integration of technology into the teaching and learning process.	
Implement a PD plan that supports the use of 6:1 laptops in grades 4-8 and aligns with the learning outcomes of the Board Math Strategy.	
Create a vision for Learning Commons that transforms current library structures into learning spaces that share resources, both print and digital, promoting a culture of collaboration, creativity, critical thinking and inquiry.	
Expand the implementation of a revitalized District Support process in 2014-2015 (eleven elementary and two secondary schools will participate in system District Support visits over the course of the year).	
Support small school multi-graded classrooms (3 or more grades) with curriculum planning and innovation through a Small School Summit.	
Create a FSL committee to provide system support for the implementation of a Year 2 Board FSL plan as well as assisting with implementation of the Common European Framework of References (CEFR).	
Provide system support for all primary teachers in the Board to develop teacher fluency in primary numeracy.	
Provide system support for all intermediate teachers in the Board to develop proportional reasoning in numeracy with leadership by Dr. Marian Small.	
Create learning network numeracy pods (3 to 5 schools) where staff collaborate to co-plan, co-teach and co-assess student work based on problems of practice as identified in School Improvement Plans (SIP) and Board Improvement Plan for Student Achievement (BIPSA).	
Support implementation of Board Technology plan through program lens- integrating technology to support teaching and learning in numeracy (Grades 4-8).	
Expand the repository of numeracy resources (Grades 4-8)- videos, websites, clips, questions that support student learning and devise ways to share resources with all teachers accessing Desire to Learn (D2L) platform.	
Create an electronic e-learning portfolio for all K-6 students in ALCDSB as part of Creating Pathways implementation utilizing D2L as the framework.	
Provide on-going professional development and support to school leaders and teachers that focuses on shifting the teaching and learning paradigm reflecting higher levels of teacher collaboration; student inquiry; fluid groupings; learning blocks; use of learning spaces; knowledge building and innovation.	
Expand the collaborative inquiry learning model in all secondary and adult learning environments.	
Investigate alternative learning opportunities for all students through the development of systemic approaches to D2L and relationships with outside agencies and ministries.	
Review and revise the service learning and excursion Policy and Administrative Procedures.	
<p>Provide the required network infrastructure to support the implementation of the Learning Technology Embedded Strategy which includes the following:</p> <ul style="list-style-type: none"> - System-wide upgrades to the Wide Area Network. - Stable and robust network infrastructure and wireless access. - Standardization of hardware. - Centralization of technical support and resource allocation. 	



Strategic Initiatives	Progress
- Enabling access to Bring Your Own Device (BYOD) at secondary schools.	
Implement a 6:1 student to technology ratio in grades 4 to 8 and upgrade teacher resource laptops. Develop a platform in Fall 2015 whereby K to 3 classrooms are resourced at 6:1 ratio and Learning Commons are resourced at 25:1.	
Implement cloud-based application services including email, SharePoint and the Board's website.	
Support school teams to plan and develop personalized, timely, pro-active supports for Transitions, learning goals, safety and positive behavior to enhance student engagement.	
Support school teams in their planning, assessing and evaluation of students with special education needs in all areas of the student's IEP.	
Deepen understanding of transition practices 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, enhance transitions practices and instructional practices.	
Develop and implement a system resource to support transitions practices for ALCDSB.	
Initiate a pilot project of five elementary schools focusing on closing learning gaps and implementing early intervention strategies.	
Create a framework to support the integration of assistive technology and learning technology to support student learning.	
Formalize the Board protocol for the use of alternative programming, assessment and evaluation in the regular K – 12 classroom.	
Establish a writing team to develop a protocol outlining expectations for alternative programming in elementary and secondary classrooms.	
Collaborate with community service providers and families to ensure seamless access to supports and services.	
Support Full Day Early Learning Kindergarten education teams, Early Years Partners and families in understanding the foundational conditions of Belonging, Well-Being, Engagement and Expression to support optimal development of our youngest learners.	
Collaborate with Early Years educators to build the pedagogical approaches that support seamless experiences for children and families in the Full Day Early Learning Kindergarten (FDELK) and Extended Day Child Care programs.	
Promote and support the implementation of the EOCCC Resource: Mental Health and Wellness for Catholic Schools: Feelings, Emotions, Resiliency and the Dignity of the Whole Person.	
Implement a Youth Resiliency Framework that builds capacity of staff.	
Promote positive mental health and well-being and system-wide bullying prevention plans, including pilot projects such as 'Friends for Life', 'Fun Friends' and Roots of Empathy.	



Stewardship

Strategic Initiatives	Progress
Adopt a proactive systems based approach to environmental sustainability by developing an Educational Stewardship Action Plan.	
Develop and implement a comprehensive risk assessment strategy and protocol for student safety in school and extra-curricular contexts including a concussion management.	
Create a framework to support the integration of assistive technology and learning technology to support student learning.	
<p>Foster positive relationships maximizing the degree to which management and labour will co-operate to their mutual benefit, and minimize the causes and effects of unnecessary conflict or restrictive practices.</p> <ul style="list-style-type: none"> • Engage employee group representatives in discussions of how a positive working relationship can continue to be achieved. • Ensure consistent decision making and application of management policy. • Ongoing and frequent communication through both formal and informal processes. • Use interest-based problem solving approaches that respect process and acknowledge individual roles and differences. 	
Human Resources team and OECTA local leadership participate in a Ministry of Labour workshop “Building & Maintaining the High-Trust Labour Management Relationship”.	
Human Resources team continues to meet regularly with union representatives, both formally through labour-management meetings, and informally, upon request, to discuss issues, and resolve differences expeditiously.	
Human Resources will, over the next two years, successfully implement the legislated changes associated with Sick Leave. This includes establishing processes and structures and include timely communication to staff and to other departments within the Board that maximize the use of existing Board Resources.	
Monitor and review existing Attendance Support processes, continued implementation of automation of occasional teacher callout, absence tracking and time sheet generation.	
All teacher, educational assistant, and early childhood educator absences are filled using the automated callout system. Employees will input their absences directly into the system, allowing for more accurate leave data and quicker identification of absences allowing for more timely response and adjudication.	
Human Resources will, over the next two years, successfully implement the legislated changes associated with Hiring Practices.	
Develop, in partnership with OECTA, a performance appraisal process for occasional teachers.	
In consultation and collaboration with OECTA and the Ministry of Education, a performance appraisal system for long term occasional teachers will be implemented in the Board.	
Streamline new hiring practices related to Regulation 274 as a result of a review that was undertaken by a committee of Human Resources and Principals to further streamline the process to ensure its rigour and efficiency.	



**Algonquin and Lakeshore Catholic District School Board Strategic Plan
Strategic Initiatives for 2014-2015**

Strategic Initiatives	Progress
Expand the interdependence and support of special assignment teachers through planned interventions and responsibilities from each portfolio that facilitate a K-12 approach.	
Develop and implement a comprehensive strategy for self-identification of Aboriginal students.	
Expand system-level understanding and inclusion of Aboriginal curriculum, K-12, through integration of the system special assignment teachers.	
Manage the design and the capital construction project of a new Catholic elementary school to be located on the Holy Family site in Kingston.	
Commence Pupil Accommodation Review processes in Belleville and Tyendinaga Township.	
Monitor and operationalize a Multi-Year Strategic Internal Audit Plan for the Board using sound risk management practices.	
Further develop short and long-term financial and operational strategies that will provide for a balanced budget in 2015-16.	
Monitor potential shared services opportunities to promote effective and efficient use of resources with the goal of improving service.	
Focus the work of the ALCDSB Mental Health Strategy through implementation of a comprehensive communication plan for within our system and in the broader community.	
Engage all school communities and community partners in adopting and promoting the philosophy of a whole school approach empowering all students and staff to model positive and inclusive peer interactions and healthy relationships.	
Demonstrate through our daily actions with students, staff, families and community members our commitment to a bias free approach to progressive discipline in ALCDSB emphasizing promotion, prevention and intervention practices and acknowledging mitigating factors, adjusting practices as necessary to meet the diverse needs of all students.	
Critically examine current school culture, mindset and instructional practices, supporting a deeper understanding of 'well-being' and 'equity' through our Catholic lens.	
Support an implementation plan for the revised ALCDSB Bereavement and Crisis Response Protocol and ALCDSB Suicide Prevention and Intervention Resource with elementary and secondary school teams.	
Use the Religion and Family Life programs to support development of skills and attitudes that promote positive relationships and the prevention of bullying with particular focus on Living in Relationship, Living in Communion and Living in Solidarity.	