



# ALCDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2016-2017

**THE ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD SUPPORTS STUDENTS TO BECOME DISCERNING BELIEVERS, LIFELONG LEARNERS AND RESPONSIBLE CITIZENS**

We are a Catholic school system, called to work in partnership with home, parish and community, on our journey to understand and live the way of Jesus Christ. We are committed to excellence in Catholic education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant challenge.



	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring		
<b>Discipleship</b>	<p><b>Mission:</b></p> <p>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.</p> <p><b>Theory of Action:</b></p> <p>If we model and teach a Catholic view of life then students will demonstrate a positive sense of self, spirit, and belonging as they discern and live out their call from God.</p>	<p>The value of Religious and Family Life Education will be understood by all partners and reflected in distinct programs and courses.</p>	<ul style="list-style-type: none"> <li>-Support the implementation of the new Religious Education elementary program, <i>Growing in Faith, Growing in Christ</i> in all Grade 1 and 2 classrooms</li> <li>-Communicate and support an understanding of the revised secondary Religious Education curriculum policy document and provide opportunities for in-service and support for all staff</li> <li>-Fully utilize Family Life curriculum and Fully Alive programs to address issues related to Equity and Inclusive Education, Mental Health and Wellness, healthy relationships and human sexuality</li> <li>-Current resources are utilized in daily Religious Education instruction (e.g. <i>Though Many, We Are One; We Have Neither Silver Nor Gold; YouCat</i>)</li> </ul>	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> <li>1. SIPSAW reviews to ensure alignment with the BIPSAW</li> <li>2. Reports to Executive Council</li> <li>3. Reports to Trustees</li> <li>4. Continuation of the District Support process</li> <li>5. Superintendent visits</li> <li>6. Network/staff learning walks</li> <li>7. Central Team Meetings</li> </ol>		
		<p>All partners will adopt the philosophy of a whole school approach to promote learning communities that are safe, caring, inclusive, respectful, and healthy.</p>	<ul style="list-style-type: none"> <li>-Staff, students, and parents are engaged in strategies that promote positive school climate and well-being</li> <li>-Implement Digital Citizenship program in Grade 9 Religion classes</li> <li>-Staff and community partners understand how to access appropriate resources and navigate pathways to service</li> <li>-Engage stakeholders, community partners, coterminous boards, and board staff in consultation process (Community Threat Assessment Protocol)</li> <li>-Embed Board and School level plans for <i>Promoting Positive School Climate and Well Being</i> into every day practice</li> <li>-Work in collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of students who identify as First Nation, Metis, or Inuit</li> </ul>		<ul style="list-style-type: none"> <li>-Professional Development Feedback (e.g., exit cards, focus groups, surveys)</li> <li>-Religion Department Heads will monitor educator understanding of and needs concerning the revised secondary RE curriculum document</li> <li>-Classroom environments reflect the content of current Religious and Family Life Education programs</li> </ul>	
		<p>All students and staff will demonstrate a deeper understanding of the Catholic Graduate Expectations as they are integrated into all curriculum and the life of the school.</p>	<ul style="list-style-type: none"> <li>-Nurture Catholic community and faith formation for students and adults (e.g., Regional Faith Day, student retreats, Faith conferences, liturgy and prayer, Christian mediation).</li> <li>-Support staff with teaching practices that embed the Catholic Graduate Expectations into all learning</li> <li>-Students can articulate an understanding of the language of the Catholic Graduate Expectations in an age-appropriate way</li> <li>-Educators will use the language of the CGEs in learning goals</li> </ul>			<ul style="list-style-type: none"> <li>-Completion of phase one of the revision to the Community Threat Assessment Protocol</li> <li>-CM 4, 5, 6: The language of the CGEs is visible in learning goals and the ways in which students make learning visible (observation, conversation, and product)</li> <li>-Educator and student feedback (e.g., exit cards, focus groups, surveys)</li> </ul>
		<p>Pathway and transition planning will promote engagement and success for all students.</p>	<ul style="list-style-type: none"> <li>-Support the implementation of <i>Creating Pathways to Success</i> through the implementation of <i>All About Me Portfolios</i> and <i>Individual Pathways Plan (IPP)</i>.</li> <li>-Collect, analyze, and report on data for self-identified Aboriginal students, to inform targeted strategies for increasing Aboriginal student achievement and success</li> </ul>			



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<b>Scholarship</b>	<p><b>Mission:</b></p> <p>As a community of learners, created in the image of God, we inspire and nurture engaged and innovative communities of learning that promote high levels of student achievement, in a culture that supports the belief that all students can learn.</p> <p><b>Theory of Action:</b></p> <p>If the faith-based learning environment is designed for student-centred inquiry, innovation, voice and choice, then student achievement and well-being will increase.</p>	<p>Learning environments (e.g., classroom and Learning Commons) will be enhanced through collaborative and innovative uses of technology.</p>	<p>-Blended Learning use evident in classrooms</p> <p>-Educators provide and promote opportunities for students to use technology to think critically, collaborate, create, and communicate their thinking and learning.</p>	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> <li>SIPSAW reviews to ensure alignment with the BIPSAW</li> <li>Reports to Executive Council</li> <li>Reports to Trustees</li> <li>Continuation of the District Support process</li> <li>Superintendent visits</li> <li>Network/staff learning walks</li> <li>Central Team Meetings</li> </ol>	<p>-Participation rates of educators using blended learning</p> <p>-CM 4, 5, 6: Learning environments reflect 21<sup>st</sup> Century Competencies</p>
		<p>The curriculum is culturally-responsive and made accessible through the implementation of Differentiated Instruction and Universal Design for Learning within a culture of growth mindset. Timely and strategic interventions are implemented in response to individual student need.</p>	<p>-Educators will use teaching and assessment strategies, materials and tools to create a learning environment that is responsive to the individual needs and well-being of all students</p> <p>-SEA and classroom equipment used interchangeably</p> <p>-Community partners are engaged to create culturally-responsive learning tasks that reflect the Catholic worldview</p> <p>-Provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support Aboriginal learners more effectively.</p> <p>-Differentiated Instruction Partners (Secondary) and Collaborative Inquiry Teams will support timely and strategic interventions.</p>		<p>-Educator feedback (e.g., exit cards, focus groups, surveys)</p> <p>-CM 2, 5, 6, 7: Differentiation Instruction Partners (Secondary) and Collaborative Inquiry Teams report learnings and reflections regularly</p>
		<p>Schools will continue a focus on math content (proportional, spatial and algebraic reasoning), math process, and educator fluency from K-12.</p>	<p>-Math Learning Partners and school leaders will receive professional learning and build capacity within elementary schools on content, process and fluency.</p>		<p>-EQAO data</p> <p>-Classroom pre- and post-assessments (e.g., PRIME)</p> <p>-Professional Development Feedback (e.g., exit cards, focus groups, surveys)</p>
		<p>Teacher pedagogy will reflect an inquiry approach with a focus on integrated outdoor learning.</p>	<p>-Teachers will be provided with professional development opportunities with a focus on collaborative inquiry</p>		<p>-Participation rates</p> <p>-Professional Development Feedback (e.g., exit cards, focus groups, surveys)</p> <p>-Teacher directed collaborative inquiry and self-guided inquiry</p>
	<p>The ALCDSB Assessment Framework supports excellence in achievement from K-12.</p>	<p>-Educators will embed all components of the ALCDSB Assessment Framework in all lesson, unit, and inquiry planning.</p> <p>-Students will engage in self- and peer-assessment and be able to articulate where they are in respect to their learning.</p> <p>-Educators will better understand student learning through data collection (conversation, observation, product) and pedagogical documentation.</p> <p>-Visible learning goals and success criteria are co-constructed with students.</p> <p>-Precise descriptive feedback, directly related to co-constructed success criteria, is given to students both in the moment (formative) and for planning improvement/next steps (summative).</p>	<p>-CM 4, 5, 6: School leaders and central staff meet regularly with educators to discuss pedagogical documentation of student learning, and respond accordingly.</p>		



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<b>Stewardship</b>	<p><b>Mission:</b></p> <p>As a community of learners, created in the image of God, we inspire and nurture compassionate communities of service that give witness to Catholic social teaching.</p> <p><b>Theory of Action:</b></p> <p>If we model and practice Catholic social teachings, then we will create communities that promote the common good where our students will grow as responsible citizens who contribute to the well-being and dignity of all.</p>	<p>Promote communities of belonging where all are invited and included.</p> <p>Promote healthy relationships that support the spiritual, mental, intellectual, psycho-emotional, social and physical well-being of all.</p> <p>Promote among families and school teams a recognition of the impact of school attendance on student achievement and well-being.</p>	<p>-Further develop an understanding and application of restorative practice as a tool to build healthy classroom communities.</p> <p>-Students will see First Nation, Metis and Inuit histories, cultures and perspectives reflected in their learning and their learning environment.</p> <p>-Use Catholic Church teachings to support community members who identify themselves as LGBTQ.</p> <p>-Employ relationship based approaches to promote positive social interactions, resolve conflict and minimize bullying.</p> <p>-Develop positive mental health practices, including resiliency, emotional literacy and empathy (e.g., Fully Alive, Roots of Empathy, Rainbows, FRIENDS for Life, Zones of Regulation, PACE, Mentors, Best Buddies, Wellness Teams, Every School Day Counts, School-based Wellness Teams, Safe Talk and ASIST).</p> <p>-The number of students with regular school attendance will increase.</p>	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> <li>1. SIPSAW reviews to ensure alignment with the BIPSAW</li> <li>2. Reports to Executive Council</li> <li>3. Reports to Trustees</li> <li>4. Continuation of the District Support process</li> <li>5. Superintendent visits</li> <li>6. Network/staff learning walks</li> <li>7. Central Team Meetings</li> </ol>	<p>-School Climate surveys</p> <p>-EQAO surveys</p> <p>-Grade 8 and Grade 12 exit surveys</p> <p>-Every School Day Counts data</p> <p>-Safe and Caring Schools attendance reports to Executive Council</p>
		<p>Demonstrate our board theme of Faith in Action through leadership, service and advocacy.</p>	<p>-Support, create and evaluate opportunities to work for justice and peace, and respond to the needs of our local and global communities.</p> <p>-Commitment to student voice, choice and leadership (e.g. Best Foot Forward, Student Government, Junior Leadership Faith Conference, Faith and Leadership Forum, Speak Up Grants, Student Voice in SIPSAW, pilgrimages, Water-Walks).</p>		<p>-Speak Up Grant Post-Project Reports</p> <p>-CM 1: Student voice in SIPSAW</p>
		<p>Support the learning and caring for God's gift of creation through programming in, about and for the environment.</p>	<p>-Commitment to environmental stewardship.</p> <p>-Support and enhance the principles of sustainability and demonstrate commitment to outdoor and environmental education through the framework of the Ontario Eco Schools program.</p> <p>-Promote integrated learning opportunities in outdoor environments to support academic achievement and wellness.</p>		<p>-Eco-program participation and certification</p>