



Memorandum

To: Board of Trustees

From: David DeSantis, Director of Education

Prepared by: David P. Giroux, Superintendent of School Effectiveness

Date: October 27, 2020

Subject: BIPSAW 2020-2021

Priority: Achievement and Innovation

Strategic Direction: Ensure optimal academic achievement where all students are at the centre of faith-filled teaching and learning.

Goal: Increase student confidence in literacy and numeracy

UN Sustainable Development Goal: #4- Quality Education

Action/Strategy: Prepare the annual Board Improvement Plan for Student Achievement and Well-Being

Issue

The Board has prepared its annual Board Improvement Plan for Student Achievement and Well-Being (BIPSAW). This plan describes the work which will be undertaken in 2020-2021 related to our system priorities for student faith formation, achievement, service and wellness.

Background

In previous years, the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) was written with a large team of stakeholders from across the system in the late spring and shared with school

leaders at the August Leadership Team Meeting. From there, schools would write their School Improvement Plans for Student Achievement and Well-Being (SIPSAW).

This year, with the release of the new Multi-Year Strategic Plan (MYSP), the Board reversed the process. Instead, schools created the draft of their School Improvement Plans in June 2020. When the MYSP was publicly released, schools had the opportunity to revise their plans and submit them electronically to their Family of Schools Superintendent by Friday, October 9, 2020.

Central staff across all departments reviewed all of the SIPSAWs as well as the MYSP and created the BIPSAW for 2020-2021. The BIPSAW is a succinct yet comprehensive Kindergarten – Grade 12 plan that describes the collective priority work of system and school staff which targets improved student engagement, achievement and formation across all schools in Algonquin and Lakeshore Catholic District School Board. It is the Board's key program document which unites and guides our work, building coherence in the priorities identified in the pillars of Discipleship, Scholarship and Stewardship.

Coordinator of Curriculum and Staff Development Maureen McGrath will provide Trustees with an overview of the Board Improvement Plan for Student Achievement and Well-Being for 2020-2021. This plan will be sent to the Ministry of Education on October 30, 2020.

Recommendation:

This is shared for information only.

Primary Responsibility for Follow-up

Chair of the Board

Vice-Chair of the Board

Senior Administration ✓ David P. Giroux, Superintendent of School Effectiveness

Board Improvement Plan for Student Achievement and Well-being 2020-2021 (BIPSAW)

Vision:

We imagine a world where all are empowered to reach their full potential through faith and service

Mission:

The ALCDSB builds faith-filled learning communities where each member is loved, inspired, and successful

Our Values:

- **Our Catholic faith and the joy that comes from living Christ-centered lives**
 - **Responsibility and Stewardship**
 - **Equity and Well-being**
- **Individual Success and Accomplishment**



Algonquin & Lakeshore
Catholic District School Board



Strategic Directions

Discipleship [Faith]

- Build intentional Catholic environments that express the richness of our faith
- Support the seamless integration of the Catholic faith into all system priorities.

Scholarship [Achievement]

- Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning
- Empower students’ capacity to lead their own learning, in order to embrace their God-given talents

Stewardship [Equity]

- Promote a culture of equity in ALCDSB.
- Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community

Goals

Build capacity to ensure that all schools reflect our Catholic beliefs.

Nurture the relationship between the home, school, and parish through pastoral planning at both the school and system level.

Implement and support the annual Board pastoral themes to celebrate and express our Catholic faith.

Build staff capacity to fulfill the dual mandate of Catholic education.

Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities.

Increase Student Confidence and Proficiency in literacy (including second language learning) and numeracy.

Accompany students along their journey to becoming expert learners through the consistent practice of student-centered pedagogy.

Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.

Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.

All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.

Actions

Provide engaging and tangible resources to support the integration of faith in school life.

Nurture strong relationships between home/school/parish.

Celebrate the annual Board pastoral theme, “All are Welcome in This Place” to express the richness of our Catholic faith and to create a culture of belonging.

All staff and students are supported on their faith journey as members of a community that accompanies.

Support practices of sustainability and respect for God’s creation through Pope Francis’ encyclical: Laudato Si.

Build Educator capacity to support development of student literacy and numeracy skills, K-adult.

Develop educator capacity in supporting second language learning programming to build student confidence and competence in reading, writing, listening and speaking.

With the support of differentiated learning and universal design of learning principles, students will grow their independence and self-awareness as learners. This growth will be demonstrated in the evolution of their learner profile.

Increase student voice and choice through the student-centred approaches of Universal Design for Learning, Experiential Learning and Inquiry Based Learning.

Develop increased proficiency and expertise of both students and staff in utilizing technological learning tools in a blended learning model.

Educators and students will increase their knowledge and awareness of Indigenous cultures, histories, traditions, and perspectives through the lens of Indigenous reconciliation.

Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSB community.

Cultivate positive school climates where students and staff (including LGBTQ2S+) see their identities reflected in their environments and learning experiences.

Increase school leader and educator capacity to address specific individual student needs.

With an initial focus on staff self-care, foster and support the growth and practice of mental health and wellness strategies (including self-regulation) in our students.

Monitoring

Religion and Family Life team will report to the Board of Trustees annually.

Monitor success of *A Pastor’s Journal* book club.

Create and implement pre and post audits to evaluate all ALCDSB sites for Catholicity.

Track the use of “All Are Welcome in This Place” resources among students and staff through survey data and interviews.

Educator survey data collected and reviewed after professional development sessions to track improvements in efficacy.

Trending and cohort data from large scale assessments (i.e. OSSLT, etc.).

School leaders will provide pedagogical updates to Superintendents at family of schools’ meetings and school visits on UDL, numeracy, literacy, Inquiry Based Learning, Experiential education.

School Administrator will monitor SIPSAW goals using a variety of strategies (e.g., audit trails).

Collect data to evaluate effectiveness of implementation of new equity plan.

Monitor program engagement and success from all stakeholders through conferencing, documentation of student learning and feedback forms.

School leaders will assess that student needs are being met through the expertise of central staff, school staff and parental feedback.

Data pertaining to student mental health and well-being will be collected from the following sources: Early Development Instrument, Middle Years Development Instrument, Compass school connectedness survey, attendance data, School Health needs assessment, Student Voice, Catholic School Council, Mental Health Leadership Team.