



ALCDSB BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL-BEING 2017-2018

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	
Discipleship	<p>Mission:</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>Theory of Action:</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>Renew, proclaim, and celebrate the gift of Catholic Education.</p>	<ul style="list-style-type: none"> -Nurture Catholic community and faith formation for students and adults (e.g., Site-based Faith Day, student retreats, Faith conferences, Faith Life Liaison, Christian meditation). -Create liturgy and prayer that is rich, relevant, engaging, inclusive, and contemporary (Spirit & Song, Never Too Young). -Engage in intentional and invitational activities to nurture the home-school-parish relationship. -Support Board and provincial priorities as identified through the Institute for Catholic Education (ICE) Consultation and Symposium: Renewing the Promise. -Support staff and students in integrating Catholic teachings across all curricula and learning environments. -Priest/Principal gatherings 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. SIPSAW reviews to ensure alignment with the BIPSAW 2. Reports to Executive Council 3. Reports to Trustees 4. Continuation of the District Support process 5. Superintendent visits 6. Network/staff learning walks 7. Central Team Meetings 8. Student Success Teams and <i>Taking Stock</i> 	<ul style="list-style-type: none"> - Participant Feedback (e.g. exit cards, feedback, surveys) - Observed increase in full, active, conscious participation in liturgies. - Board team participation in 2017 Catholic Education Symposium through input, collaboration, and execution of next steps. - Students can articulate through learning outcomes and success criteria increased connections to our Catholic Teachings.
		<p>Integrate Religious and Family Life Education as a foundation to explicitly support the tenets of our faith.</p>	<ul style="list-style-type: none"> -Support classroom teachers with the implementation of the new Religious Education elementary program, <i>Growing in Faith, Growing in Christ</i>. -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. -Fully utilize Family Life curriculum and Fully Alive programs to address issues related to equity and inclusive education, mental health and wellness, social emotional learning skills, healthy relationships and human sexuality. -Support educators in utilizing current resources to supplement daily Religious Education instruction (e.g. <i>Though Many, We Are One</i> for grades 4-6; <i>We Have Neither Silver Nor Gold</i> for grades 7-8; <i>YouCat, DoCat</i>). 		<ul style="list-style-type: none"> -Professional Development Feedback (e.g., exit cards, focus groups, surveys) -Religion Department Heads will monitor educator understanding of and respond to educator needs concerning the revised secondary RE curriculum document -Classroom environments reflect the Catholic teachings of current Religious and Family Life Education programs
		<p>Nurture learning communities that are safe, caring, inclusive, respectful, and healthy by practicing a whole school approach.</p>	<ul style="list-style-type: none"> -Actively engage staff, students, and parents in developing strategies that promote positive school climate and well-being. -Introduce Digital Citizenship program in Grades 1-12. -Support and educate staff in their understanding and access of appropriate resources and pathways to community services that meet the needs of all. -Engage stakeholders, community partners, coterminous boards, and board staff in consultation process (e.g.: Community Threat Assessment Protocol). -Embed Board and School level plans for <i>Promoting Positive School Climate and Well Being</i> into every day practice. -Collaborate with our Indigenous community partners to develop programs that address topics relevant to the health and well-being of students who identify as First Nations, Metis, or Inuit. 		<ul style="list-style-type: none"> -Promoting Positive School Climate and Well-Being Plans are activated in schools. - Digital Citizenship program is accessible to all staff in D2L.
		<p>All students and staff will demonstrate a deeper understanding of the Ontario Catholic School Graduate Expectations as they are integrated into all curriculum and the life of the school.</p>	<ul style="list-style-type: none"> -Students and staff notice, name, and live the Ontario Catholic School Graduate Expectations through daily actions and interactions. -School communities share innovative and creative ways to build the Ontario Catholic School Graduate Expectations into all learning (e.g., OCSGEs expressed in Twitter & FreshGrade, five frames, learning goals) 		<ul style="list-style-type: none"> -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) -Educator and student feedback (e.g., exit cards, focus groups, surveys)



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	Envision Mission and Theory of Action	Sow Strategic Priorities	Nurture Success Criteria	Discern Monitoring	
Scholarship	<p>Mission:</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>Theory of Action:</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>Flexible and responsive learning environments (e.g., classroom, Learning Commons and natural spaces) are used to support student learning and well-being through innovative and effective teaching and assessment practices.</p>	<ul style="list-style-type: none"> -Learning environments offer flexibility, choice and voice for students when accessing curriculum, learning preferences and materials (seating, technology, sound, manipulatives, work spaces, lighting, etc.). -Educators plan and facilitate opportunities for students to collaborate, think critically, create, and communicate their thinking and learning. -SEA, classroom, and personal devices are seamlessly integrated into all learning environments. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. SIPSAW reviews to ensure alignment with the BIPSAW 2. Reports to Executive Council 3. Reports to Trustees 4. Continuation of the District Support process 5. Superintendent visits 6. Network/staff learning walks 7. Central Team Meetings 8. Student Success Teams and <i>Taking Stock</i> 	<ul style="list-style-type: none"> -Participation rates of educators using blended learning (VC, D2L, Office 365) -Educator feedback (e.g., exit cards, focus groups, surveys, reflections)
		<p>Curriculum and assessment are culturally-responsive with entry points accessible to all students. Timely and strategic interventions, Differentiated Instruction and Universal Design for Learning (UDL) comprise an asset-based pedagogical stance.</p>	<ul style="list-style-type: none"> -Educators use the ALCDSB Assessment Framework to support excellence in achievement from K-12 across the curriculum. -School Teams develop and use Student Learner Profiles in response to student need. -Educators plan for learner variability through the lens of Universal Design for Learning. -Educators use data collection (conversation, observation, and product) and pedagogical documentation to plan and respond to student needs. -Students reflect upon and assess their own learning through the use of digital portfolios (e.g., FreshGrade in K-6). -Students and educators effectively use technology to support learning and communication. -Students become literate learners who can access, interpret and communicate their understanding through various forms. -Educators and board leaders increase their knowledge and awareness of Indigenous cultures, histories, traditions, and perspectives, and enhance their capacity to support Indigenous learners more effectively. -Differentiated Instruction Partners (Secondary) and Collaborative Inquiry Teams support timely and strategic interventions. 		<ul style="list-style-type: none"> -CM 4, 5, 6: School leaders and central staff meet regularly with educators to discuss pedagogical documentation of student learning (conversation and observation), and respond accordingly. -Student work samples -CM 2, 5, 6, 7: Differentiation Instruction Partners (Secondary) and Collaborative Inquiry Teams report learnings and reflections regularly -Classroom pre- and post-assessments (e.g., PM Benchmarks, CASI, BLAM) -Professional Development Feedback (e.g., exit cards, focus groups, surveys, reflections) -FreshGrade user data
		<p>All educators are engaged in capacity building through collaboration focusing on mathematics content knowledge (proportional, spatial and algebraic reasoning), math processes (representation, problem solving, communication), and educator fluency, K-12.</p>	<ul style="list-style-type: none"> -Educators collaborate in classrooms, divisions and across schools. -Students demonstrate their mathematical knowledge and learning through rich, engaging tasks supported by manipulatives and technology at point of instruction. -Math Learning Partners and school leaders demonstrate increased consistency of K-3 mathematics instruction (e.g., practices, resources, activities) through the use of ALCDSB K to 4 Curriculum Continua for all five strands. -Math Learning Partners and school leaders work together to support school-based professional learning in math. -Educators use data (e.g., PRIME, EQAO results, What to Look For, etc.) to respond to student needs. -Differentiated Instruction Partners co-plan and co-teach in Grade 9 Applied mathematics courses. 		<ul style="list-style-type: none"> -Professional Development Feedback (e.g., exit cards, focus groups, surveys) -CM 4, 5, 6: School leaders and central staff meet regularly with educators to discuss pedagogical documentation of student learning (conversation and observation), and respond accordingly. -Student work samples -Math Learning Partner and school leader feedback (e.g., reflections, interviews, surveys) -EQAO, PRIME, and What to Look For data



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Stewardship	<p>Mission:</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. We recognize that we are all called to be stewards of God's creation: to take care of ourselves, one another and the environment.</p> <p>Theory of Action:</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>Actively promote and engage in mental health practices that are beneficial to the overall well-being of students, staff, and parents in the ALCDSB.</p>	<ul style="list-style-type: none"> -Establish among families and school teams a recognition of the impact of school attendance on student achievement and well-being. -Students will see First Nation, Metis and Inuit histories, cultures and contemporary perspectives in their learning, learning environments and communities. -Support our community members who identify as LGBTQ. -Intentionally employ relationship based approaches that promote positive social interactions, encourage conflict resolution and deter bullying. -Further develop an understanding and application of restorative practice as a tool to build healthy classrooms and communities. -Develop and apply attitudes, skills and practices that support mental health using proactive programs such as Roots of Empathy, MindUp, FRIENDS for Life, Zones of Regulation, PACE, Mentors, Best Buddies, Wellness Teams, Every School Day Counts, Safe Talk and ASIST, FSEAP, Parents Reaching Out Grants, and Speak-up Grants. 	<p>Common Monitoring (CM):</p> <ol style="list-style-type: none"> 1. SIPSAW reviews to ensure alignment with the BIPSAW 2. Reports to Executive Council 3. Reports to Trustees 4. Continuation of the District Support process 5. Superintendent visits 6. Network/staff learning walks 7. Central Team Meetings 8. Student Success Teams and <i>Taking Stock</i> 	<ul style="list-style-type: none"> -Conversations with students, reflection pieces -School Climate surveys -EQAO surveys -Grade 8 and Grade 12 exit surveys -Every School Day Counts data -Safe and Caring Schools attendance reports to Executive Council -Taking Stock
		<p>Demonstrate our board theme of Faith in Action through leadership, service and advocacy.</p>	<ul style="list-style-type: none"> -Support, create and evaluate opportunities to work for justice and peace, and respond to the needs of our local and global communities through the work of the ALCDSB Social Justice Committee. -Provide opportunities for student voice, choice and leadership (e.g. Best Foot Forward, Student Senate, Junior Leadership Faith Conference, Faith and Leadership Forum, Student Voice in SIPSAW, Peace Quest, pilgrimages). 		<ul style="list-style-type: none"> -Speak Up Grant Post-Project Reports -CM 1: Student voice in SIPSAW -Peace Quest school certification data -ALCDSB Social Justice Committee Newsletter
		<p>Confirm our commitment to environmental stewardship.</p>	<ul style="list-style-type: none"> -Support and enhance the principles of sustainability and demonstrate commitment to outdoor and environmental education through the framework of the Ontario Eco Schools program. -Promote integrated learning opportunities in outdoor environments to support academic achievement and wellness. -Support the learning about, in, and for caring for God's gift of creation through environmental programming. 		<ul style="list-style-type: none"> -Participation in reaching the standards from the Ontario Eco- Schools program and certification -Attendance at the H.R. Frink and Msgr. Ryan Outdoor Education Centres;