



Multi-Year Strategic Plan

2020-2025

Year 3 – 2022-2023

Priority #3 – Achievement and Innovation Index

Priority #3	Achievement & Innovation	Key Results Score	Evidence of Progress and Impact
Strategic Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.		
Goal #1	Increase student confidence and proficiency in literacy (including second language learning) and numeracy.		
Action #1	Execute the five-year Reaching Every Reader Professional Development Plan.		
Strategy/Key Result #1	Build school leader and educator understanding of Phonological Awareness, Phonemic Awareness, Phonics and Morphological Awareness and Fluency.	0.8	Year-End Report (Year III)
Strategy/Key Result #2	Support school leaders in working with educators in planning student-centred instruction using Phonological Awareness, Phonemic Awareness, Phonics and Morphological Awareness assessment results.	0.8	Year-End Report (Year III)
Strategy/Key Result #3	Students in secondary schools receive ALCDSD supported reading interventions to address their specific individual needs.	0.7	Year-End Report (Year III)
Action #2	Establish, disseminate, and facilitate the use of a data-driven Education Quality and Accountability Office (EQAO) preparation protocol.		
Strategy/Key Result #1	Develop EQAO preparation protocol based upon data analysis, practice tests, moderated marking, direct and individual student feedback.	0.9	Year-End Report (Year III)
Strategy/Key Result #2	Work with administrators to support analysis of new EQAO data in Microsoft Power BI.	0.7	Year-End Report (Year III)
Strategy/Key Result #3	Provide Professional Development for teachers who are new to the grades 3 and 6 EQAO assessment this year to ensure they are confident in administering the new modernized and digitized assessment.	1.0	Year-End Report (Year III)
Strategy/Key Result #4	Create a sample long range plan for grade 3 and 6 math which incorporates EQAO sample test questions throughout the year.	1.0	Year-End Report (Year III)

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Strategy/Key Result #5	Work with secondary literacy and numeracy teams to implement new practices in using data to prepare for the grade 9 EQAO assessment of mathematics and grade 10 OSSLT.	0.6	Year-End Report (Year III)
Action #3	Develop educator capacity in supporting second language learning programming.		
Strategy/Key Result #1	Invite a group of 10-15 administrators to participate in a pilot project aimed at helping build their capacity to support second language educators.	1.0	Year-End Report (Year III)
Strategy/Key Result #2	Second Language (FSL) primary educators from French Immersion schools to share Professional Development, strategies, and resources around the Science of Reading.	1.0	Year-End Report (Year III)
Strategy/Key Result #3	Roll out teaching strategies and resources related to the Common European Framework of Reference (CEFR), focusing on oral communication and comprehension, including a student self- assessment tool for use across Core French and Immersion programs.	0.6	Year-End Report (Year III)
Strategy/Key Result #4	Develop tool for Principals to monitor effective second language learning instruction.	0.9	Year-End Report (Year III)
Strategy/Key Result #5	Develop Board-wide protocols for welcoming new Multi-Language Learners (MLL) and for supporting their programming needs with the help of a newly formed MLL Steering Committee.	0.8	Year-End Report (Year III)
Action #4	Increase opportunities for purposeful, inviting, and engaging Professional Development to improve teacher capacity around math instruction.		
Strategy/Key Result #1	Through initiation of the Math Support Protocol, School Leaders will use teacher feedback to support school-based/educator specific goals around numeracy Professional Development and Special Assignment Teacher support.	0.7	Year-End Report (Year III)
Strategy/Key Result #2	Promote, offer, and run the Primary/Junior Math, Part 1 (winter 2022)	0.3	Year-End Report (Year III)
Action #5	Develop and implement the Effective Mathematics Classroom Framework (K-12).		
Strategy/Key Result #1	Present the revised EMCF to the senior team and school leaders along with rationale changes.	0.7	Year-End Report (Year III)
Strategy/Key Result #2	Use first flight of EMCF modules to guide educator and school leader professional learning in mathematics. Seek and obtain school leader feedback on the resource (including suggestions for the second flight of modules for development) (fall/winter 2022-23).	0.7	Year-End Report (Year III)
Strategy/Key Result #3	Use school leader feedback to improve existing modules and develop new modules for the EMCF (winter/spring 2022-23).	0.7	Year-End Report (Year III)

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Goal #2	Accompany students along their journey to becoming expert learners through the consistent practice of student-centred pedagogy.		
Action #1	Establish and implement a mentorship initiative centred around the Universal Design for Learning Framework to promote the spread of student-centred teaching and learning throughout ALCDSD.		
Strategy/Key Result #1	Engage student-centred learning champions in collaborative inquiry to deepen their implementation of the UDL Framework.	0.9	Year-End Report (Year III)
Strategy/Key Result #2	Secondary subject councils continue to focus on student-centred learning and the use of learner profiles to support all students in de-streamed classrooms.	0.9	Year-End Report (Year III)
Action #2	Build capacity around Inquiry-Based Learning (IBL) and innovative practices, including pedagogically sound technology integration.		
Strategy/Key Result #1	Embed and brand ALCDSD's intermediate program, C3 (Curiosity Creates Change) across the System, through the lens of IBL. Professional Development for educators and leaders will focus on Science, Technology, Engineering, Mathematics, Robotics, United Nations Sustainable Development Goals, and Community Connected Experiential Learning to support schools to achieve the "Look Fors" of C3.	0.8	Year-End Report (Year III)
Strategy/Key Result #2	Expand and brand the Sir James Whitney (SJW) Technology Experience to include intermediate inquiry programming and manufacturing, focused on technology.	0.8	Year-End Report (Year III)
Action #3	Launch a three-year implementation plan for International Education (IE).		
Strategy/Key Result #1	Identify priorities and establish a prudent budget.	0.7	Year-End Report (Year III)
Strategy/Key Result #2	Continue with an international recruitment strategy in identified markets, including participation in trade missions and agent and student recruitment opportunities.	0.7	Year-End Report (Year III)
Strategy/Key Result #3	Continue to review and develop marketing materials to promote the program.	0.8	Year-End Report (Year III)
Strategy/Key Result #4	Continue to educate all stakeholders on the value of the international strategy and build relationships.	0.7	Year-End Report (Year III)
Strategy/Key Result #5	Work with host schools to foster opportunities for increased engagement with the International Education program.	0.6	Year-End Report (Year III)
Strategy/Key Result #6	Continue to build close working relationships with our agency partners.	0.7	Year-End Report (Year III)
Strategy/Key Result #7	Secure and build upon the Memorandums of Understanding (MOUs) with post-secondary partners to leverage these relationships for shared program promotion, support and growth and plan for a continuum of learning years from grades 11-12 to increase graduation rates at ALCDSD.	0.5	Year-End Report (Year III)
Strategy/Key Result #8	Continue to develop a homestay management process that will meet the demands of increased enrolments.	0.6	Year-End Report (Year III)

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Strategic Direction #2	Empower students' capacity to lead their own learning, in order to embrace their God-given talents.		
Goal #1	Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.		
Action #1	By the end of Grade 12, students will acquire knowledge, skills and perspectives that foster their understanding of their fundamental connections to each other, to the world around them, and to all living things. <i>(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).</i>		
Strategy/Key Result #1	Promote and support K-12 teaching and learning practices that utilize outdoor learning spaces. Provide supports for reluctant learning communities and build capacity in all secondary school sites for the offering of credit based Outdoor and Environmental Education (OEE).	0.8	Year-End Report (Year III)
Strategy/Key Result #2	Continue to promote and support participation in the Eco-schools Canada Certification program at all school sites.	0.6	Year-End Report (Year III)
Strategy/Key Result #3	Continue to promote real world OEE experiential learning opportunities for students through established relationships with community partners.	0.7	Year-End Report (Year III)
Strategy/Key Result #4	Promote K-Adult, cross-curricular, IBL opportunities at ALCDSB Outdoor & Environmental Education Centres.	0.8	Year-End Report (Year III)
Action #2	Promote and embed the design and delivery of engaging and effective experiential learning and pathways planning opportunities.		
Strategy/Key Result #1	Increase opportunities and participation in inquiry-based community-connected experiential learning and Dual Credit, Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), and School College Work Initiative (SCWI) programming through work with Administrators Guidance Counsellors and Department Heads.	0.8	Year-End Report (Year III)
Strategy/Key Result #2	Deepen and expand the comprehensive implementation of schools' education and career/ life planning programs through a scaffolded approach (MyBlueprint, Individual Pathways Plan (IPPs) and core grade 9 & 10 curriculum) to meet the learning needs, interests, and aspirations of all students in grades 7-12.	0.8	Mid-Year Report (Year III)
Strategy/Key Result #3	Increase connection to college programs through strengthened partnerships with St. Lawrence College and Loyalist College.	0.7	Year-End Report (Year III)
Action #3	Empower students to exercise agency over their own learning by fostering student independence, voice, choice and problem-solving in collaborative and innovative learning environments.		
Strategy/Key Result #1	Design of learning environments reflect evidence-based research on conditions supportive of fostering student agency, e.g., flexible learning spaces for peer collaboration, self-regulation spaces embedded in classrooms, integrated technology, and accessibility K - Adult Education.	0.6	Year-End Report (Year III)

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