



Multi-Year Strategic Plan

2020-2025

Year 3 – 2022-2023

Priority #2 – Equity and Well-Being Index

Priority #2	Equity and Well-Being	Key Results Score	Evidence of Progress and Impact
Strategic Direction #1	Promote a culture of equity in ALCDSDB.		
Goal #1	Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.		
Action #1	Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSDB community.		
Strategy/Key Result #1	Implement and monitor the departmental actions outlined in the ALCDSDB Equity Plan.	0.3	Year-End Report (Year III)
Strategy/Key Result #2	Plan and implement Professional Development that aligns with the Equity Plan priorities.	0.5	Year-End Report (Year III)
Strategy/Key Result #3	Board Office staff receive Professional Development specific to Equity considerations in their roles.	0.4	Year-End Report (Year III)
Strategy/Key Result #4	Survey the comfort level of all staff in using Culturally Relevant and Responsive Pedagogy (CRRP) practices in their daily work.	0.5	Year-End Report (Year III)
Action #2	Develop a consistent board-wide response to the Truth and Reconciliation Commission's Calls to Action that is reflected in each school's School Improvement Plan for Student Achievement and Well-Being (SIPSAW).		
Strategy/Key Result #1	In response to the TRC's Calls to Action build student capacity for Intercultural empathy and mutual respect.	0.9	Year-End Report (Year III)
Strategy/Key Result #2	Fully establish the presence of the Indigenous Education Advisory Committee (IAEC) and set the terms of reference into action.	0.9	Year-End Report (Year III)
Strategy/Key Result #3	Expand and update the current Aboriginal Self-Identification Policy.	0.7	Year-End Report (Year III)
Strategy/Key Result #4	Expand Professional Development and develop best practices in Indigenous Education (NBE) credits and First Nations, Metis, and Inuit (FNMI) courses and classes.	0.9	Year-End Report (Year III)
Strategy/Key Result #5	Build teacher capacity and confidence to understand the "Why" when connecting Cultural Consultants/Indigenous Educators and Knowledge Holders and connectors to curriculum.	0.9	Year-End Report (Year III)
Action #3	Develop an Indigenous Education Team to best support Indigenous students and be responsible to Indigenous Student Success, needs and wellness.		
Strategy/Key Result #1	Build a K-12 approach to Indigenous Education with a focus on Assessment and Evaluation, Wellness and Relationship in classrooms	0.8	Year-End Report (Year III)
Strategy/Key Result #2	Ensure cultural and "real life" education for Indigenous students.	0.8	Year-End Report (Year III)

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Strategy/Key Result #3	Increase Indigenous student voice in secondary schools.	1.0	Year-End Report (Year III)
Action #4	Increase school leader and educator capacity to address specific individual student needs.		
Strategy/Key Result #1	Align Individual Education Plans (IEPs) with the ALCDSB Individual Education Plan Review Guide to improve student programming and success.	1.0	Year-End Report (Year III)
Strategy/Key Result #2	Students receive ALCDSB supported reading interventions (Empower, Lexia) to address their specific individual need.	0.8	Year-End Report (Year III)
Strategy/Key Result #3	Students with hearing differences demonstrate increased ability to self-advocate.	1.0	Year-End Report (Year III)
Strategy/Key Result #4	Educational Assistants and Child and Youth Workers receive intentional Professional Development to build capacity to address individual student needs.	1.0	Year-End Report (Year III)
Strategy/Key Result #5	An updated Alternative Report Card developed and implemented for use.	1.0	Year-End Report (Year III)
Strategy/Key Result #6	Build staff capacity to recognize students' strengths, nurture students' social and emotional growth, notice and respond to well-being concerns that arise and participate in students' circle of support	0.7	Year-End Report (Year III)
Strategy/Key Result #7	Establish clear and consistent criteria for referring students with academic difficulties to psycho-educational assessments.	0.7	Year-End Report (Year III)
Strategy/Key Result #8	Students with Autism Spectrum Disorder (ASD) receive individual programming delivered in collaboration with educators to increase generalization and maintenance of skills.	0.8	Year-End Report (Year III)
Action #5	Launch a Student Success system of tiered supports and interventions to address system wide needs and ensure equity of opportunities for all students.		
Strategy/Key Result #1	Create equitable access to alternative education opportunities that address individual student needs and circumstances through experiential learning, tiered supports, community agency integration and co-constructed learning plans.	0.9	Year-End Report (Year III)
Strategy/Key Result #2	Create an efficient Caring and Safe Schools referral process that includes transitions data sharing, reflective of the Student Action Plan (SAP).	0.9	Year-End Report (Year III)
Strategy/Key Result #3	Complete the audit process for the Suspension and Expulsion and Supervised Alternative Learning process (SAL).	1.0	Year-End Report (Year III)
Strategy/Key Result #4	Create an attendance process that aligns with K-12 support and interventions.	1.0	Year-End Report (Year III)
Strategy/Key Result #5	Support the effective use of Assessment and Evaluation by increasing educator and Administrator awareness and implementation of student success program delivery and credit recovery process.	0.8	Year-End Report (Year III)

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Priority #2	Equity and Well-Being	Key Results	Evidence of Progress and Impact
Strategic Direction #2	Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.		
Goal #1	All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.		
Action #1	Promote self-regulation and positive mental health and well-being using a trauma informed approach.		
Strategy/Key Result #1	Students have access to a comprehensive pathway to internal and external mental health supports.	0.2	Year-End Report (Year III)
Strategy/Key Result #2	The transdisciplinary team develops universal goals to support improved outcomes of students within the ALCDSB Health and Safety pilot.	0.7	Year-End Report (Year III)
Strategy/Key Result #3	Create an ALCDSB Youth Advisory Group that will meet quarterly to highlight student perspectives on mental health, addiction, and well-being practices in schools.	0.0	Year-End Report (Year III)
Strategy/Key Result #4	Create an ALCDSB Multi-Year Mental Health, Addiction, and Well-being Plan	0.2	Year-End Report (Year III)

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