DISCIPLESHIP | SCHOLARSHIP | STEWARDSHIP

Multi-Year Strategic Plan

2020-2025

Year 4 – 2023-2024

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	In support of the five-year Reaching Every Reader professional development plan, establish a tiered support protocol in all ALCDSB schools.	0.5	Mid-Year Report (Year IV)
Strategy/Key Result #2	Build Life Skills Developmental Centre educator understanding of Phonological Awareness, Phonemic Awareness, and Phonics.	0.5	Mid-Year Report (Year IV)
Strategy/Key Result #3	Revise the Reaching Every Reader plan to incorporate writing as part of Structured Literacy instruction.	0.3	Mid-Year Report (Year IV)
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 an EQAO framework for Principals and Vice-Principals which focuses on good Math instructional practices that support preparation for EQAO assessments.	0.9	Mid-Year Report (Year IV)
Strategy/Key Result #2	Work with Principals and Vice-Principals to support analysis of new skills and strand data available in the EQAO reporting tool.	0.9	Mid-Year Report (Year IV)
Strategy/Key Result #3	Continue to update the EQAO at ALCDSB D2L page with supporting resources for educators.	0.9	Mid-Year Report (Year IV)

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Strategy/Key Result #4	Continue work with Math and English subject councils to share resources and practices that promote meaningful engagement with EQAO assessments.	0.9	Mid-Year Report (Year IV)
Action #3	Develop educator capacity in supporting second language learning programming.		
Strategy/Key Result #1	Support Principals and Vice-Principals as they build their understanding of French as a Second Language (FSL) program and address the specific needs of FSL educators.	0.3	Mid-Year Report (Year IV)
Strategy/Key Result #2	Build school leader and educator understanding of how the Reaching Every Reader Plan is inclusive of students acquiring additional language proficiency.	0.4	Mid-Year Report (Year IV)
Strategy/Key Result #3	Support educators in the alignment of FSL practices with the Common European Framework of Reference (CEFR), by focusing on oral communication and comprehension, and the use of action oriented tasks.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #4	Enhance tools for Principals and Vice-Principals to monitor effective second language learning instruction.	0.3	Mid-Year Report (Year IV)
Strategy/Key Result #5	Build capacity for schools to support Multi-Language Learners (MLL) with the implementation of the Welcome Protocol, the Step to English Proficiency assessment (STEP), and instructional practices and resources.	0.5	Mid-Year Report (Year IV)
Action #4	The ALCDSB Math Achievement Action Plan supports effective mathematics instruction which: • Contributes to an inclusive, positive, and safe learning environment for all students. • Provides purposeful, inviting and engaging professional development to improve teacher capacity in mathematics instruction.		
Strategy/Key Result #1	Principals and Vice-Principals and the Math Achievement Action Plan Team ensure the fidelity of curriculum implementation and the use of high-impact strategies that support improved academic math achievement in all schools.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #2	Principals and Vice-Principals and the Math Achievement Action Plan Team support engagement in ongoing learning to strengthen mathematics content knowledge for teaching in all schools.	0.9	Mid-Year Report (Year IV)
Strategy/Key Result #3	Principals and Vice-Principals and the Math Achievement Action Plan Team require that teachers have a clear understanding of each mathematics learner and ensure that mathematical tasks, interventions and supports are relevant, and responsive to the needs of each student.	0.6	Mid-Year Report (Year IV)
Action #5	Develop and implement the Effective Mathematics Classroom Framework (K-12).		
Strategy/Key Result #1	Embed opportunities for Principals and Vice-Principals to learn from the Effective Math Classroom Framework (EMCF) at Leadership Team Meeting professional development sessions.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #2	SATs support Principals and Vice-Principals to integrate relevant modules of the EMCF into school based PLCs.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #3	Continue to improve existing modules and develop new modules for the EMCF.	0.3	Mid-Year Report (Year IV)

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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 (UDL) Framework to promote the spread of student-centred teaching in de-streamed classrooms.		
Strategy/Key Result #1	Secondary subject councils continue to focus on Universal Design for Learning, the use of learner profiles and culturally responsive and reflective pedagogy (C.R.R.P) to support all students in de-streamed classrooms.	0.9	Mid-Year Report (Year IV)
Action #2	Build capacity around Inquiry-Based Learning (IBL) and innovative practices, including pedagogically sound technology integration.		
Strategy/Key Result #1	Launch a branding campaign for ALCDSB's intermediate program, C3 (Curiosity Creates Change) across the system, through the lens of IBL. Continue professional development for educators and leaders which focuses 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.	0.7	Mid-Year Report (Year IV)
Strategy/Key Result #2	Complete the branding of the Sir James Whitney (SJW) Technology Experience to include intermediate inquiry programming and manufacturing, focused on technology.	0.7	Mid-Year Report (Year IV)
Action #3	Develop and implement a new three-year plan for International Education (IE).		
Strategy/Key Result #1	Build a balanced recruitment portfolio for the international education program.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #2	Develop marketing and promotional tools to enhance the visibility and growth of the ALCDSB IE program.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #3	Continue to collaborate with partner schools to establish a consistent and standardized approach to IE at ALCDSB.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #4	Continue to develop relationships with international education, local community, and post-secondary partners to support the growth of the ALCDSB IE program.	0.5	Mid-Year Report (Year IV)
Strategy/Key Result #5	Continue to develop the ALCDSB homestay network focusing on growth and retention of homestay families.	0.6	Mid-Year Report (Year IV)
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. *(MOE Policy Framework for Environmental Education in Ontario Schools, 2009).*		

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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	Mid-Year Report (Year IV)
Strategy/Key Result #2	Continue to promote and support participation in the Eco-schools Canada Certification program at all school sites.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #3	Continue to promote real world OEE experiential learning opportunities for students through established relationships with community partners.	0.8	Mid-Year Report (Year IV)
Strategy/Key Result #4	Promote K-Adult, cross-curricular, IBL opportunities at ALCDSB Outdoor & Environmental Education Centres.	0.8	Mid-Year Report (Year IV)
Strategy/Key Result #5	In collaboration with the Religious and Family Life Education department, share the teachings in the Encyclical letter, Laudato Si' and make connections between Catholic Social Teachings and OEE.	0.4	Mid-Year Report (Year IV)
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 Principals and Vice-Principals, Guidance Counsellors, and Department Heads.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #2	Enhance and expand the implementation of intermediate student planning through a scaffolded approach utilizing MyBlueprint resources as well as Individual Pathways Plan (IPP) activities designed by Student Success SATs.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #3	Explore strategies to strengthen student engagement in experiential learning through broadening college partnerships via Dual Credits, exploring possible SCWI program development and building employer connections for students interested in skilled trades.	0.6	Mid-Year Report (Year IV)
Strategy/Key Result #4	Provide professional development centered on supporting Guidance Counsellors and educators with the tools necessary to support pathways in the skilled trades (eg. SAT OYAP Recruiter and other community partners).	0.6	Mid-Year Report (Year IV)
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	Learning environments reflect the five spatial competencies as outlined in the ALCDSB Spatial Audit Report of October 2022 (Greenify our schools, Invest in Seating Variety, Create UDL Classrooms, Activate Hallways, Storage Solutions).	0.4	Mid-Year Report (Year IV)

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