Algonquin & Lakeshore
Catholic District School Board

Multi-Year Strategic Plan
Year 4 (2023-2024)

Thank you to the MYSP Steering Committee for your commitment in overseeing and supporting our Board's process in the development of our new vision, mission and values statements and strategic priorities.

Committee Member	Stakeholder Group	Committee Member	Stakeholder Group
Grace Bowry	Student Trustee	Theresa Kennedy	Superintendent of School Effectiveness
Breanne Bradshaw	Superintendent of Finance & Business Services	Michelle Lamarche	Superintendent of Human Resources
Kelly Canning	Elementary Teacher	Major Erica Lidington	Military – CFB Kingston
Sheena Cassidy	OECTA President (local)	Kristene Long	St. Lawrence College
Theodore Christou	Queen's University	Sarah MacInnis	Learning Services
Jessica Couture	Parent	Lori McCaw	Special Assignment Teacher
Andy Coxhead	Loyalist College	Charlie Mignault	Smith School of Business, Queen's University
David DeSantis	Director of Education	Anthea Murrell	Speech Language Pathologist
John DiPaolo	United Way KFLA	Anne Nahorny	St. Lawrence College
Teresa Dodwell	Elementary Principal	Wendy Procter	Trustee
Brian Evoy	Trustee	Roger Romero	Pathways to Education – Kingston
Michael Faught	Secondary Principal	Karen Shannon	Superintendent of School Effectiveness
Sister Jeannette Filthaut	Sisters of Providence	Terri Slack	Superintendent of School Effectiveness
David Giroux	Superintendent of School Effectiveness	Gord Taylor	Tri-Board
Lisa Gorrell	Secondary Principal	Paloma Turnbull	Parent
Nadia Gundert	Coordinator- Youth Ministry, Archdiocese of Kingston	Erin Walker	Assistant to the Director of Education
Nienke Hoedeman	Elementary Principal	Father Francis Zambon	Parish Administrator, Holy Name of Mary, Saint Charles Borromeo, and Saint Vincent dePaul Catholic Churches
Liz James	CUPE President (local)		

ALCDSB
Multi-Year Strategic Plan

Our new strategic plan is our public declaration that while much has changed, our commitment as a Christ-centered organization has not. We have been called to serve our communities through our passion and skills around Catholic education. It is our hope that the lives we touch will be filled with dignity, love and inspiration to explore their unique calling.

The Algonquin and Lakeshore Catholic District School Board is committed to focusing on our new mission, vision and values to use our many blessings and resources to be more than just a great Catholic education system. We commit to creating communities of learning. As we prepare to support our students and staff in a new future, we now know that learning can happen in a classroom, around the kitchen table and in front of a screen. We have also seen that successful learning demands human connection, acknowledgement of individual passions and the celebration of accomplishments.

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

Priority #1	FAITH			
Direction #1	Build intentional Catholic environments that express the richness of our faith.			
CGE Link	A responsible citizen who gives witness to Catholic Social Teaching by promoting peace, justice, and the sacredness of human life.			
UNSDG Link	#3 – Good Health, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Build capacity to ensure that all schools reflect our Catholic beliefs.			

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Ensure that all schools, classrooms (elementary and secondary), and blended learning environments embody our Catholicity.	1. Ensure that all schools are inviting and distinctly Catholic (entrances, visual displays, in-person and virtual learning environments, and the use of Christian music). 2. The ALCDSB Friends and Advocates of Catholic Education (F.A.C.E.) Committee supports the efforts of the Provincial F.A.C.E. Committee through the sharing of resources and promotion of ALCDSB events that highlight the distinctiveness of our Catholic education system.	All sites look and sound Catholic as evidenced by visual and audio indicators. The ALCDSB F.A.C.E. Committee meets a minimum of three times in 2023-24 with provincial F.A.C.E. representative.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • Special Assignment Teacher (SAT) of Religious & Family Life Education • School Administrators • F.A.C.E. Committee How: Survey schools about events and activities to generate the necessary support from F.A.C.E. Consultation with Provincial F.A.C.E. membership.	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Principals and Vice-Principals • Catholic School Councils • Parish Priests • Secondary School Chaplaincy Leaders • Faith Life Ambassadors • Classroom Teachers Capital: • Promotional funding for Board Pastoral Theme • Funding for F.A.C.E. Committee release time and expenses

Priority #1	FAITH
Direction #1	Build intentional Catholic environments that express the richness of our faith.
CGE Link	A caring family member who attends to family, school, parish, and the wider community.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #2	Nurture the relationship between the home, school, and parish through pastoral planning at both the school and system level.

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Continue to nurture a collaborative relationship with the (Arch)Diocese, including the promotion of events that are of mutual interest and benefit to schools and parishes.	1. Identify opportunities to strengthen the relationship between schools and the (Arch)Diocese.	The Religious and Family Life Education department meet individually with Clergy in the (Arch)Diocese to gather input about how they can best be supported in fostering the parish-school relationship during the 2023-24 school year. The Religious and Family Life Education department shares best practices from schools which strengthens the parish-school relationship.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education How: The Religion and Family Life team reports to the Board of Trustees annually. Share the input from Clergy and schools as best practices for schools with a focus on supporting the theme of "Blessed beyond belief."	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Principals and Vice-Principals • Clergy • Secondary School Chaplaincy Leaders

Priority #1	**FAITH**
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #1	Implement and support the annual Board pastoral themes to celebrate and express our Catholic faith.

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Implement Board Pastoral Theme in all classrooms (K- 12) and communally within schools in curricular and extra-curricular events (Link to 5-Year Board Themes Plan in which themes are connected to Scripture, Renewing the Promise, Catholic Social Teaching, the Ontario Catholic School Graduate Expectations, and the United Nations Sustainable Development Goals).	1. Plan Faith Day on the April 2024 Professional Activity Day with "Blessed beyond belief" Pastoral Theme as the focus. 2. Build capacity with the "Blessed beyond belief" Pastoral Theme resources to evangelize and accompany staff and students in faith formation.	Creation and implementation of the April Faith Day content. Development of resources to support "Blessed beyond belief" Pastoral Theme (liturgies, faith sharing, discussion guide, etc.). The use of "Blessed beyond belief" resources by schools, staff and the system in promoting the annual Pastoral Theme on social media and school and system communications.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Principals and Vice-Principals How: Review the results from the Faith Day Exit Card. Monitor school and system social media activity to assess engagement with the annual Board Pastoral Theme in 2023-24.	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Principals and Vice-Principals • Faith Life Ambassadors • All Staff • Students • Catholic School Councils Capital: • Funding for the promotion of Board Themes

Priority #1	FAITH
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.
CGE Link	A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #2	Build staff capacity to fulfill the dual mandate of Catholic education (including faith in all aspects of education).

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Support (K-12) educator understanding of Religious and Family Life Education programming.	1. Support the ongoing implementation of *Growing in Faith, Growing in Christ* program. 2. Continue to provide students and staff with engaging resources to support Religious and Family Life Education programming.	The kindergarten program kits will be delivered and implemented in all classrooms by educator teams. Ongoing support will be coupled with Early Years professional development. Continue to build the Religious and Family Education webspace with engaging resources that connect to themes in Religious and Family Life Education programming.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Principals and Vice-Principals How: Collect feedback from staff to inform professional learning needs and growth in learning.	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education Capital: • Funding for release time for professional development and for resources.
2. Offer opportunities to support faith formation for all members of the ALCDSB community that are inviting, engaging, and purposeful.	1. Continue to offer a fulsome additional qualifications program in Religious Education for all ALCDSB educators. 2. A diversity of faith formation resources and opportunities are offered to the system.	Facilitate Religious Education Part 1 and a combined Part 2/ Specialist program in 2023-24. Seek feedback about staff professional learning needs from Faith Ambassadors. Offer Faith formation opportunities to staff.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education, Faith Ambassadors	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • Principals and Vice-Principals • Faith Life Ambassadors

		Offer *Witness* Faith Day for grade 6 students in Belleville and Kingston.	How: Collect survey data from staff on faith formation needs and growth. Track staff participation in faith formation opportunities. Collect and analyze student and staff exit survey data from the *Witness* Faith Day to assess spiritual engagement.	• All Staff • Clergy Capital: • ALCDSB Professional Growth Fund • Funding for Additional Qualification Course • Funding for Adult Faith Formation • Funding for *Witness* Faith Day

Priority #1	FAITH
Direction #2	Support the seamless integration of the Catholic faith into all system priorities.
CGE Link	A responsible citizen who gives witness to Catholic Social Teaching by promoting peace, justice, and the sacredness of human life.
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #3	Support and create opportunities to apply the principles of Catholic Social Teaching and respond to the needs of our local and global communities.

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Increase understanding of the Seven Themes of Catholic Social Teaching and their connection to the annual Board Pastoral Themes.	1. The Religious and Family Life Education department to share the teachings in the Encyclical letter, *Laudato Si'* and make connections to Catholic Social Teachings and Outdoor and Environmental Education.	Collaborate with the Environmental Education and Management Advisory Committee (EEMAC) and the Outdoor and Environmental Education (OEE) Special Assignment Teacher (SAT) to ensure that the teachings in *Laudato Si'* are evident in learning environments across ALCDSB.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • SAT of Outdoor and Environmental Education How: Monitor school and system social media activity and evidence in learning environments to assess engagement with *Laudato Si'*.	Human: • Superintendents of Education • Coordinator of Religious & Family Life Education • SAT of Religious & Family Life Education • ALCDSB Social Justice Committee • Principals and Vice-Principals • Faith Life Ambassadors Capital: • Funding for the Social Justice Committee

Priority #2	EQUITY AND WELL-BEING			
Direction #1	Promote a culture of equity in ALCDSB.			
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.			
UNSDG Link	#10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	Provide equitable access to learning opportunities that honour the unique and diverse needs of all students.			

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Build capacity in Equity and Inclusive Anti-oppression Education and Safe and Caring Catholic Schools for all members of the ALCDSB community.	1. Implement and monitor the departmental actions outlined in the ALCDSB Equity Plan. 2. Plan and implement professional development that aligns with the Equity Plan priorities. 3. Board Office staff receive professional development specific to Equity considerations in their roles. 4. Establish a Community Equity Advisory Committee (CEAC).	Central Staff Equity Working Group (CSEWG) meets monthly to monitor the implementation of equity goals for each department. Pre and post surveys implemented for professional development to measure capacity building. Analyze results by the CSEWG to plan next steps for system professional development. Family of Schools meetings will have Equity as a standing item on the agenda using monitoring tool as guide for discussions. Leadership Team meetings have Equity as a standing item on the agenda. CEAC meets quarterly to perform an equity gap analysis for the system.	Who: • Superintendents of Education • Coordinator of Religious & Family Life Education • Coordinator of Curriculum • SAT of Caring & Safe Schools • SAT of Religious & Family Life Education • Executive Assistant to the Director of Education/Privacy Officer How: Minutes and progress reports from CSEWG at monthly meetings. Review pre and post educator and student surveys. Standard agenda set and implemented at each Family of Schools Meeting and Leadership Team meeting. Present action items from the CEAC to Executive.	Human: • Superintendents of Education • Religious & Family Life and Curriculum Staff (for resource development and compilation) • Various school board contacts (outside of ALCDSB) • Community partners Capital: • Funding for Demographic Data promotion and implementation • Funding for Staff professional development around Culturally Responsible Relevant Pedagogy work (CCRP) • Funding for consultants to guide system planning for De Streaming, CCRP, and Anti-Bias training • Funding for resources that reflect student demographic data

		Each department ensures to present the progress of their equity goals during each departmental meeting.	Council for proposed implementation.	
2. Develop a consistent Board-wide response to the Truth and Reconciliation Commission's (TRC) Calls to Action that are reflected in each school Improvement Plans for Student Achievement and Well-being (SIPSAW) to ensure systematic structural change.	1. Develop and build a responsive board wide Land Acknowledgement that educates, makes connections, and includes collaboration with community expertise. 2. Complete and communicate current Aboriginal Self-Identification Policy and begin consultation process for an Indigenous Education Policy. 3. Continue to build teacher capacity and confidence K-12 to further develop the understanding of Indigenous Pedagogical Practices, the "Why" of connecting Cultural Consultants, Indigenous Educators, Knowledge Holders, and curriculum.	Deepen professional development with Indigenous Learning Partners, Elementary Professional Learning Communities, and NBE credit educators in collaboration with cultural consultants and the Indigenous Advisory Council (IAC). Work in partnership with Queen's University Faculty of Education/ITEP to support Indigenous Teacher candidates. Fill in gaps to further build system capacity of Indigenous Education through inservice and training for Educational Assistants and Board staff. Complete the consultation process and revisions to the current Aboriginal Self-Identification Policy to present to Board of Trustees.	Who: • Superintendents of Education • SATs of Indigenous Education • Graduation Coaches How: Monitor progress of success through evidence of use of student conferencing, classroom circles, teacher and student feedback. Consistent meetings and community building opportunities to consult the IAC.	Human: • Superintendents of Education • SATs of Indigenous Education • Graduation Coaches Capital: • Honorarium for Indigenous Consultants and community partners • Professional development funds for release and curriculum and cultural materials

3. Develop an Indigenous Education Team to best support Indigenous students and be responsible for Indigenous Student Success, needs, and wellness.	1. Build a K-12 approach to Indigenous Education with a focus on Assessment and Evaluation, Wellness and Relationship in classrooms. 2. Ensure cultural and "real life" education for Indigenous students. 3. Develop the voice of the Indigenous Student Trustee to support students K-12.	Ensuring the inclusion of Indigenous Education in all professional development (eg. New Teacher Induction Program (NTIP), RFLE (Religious and Family Life Education) De-Streaming etc.). Identify and create school-based space for work with the Graduation Coaches, meetings, Indigenous socials to build student voice.	Who: • Superintendents of Education • SATs of Indigenous Education • Graduation Coaches How: Include Indigenous education in all professional development to ensure all departments work collaboratively. Work with schools to ensure all schools use the Graduation Coaches.	Human: • Superintendents of Education • SATs of Indigenous Education • SATs/Coordinators • Principals/Vice-Principals • Graduation Coaches Capital: • Funding for the development of safe spaces in schools and cultural materials
4. Build capacity in Indigenous Education through sound pedagogical approaches.	1. Intentional use of First Nations Metis Inuit Educational Association of Ontario (FMNIEAO) of Ontario Guidelines and resources. 2. Expand on Indigenous Brillance through sound pedagogy K-12. 3. Implement C3 Inquiry based learning focused on the True History of Indigenous Peoples for Grade 7/8 students.	Board wide professional development K-12 to train educators to build capacity and understanding of Indigenous Pedagogies and uncolonized classrooms using FMNIEAO Guidelines and resources. Continue the implementation of consultation forms to build processes and protocols around relationships with Cultural Consultants and Knowledge Holders. Work to develop process to determine new applicants. Professional development for Intermediate teachers including resources, lesson plans and SAT support in classrooms.	Who: • Superintendents of Education • SATs of Indigenous Education • Graduation Coaches How: Monitor the impact of professional development on school leader and teacher efficacy through pre and post surveys.	Human: • Superintendents of Education • SATs of Indigenous Education • SATs/Coordinators • Principals/Vice-Principals • Graduation Coaches Capital: • Funding for the development of safe spaces in schools and cultural materials

| 5. Increase school leader and educator capacity to address specific individual student needs. | 1. 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.

2. The speech and language team works with school educators to build capacity to support literacy through phonological awareness, language structure, and narrative skill development.

3. Occupational Therapist trains and coaches Grade 3-8 educators in teaching cursive writing.

4. Train and build capacity with school teams to use Skill-Based Teaching (SBT) to develop communication, cooperation, and regulation in students.

5. Expand learning from the Math Intervention Project framework to train and build capacity with school teams around inclusive math instruction practices through a special education lens. | Facilitate a community of practice to guide Principal and Vice-Principal and educator participants in the Mental Health Literacy Course which includes three group sessions and a certificate of completion.

Non-speaking students receive ongoing and student specific support to successfully achieve alternative communication goal as outlined on their Individual Education Plan (IEP).

Educators receive training and ongoing support to implement cursive writing instruction.

All Early Childhood Educators and Educational Assistants receive introductory training on a compassionate approach for addressing severe challenging behaviour and the educational process of SBT.

Nine school teams learn and apply SBT with students who engage in severe challenging behaviour.

Eight schools receive training and ongoing support to implement inclusive math instruction intervention practices. | Who:

• Superintendents of Education
• Principal and Vice-Principals
• Coordinator of Student Services
• Coordinator of Curriculum and Staff Development
• Clinical Team Lead
• Mental Health Lead
• Mental Health Supervisor Board Counsellor
• Applied Behaviour Analysis Team
• SATs
• Speech and Language Team
• Occupational Therapist

How:

Distribute pre and post surveys including a three month check in for all community of practices.

Measurement of alternative communication goal on Individual Education Plan.

Review pre and post educator feedback.

Student cursive writing samples from beginning and end of year.

Review pre and post assessment of competence by staff. | Human:

• Superintendents of Education
• Principals and Vice-Principals
• Applied Behaviour Analysis Team
• Early Years Educator Teams
• SERTs
• Mental Health Supervisor Board Counsellor
• Student Services Staff
• Child Youth Worker Team
• Early Years Lead
• Community Partners Capital:
• Funding for the Mental Health Addictions and Well-Being Strategy.
• Professional development funds for release and materials.
• Funding for clinical supervision.

Capital:

• Funding for the Mental Health Addictions and Well-Being Strategy
• Professional development funds for release and materials
• Funding for clinical supervision |

	6. Train and build capacity for Life Skills Developmental Centre (LSDC) Special Education Resource Teachers (SERT) in the area of program development using the ALCDSB LSDC Framework. 7. Facilitate and coach educator-led inquiry projects related to furthering inclusive practices in ALCDSB.	LSDC SERTs participate in a Learning Series with job-embedded coaching. IEPs show goals that are student-centered and measurable. Educators increase their knowledge and understanding of inclusive practices and report decreased barriers for students.	Review progress toward and/or successful achievement of IEP goals. Monitor Executive Functions Self-Assessment. Consolidation of Learning Exposition. Evening Learning Series feedback.	

6. Refine and further promote a Student Success system of tiered supports and interventions to address system wide needs and ensure equity of opportunities for all students.	1. Enhance the building of alternative education opportunities that address individual student needs by better integrating Child and Youth Worker and Social Worker supports, experiential learning, community agency partners and co- constructed learning plans. 2. Review and streamline Caring and Safe Schools referral process to consistently include transitions and data sharing that fortifies the Student Action Plan (SAP) that includes community agency partners for improved engagement. 3. Communicate the policy and procedural changes to Suspension and Expulsion and Supervised Alternative Learning process (SAL). 4. Refine and fortify attendance processes aligning K-12 support and interventions ensuring the awareness of Student Success Teachers and SATs as well as Caring & Safe Schools. 5. Support the reduction of barriers for students facing credit accumulation challenges.	Consistent and reliable scheduling of Youth Worker and Social Worker assets within alternative education sites. Consistent collaboration with community partners. Provide schools with the tools to refer and share data to fulfill the SAP mandate of the Caring and Safe Schools Policy to consistently include fulsome transitional information exchange including IEP, Safety Plans, Behavior Plans, and academic priorities. Continue participation of various school leaders (e.g. Department Heads) in professional development regarding resources and tools related to student success (e.g. *Creating Pathways to Success*). Consistently apply Prior Learning Assesment and Recognition (PLAR), Credit Rescue, Credit Recovery, Specialist High Skills Major (SHSM), Dual Credits, Ontario Youth Apprenticeship Program (OYAP) and skill trade pathway opportunities.	Who: • Superintendent of Education • Student Success SATs • Caring & Safe Schools educators • Coordinator of Experiential Learning • Principals and Vice-Principals • Department Heads • Attendance Counsellors/Child and Youth Workers (CYWs) How: Track Student Success indicator data. Track Caring and Safe Schools data. Track the scheduling of YW and SW at alternative sites. Track the support of our community partners. (eg. Children's Mental Health). Track the number of SALPs initiated from secondary schools and Alternative Education sites. Track the effective use of attendance tools.	Human: • Student Success SATs • Caring & Safe Schools educators • CYWs • KARIOS Addictions & Mental Health • Mental Health Supervisor/ Board Counsellor • Mental Health Lead • School Mental Health Supports • Community agencies • Coterminous Boards Capital: • Funding through Student Success and Experiential Learning • Funding through Caring and Safe Schools

Priority #2	EQUITY AND WELL-BEING			
Direction #2	Create conditions that support the spiritual, intellectual, emotional, and physical well-being of all members of the ALCDSB community.			
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.			
UNSDG Links	#3 – Good Health and Well Being, #4 – Quality Education, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged			
Goal #1	All ALCDSB spaces will reflect our commitment to belonging, safety, and human growth and development.			
Actions (to achieve Goals)	**Timeline** 23/24	**Evidence/Key Performance Indicator**	**Monitoring**	**Resources**
1. Promote self-regulation and positive mental health and well-being using a trauma informed approach.	1. Students have access to a comprehensive pathway to internal and external mental health supports. 2. Create an ALCDSB Youth Advisory Group that meet quarterly to highlight student voice for mental health, addiction and well-being practices in schools. 3. Create an ALCDSB Multi-Year Mental Health, Addiction, and Well-being Plan. 4. School teams use a set of Universal Protocols (UP) to support students who engage in severe challenging behaviour be happy, relaxed, and engaged at school.	Using student self-report data, each advisory group creates an action project for their school to improve positive mental health and substance use. The Advisory Group share best practices for school implementation by the mental health ambassadors. School teams of data-identified students receive UP training and consultation to create optimal learning conditions for students to safely participate in school activities. Students acquire the self-awareness and understanding of risk factors related to substance use. Engage staff in targeted and scheduled training with mental health professionals.	Who: • Principals and Vice-Principals • Mental Health Lead • Mental Health Supervisor Board Counsellor • Mental Health Leadership Team How: Track student access to mental health support. Track health and safety school-based data (Violent Incident Reports). Track meeting feedback from Youth Advisory Group. Implement a new ALCDSB Multi-Year Mental Health, Addiction, and Well-being Plan. Measure skill acquisition in students. Review pre and post student surveys.	Human: • Principals and Vice-Principals • School Staff • Mental Health Supervisor Board Counsellor • Applied Behaviour Analysis Team • Student Services Staff • Social Workers in schools • Youth Worker Team • Mental Health Leadership Team • Student mental health champions in schools • Community partners • SATs • School Mental Health Ontario • Consulting Psychologist

	5. Pilot Preventure, an evidence-based program to promote mental health and prevention of substance in four schools with grade 7 and 8 students. 6. Build staff capacity to support a whole school trauma assumed approach in two identified schools. 7. Promote staff well-being in ALCDSB.	Offer wellness workshops twice a year to staff across the system and ongoing promotion through Wellness Wednesdays.	Review pre and post staff surveys. Track social media data on Preventive Pilot.	Capital: • Funding for the Mental Health Addictions, and Well-Being Strategy, Preventure training and consulting Psychologist

Priority #3	ACHIEVEMENT AND INNOVATION
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.
CGE Link	An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.
UNSDG Link	#4 – Quality Education
Goal #1	Increase student confidence and proficiency in literacy (including second language learning) and numeracy.

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Execute the five-year Reaching Every Reader professional development Plan.	1. In support of the five-year Reaching Every Reader professional development Plan, establish a tiered support protocol in all ALCDSB schools. 2. Build Life Skills Developmental Centre educator understanding of Phonological Awareness, Phonemic Awareness, and Phonics. 3. Revise the Reaching Every Reader plan to incorporate writing as part of Structured Literacy instruction.	Compare and contrast progress in Phonological Awareness, Phonemic Awareness and Phonics assessment data from set points in the year. Students in Life Skills Developmental Centres receive targeted reading instruction based on individualized IEP goals. Present revised Reaching Every Reader Plan to the Executive Council detailing changes.	Who: • Superintendents of Education • Principals and Vice-Principals How: Principals and Vice-Principals use a Board- generated "Look For" tool and protocol to record observations of the school learning journey and effective Phonological and Phonemic Awareness and Phonics Morphological Awareness and Fluency instructional practices in their schools and share evidence during Superintendent visits. Principals provide monthly updates to Superintendents of Education on progress about the use of the practices described above. Superintendents of Education use the ALCDSB Formal Visit Form to monitor implementation of the above described practices during school visits.	Human: • Superintendents of Education • Principals and Vice-Principals • ALCDSB Science of Reading Team • Curriculum and Student Services SATs • Classroom Educators • SERTs Capital: • Funding to support resources needed for year 4 of the Reaching Every Reader Plan • Funding for decodable texts • Funding to release school teams to attend data and goal setting meetings

2. Establish, disseminate, and facilitate the use of a data-driven Education Quality and Accountability Office (EQAO) preparation protocol.	1. Develop an EQAO framework for Principals and Vice-Principals which focuses on good Math instructional practices that support preparation for EQAO assessments. 2. Work with Principals and Vice-Principals to support analysis of new skills and strand data available in the EQAO reporting tool. 3. Continue to update the EQAO at ALCDSB D2L page with supporting resources for educators. 4. Continue work with Math and English subject councils to share resources and practices that promote meaningful engagement with EQAO assessments.	Create and share the EQAO framework with all schools. Review and Implement protocol in targeted schools. Each SIPSAW contains literacy and numeracy goals. Track attendance and capacity building at Professional Learning Communities (PLCs) through pre and post surveys.	Who: • Superintendents of Education • Principals and Vice-Principals • Secondary Department Heads How: Targeted schools receive support to pilot the EQAO preparation protocol. Share the preparation protocol with all Principals and Vice-Principals. Superintendents of Education monitor implementation of SIPSAW goals via school visits and conferences with Principals and Vice-Principals. The Math Achievement Action Plan Team updates the Lead Superintendent of Education on changes to the ALCDSB D2L page.	Human: • Curriculum SATs • Principals and Vice-Principals • Classroom Teachers • SERTs • Secondary School Capital: • Funding to release educators for professional learning sessions

3. Develop educator capacity in supporting second language learning programming.	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. 2. Build school leader and educator understanding of how the Reaching Every Reader Plan is inclusive of students acquiring additional language proficiency. 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. 4. Enhance tools for Principals and Vice-Principals to monitor effective second language learning instruction. 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.	Principals and Vice-Principals use feedback and data to monitor improvement in student engagement and proficiency in second language learning. Collect feedback from new FSL teachers semi-annually. Share the MLL protocol to the school teams by year-end. Principals and Vice-Principals use the board- generated tool to monitor support of second language educators and instructional practices.	Who: • Superintendents of Education • Principals and Vice-Principals How: Review pre and post educator surveys. Through observation, and with the use of a board generated tool, Principals and Vice-Principals monitor effective second language learning instructional practices in their schools and share evidence with the team.	Human: • Curriculum SATs • FSL Steering Committee • Classroom Teacher Capital: • Funding through the Official Languages in Education budget • Partnership with Eastern Ontario Staff Development Network (EOSDN) centre d'excellence • Funding to release educators for professional learning sessions

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.	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. 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. 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.	Use Ministry of Education (MOE) defined high-impact instructional and assessment practices in our MOE identified priority schools to increase student achievement in mathematics and on EQAO assessments. Teacher professional development centered on content knowledge and effectiveness of mathematics instruction leads to increased student achievement in mathematics and on EQAO assessments in MOE identified priority schools. Principals and Vice-Principals and teachers working closely with the Math Achievement Action Team make data-informed assessment and instructional decisions that lead to increased student achievement in mathematics and on EQAO assessments in MOE identified priority schools.	Who: • Superintendents of Education • Principals and Vice-Principals • Math Improvement Action Team How: The Math Achievement Action Team and Principals and Vice-Principals implement and monitor the ALCDSB Math Achievement Action Plan through the MOE provided monitoring tool. The ALCDSB Math Achievement Action Team monitors the impact of professional development on teacher efficacy for math instruction using pre and post surveys. Superintendents of Education monitor the implementation of the Math Achievement Action Plan goals via school visits and conferences with Principals and Vice-Principals and updates to Executive.	Human: • Superintendents of Education • Superintendents of Education • Principals and Vice-Principals Math Achievement Action Plan Team Capital: • Funding for educator release time, a minimum of twice per cycle

5. Develop and implement the Effective Mathematics Classroom Framework (EMCF) (K-12).	1. Embed opportunities for Principals and Vice-Principals to learn from the Effective Math Classroom Framework (EMCF) at Leadership Team Meeting professional development sessions. 2. SATs support Principals and Vice-Principals to integrate relevant modules of the EMCF into school based PLCs. 3. Continue to improve existing modules and develop new modules for the EMCF.	Compare and contrast increased school leader efficacy in delivering mathematics professional development through the analysis of pre and post survey data. Math Support Protocol increased Principal and VIce-Principal engagement around the implementation of the EMCF.	Who: • Superintendents of Education • Principals and Vice-Principals • Secondary Department Heads How: Survey Principals and Vice-Principals to gather feedback about the effectiveness of the EMCF and Math Support Protocol. Principals and Vice-Principals use the EMCF to take stock of their schools' strengths and needs regarding mathematics pedagogy. Review Principal and Vice-Principal leader pre and post surveys. Superintendents of Education monitor implementation of SIPSAW goals via school visits and conferences with Principals and Vice-Principals.	Human: • Curriculum SATs • Board Numeracy Lead Capital: • Funding to release educators for professional learning sessions

Priority #3	ACHIEVEMENT AND INNOVATION			
Direction #1	Ensure optimal academic achievement for all where students are at the centre of faith-filled teaching and learning.			
CGE Link	A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.			
UNSDG Link	#4 – Quality Education			
Goal #2	Accompany students along their journey to becoming expert learners through the consistent practice of student-centred pedagogy.			

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
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.	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.	Educators share their learning with colleagues in professional development settings. Implement pre and post surveys to gauge capacity building. Secondary subject councils meet to share best practices and continue to refine their pedagogical approaches to support learners in de-streamed classrooms.	Who: • Superintendents of Education • Principals and Vice-Principals • Secondary subject councils How: Guide educators to build capacity and incorporate the use of learner profiles in de-streamed classrooms.	Human: • Curriculum SATs • Principals and Vice-Principals • Classroom Teachers Capital: • Funding to support educator release for the secondary subject council meetings
2. Build capacity around Inquiry-Based Learning (IBL) and innovative practices, including pedagogically sound technology integration.	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, Engineertting, Mathematics, Robotics, United Nations Sustainable Development Goals, and Community Connected Experiential Learning to support schools to achieve the "Look Fors" of C3.	Develop a C3 Promotional video. Continue pre and post surveys to assess school and teacher needs for interest and support. Principals of Innovative and Inclusive Practices support Principals and Vice-Principals use of C3 "Look Fors" to measure the implementation of agreed upon educator moves into IBL and embed these goals in their SIPSAW.	Who: • Superintendents of Education • Principal of Inclusive & Innovative Practices • Principals and Vice-Principals How: Principals collect and share evidence on the implementation of inquiry-based instructional practices in their schools with the use of C3 "Look Fors."	Human: • Curriculum SATs • Student Success Team • Principals and Vice-Principals • Classroom Teachers • Technology Enabled Learning and Teaching Contact (TELT) SAT • Data Research SAT • Principal of Innovative & Inclusive Practices

	2. Complete the branding of the Sir James Whitney (SJW) Technology Experience to include intermediate inquiry programming and manufacturing, focused on technology.	All students in West schools experience the intermediate integrated technology and manufacturing programs at SJW. Students' inquiry experience is captured and celebrated to brand C3 through social media and directly to families through school Principals and Vice-Principals. Administer pre and post survey to students to gauge learning and interest levels of the above programs.	Principals of Innovative and Inclusive Practices track their C3 coaching with Principals and Vice-Principals and report to Superintendent of Education. Track participation data in SJW current and expanded programming through new seat selection and experiential learning forms. Public displays of student inquiry. (e.g., promotion posters, innovation celebrations, Twitter posts, bulletin boards). Principals update Superintendents and Principals and Vice-Principals on progress vis-à-vis the implementation of IBL through the lens of the C3 "Look Fors" at monthly Family of Schools meetings and Leadership Team meetings. Superintendents of Education use the ALCDSB Formal Visit Form to monitor implementation of IBL through the lens of the C3 "Look Fors" during school visits.	Capital: • Continued partnership with Trevor Mackenzie (Dive into Inquiry) to train/support Intermediate Teachers/ Administrators in IBL • Funding to ensure equitable access to resources required to support inquiry and experiential learning
3. Develop and implement a new three-year plan for International Education (IE).	1. Build a balanced recruitment portfolio for the international education program. 2. Develop marketing and promotional tools to enhance the visibility and growth of the ALCDSB IE program.	Increase international student enrollment and produce a prudent budget to align with the key priorities of the ALCDSB IE program. Enhance promotional materials and marketing for the ALCDSB IE program through social media, websites and other advertising strategies.	Who: • Principal of International Education • International Education Coordinator	Capital: • Funding for International Education marketing and recruitment strategies • Board social media platforms • Funding to build agent relationships

	3. Continue to collaborate with partner schools to establish a consistent and standardized approach to IE at ALCDSB. 4. Continue to develop relationships with international education, local community, and post-secondary partners to support the growth of the ALCDSB IE program. 5. Continue to develop the ALCDSB homestay network focusing on growth and retention of homestay families.	Continue the implementation of the student navigator program in all secondary schools along with supports for multi-language and English-language learners within the ALCDSB IE program. Build on and grow established networks with post-secondary institutions, municipalities, agents and consultants and seek new opportunities to increase the reach of the ALCDSB IE program. Expand the ALCDSB homestay network through a campaign of promotion, recruitment and education.	How: The Principal of International Education meets with the Director of Education and the Superintendent of Education (with IE portfolio) on a quarterly basis to review progress on objectives and key results. Monitor and measure in-school supports for the IE program at all sites.	

Priority #3	ACHIEVEMENT AND INNOVATION
Direction #2	Empower students' capacity to lead their own learning, in order to embrace their God-given talents.
CGE Link	A self-directed, responsible life-long learner who demonstrates and develops their God-given potential.
UNSDG Links	#3 – Good Health & Well-being, #4 – Quality Education, #5 – Gender Equality, #10 – Reduced Inequalities: Support the Marginalized and Disadvantaged
Goal #1	Provide students with equitable, frequent access to authentic and meaningful experiential learning as well as education and career/life planning opportunities.

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
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).	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). 2. Continue to promote and support participation in the Eco-schools Canada Certification program at all school sites. 3. Continue to promote real world OEE experiential learning opportunities for students through established relationships with community partners.	Track school based outdoor and environmental education program participation data. Support all schools in the EcoSchools Canada Certification program to bring board-wide participation over 85%. Track community partner outdoor and environmental education program participation data. Track user data for the H.R. Frink Outdoor Education Centre. Educators and students articulate an understanding of the importance of OEE experiences in assessments.	Who: • Superintendents of Education • SAT for Outdoor and Environmental Education How: Collect participation, observation and interview data. Follow-up with classroom teachers to evaluate impact of OEE experiences on students. Monitor school and system social media activity and learning environments to assess engagement in OEE programming.	Human: • SAT for Outdoor and Environmental Education • Board and Community Stakeholders • Classroom Educators Capital: • Ministry of Education (MOE) Funding for Outdoor and Environmental Education

	4. Promote K-Adult, cross-curricular, IBL opportunities at ALCDSB OEE Centres. 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.	Collaborate with the Environmental Education and Management Advisory Committee (EEMAC) and the Religious and Family Life Education (RFLE) department to ensure that the teachings in *Laudato Si'* are evident in learning environments across ALCDSB.		
2. Promote and embed the design and delivery of engaging and effective experiential learning and pathways planning opportunities.	1. Increase opportunities and participation in inquiry-based community-connected experiential learning and Dual Credit, SHSM, OYAP, and SCWI programming through work with Principals and Vice-Principals, Guidance Counsellors and Department Heads.	Principals and Vice-Principals audit current practices around experiential learning to improve school- based awareness and participation in Dual Credit, SHSM, OYAP and SWCI. Participation rates of students in Dual Credit, SHSM, OYAP and SCWI increase and keep pace with the provincial rates for participation and completion and reflect the increase in capacity-building among educators.	Who: • Superintendents of Education • Principals and Vice-Principals • Department Heads • Guidance Counsellors • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead How: Track data to monitor students' participation, retention, and success rates in various programs.	Human: • Classroom Teachers • Principals and Vice-Principals • Guidance Counsellors • Department Heads • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead • Dual Credit Lead • TELT SAT • SAT • College contacts Capital: • Funding through Experiential Learning, OYAP, SHSM, Student Success (Dual Credit Planning Table) and SCWI

	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.	Update intermediate student exit surveys to collect data regarding student experience, expectations, needs and abilities on all matters related to their career/life planning programs. Conduct Fall professional development sessions for MyBlueprint access and IPP/learner profile resource introduction.	Who: • Superintendents of Education • Principals and Vice-Principals • Guidance Counsellors • Department Heads • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead Teachers • Dual Credit Teachers • RFLE SATs How: Track MyBlueprint survey responses. Track access to MyBlueprint and D2L shell.	Human: • Classroom Teachers • Guidance Counsellors • Department Heads • Principals and Vice-Principals • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead Teachers • Dual Credit Teachers Capital: • Funding through Student Success, OYAP, SHSM, and SCWI sources
	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.	Student Success SATs and Guidance Counsellors increase the footprint in experiential learning opportunities through the recruitment and promotion of college and apprenticeship programs. Work with college partners to increase the number of activities aimed at gr. 7 to 10 students.	Superintendents of Education use the ALCDSB Formal Visit Form to monitor the promotion and participation in experiential learning programs during school visits. Track the degree of engagement opportunities for students as well as access to ensure equity of opportunity. Track data to support the MOE Priorities and Partnerships goals.	Human: • Classroom Teachers • Guidance Counsellors • Department Heads • Principals and Vice-Principals • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead Teachers • Dual Credit Teacher Capital: • Funding through Student Success, OYAP, SHSM, and SCWI sources

			Track the impact of professional development of Guidance Counsellors efficacy through pre and post surveys.	Human: • Classroom Teachers • Guidance Counsellors • Department Heads • Principals and Vice-Principals • Experiential Learning Co-ordinator • OYAP Lead • SHSM Lead Teachers • Dual Credit Teacher Capital: • Funding through Student Success, OYAP, SHSM, and SCWI sources
	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).			
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.	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).	New school construction reflects ALCDSB vision for 21st century teaching and learning (OECD 2030), and the United Nations Sustainable Development Goals. Share ALCDSB exemplars of the five competencies, including Pathfinder Projects with system. Implement ALCDSB Furniture catalogue for consistency in purchasing.	Who: • Superintendents of Education • Principals and Vice-Principals How: Capital improvement initiatives in current facilities and new school construction reflect participatory processes which includes student voice. Principals and Vice-Principals conduct a spatial audit with a team which includes students twice a year.	Human: • Classroom Teachers • TELT SAT • Data Research SAT • All SATs • Plant and Planning • LTS • Principals and Vice-Principals • ALCDSB Multi-disciplinary Team • Fielding International

Priority #4	RESOURCE MANAGEMENT			
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB.			
CGE Link	A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.			
UNSDG Link	#4 – Quality Education			
Goal #1	Support the Growth and Development of the ALCDSB.			

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Realign Financial Services' resources to provide more central support to schools and other Board departments.	1. Create efficiencies in Financial Services' processes to better align resources with the overall needs of the system (ongoing). 2. Provide professional development opportunities for central and school-based staff in accounting tasks and processes. 3. Complete a fulsome review of procurement contracts and investigate potential additional collaborative procurement agreements to allow for more efficient and effective purchasing for schools and departments.	Track the value-added projects that Financial Services staff can complete due to efficiencies created in the more clerical aspects of the roles. Complete projects based on estimated timelines. Complete school visits and training sessions and make available the training materials, tools, and resources to best support their accounting needs. Track number of Board Vendor of Record (VOR) contracts.	Who: • Manager of Financial Services How: Survey staff on service and effectiveness of changes. Receive updates from staff on projects that are underway to create efficiencies and/or enhance service to schools/departments. Track efficiency projects and ideas in a list and monitor progress to ensure projects are moving forward. Engage other departments to provide ideas on where efficiencies would help improve their work.	Human: • Financial Services Department Capital: • Each project will be assigned a budget if required and be preapproved before project commences

2. Implement and monitor the Board's Long-Term Accommodation Plan.	1. Construct a new Catholic Elementary School in Kingston West. 2. Construct new St. Joseph Catholic Elementary School (Belleville). 3. Publish updated Long Term Accommodation Plan. 4. Construct a new Our Lady of Mount CarmelCatholic Elementary School (Amherstview). 5. Construct a new St. Gregory Catholic Elementary School (Picton). 6. Construct a new J. J. O'Neill Catholic Elementary School (Napanee) as part of the Ministry of Education's Rapid-Modular Build Pilot Project.	Construction projects proceed according to schedule. Complete new Long-Term Accommodation Plan.	Who: • Plant and Planning Services Management Team How: Track Construction Contract Administration. Make regular reports to Board.	Human: • Plant and Planning Services Staff • Consultants • Contractors Capital: • Ministry of Education Capital Funding Allocations

3. Develop and implement Employee Capacity Building Processes and Programs.	1. Review and update job descriptions. 2. Hold bi-monthly Board-wide orientation sessions. 3. Develop an on-boarding checklist for each position. 4. Establish three year review cycle for job description review. 5. Develop interview question banks that incorporate Shared Competencies. 6. Update interview process. 7. Work with Managers/ Supervisors to create training plans and checklists specific to all positions.	Review all job descriptions on a three-year cycle and are up-to-date. Develop and communicate to staff the Orientation and On-boarding program. Track the completion rates for training plans and checklists to all positions.	Who: • Human Resources • Senior Human Resources Administrator • Human Resource Officers (Recruitment and Staffing) • Human Resources Coordinator How: Create focus group to assess onboarding system training needs, checklists, and orientation information.	Human: • Human Resources • Financial Services • Plant and Planning Services Staff • Student Services • Principals and Vice-Principals • LTS • Bargaining Agents and Associations Capital: • Employee and focus group travel and time to attend and participate in board-wide orientation and planning sessions
4. Allow parent/guardian access to student information.	1. Create a parent/guardian portal that securely grants parents access to academic and financial resources.	Track parent/guardian adoption by user login data. Measure the efficacy of the parent portal as a communication tool through pre and post surveys and interviews of both parents and teachers.	Who: • LTS Client and Business Services Teams How: Present the results of the survey data to the Board of Trustees annually.	Human: • LTS Business and Client teams Capital: • Azure AD authentication services

5. Launch annual campaign for the new Multi-Year Strategic Plan.	1. Create the following promotional plan: • Videos • Social media messaging • Website promotions (school and Board)	The Strategic Communications Department develops a checklist and timeline for the implementation of the promotional plan.	Who: • Communications Officers How: Report bi-weekly to the Director of Education on the progress of the campaign.	Human: • Graphic Designer • Video production • Swag enterprises Capital: • Board social media platforms
6. Offer a comprehensive Catholic Leadership Development program for: Aspiring Catholic Leaders, for recently appointed Principals and Vice-Princiapls, and for experienced school administrators.	1. Offer the Aspiring Catholic Leadership courses (Parts 1 and 2) between October and May. 2. Re-establish the Catholic Leadership Induction program for recently appointed Principals and Vice-Principals. 3. Provide leadership enhancement opportunities for experienced Principals and Vice-Principals.	Track participation of Aspiring Leaders for succession planning using pre and post surveys and the development of a leadership portfolio. Track the participation of recently appointed Principals and Vice-Principals in the induction program which features professional learning and mentorship. Track the participation of experienced leaders in leadership enhancement opportunities.	Who: • Superintendent of Education with responsibility for the Catholic Leadership Development Strategy • Principals of Inclusive and Innovative Practices • Director of Education How: Report bi-monthly to the Director of Education on the progress of objectives and key results.	Human: • Current and future school and system leaders Capital: • Board website and social media platforms
7. Support the Board's Accessibility for Ontarians with Disabilities Act (ADOA) goals.	1. Complete the AODA training for digital and print resources. 2. Support the launch of the new Board website and ensure ADOA compliances for the Board's web presence. 3. Review the Board's AODA goals and work to support these goals in all Board digital and print materials. 4. Create and distribute AODA resources for all staff.	Evidence of AODA compliance on the Board website through a third-party evaluator. Participate in all Accessibility Committee meetings.	Who: • Strategic Communications Team Capital: • Accessibility Committee	Who: • Strategic Communications Team Capital: • Online training courses

8. Increase the consistency and reach of Board social media communications.	1. Increase parent/guardian knowledge of School Messenger app. 2. Regular scheduling of significant dates/recognition dates to ensure consistent messaging and acknowledgement. 3. Ensure the communication of good news stories to our stakeholders through effective content creation and advertising methods. 4. Provide strategic updates and changes to all stakeholders through various methods (AC, Board Office Meeting, LTMs, Trustee presentations/communications and cross departmental work).	Increase use of social media scheduler. Increase the spread of social media use for visibility of ALCDSB brand by the use of two new platforms. Complete an analysis on current use of platforms.	Who: • Superintendent of Education with responsibilities for Strategic Communications • Manager Strategic Communications How: Report monthly to the Director of Education on the progress of social media objectives.	Human: • Strategic Communications Team Capital: • Board social media platforms and staff meetings
9. Improve the awareness of the ALCDSB Foundation.	1. Improve the execution and promotion of key events that support the ALCDSB Foundation. (eg. golf tournament, silent auction)	Compare and contrast revenue generation for each event from year to year.	Who: • ALCDSB Foundation Committee	Capital: • Board Social Media platforms • Board and School websites
10. Review and streamline cross-departmental employee onboarding central processes.	1. Review application tracking workflows with Apply to Education Simplification. 2. Improve recruitment and onboarding workflows and electronic record management. 3. Define standards for change notices. 4. Enhance data flows associated with Ministry reporting. 5. Investigate automation of production, approval, and issuance of employment letters and contracts.	Reduction in time-to-fill rates. More automated onboarding processes replacing former manual processes. Improved survey results of recent hires. Consistency among processes with various employee groups.	Who: • Human Resource Staffing Team • Manager of Financial Services • Payroll Services Department How: Survey recent hires on overall experience. Track time-to-fill rates. Track internal process enhancements.	Human: • Human Resources Department • Financial Services Department • Learning Technology Services Department Capital: • Microsoft Office (Forms, Power Automate) • Apply to Education

Priority #4	RESOURCE MANAGEMENT			
Direction #1	Efficiently and Effectively Allocate the Resources of the ALCDSB			
OCG Link	A collaborative contributor who finds meaning, dignity, and vocation in work which respects the rights of all and contributes to the common good			
UNSDG Links	#4 – Quality Education			
Goal #2	Protect the Assets and Resources of the Board.			

Actions (to achieve Goals)	Timeline 23 /24	Evidence/Key Performance Indicator	Monitoring	Resources
1. Develop short and long-term financial and operational strategies that provide for a balanced budget.	1. Enhance the regular monthly financial reconciliation and reporting process to include detailed capital and revenue analyses. 2. Implement ongoing short and long-term strategic budget planning measures. 3. Create a robust cash management strategy for the Board.	Complete and analyze fulsome monthly reports utilizing a variety of data inputs to produce the most accurate results. Allocate budgets and resources to ensure key priorities are met. More frequent budget updates and conversations with Senior Administration throughout the year. Balance budgets where possible. Cash is available when required to maintain operations. Improved understanding by budget holders of their expenditures and financial processes.	Who: • Financial Services • Senior Management How: Provide regular updates to budget holders on status of accounts. Present interim financial reports to Board of Trustees. Complete Board's Estimates and Revised Estimates financial reports. Monitor the use of the Board's credit facilities and report this to Senior Administration/ Board where appropriate.	Human: • Financial Services • Superintendent of Finance and Business Services • Manager of Financial Services • Accounting Supervisors • Budget holders

2. Monitor and operationalize a multi-year strategic audit plan for the board using sound risk management practices.	1. Coordinate audits in areas identified during the multi-year risk assessment and/or identified by Senior Administration or Audit Committee. 2. Regional Internal Audit Team (RIAT) and central departments/schools to implement recommendations from audits to strengthen internal controls and find efficiencies and process improvements across the Board.	Audit Reports from the Regional Internal Audit Team to the Audit Committee.	Who: • Financial Services • Audit Committee • Superintendent of Finance and Business Services • Manager of Financial Services How: Follow-up reports from the Regional Internal Audit Team to the Audit Committee outlining the status of recommendations.	Human: • Senior Administration
3. Operationalize and monitor a Facility Renewal and Maintenance Program for schools that best aligns resources with Board priorities.	1. Continue to expand the functionality of the new Ebase Facility Management and Work-Order software system with enhanced functionality for all users through asset tracking and digital logs.	Track improved efficiencies of the new Ebase Facility Management and Work-Order software system. Increased ability to assign work and track asset renewal needs.	Who: • Plant and Planning Services Management Team How: Reports to Administration and to Board of Trustees.	Human: • Plant and Planning Services Management Team • Facility Enhancement Review Committee Capital: • Ministry of Education Capital Funding Allocations. • School Operations Grant
4. Develop efficiencies in the Board's Ability and Wellness (AW) Program and its processes.	1. Strive toward a reduction in the magnitude and duration of employee absences. 2. Focus on the implementation of the Attendance Assistance Program. 3. Work with provincial partners to identify causes and solutions to address increased employee absentee rates.	Regular communication with all stakeholders about the program. Refresh training for all Principals and Vice-Principals/supervisors/managers and annual refresher training for all new administrators/supervisors/managers. Create individual spreadsheets for all Principals and Vice-Principals/supervisors/managers to track the status of employees.	Who: • Senior Human Resources Administrator • Human Resources Officer • Ability and Wellness Coordinator • Human Resource Coordinators How: Track department statistics Review Parklane Reports	Human: • Ability and Wellness • Employees enrolled in the Ability and Wellness program • Principals and Vice-Principals • Managers • Supervisors Capital: • Contract with SBCI and Parklane Systems

		High level summary reports provided to AC around the Attendance Assistance Program. Ensure consistency by providing Principals and Vice-Principals/supervisors/managers with tools, coaching and support. Meet with School Board Cooperative Inc. (SBCI) and Workplace Safety and Insurance Board (WSIB) Support consultants regularly to identify trends, issues and best practices. Participate in the Ontario Association of School Business Officials bi-monthly meetings with provincial Disability Management Case Managers. Participate in regular meetings of the Ontario Catholic School Business Officials Disability Management Focus Group.	Review pre and post survey data for all training.	
5. Develop and monitor the effectiveness of the Board's comprehensive Occupational Health and Safety (OHS) System.	1. Improve the effectiveness and efficiency of the Multi-Workplace Joint Health and Safety Committee (MWJHSC). 2. Collaborate with stakeholders and utilize Board resources to reduce overall incidents of slips, trips and falls.	Perform a gap analysis on the MWJHSC terms of reference and provide recommendations to the Board. Track slip, trip and fall incidents. Implement recommendations from the gap analysis as required.	Who: • Occupational Health and Safety Officer • Senior Administrators • Principals and Vice-Principals • Managers • Supervisors How: Present SBCI Annual OHS Report to Board of Trustees. Review Parklane Reports. Keep and track records of annual training and testing of employees through Safe Schools.	Human: • Occupational Health and Safety Officer • Senior Administration • School Administration Capital: • OHS Budgets • Contracts with SBCI, Parklane Systems, and Safe-Schools Training Platform

		Track workplace inspection findings remediations. Review of OHS Snapshot and the OHS Acts. Implement actions as required by the Occupational Health and Safety Act. Monthly report to the Administrative Council. Perform gap analysis on the MWJHSC Terms of Reference. Promote accountability among OHS internal stakeholders.		
6. Maintain the ALCDSB Cyber Security Strategy.	1. Maintain best practices to create a culture of proactive security processes to best protect the Board from cyber breaches to maintain confidentiality and integrity of data.	Complete monthly testing of backup integrity to verify that the process is working as designed. Weekly review of server security logs informs LTS of the nature and severity of a cyber-attack. Solicit feedback from employee groups concerning the adequacy of cyber security training.	Who: • LTS Business Operations Department How: On a monthly basis, the LTS Business Operations Supervisor and Security Analyst review security posture and events with LTS Manager.	Human: • LTS Business Operations Department • Security Officer Capital: • Azure Cloud Infrastructure • Microsoft End-Point Protection services • SentinelOne End-Point Security Software • Microsoft A5 licenses • ProofPoint Security Training Software
7. Privacy awareness campaign for all Board employees.	1. Create an educational campaign around Privacy Risk Awareness which will include: • D2L training videos • Alignment with Human Resources onboarding • Continue social media messaging and educational campaigns	Reduce the level of potential risk of breach of privacy and personal information of staff and students. Work with internal auditors to ensure efforts are noted in annual audits. Ensure all privacy work is in alignment with legislative requirements.	Who: • Privacy Officer How: Report monthly to the Director of Education on the progress of our privacy awareness objectives.	Human: • Privacy Officer Capital: • Board social media platforms • D2L Platform • Ministry Legislation and Regulations

	• Update website information • Posters or other take-aways that remind staff of their obligation under the Board's Privacy • Continue professional development for staff • Tips and best practice techniques • Update of Board policies and procedures including Breach Protocol			
8. Increase staff and student awareness of device damage prevention.	1. Develop an annual budget by school for device repairs. 2. Create an automated process for distributing monthly device repair reports to each school. 3. Motivate lower rates of damage by releasing any unused repair budget to the school annually.	Periodic location-based device repair reports. Year-over-year tracking of device repairs.	Who: • LTS Business Operations Department How: Present data to Administrative Council annually.	Human: • LTS Business Operations Department Capital: • Microsoft Power Automate and Outlook notifications