



Excellence | Equity | New Evangelization

The Student Well-Being and Achievement Board Improvement Plan

Academic and Corporate
2018–2019



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

50
years

Our Mission

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

Our Vision

Each student in our Catholic learning community embodies excellence and equity by embracing the Ontario Catholic School Graduate Expectations—to be:

- a discerning believer;
- an effective communicator;
- a reflective, creative and holistic thinker;
- a self-directed, responsible lifelong learner;
- a collaborative contributor;
- a caring family member; and
- a responsible citizen.

Our Catholic Values

By living these values with an open mind and a faithful heart we bear witness to these words: “You are the hope of the Church and of the world. You are my hope.”
– Saint John Paul II

As a Catholic Learning Community, we value:

Faith, evangelizing ourselves and others through scripture, sacrament, prayer and action in service with the home, school and parish.

Hope, giving witness to the belief that we can become who we are called to be.

Love, being present to others with care, compassion, solidarity, community and joy.

Peace, creating opportunities for contemplation, spirituality, reconciliation and forgiveness.

Wisdom, listening and responding to the Holy Spirit.

Inclusion, ensuring a sense of belonging by promoting the dignity and worth of each human life.

Excellence, building on God’s grace to achieve our earthly and eternal vocations.

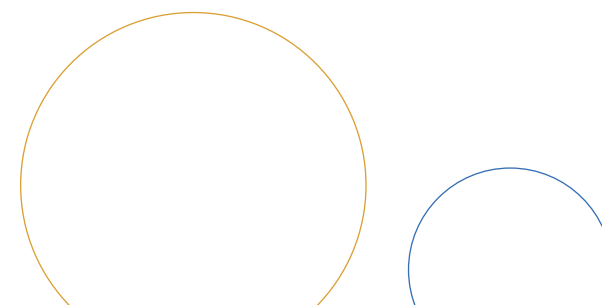
Creativity, celebrating diverse and innovative expressions of God’s gifts.

Service, seeking out and responding to local and global needs with prudence, fortitude, humility and charity.

Stewardship, shepherding God’s creation and resources for the common good.

Responsibility, demonstrating accountability and fidelity in our thoughts, words and deeds.

Justice, acting and serving with integrity in communion with the Gospel and teachings of Jesus.





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Overview

The Student Well-Being and Achievement Board Improvement Plan 2018 – 2019 has been developed to enable our system and school level staff to identify key priorities and establish common goals for the 2018 – 2019 academic year. These goals reflect, enliven and align with the goals in *Achieving Excellence: A Renewed Vision for Education in Ontario*:

- Achieving Excellence;
- Ensuring Equity;
- Promoting Well-Being; and
- Enhancing Public Confidence.

This plan aligns with key principles identified in Durham Catholic District School Board's *Discovery 2020: Strategic Plan 2014 – 2019*. Each of the 10 themes discovered through the strategic planning process have been established to promote:

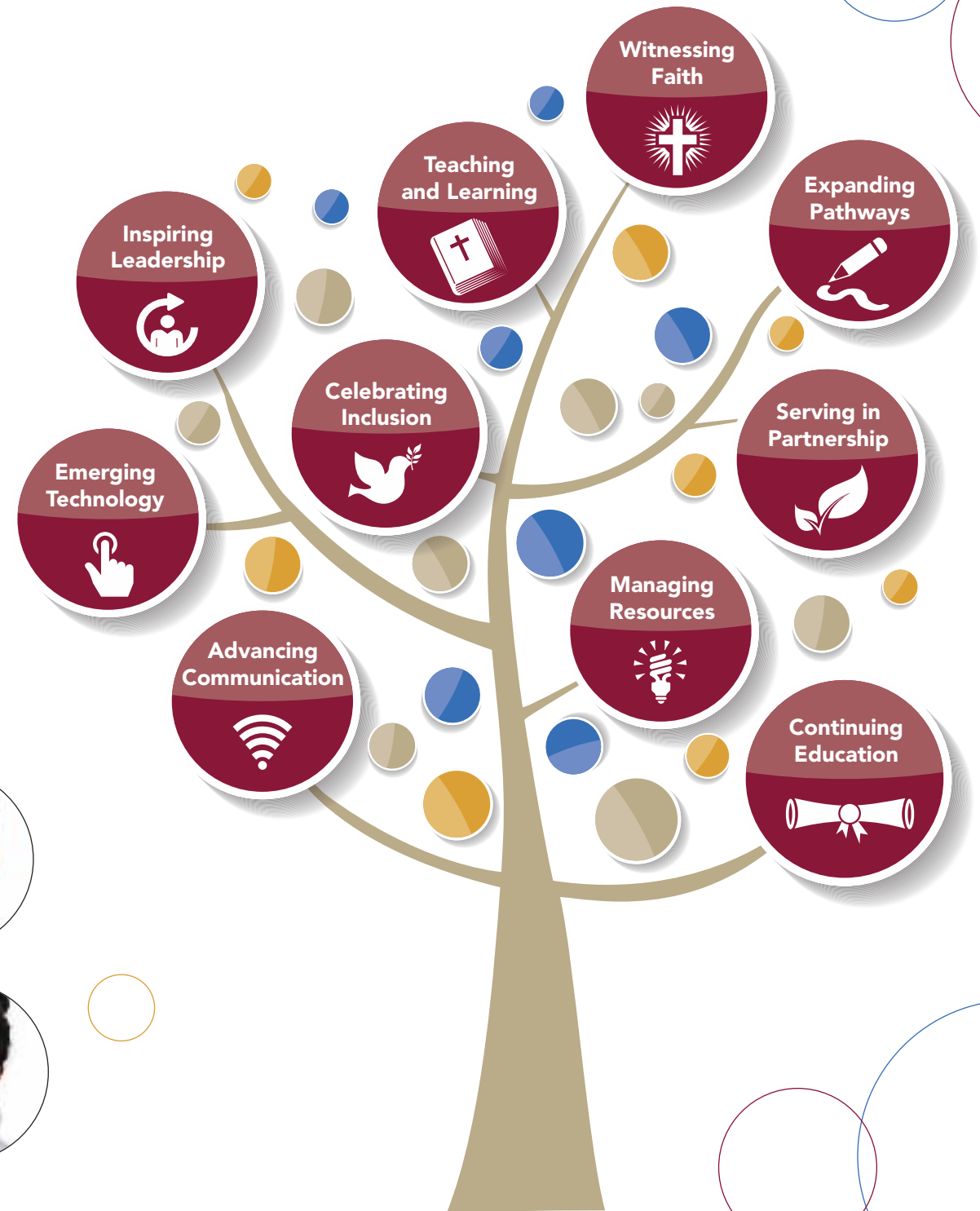
Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.¹

Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.²

New Evangelization: Students will embrace the Catholic Church's renewed efforts to meet the spiritual needs of today's society, as witnesses to the Gospel values in their everyday lives.³

With this in mind, the development and implementation of the Student Well-Being and Achievement Board Improvement Plan is based on the following beliefs and understandings:

- All students in the Durham Catholic District School Board are competent and capable, and can learn and achieve given the proper conditions and supports.
- All educators in the Durham Catholic District School Board can teach to high standards of excellence, given the right conditions and assistance.
- Setting high expectations for achievement, holding students to rigorous performance standards with early and ongoing interventions through a highly personalized and precise approach, are essential to student success.
- Educators must be able to articulate what they do and why they teach the way they do, which is reflective of Gospel values, the Ontario Catholic School Graduate Expectations, and 21st century skills.



The Central Focus of the Board and School Improvement Plan

The Instructional Core: Both the Board and resulting School Improvement Plans focus on strategies that improve the learning experiences of students each and every day. What happens daily in the classroom between the student and the educator, in the presence of curriculum, is the only avenue to influence and improve student achievement. Therefore, the learning experiences that students are exposed to lie at the centre of the instructional core, and the centre of *The Student Well-Being and Achievement Board Improvement Plan*. The primary goal in board improvement for student well-being and achievement is to influence the choices and instructional decisions educators make to ensure that all students are challenged by quality experiences. Such rich experiences will further learning, growth and development in the attainment of the Ontario Catholic School Graduate Expectations.

The Three Inter-Connected Priority Areas:

- Catholic Community Culture and Caring;
- Teaching and Learning; and
- Pathways Thinking and Integration.

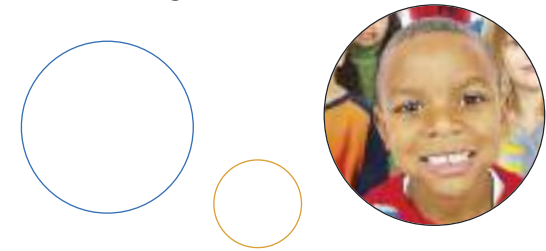
Three priority areas surround the instructional core, which focus and align the efforts of all educators in school and board improvement planning for student well-being and achievement. The detailed plan explains specific goals that will be addressed this year for each area, and the data used to inform the goals:

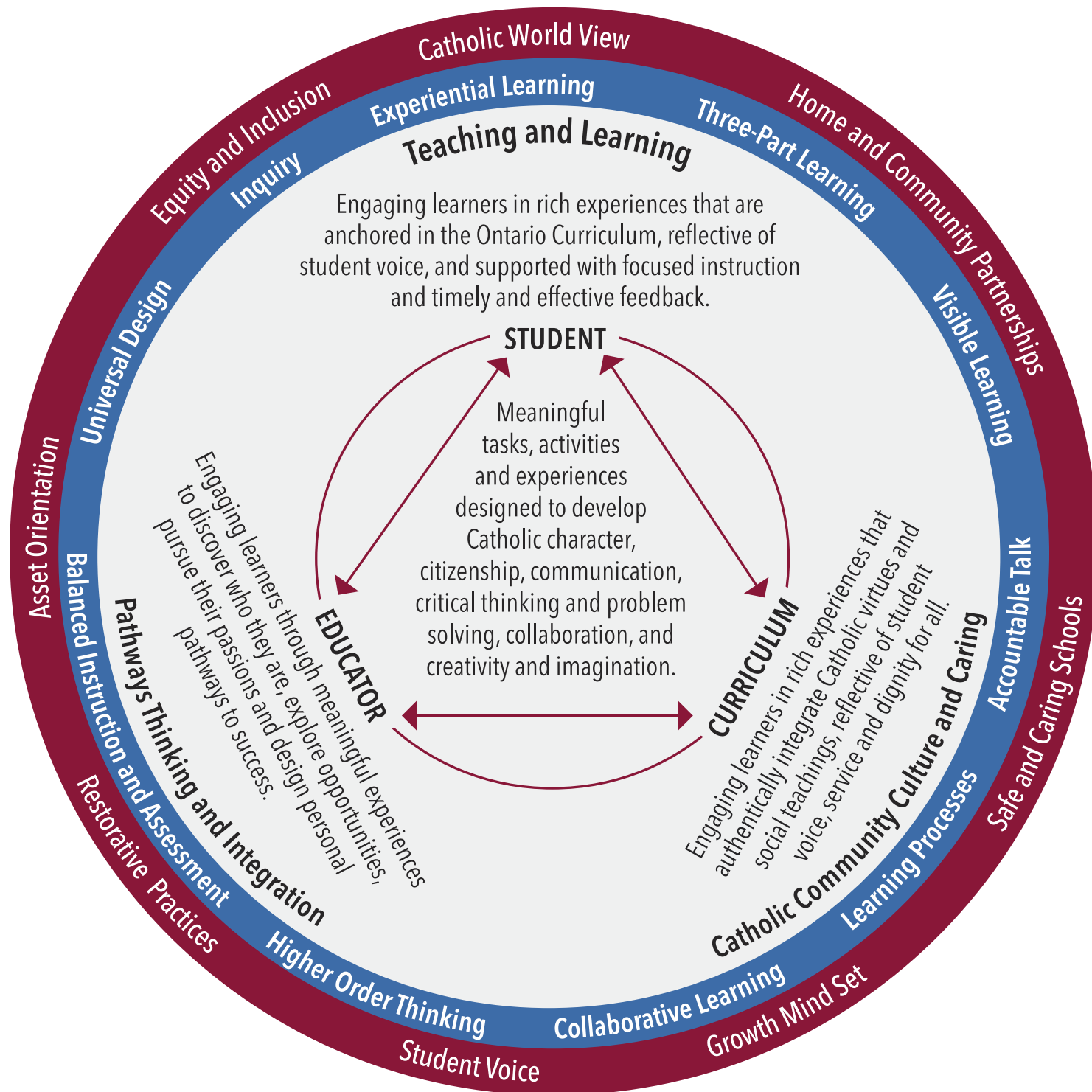
- the School/District Effectiveness Framework Indicators that relate to each goal;
- the strategic actions that will be implemented to enliven the goals;
- the means used to monitor the implementation of the goals; and
- the intended outcome for each goal.

Each goal will be evaluated at the end of the year to reflect on the actual results and outcomes.

Evidence-Based Practices: Evidence-based practices indicated in the blue circle are the main practices the Durham Catholic District School Board will use in each priority area to promote well-being and improve student achievement. These practices represent the best available research in school improvement, and therefore, they will serve as a focus for board and school level professional learning. They are research-based, supported by either Ontario Ministry of Education policies or Literacy and Numeracy Secretariat resources and support documents.

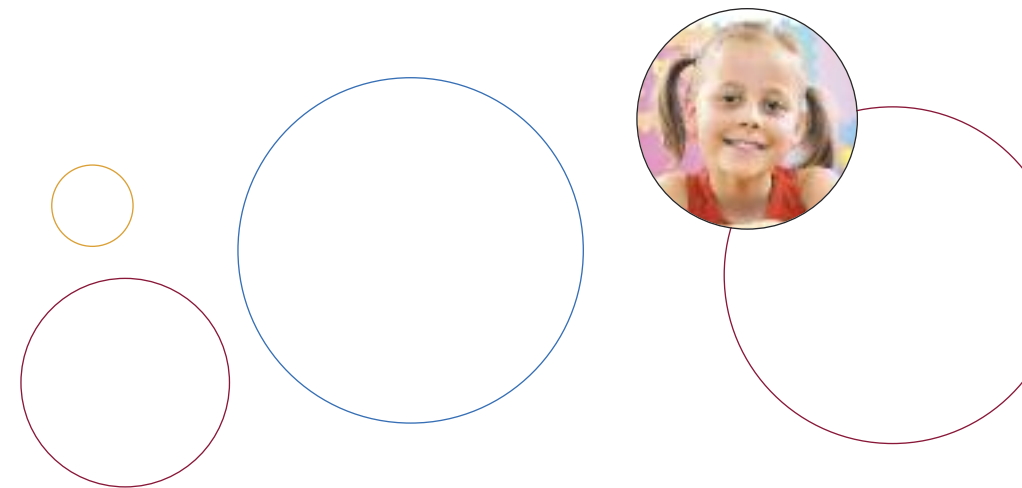
The Habits of Mind: The Habits of Mind listed in the outer burgundy circle represent the non-negotiable set of beliefs that all educators adopt to promote student well-being and achievement. A habit of mind is a pattern of intellectual behaviours (a way of thinking) that leads to productive actions. System level capacity building sessions and school based job embedded learning will focus on habits of mind as necessary to the promotion of board and school improvement goals.





Student Well-Being And Achievement Board Improvement Plan

The Student Well-Being and Achievement Board Improvement Plan has been synthesized into an infographic to represent the board's approach to school improvement.



"We look both inward and outward in our focus, ever mindful that the education provided in the classroom must extend beyond the walls of our schools to make a difference in the lives of all those we encounter each and every day."
 – His Eminence Thomas Cardinal Collins,
 Archbishop of Toronto



Witnessing Faith

Celebrating Equity, Excellence and
New Evangelization

Strategic Priorities

1. Creating and Sustaining a Caring Catholic School Culture
2. Building Relationships and Developing People
3. Teaching and Learning in the Formation of a Distinct Catholic Identity

CREATING AND SUSTAINING A CARING CATHOLIC SCHOOL CULTURE

Strategic Goal

To promote staff, student and community engagement in the implementation of the New Evangelization theme of joy.

Data Used To Inform This Goal

Apostolic Exhortation of the Holy Father, Pope Francis, *Evangelii Gaudium (Joy of the Gospel)*.

Insights Report from the provincial consultation *Renewing the Promise*.

Pastoral Letter on Catholic Education May 2018: *Renewing the Promise*.

School Effectiveness Framework Indicator

7.1. A Catholic culture is intentionally designed and planned for to ensure that Gospel values animate everything that transpires in the school.

Strategic Actions

Create a resource writing team to develop support materials to promote the spiritual theme of joy in all school and work locations.

Embed the theme of joy in board and school communications throughout the year.

Host a “Renewing the Promise — Living as Joyful Disciples” Secondary Student Leadership Summit.

Host a System-Wide Professional Activity Day for all staff focused on *Renewing the Promise/Year of Joy/50th Anniversary of the DCDSB*.

Document and celebrate our commitment to living as joyful disciples through social media (#DCDSBJoy).

Encourage the integration of the spiritual theme of joy across the departments and initiatives of the board.

Monitoring Each Action

Audit level of resource sharing and evidence of use of resources in the schools and at the system level.

Analysis of the integration of the spiritual theme through system level initiatives, such as Safe and Caring Schools Week.

Family of Schools monitoring visits and discussion at monthly meetings.

Social media audit of system and school based activities (#DCDSBJoy).

Results and Outcomes

Learning materials developed and broadly shared via Faith Formation portal of the website.

Increased capacity of staff and students to articulate the importance of joy and the Gospel meaning of joy as an essential element of New Evangelization.

Student Summit participant pre- and post-assessments to solicit growth in understanding of joy as a fruit of the Holy Spirit.

Learning materials developed and broadly shared.

Social media audit documented and shared with staff and Board of Trustees.

Evidence of integration across board initiatives is gathered through inter-departmental sharing.



BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

Strategic Goal

To collaborate with local, provincial and national partners to align goals and best practices in Catholic education.

Data Used To Inform This Goal

Pastoral Letter for Catholic Education: *Renewing the Promise* (May 2018).

Input from local clergy, school administration, Faith Ambassadors and Chaplaincy Team Leaders.

Durham Catholic Parent Involvement Committee (DCPIC) year-end survey 2018.

School Effectiveness Framework Indicator

6.2. Students, parents, parish representatives and community members are engaged and welcomed, as respected and valued partners in student learning and faith formation.

Strategic Actions

Implement a formalized elementary and secondary pastoral plan template to be developed by faith formation teams in each school and shared with the parish priests, Catholic School Council Chairs, and Family of Schools superintendent.

Utilize the Institute for Catholic Education (ICE) Discussion Guides to build staff awareness and understanding of *Renewing the Promise* throughout the year.

Create opportunities for Catholic School Council Chairs to share best practice in faith formation by hosting a *Renewing the Promise* retreat for Catholic School Council Chairs.

Build awareness of the calls to action for students noted in *Renewing the Promise* through the Year of Joy Student Summit.

Monitoring Each Action

Submission of pastoral plans to the Family of Schools superintendent.

Audit trail of capacity building learning sessions with school and system leaders.

Collect participant impact of learning statements from the various learning sessions and retreat.

School monitoring visits and dialogue at Family of Schools meetings.

Progress updates to Administrative Council on actions to date.

Results and Outcomes

Pastoral plans are developed and shared with key stakeholders in Catholic education.

Ongoing learning and discussions to support *Renewing the Promise* will have been prioritized at the school and system level.

Increased awareness of the key messages of *Renewing the Promise* and the calls to action.

Catholic School Council Chairs invited to participate in a spiritual retreat to consider their role in *Renewing the Promise*.



TEACHING AND LEARNING IN THE FORMATION OF A DISTINCT CATHOLIC IDENTITY

Strategic Goal

To promote faith formation initiatives that support a culture of teaching and learning which nurtures and reflects the Ontario Catholic School Graduate Expectations (CGEs).

Data Used To Inform This Goal

Enrolment growth resulting in an increase in the number of new school administrators, teachers and support staff.

Calls to action in *Renewing the Promise*.

Exit surveys of parents (Grade 8 and Grade 12).

School Effectiveness Framework Indicator

7.1. A Catholic culture is intentionally designed to ensure that Gospel values animate everything that transpires in the school.

Strategic Actions

Continue to support adult faith formation programs for Catholic educators.

Incorporate learning sessions to support *Renewing the Promise* through New Teacher Induction Program (NTIP).

Enhance leadership training for new and future administrators and system leaders with a focus on *Renewing the Promise* and personal faith formation.

Support and accompany educators in the delivery of Catholic curriculum, in order to inspire our students to live as joyful disciples of Jesus Christ.

Monitoring Each Action

Evidence of integration of intentional faith formation focus in NTIP, Aspiring Leaders, Principal/Vice-Principal Mentoring programs of the board.

Analysis of system level meeting agendas and minutes.

Year-end faith formation survey of staff to assess impacts and next steps.

Ongoing feedback from educators as they navigate the new resources to support delivery of the Catholic curriculum.

Results and Outcomes

Commitment to faith formation initiatives and learning opportunities have been fulfilled.

Staff can articulate the importance of *Renewing the Promise* as a foundational document that will guide Catholic education.

Increased networking between the Faith Formation and Leadership Development Teams.

Faith formation is prioritized in NTIP and board leadership development programs.

Increased awareness and consistent use of Catholic curriculum.

Student actions reflect their joyful discipleship.



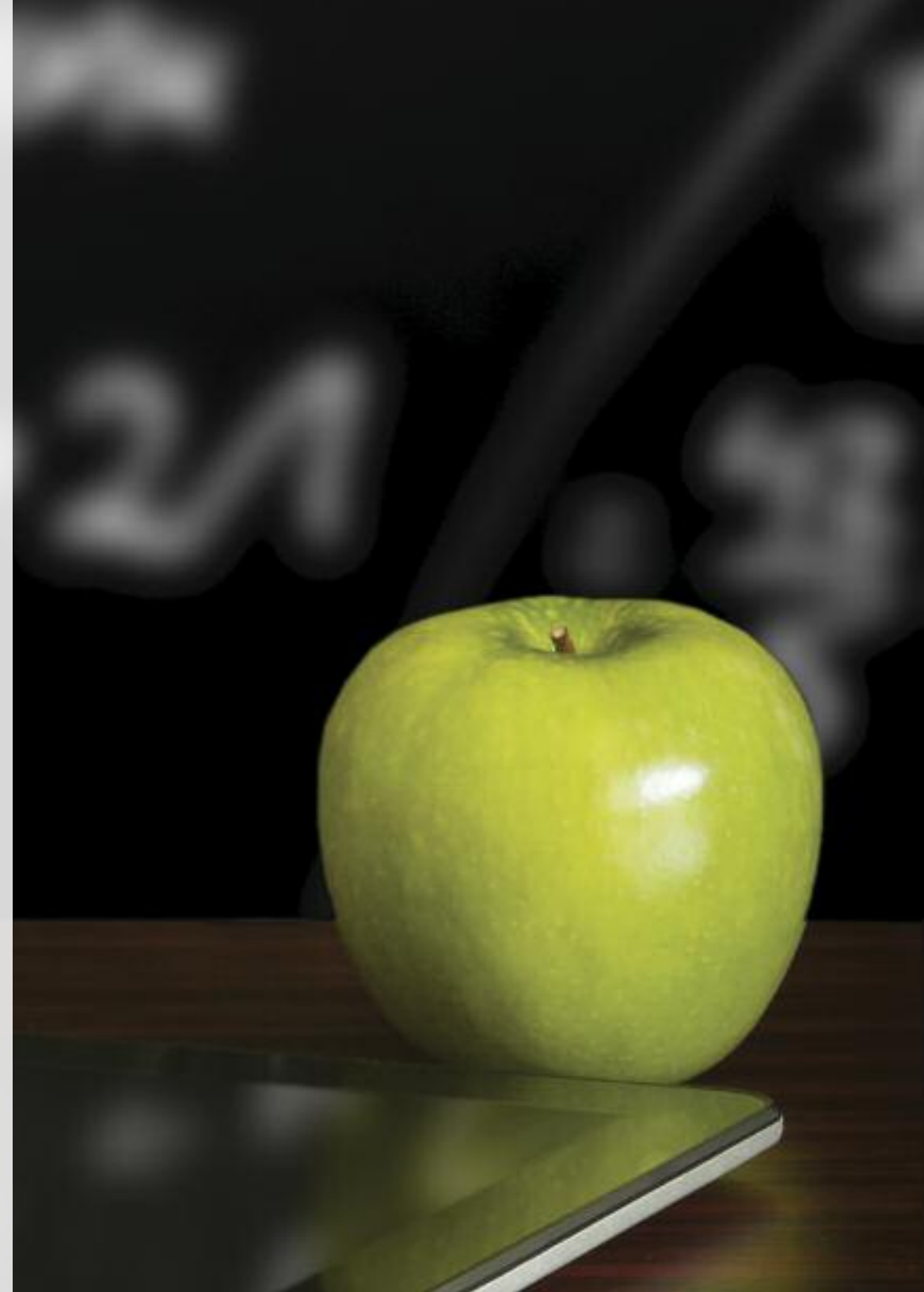


Teaching and Learning

Leading and Learning in the 21st Century Classroom

Strategic Priorities

1. Achieving Instructional Excellence
2. Instruction for the 21st Century
3. Assessment, Evaluation and Reporting



ACHIEVING INSTRUCTIONAL EXCELLENCE

Strategic Goal

To improve student achievement and engagement through the understanding and implementation of Focusing on the Fundamentals of Math.

Data Used To Inform This Goal

Individual and board results on EQAO assessment in Grades 3, 6 and 9 over time.

Current and over time individual and board results on EQAO assessments of Mathematics.

Grades 3, 6 and 9 report card data.

Elementary and secondary 2017–2018 student achievement and school improvement planning data from intensive and increased support schools.

Feedback and reflections from the Mathematics Leadership Team regarding year two of the DCDSB Numeracy Action Plan.

Evidence of success in meeting 2017–2018 goals of the Numeracy Action Plan.

Administrator attitudinal data from the spring 2018 post survey.

Compass for Success student data warehouse information tool.

School Effectiveness Framework Indicator

4.2. In recognition of each student’s dignity, a clear emphasis on high levels of achievement in Literacy and Numeracy is evident throughout the school.

Strategic Actions

Build on tri-level structures to support system and school improvement in the area of Mathematics.

Revise and refine the Numeracy Action Plan which outlines the structures and initiatives in place to address the goals of Ontario’s Focus on Fundamentals of Mathematics.

Build Math content knowledge of principals, vice-principals and system leaders with a particular focus on instructional strategies that support fundamental concepts as identified by the Ministry of Education.

Identify a Numeracy coach in every secondary school to support and enhance the professional learning of the Math department.

Further refine and develop the Ultimate Potential (UP) Math program.

Support schools in working with Student Services professionals to provide for the needs of students with learning disabilities.

Continue to work with Student Math Councils to bring the student voice to the table.

Continue to work with the Durham Catholic Parent Involvement Committee (DCPIC) by offering Math Cafés for parent communities so that they can learn how they can support their children’s learning at home.

Monitoring Each Action

Review of ongoing development and submission of School Improvement Plans.

Use of Ministry electronic tool: Planning and Reporting for Improved Student Achievement (PRISA) for intensive support schools.

Use of Ministry electronic tool: Achieving Excellence in Applied Courses (AEAC) tool for all secondary schools.

Pre and post surveys.

Exit tickets from professional learning sessions.

Monitoring visits with supervisory officers, consultants and coordinators.

Review of data such as CBM and EQAO.

Learning logs/reflections from educator and leader participants in ongoing capacity building and professional learning.

Results and Outcomes

Improved student achievement and engagement outcomes in Mathematics.

Principals and vice-principals will report higher levels of confidence in leading Math-based professional learning with their staff.

Improved results in administrator attitudinal data in the area of Numeracy.

Classroom teachers have increased capacity to use effective strategies in supporting students in learning fundamental Math concepts and skills.

Increased leader content knowledge for administrators, Math curriculum chairs, Math lead teachers and system leaders.

Professional learning focused on Numeracy is more precise and effective.

UP Math is firmly established in all secondary schools and taught by staff who are confident in their understanding of the program and ability to improve student achievement.

Program support teachers are effectively able to support Math programming for students with learning disabilities in Math.

INSTRUCTION FOR THE 21st CENTURY

Strategic Goal

To increase the frequency and quality of authentic experiential learning opportunities for students from Kindergarten to Grade 12 and adult learners.

Data Used To Inform This Goal

Pre and post board data from a voluntary response sample of Grade 7 and 8 students concluded that 80% of Grade 7/8 students enjoy hands-on activities.

Feedback from school administrators and educators regarding professional learning needs related to inquiry-based learning and the experiential learning cycle (participate, reflect, apply).

Skills Ontario DCDSB Board Report 2017–2018 data.

Pre and post board data from a voluntary response sample of Grade 7 and 8 students indicating that 18% of Grade 7/8 students can list one out of 157 Skilled Trades in Ontario.

School Effectiveness Framework Indicators

4.3. Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.

4.4. Learning is deepened through authentic, relevant and meaningful student inquiry.

6.3. The school and community build partnerships to enhance learning opportunities and well-being for students.

Strategic Actions

Develop and issue a Call for Proposals (CFP) for Innovative Experiential Learning Projects to support inquiry-based and/or service learning opportunities to enhance Indigenous Education and/or Outdoor Education within DCDSB.

Provide information and resources to administrators and educators to increase awareness of experiential learning to support an inquiry-based pedagogical approach.

Expand community contacts and strengthen existing community partnerships in order to broaden the range of experiential learning opportunities available for all students.

Provide in-school learning opportunities for students and staff to work collaboratively with community members to deepen their understanding of expectations from the Ontario curriculum and the Kindergarten program.

Network with other communities and boards across the province to share ideas and learn best practices.

Increase awareness of Skills Ontario programs available to affiliated DCDSB elementary and secondary school communities.

Expand Skills Ontario programming opportunities to increase awareness of pathways in Skilled Trades and Technology in elementary and secondary schools.

Monitoring Each Action

Number of schools that submit proposals to support inquiry-based and/or service learning opportunities surrounding Indigenous Education and/or Outdoor Education.

Feedback from elementary and secondary school administrators and educators.

Number of schools working with community partners to enhance experiential learning opportunities.

Student voice and feedback.

Exit tickets and staff surveys.

Number of elementary and secondary schools that host Skills Ontario In-School Presentation(s) and/or participate in the Skills Ontario Competitions, and/or attend the Career Exploration Showcase at the Skills Competition.

School involvement with Skills Ontario programs as per the Skills Ontario DCDSB Board Report 2018–2019.

Results and Outcomes

Students will demonstrate an understanding of the relationship between what they are learning, why they are learning it and how it connects to their lives.

Increased student participation in community connected experiential learning activities that are age/developmentally-appropriate, culturally responsive and safe.

Increased meaningful participation in experiential learning that involves connecting to local, national or global communities.

Visible signs of students demonstrating curiosity and a positive and productive disposition to learning.

Students will participate in and learn from interactions with community partners both in school and in community settings.

Increased exposure to information about Skilled Trades and Careers in Technology via Skills Ontario programs.



ASSESSMENT, EVALUATION AND REPORTING

Strategic Goal

To effectively implement the Revised Social Studies, History and Geography and Canada and World Studies curriculums in a manner that authentically reflects the Calls to Action of the Truth and Reconciliation Committee.

Data Used To Inform This Goal

Discussion and feedback from the members of the board's Indigenous Education Advisory Circle.

Feedback from school administrators and educators regarding professional learning needs related to Indigenous Education and cultural proficiency.

Board Action Plan on Indigenous Education focus on:

- Indigenous spirituality and ways of knowing
- Residential Schools
- Treaty Education.

Bawajjuawin report on Indigenous Community in the Durham Region.

Student self-identification data.

Pre and post Board Assessment Tool on Indigenous Education indicates the need to:

- Provide professional learning opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice.

School Effectiveness Framework Indicators

3.1. Processes and practices are designed to deepen understanding of the curriculum and renew instruction to improve student learning and achievement.

3.1. The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.

Strategic Actions

Deepen relationships with the local Indigenous community through the work of the Indigenous Education Advisory Circle and participation in community events.

Enhance student voice through the establishment of an Indigenous Education Student Advisory Circle.

Recognize important days, months and events connected to the Indigenous community.

Network with other communities and boards across the province to share ideas and learn best practices.

Build understanding within schools of what it means to walk the path together.

Incorporate Indigenous Education awareness into all professional learning meetings with administrators, educators and support staff.

Provide in-school learning opportunities for staff to work collaboratively with Indigenous community members and each other to deepen their knowledge and understanding of Indigenous history.

Provide information and resources to educators to support their implementation of the newly revised curriculum expectations.

Extend opportunities for focused Indigenous training to more educators and support staff (school custodians and school administrative assistants).

Facilitate learning about Indigenous education with the DCPIC.

Monitoring Each Action

Review agendas and minutes of the Indigenous Education Advisory Circle and Indigenous Education Student Advisory Circle.

Gather and review feedback from our local Indigenous communities.

Review student self-identification data.

Track the number of schools that have established partnerships with Indigenous community members.

Review exit tickets and staff surveys.

Conduct parent/community surveys.

Results and Outcomes

Students will be taught a Social Studies, History and Geography curriculum that is reflective of the revisions made in accordance with the Truth and Reconciliation Commission Calls to Action numbers 62 and 63.

Visible signs of respect for our commitment to Indigenous Education will be present within schools throughout the board.

Indigenous students will have a venue for providing input and voice regarding system level supports and activities.

Educators will increasingly work in partnership with Indigenous community members to plan and facilitate learning.

Increased meaningful participation in local community, provincial and national events in support of Indigenous peoples.

Increase in learning resources in schools that reflect and support the Indigenous community.



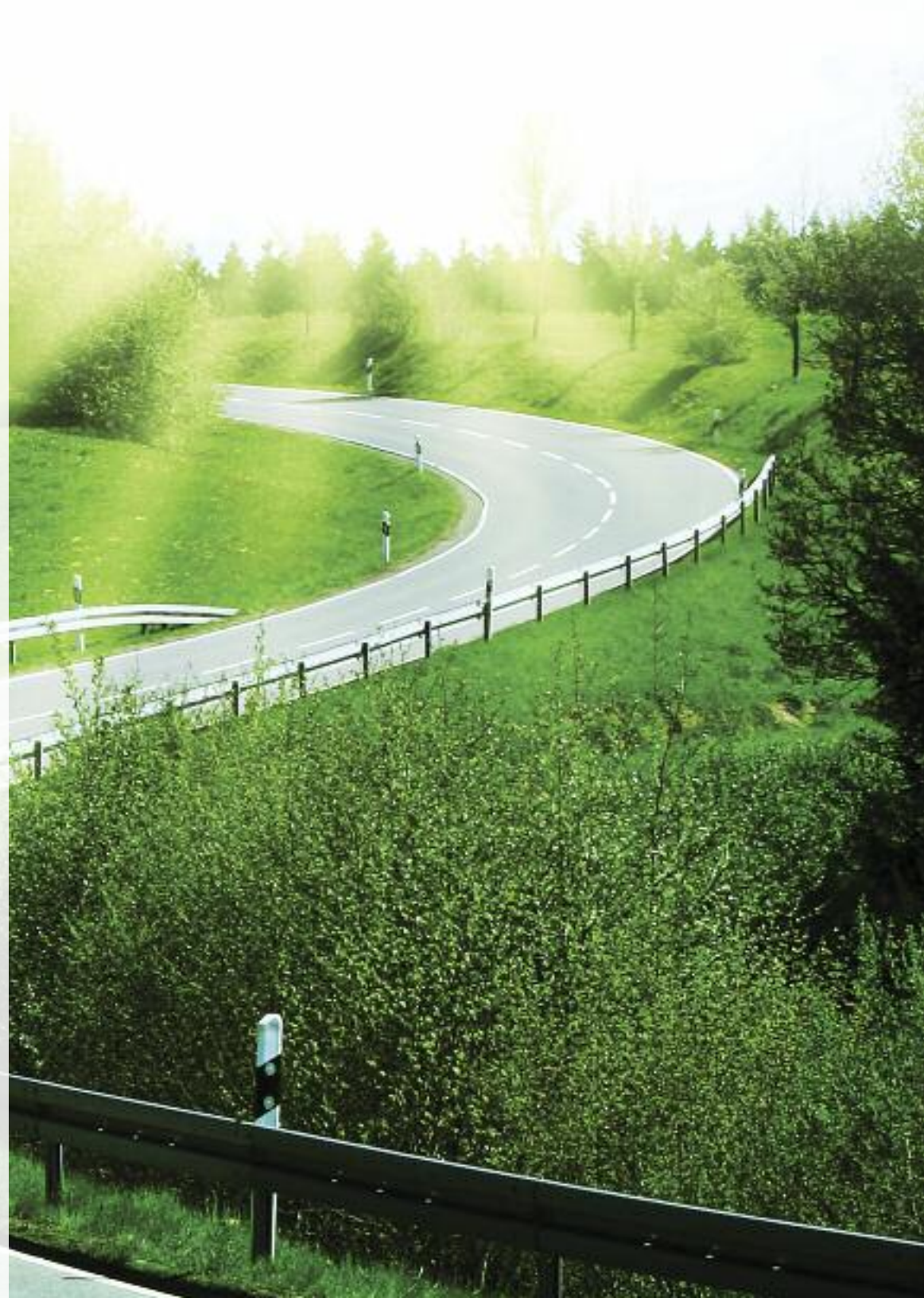


Expanding Pathways

Differentiating Opportunities for
Every Student's Future

Strategic Priorities

1. Adopting a Pathways Planning Mindset
2. Assisting Students with Transitions Planning
3. Promoting Student Engagement



ADOPTING A PATHWAYS PLANNING MINDSET

Strategic Goal

To develop the necessary knowledge and skills to support pathways planning opportunities.

Data Used To Inform This Goal

Grade 8 and Grade 12 Exit Surveys conducted via Synervoice.

Individual Pathways Plan (IPP) completion report in Career Cruising.

Grade 8 Exit Survey data regarding exposure to Career Cruising.

School Effectiveness Framework Indicator

5.4. Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills, and education and career/life aspirations.

Strategic Actions

Track the completion of the IPP for Grade 7 and 8 students.

Survey Grade 8 and Grade 12 students regarding pathways planning.

Introduce more hands-on programming to enhance existing opportunities for exposure to Skilled Trades.

Increase experiential learning opportunities through Ministry programs, such as SHSM and Dual Credits, helping students to identify post-secondary pathways.

Seek new Dual Credit opportunities with partnering colleges.



Monitoring Each Action

Family of Schools monitoring visits.

Review of IPP completion reports in Career Cruising.

Review of survey results.

Guidance and cooperative education staff to provide feedback on new initiatives at monthly meetings.

Reporting at annual board-wide SHSM meeting and individual school team meetings.

Tracking enrolment numbers for Dual Credit programs.

Applications for new Dual Credit opportunities are submitted by staff.



Results and Outcomes

Improved pathways component in the School Improvement Plan.

Increased pathways opportunities for Grade 7 and 8 students.

All Grade 7 to 12 students have developed an IPP.

Increased number of students exploring pathways in Skilled Trades.

More experiential learning opportunities are available for students.

Increased partnerships between schools and colleges and community partners.



ASSISTING STUDENTS WITH TRANSITIONS PLANNING

Strategic Goal

To facilitate elementary to secondary transition planning.

Data Used To Inform This Goal

Data gathered from Grade 9 survey indicated more support was required for transition from elementary to secondary school.

Data from Grade 8 and Grade 12 surveys will be used to drive areas of need.

School Effectiveness Framework Indicator

5.3. Students, parents, families and educators understand the full range of pathways programs options that are available.



Strategic Actions

Support school transition teams to provide a seamless transition from elementary to secondary.

Create opportunities that support cross-panel collaboration for projects that enhance pathways planning.

Survey Student Senate and ask for input regarding their school communities.

Initiate the Grade 9 Only First Day of School initiative.

Monitoring Each Action

Review Grade 9 survey conducted at the end of the year.

Monitor Career Cruising.

Family of Schools monitoring visits.

Monitor timelines and implementation of transition opportunities.

Gather feedback on the initiation of Grade 9 Only Day at the start of the school year to determine the impact on students.

Results and Outcomes

All Grade 7 and 8 students have reviewed their IPP at least twice.

Grade 9 students report that they feel supported in their transition to secondary school.

Results from participant feedback indicate whether the initiative was successful in providing students with a positive transition to Grade 9.

PROMOTING STUDENT ENGAGEMENT

Strategic Goal

To create a positive culture about Student Success.

Data Used To Inform This Goal

Number of students enrolled in Specialist High Skills Major Programs (SHSM), Dual Credits and the Ontario Youth Apprenticeship Program (OYAP).

Feedback from Student Voice forums.

Grade 8 and Grade 12 Exit Surveys.

School Effectiveness Framework Indicator

5.2. Opportunities for authentic experiences and experiential learning exist in all classrooms and programs.

Strategic Actions

Promote SHSM programs in secondary schools.

Identify areas for future programming in Dual Credits.

Provide increased opportunities for students to experience Skilled Trades and OYAP programs.

Extend networking opportunities for members of the Student Senate beyond DCDSB events and meetings.

Monitoring Each Action

Ongoing meetings and forums specifically related to SHSM, Dual Credit and OYAP programs.

Review of Exit Surveys and Career Cruising.

Meetings with Pathways and Student Success Coordinators.

Student Trustees to represent the Student Senate and report on provincial directions and individual learning from local and province-wide networking opportunities.

Results and Outcomes

Increased enrolment in Student Success initiatives.

Areas for potential Dual Credit programs are identified and plans implemented.

Areas for growth of SHSM programs are identified and implemented.

Student leaders represent DCDSB's Student Voice in province-wide events, such as the Ontario Catholic Student Leadership Conference and the Ontario Student Trustee Association Fall General Meeting, bringing new strategies and ideas to be considered in the interest of student well-being and achievement.





Inspiring Leadership

Promoting a Culture of Professional Growth

Strategic Priorities

1. Capacity Building
2. Employee Performance Growth
3. Board Leadership Strategy

CAPACITY BUILDING

Strategic Goal

Prepare for the next round of local collective bargaining for renewal of the eight collective agreements between the board and its bargaining agents.

Data Used To Inform This Goal

Grievance activity from the 2014–2017 and 2017–2019 collective agreements.

Agenda items from local joint labour-management meetings during the contract administration periods.

Agenda items from Joint Health and Safety Committee meetings during the contract administration periods.

Information provided by the Ontario Catholic School Trustees' Association (OCSTA).

Absenteeism trends due to various leave of absences provisions, such as daily and short-term sick leave, long-term disability claims, Earned Leave Plan, Workplace Safety and Insurance Board (WSIB) claims.

Disability management case load.

Family Services Employee Assistance Program (FSEAP).

Job posting activity under the various collective agreements.

District Effectiveness Framework Indicator

6.1. Allocation of resources aligned with a focus on improving instruction and student achievement.

Strategic Actions

Review grievance activity and trends that have arisen during the contract administration periods.

Analyze sick leave data and absenteeism trends.

Analyze disability management case load trends to determine the nature of claims, time lost from work averages and challenges related to facilitating timely return to work plans.

Analyze WSIB claims to determine trends with source of claims, time lost from work due to injury/illness, healthcare costs and challenges to facilitating timely return to work plans.

Review of workplace accident and injury data with respect to root causes.

Review the frequency and timing of job postings under various collective agreements that are required due to natural attrition and sick leave utilization.

Review data for the utilization and costs of supply staff dispatched to schools due to employee sick leave, including on-call supervision exhaust and occasional teacher fill rates.

Seek input from frontline managers and their representatives as to collective bargaining priorities.

Seek input from the senior management team to inform collective bargaining priorities.

Draft and refine collective bargaining proposals based on local input, circumstances and the provincial landscape.

How We Will Monitor Each Action

Presentations to Administrative Council.

Vetting of collective bargaining proposals and counter-proposals with Administrative Council and the various management employee group representatives.

Results and Outcomes

Renewed collective agreements that best support student wellness and achievement that are fiscally prudent for the board.



CAPACITY BUILDING

Strategic Goal

To implement a new or revised Human Resources Information System (HRIS) which allows for the realignment and integration of system processes and data reporting.

Data Used To Inform This Goal

Data from Smart Find Express (SFE) supply staff dispatch system and absence tracking.

Data and processes within the current HRIS.

External vendor platform data, such as Apply to Education (recruitment), Dunk (Health and Safety, policy sign offs), Edge 4 (supervision/on calls), Parklane (WSIB).

District Effectiveness Framework Indicator

6.1. Allocation of resources aligned with a focus on improving instruction and student achievement.

Strategic Actions

To conduct a Request for Procurement (RFP) in order to purchase an integrated HRIS.

With a new HRIS, collaborate with the successful vendor for the discovery, development and implementation of new platform.

Alternatively, collaborate with current vendors to enhance current data processes and systems integration.

Where the current HRIS may be enhanced, collaborate with the current vendor and network with client school boards of the vendor.

Schedule regular meetings between the Human Resources and ICT Departments to track progress of the initiative and operational requirements that ensures reduction of clerical processes.

Realign internal Human Resources processes to be consistent with HRIS upgrades.

Provide professional development opportunities for Human Resources staff to facilitate the new or enhanced HRIS.

How We Will Monitor Each Action

Develop a project charter plan with key milestone dates.

Provide updates to Administrative Council.

Ongoing meetings with Human Resources staff to provide regular training updates.

Results and Outcomes

Process efficiencies that facilitate the management of all Human Resources portfolios.

Ensuring for real time or just-in-time data that can be utilized internally by Human Resources staff and disseminated to system clients, such as absence reports.

Enhanced data integrity.

Reduction of clerical input and streamlining of processes.



BOARD LEADERSHIP STRATEGY

Strategic Goal

To support and promote school level and system level leadership in the board.

Data Used To Inform This Goal

Tracking past professional development sessions and providing opportunities to newly hired administrators and managers.

Review and analyze data of succession planning systems within the board.

District Effectiveness Framework Indicator(s)

2.1. Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.



Strategic Actions

Provide professional learning series for educators that provides information about current research and evidence-based strategies aligned with the Ontario Leadership Framework.

Expand and promote the Sharing of Excellence program for all employee groups.

Provide a culture of collaborative professionalism through principal leadership.

Provide professional development around the Five Core Leadership Capacities throughout all meetings in the system.

Continue to review and highlight the personal leadership resources found in the Ontario Leadership Network.

Examine the practices of effective school leaders and provide opportunities for school leaders to enhance these skills.

Expand and strengthen school and system leaders repertoire of practice and personal leadership resources.

Grow the Aspiring Leaders program within the board.

How We Will Monitor Each Action

Surveys from principals and vice-principals.

Examine instructional practice modelled and demonstrated at meetings and professional development sessions throughout the system.

Track and analyze leadership moves at school and board level meetings and professional learning sessions.

Examine trends and patterns identified by leaders and managers in their Annual Growth Plans and Performance Plans.



Results and Outcomes

Support is available for newly hired administrators through the mentoring program.

Protocols are established, by which mentee and mentor-coaches work together, develop and collaborate on professional development.

Increased opportunities are available for newly hired administrators to meet with those in similar positions to network.

Opportunities to integrate leadership and management through professional development sessions are created.



Celebrating Inclusion

Personalization, Precision and Professional Development

Strategic Priorities

- 1.** Universal Design for Learning
- 2.** Differentiated Practice
- 3.** Precise and Personalized Intervention

UNIVERSAL DESIGN FOR LEARNING

Strategic Goal

To implement and assess the strategies, programs and services of the board's Mental Health and Addictions Strategic Plan.

Data Used To Inform This Goal

- Results of School Mental Health ASSIST Board Mental Health and Addictions Scan, which provides a high-level snapshot of board progress in focus areas.
- Results of the 2016 School Climate Surveys, which indicate that verbal is the most common form of bullying among students in Grades 4 to 12.

District Effectiveness Framework Indicator

2.5. Staff, students, parents and school communities promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

Strategic Actions

Expand and implement standard programs and capacity building to support educators in general wellness promotion, social-emotional learning, self-regulation and resilience.

Use educator professional learning opportunities to make explicit the importance of spiritual, physical, social, intellectual and emotional well-being in the pursuit of personal excellence.

Expand parent and youth engagement by creating additional opportunities for parents and students to become authentically involved in mental health initiatives, opportunities to support racialized students and poverty reduction opportunities.

How We Will Monitor Each Action

Review of School Improvement Plans by stakeholders (System Improvement Team, Safe Schools Steering Committee, Mental Health Steering Committee).

Reports to Administrative Council, Special Education Advisory Committee (SEAC) and Board of Trustees.

Review educator, parent and student feedback from professional learning sessions or engagement opportunities.

Results of 2018 Compass Surveys completed in secondary schools and the 2018 School Climate Survey in all schools.

Results of 2019 Mental Health surveys.

Student feedback from student leadership opportunities, such as Harmony Movement sessions.

Results and Outcomes

Social-emotional learning programs delivered in various schools as required, including Roots of Empathy, mindfulness programs, Zones of Regulation, Stress Lessons/Kids Have Stress Too.

Inclusion of general wellness promotion, including physical activity and movement breaks at all professional learning sessions.

School Improvement Plans include specific well-being goals under the Catholic Culture, Community and Caring pillar.

Increased parent and youth engagement will create a sense of connectedness, an important protective factor for building resiliency and preventing mental health problems in youth.



DIFFERENTIATED PRACTICE

Strategic Goal

To support educators in implementing effective strategies that meet the diverse learning needs of all students.

Data Used To Inform This Goal

- IEP audit data.
- Safety Plan Audit data.
- Data collected by Behaviour Resource Team and Durham Catholic Autism Resource Team.

District Effectiveness Framework Indicator

4.5. Instruction and assessment are differentiated in response to student strengths, needs and prior learning.



Strategic Actions

Provide educators with assessment tools to develop transition goals that support All About Me portfolios and Individual Pathway Plans.

Provide specialized reading intervention training to Program Support Teachers (PSTs) to support struggling readers.

Continue to provide professional learning opportunities for administrators, PSTs and educators to understand trauma informed pedagogy.

Continue to provide educators with professional learning opportunities focused on the Principles of Applied Behaviour Analysis (Provide specialized interventions for students with special programming needs based on Applied Behaviour Analysis, PST training, staff meetings).

Continue to provide educators with professional learning opportunities focused on behaviour support strategies (proactive, PST nuggets, collaborative problem solving — Behaviour Resource Team training).

How We Will Monitor Each Action

Audit of IEP transition goals.

Data received from PSTs participating in the Empower pilot project and PSTs using Leveled Literacy Intervention.

Educator feedback from professional learning series and capacity sessions.

Family of Schools monitoring visits.

Results and Outcomes

Effective use of Grade 7/8 Guidance Counsellors in supporting the transition of students from Grade 8 to 9.

Learning sessions/book studies are delivered to educators in schools on trauma informed pedagogy.

Review of the Empower pilot in five elementary schools.

Learning sessions are delivered to all educators on the components of Applied Behaviour Analysis and more intensive programming for specific PSTs, classroom teachers and Educational Assistants.

PSTs provide professional learning sessions at staff meetings to help educators understand the impact of stress behaviour versus misbehavior, and the effective use of Applied Behaviour Analysis for students diagnosed with Autism Spectrum Disorder.

Parents are confident that Applied Behavioural Analysis strategies are being implemented for students diagnosed with Autism Spectrum Disorder.

PRECISE AND PERSONALIZED INTERVENTION

Strategic Goal

To foster continued improvement of Individual Education Plans (IEPs).

Data Used To Inform This Goal

- Results of IEP audit.
- Results of Special Education data on 2016–2017 EQAO results.
- Results of Research Project.

District Effectiveness Framework Indicator

4.5. Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

Strategic Actions

Continue to enhance leadership skills of the PSTs and administrators regarding programming and services for students with special education needs, including the impact of learning disabilities in Numeracy.

Focus educators' professional learning on the use of Learning Profiles to program effectively for individual students in consideration of biological traits, cultural and societal factors, social-emotional influences, academic performance and learning preferences.

Explore opportunities to expand Numeracy programming for students on an Alternative curriculum.

How We Will Monitor Each Action

Implementation of a Collaborative Inquiry for Supporting Students with Learning Disabilities in Grade 9 Ultimate Potential (UP) Math and Grade 9 Applied Math.

Pre- and post-assessment data and report card data for Grade 9 UP Math and Grade 9 Applied level students.

Educators' feedback from professional learning series and capacity sessions, including monthly self-reflections of PSTs.

Family of Schools monitoring visits.

Collection and analysis of IEPs and report card marks for students with IEPs.

Results and Outcomes

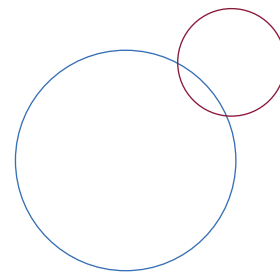
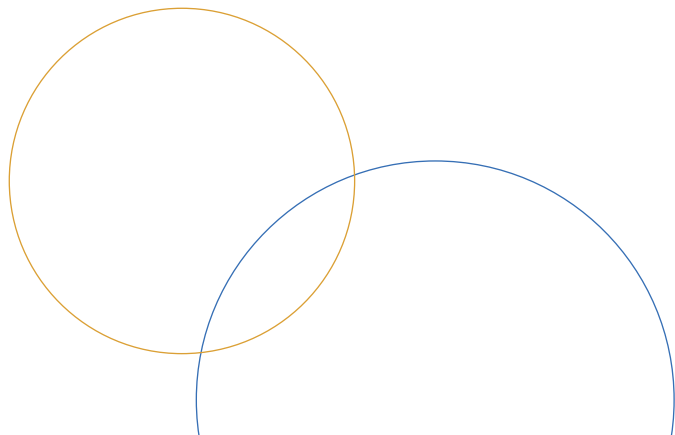
Learning sessions are delivered to Grade 9 Math teachers on supporting students with IEPs, specifically students with learning disabilities.

Inclusion of the use of Learning Profiles to support numeracy instruction in all Numeracy capacity building sessions.

Full implementation of Learning Profiles for students transitioning from Grade 8 to 9.

Role of Psychological Services staff to support students with learning disabilities in both elementary and secondary school is enhanced.

Parents are confident that special education programming is being delivered in Numeracy based on individual student learning profiles.





Serving in Partnership

Building Connections to Enhance Catholic Education

1. Classroom, School and Board
2. Outreach and Programs
3. Parents, Stakeholders and Community Involvement

OUTREACH AND PROGRAMS

Strategic Goal

To maximize community use of board facilities to enhance community engagement and student well-being and achievement.

Data Used To Inform This Goal

Ongoing monitoring of the rate of school utilization across the system (currently 95%).

Feedback received from current Community Use of Schools (CUS) partners and clients.

Provincial research and data on the effective use of schools.

District Effectiveness Framework Indicator

9.1. Regular communication through the system nurtured by structures that encourage strong relationships and collaborative work based on a shared vision for student learning and well-being among staff, principals, system leaders, parents, community groups, trustees and ministry.

Strategic Actions

Update Community Use Guidelines based on feedback received from clients and other CUS provincial staff and community members.

Enhance communications to reflect user needs.

Streamline and review data on Community Use of Schools hours available in schools.

Engage in regular communication with permit holders to seek feedback to improve end user experience.

Conduct staff training to continue to develop a welcoming culture in schools to support partners and school communities.

How We Will Monitor Each Action

Monitor the monthly use of board facilities.

Collect and record feedback from partners.

Solicit stakeholder feedback from community engagement meetings.

Results and Outcomes

Improved CUS partner satisfaction and matching of partner requests with schools that best meet their needs.

Increased utilization rates through the advertising of the remaining 5% of schools that aren't currently rented to achieve 100% board facilities utilization.

Increased awareness within internal departments of partnership opportunities and requirements to maximize use of underutilized schools.

Increased engagement with CUS partners to collect, consider and implement stakeholder input where possible and to expand CUS opportunities.



PARENTS, STAKEHOLDERS AND COMMUNITY INVOLVEMENT

Strategic Goal

To enhance opportunities for parent involvement and engagement that support student well-being and achievement.

Data Used To Inform This Goal

Durham Catholic Parent Involvement Committee (DCPIC) year-end parent/guardian survey 2018.

Region of Durham's Health Neighbourhoods: Building on Priority Neighbourhoods Report.

Ministry of Education and board goals for supporting student well-being and achievement.

District Effectiveness Framework Indicator

6.4. Learning opportunities, resources and supports are provided to help parents support student learning and have productive parent-teacher-student conversations.



Strategic Actions

Share resources for parents and guardians, developed by the Teaching and Learning department, to support fundamental Math skills (elementary focus).

Facilitate a learning session for Catholic School Council Chairs to promote "take home Math tasks" to support numeracy skill development.

Target resource allocation in priority neighbourhoods (as identified by the Region of Durham).

Host four regional Math Cafés for parents and guardians focused on specific concepts in Math.

Explore web-based options for sharing parent resources to maximize parent engagement.

How We Will Monitor Each Action

Participant feedback and engagement in regional sessions.

DCPIC year-end survey 2019.

Regular reports and updates at DCPIC meetings.

Results and Outcomes

DCPIC will have successfully hosted a series of workshops aimed at increasing parent knowledge of learning that happens in the Mathematics classrooms.

Take-home Math tasks will be developed and shared with elementary schools to improve communication between the home and school pertaining to Math learning.

Improved clarity around the fundamental skills that are being taught in the elementary classrooms to promote parent engagement.

CLASSROOM, SCHOOL AND BOARD

Strategic Goal

To identify and engage with potential partners to expand partnership opportunities and enhance community engagement and student well-being and achievement.

Data Used To Inform This Goal

Information sharing from internal departments through the board's Partnership Advisory Committee.

Feedback from Annual Community Engagement/Partnership Public Meeting.

District Effectiveness Framework Indicator

9.1. Regular communication through the system nurtured by structures that encourage strong relationships and collaborative work based on a shared vision for student learning and well-being among staff, principals, system leaders, parents, community groups, trustees and ministry.

Strategic Actions

Continue inter-departmental dialogue through the board Partnership Advisory Committee with a focus on expanding partnership opportunities.

Update the board's partnership database to reflect new partnerships system wide.

Conduct annual community engagement meetings and engage in ongoing dialogue with potential partners throughout the year.

Meet regularly with community partners and departments of the board to build relationships that are beneficial to stakeholders.

Develop enhanced communication strategies to support community outreach.

How We Will Monitor Each Action

Attend regular internal and external meetings regarding partnership opportunities.

Collect feedback received at Partnership Advisory Committee meetings.

Provide regular updates to Administrative Council as a function of accountability.

Results and Outcomes

Increased engagement with potential partners at the Durham Chamber of Commerce and Durham Best Start Network.

Updated database to include additional partnerships.

Updated details and terms for all existing partnerships to ensure effectiveness and overall benefit to the board.





Emerging Technology

Empowering Today
for a Changing Tomorrow

Strategic Priorities

1. Infrastructure, Security and User Experience
2. Information Management
3. Ministry Compliance — Managing Information for Student Achievement (MISA)

INFORMATION MANAGEMENT

Strategic Goal

To plan and implement technology upgrades that support student achievement.

Data Used To Inform This Goal

A review of new technology in elementary schools' learning commons and classrooms.

District Effectiveness Framework Indicator

Enable technology to facilitate personalized learning bringing high student achievement.

Strategic Actions

Create an up-to-date report of technology deficiencies of each elementary school.

Review report with Information Technology Advisory Committee (iTAC).

Recommend implementation of technology to support schools in need.

How We Will Monitor Each Action

Monitor the Asset Management System.

Use of Multi-year Technology Program budget (Capital Investment).

Results and Outcomes

Closing the gap on schools' technology equalization.

Increase the number of mobile devices at learning commons.

Higher number of Interactive Video Projections in classrooms.

Technology supports and enhances student learning with collaboration, creativity, communication and critical thinking.



INFRASTRUCTURE, SECURITY AND USER EXPERIENCE

Strategic Goal

To continue implementation of emerging technology, enabling 21st century education.

Data Used To Inform This Goal

A review and analysis of DCDSB's online communication software indicates that a Learning Management System (LMS) is needed.

District Effectiveness Framework Indicator

Increase student engagement, learning and achievement.

Strategic Actions

Implement an LMS for all elementary and secondary schools (Phase 2) to engage students, teachers and parents/guardians.

Teacher training (attendance, news feed, groups, and pilot report card/gradebook).

Increased integration of the LMS with the Student Information System.

Collaboration between Teaching and Learning technology team and the iTAC.

How We Will Monitor Each Action

Monitor the participation of teachers, students and parents/guardians.

Track the number of classrooms using the LMS.

Review LMS analytics.

Results and Outcomes

Higher student engagement.

Students are building their own portfolio and evidence of learning.

Parents/guardians communication and awareness is increased.



MINISTRY COMPLIANCE – MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA)

Strategic Goal

To implement an integrated system to improve productivity and efficiency.

Data Used To Inform This Goal

A review of the current Enterprise Resource Planning (ERP) system indicated that a modernized ERP platform is needed to increase productivity and efficiencies.

District Effectiveness Framework Indicator

Develop an ERP implementation framework.

Strategic Actions

Collaborate with the Finance and Human Resources departments to acquire a new ERP system.

Review tools being used by other school boards.

Allocate capital expense budget and align operating expense budget — identify Return on Investment (ROI).

Business vision — gather ERP requirements.

Identify gaps and opportunities for improving processes, bringing efficiencies to the board.

Align ERP strategy with business priorities (automation, integration and reporting).

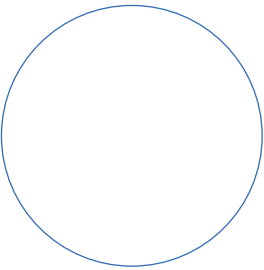
Produce a Request for Proposal (RFP).

ERP evaluation and selection.

ERP implementation.

How We Will Monitor Each Action

ERP Committee and implementation team to meet on a weekly basis.



Results and Outcomes

ERP Committee was created, and business vision was completed.

RFP was created and awarded based on evaluation criteria.

Implementation of new ERP system has started.





Advancing Communications

Strengthening Relationships
to Enhance Student Achievement

Strategic Priorities

- 1.** Collaborative Communication
- 2.** Branding and Visual Identity
- 3.** Community Engagement

COMMUNITY ENGAGEMENT

Strategic Goal

To promote the board's 50th anniversary key messages, events and activities.

Data Used To Inform This Goal

Historical information and documentation indicates that 2018–2019 marks the board's 50th commemorative year as a Catholic school system.

Minutes from meetings with the 50th Anniversary Planning Committee.

Anecdotal input from stakeholders.

District Effectiveness Framework Indicator

1.2. Mission, vision and goals developed transparently through a strategic planning process and brought alive and sustained through consistent use as decision-making tools and beacons for the future.

Strategic Actions

Develop a communications plan for the 50th anniversary celebrations of the board.

Develop a visual identity for the promotion of 50th anniversary events and activities, by implementing a consistent look on signage, communications and promotional items.

Announce the significance of the milestone year through internal and external communications channels, including staff updates, social media, news media and video production.

How We Will Monitor Each Action

Communications plan to be reviewed and updated throughout the year.

Monitor the use of promotional tools/signage across schools and Catholic Education Centre.

Use tools available in content management system, social media monitoring and media monitoring to track outreach.

Results and Outcomes

A communications plan for the anniversary is established and implemented for August 2018 through June 2019.

50th Anniversary banners and flags are prominently displayed in schools and at significant board-wide events.

Past and present members of the Durham Catholic learning community are informed about anniversary events and celebrations through multiple forms of communications.

Communication is shared with stakeholders through various channels.



COMMUNITY ENGAGEMENT

Strategic Goal

To ensure the board's and schools' branding and visual identity is consistent in all forms of communication.

Data Used To Inform This Goal

Accessibility legislation to be implemented in 2020 includes ensuring that all communications are compliant with the *Accessibility for Ontarians with Disabilities Act*.

An audit of communications across all schools and departments indicates that further training and execution of accessible communications is required.

District Effectiveness Framework Indicator

9.1. Regular communication through the system nurtured by structures that encourage strong relationships and collaborative work based on a shared vision for student learning and well-being among staff, principals, system leaders, parents, community groups, trustees and ministry.

Strategic Actions

Refresh the DCDSB logo to be more visible than the current format.

Update DCDSB letterhead to include refreshed logo and accessible design.

Update guidelines for using the DCDSB logo to reflect the refreshed version.

Establish a task force to develop a plan for improving accessible communications across the board.



How We Will Monitor Each Action

Monitor the use of the DCDSB logo and provide alternative solutions as needed.

Continue to monitor documents to identify gaps.

Results and Outcomes

Logo is refreshed with a professional design that maintains the dignity of the current logo with improved visibility on board communications.

Logo guidelines are updated to reflect the refreshed look and shared with users.

A plan is developed to educate and train staff on the importance of creating accessible communications and how to use the tools that are available.

BRANDING AND VISUAL IDENTITY

Strategic Goal

To develop and implement communications policies and procedures.

Data Used To Inform This Goal

Review of existing communications policies and procedures.

Increased use of social media monitors and administrators among schools.

Increased use of communications tools such as school websites and social media channels for sharing information with school communities.

District Effectiveness Framework Indicator

3.1. Effective use of existing research to guide policy making and planning.

Strategic Actions

Communications staff to lead a communications policy review process.

Review communications policies and administrative procedures across other organizations.

Ensure communications policies are consistent with other board policies and make recommendations for modifications.

Update current communications policies to ensure alignment with best practices.

Submit policy updates and changes to Board of Trustees for review and approval.

Inform staff of updates or changes.

How We Will Monitor Each Action

Connect with partners and colleagues for sharing of best practices in policy review and development.

Share updates with Administrative Council to ensure alignment with other board policies.

Review updates through the standard policy review process governed by the Board of Trustees.

Monitor staff compliance with respect to any changes or updates.

Results and Outcomes

Current communications policies and procedures are reviewed.

Policies that are identified for updates are submitted to the roster for review.

Changes are proposed by Communications staff for consideration.

Consultation process is complete.

Policies are updated and approved.





Managing Resources

Establishing Sustainable Priorities
and Raising Stakeholder Confidence

Strategic Priorities

1. Financial Stability
2. Resource Management
3. System Accountability

RESOURCE MANAGEMENT

Strategic Goal

To ensure efficient and equitable allocation of school finances and resources.

Data Used To Inform This Goal

Centralized school budgets.

School generated funds revenue and expenditure.

Allocation of funds information from the Durham Catholic Children's Foundation.

School by school technology inventory.

Together for Hope strategic plan.

Report on Priority Neighbourhoods.

District Effectiveness Framework Indicators

6.1. Allocation of resources aligned with a focus on improving instruction and student achievement.

8.1. Board of Trustees focused on strategic planning and ensuring district mission and vision for student achievement and well-being drive the district's improvement efforts.

Strategic Actions

Establish a School Finances Working Group to assess the financial capacity of each school.

Review the annual school budget allocation and school generated funds activity.

Integrate funds allocated by the Durham Catholic Children's Foundation into the overall financial planning model at the school level.

Adjust the annual school budget allocation as required to equalize financial capacity at the school level.

Develop a school level multi-year technology equalization strategy in collaboration with the Information Technology Advisory Committee.

How We Will Monitor Each Action

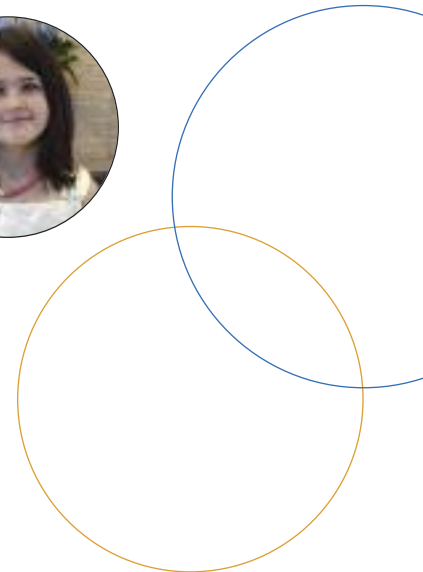
Ongoing meetings of the respective working groups and committees with defined timelines and action items.

Regular reports and recommendations to Administrative Council and school administrators.

Results and Outcomes

Each school community has been assessed and the annual school budget allocations have been adjusted.

The multi-year technology equalization strategy has been developed.



FINANCIAL STABILITY

Strategic Goal

To efficiently utilize board facilities to accommodate programs and services.

Data Used To Inform This Goal

Demographic trends.

Student enrolment projections.

Survey results.

School profiles.

Socio-economic data.

Input received through public consultation.

Research of educational models serving both elementary and secondary panels.

Ministry announcements with respect to Capital Priorities submissions and approved projects.

Information derived in accordance with the Board's Accommodation Review and Community Partnerships policies.

District Effectiveness Framework Indicators

6.1. Allocation of resources aligned with a focus on improving instruction and student achievement.

8.1. Board of Trustees focused on strategic planning and ensuring district mission and vision for student achievement and well-being drive the district's improvement efforts.

Strategic Actions

Continued monitoring and study of the board's French Immersion programs and locations.

Ongoing consideration of community hubs, child care and partnership opportunities.

Complete a comprehensive analysis of Continuing Education programs and services.

Maintain a consistent and equitable school space allocation model.

Prepare the annual accommodation and utilization report for review with trustees.

Update and refine the board's multi-year Long Term Accommodation Plan.

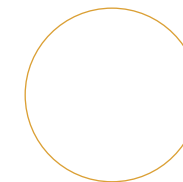
Initiate boundary and/or accommodation reviews as required to maintain effective school sizes and utilization levels in support of program related strategic directions.



How We Will Monitor Each Action

Regular meetings of the various study groups with ongoing updates to Administrative Council and the Board of Trustees.

Review input and feedback from system stakeholders throughout the various information and consultation sessions.



Results and Outcomes

Studies are completed and opportunities are reviewed regarding the following:

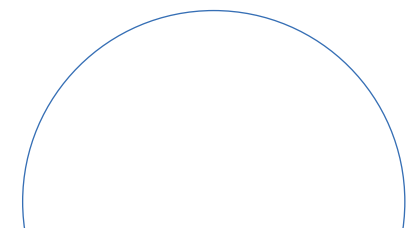
French programs and Continuing Education.

Recommended actions are approved by the Board of Trustees.

Annual accommodation report is provided to the Board of Trustees.

Updated Long Term Accommodation Plan is provided to the Board of Trustees.

Boundary reviews and/or accommodation reviews are initiated and/or completed.



SYSTEM ACCOUNTABILITY

Strategic Goal

To enhance system capacity with respect to financial literacy.

Data Used To Inform This Goal

School generated funds revenue and expenditure.

Centralized school and departmental budgets.

Various analysis to support specific areas of operations.

District Effectiveness Framework Indicators

5.1. Professional learning aligned with board and school improvement initiatives differentiated to meet needs of schools, leaders and teachers and aimed at transferring learning into practice.

8.1. Board of Trustees focused on strategic planning and ensuring district mission and vision for student achievement and well-being drive the district's improvement efforts.

Strategic Actions

Provide comprehensive information to the Audit Committee, Finance Committee and Board of Trustees with respect to the board's overall financial position, opportunities and challenges.

Lead ongoing discussion of finance related topics with Administrative Council, school administrators and corporate managers.

Provide in-service to school administrative assistants based on needs identified during school visits and internal/external audits.

Develop reports, processes and tools to assist end users in performing their respective financial duties.

Hold information sessions with various stakeholders with respect to the board's finances and education funding.

How We Will Monitor Each Action

Ongoing dialogue with Trustees and Committee members to receive feedback.

Regular updates and working sessions with senior staff and school administrators.

Monitor progress of school administrative assistants in-service sessions and receive feedback.

Assess the various financial systems to ensure relevant reports, processes and tools are being generated/provided.

Provide updates to the Board of Trustees with respect to information provided at the various sessions.

Results and Outcomes

Trustees are informed of Ministry funding, school board finances and education sector based business policies and procedures.

Senior staff and school administrators are able to effectively manage their respective cost centres.

School administrative assistants have received targeted in-service and operational support from the school support administrator.

Senior staff and school administrators are able to make informed decisions through access to timely and relevant information.

Information sessions are provided to the Special Education Advisory Committee (SEAC), Durham Catholic Parent Involvement Committee (DCPIC), Student Senate and employee groups during the year.





Continuing Education

Serving the Needs and
Interests of All Learners

Strategic Priorities

1. Career Training and Personal Development
2. Expanding and Extending Programs
3. Promoting Student Engagement

CAREER TRAINING AND PERSONAL DEVELOPMENT

Strategic Goal

To maintain and develop programs which reflect the interests and needs of the community.

Data Used To Inform This Goal

Number of (Prior Learning Assessment and Recognition) PLAR and Maturity Credit Assessments that assist adult learners to achieve the Ontario Secondary School Diploma (OSSD) in support of their Individual Pathways Plan (IPP).

Number of credits completed in Young Parent School Program (Rose of Durham).

Enrolment data for programs and courses for adult day school, night school, summer school and language classes.

Student voice, indicating programming needs and student pathways surveys.

Labour market data from Durham Workforce Authority (DWA).

Perceptual data and communication regarding the needs of clients from community partners who send their clients to Continuing Education.

Ongoing perceptual and exit surveys.

Retention rates in courses and programs.

District Effectiveness Framework

Indicator

6.3. The school and community build partnerships to enhance learning opportunities and well-being of students.

Strategic Actions

Continue to assess the financial viability of current and new programs.

Continue to develop the business and marketing plan to support visibility in the community, growth of programs and increased enrolment.

Provide greater number of intake opportunities and transitional supports for secondary students moving to continuing education with guidance support throughout the year.

Increase career/education counselling, PLAR and Maturity Credit Assessments.

Guidance Counsellor support for apprenticeships, college and university applications.

Expand cooperative education opportunities: employment training programs, such as Personal Support Worker (PSW), Child Care Assistant, Hospitality and Work-4-Credits Co-op.

Support post-secondary preparation and employment training programs (in collaboration with community partners that reflect the needs of the community and their clients — Customer Service, Child Care Assistant, PSW, etc.).

Support partnerships with educational institutions and community agencies to provide office space at adult education locations for support and client referrals to increase enrolment at the Oshawa and Ajax campuses.

How We Will Monitor Each Action

Internal cost analysis and tracking of courses and programs to monitor growth.

Guidance Counsellor to track the number of PLAR and maturity credit assessments, total number of credits earned and OSSD achievement as a result of PLAR and maturity credits.

Review enrolment data at the end of each month.

Collect student employment feedback (community partners, employers) at annual PSW advisory meeting.

Coordinators report monthly status of federal and provincial contracts and share possible opportunities.

Feedback from community manager meetings.

Results and Outcomes

Increased enrolment in continuing education courses and programs.

Focus on fiscally responsible programming sustains viable programs, identifies programs that are no longer viable and provides support for programs that are growing or could expand in the future.

Increased enrolment through increased marketing and exposure of continuing education courses and programs through social media and digital marketing.

Increase in number of PLAR and maturity credit assessments and credits earned.

Increased graduation rates and number of graduates applying for post-secondary education.

Increased enrolment in courses and Pathways and Employment Training Programs.

Regular communication and staff from educational institutions and community partners on site.

Regular meetings with community partner managers and educational institution leaders.

Continued collaboration with community partners to develop programming that reflects the needs of the community and increases client referrals in continuing education courses and employment training programs.

Positive anecdotal feedback from students, community partners and employers.

Attendance by administration and coordinators at business community meetings.

PROMOTING STUDENT ENGAGEMENT

Strategic Goals

To provide transitional pathways which reflect the needs of all learners.

To promote the Catholic faith in a diverse community.

Data Used To Inform This Goal

Student perceptual data and satisfaction surveys.

Student surveys indicating pathways and post-secondary programs of choice.

Student enrollment data in D2L.

Perceptual data from community partners, such as Ontario Works, Rose of Durham.

District Effectiveness Framework Indicators

5.3. Students, parents, families and educators understand the full range of pathways, programs, options and supports that are available.

3.4. Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

Strategic Actions

Provide guidance counselling to support transitions to enter the world of work, college, university, apprenticeship and the community.

Enhance existing programs through flexible scheduling and course offerings (expand hybrid learning to both Oshawa and Ajax campuses, and creation of a new virtual school for increased eLearning opportunities).

Expand eLearning and hybrid learning opportunities for secondary students and adult learners.

Provide transitional programs (Fast Track, Raising Healthy Children) and increased intake supports.

Continue to refine elementary to secondary programming.

Provide professional development for staff to support increased student retention.

Integrate values and practices that reflect the Catholic faith, culture and identity.

How We Will Monitor Each Action

Guidance support for student exit surveys and feedback.

Feedback from community partners.

Student voice and feedback regarding existing programs.

Enrolment data for all programs.

Review programming in summer programs (Head Start, Grade 8 Numeracy camps, Grade 9/10 credit recovery) and after school Grades 7 to 12 Literacy and Numeracy programs.

Increased student involvement in community service.

Family support with increased use of child minding on site.



Results and Outcomes

Increased success in transitional pathways attracts future students.

Flexible scheduling through hybrid learning and eLearning helps students achieve credits and graduate with OSSD.

Wrap-a-round supports with 1:1 guidance counselling and community partners on site supports the challenges that adult learners experience when balancing home-work-school commitments.

Increased opportunities for eLearning and hybrid learning provides flexibility in student schedules and supports credit accumulation for OSSD.

Increased guidance promotes student engagement with improved intake and referrals that supports planning transitional pathways.

Increased academic support for students in Grade 8 to 9 transitions and Grade 7 to 12 Literacy and Numeracy programs improves student Literacy/Numeracy and EQAO/OSSLT scores.

Support for low-income families demonstrates Catholic values.



EXPANDING AND EXTENDING PROGRAMS

Strategic Goal

To build upon the partnership between the Passport to Excellence: International Education Program and Archbishop Anthony Meagher Catholic Continuing Education Centre.

Data Used To Inform This Goal

Ministry of Education's Strategy for K-12 International Education in Ontario.

Durham Catholic District School Board's Student Well-Being and Achievement Plan, 2017–2018.

Student enrolment in the three Travel for Credit course offerings during the 2017-2018 school year.

Descriptive feedback from students who participated in the Travel for Credit courses in the 2017–2018 school year.

School Effectiveness Framework Indicators

3.4. Students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

5.3. Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.

6.3. The school and community build partnerships to enhance learning opportunities and well-being for students.

Strategic Actions

Expand secondary experiential learning courses offered through the Travel for Credit Summer Program 2019.

Review descriptive student feedback from the three Summer 2018 Travel for Credit cohorts to enhance future learning opportunities and planning.

Contribute to the comprehensive communications plan that supports the Passport to Excellence: International Education Program.

Engage with parents and guardians, teachers and student participants in the experiential learning courses to tailor travel itineraries to course requirements and student interests and needs.

How We Will Monitor Each Action

Provide updates to Administrative Council.

Staff reports to trustees at Regular Board Meetings.

Request feedback from secondary school administrators and staff to identify strengths and areas for growth.

Feedback from communications and marketing specialists.

Track student enrolment rates and participant feedback, including but not limited to provincial trends in boards offering similar Travel for Credit courses.



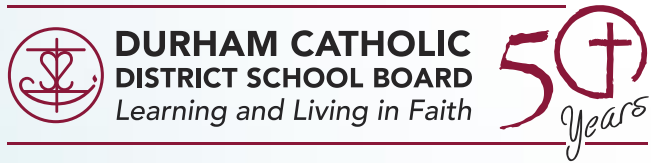
Results and Outcomes

Additional regional Travel for Credit courses will be developed and offered to students across the system focusing on the development of global competencies and cross-cultural learning.

Increased student enrolment in Travel for Credit courses in comparison to the 2017–2018 school year.

A variety of marketing strategies and tools implemented to support the Passport to Excellence: International Education Program.





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