



St. Clair Catholic
District School Board



Catholic
Education
Future
Ready

Strategic Plan

Always Ready Key Actions

June 2021

IBM

K-12



Strategic Plan

Always Ready Key Actions 2021-22

Prioritizing the goals of our strategic plan, our Always Ready Key Actions provide a clear path forward and identify strong practices to guide us in our collective work.

1 We are committed to knowing that all members of our school communities are well. Knowing and supporting the wellbeing of all members of our school communities positively impacts the equitable support of students.

2 We are committed to knowing each of our learners' interests, values, goals and strengths. Creating strong interpersonal connections allows us to create a safe environment where each student may come to know God's plan for them.

3 We are committed to knowing that all learners are critical thinkers, making informed decisions about what to accept and believe. Anchored in our Catholic values and the Ontario Catholic Graduate Expectations, thinking critically encourages responsible decision making and life-long learning.

STRATEGIC PLAN 2019-2024



Our Mission

Learning together today, transforming tomorrow

Our Priorities



Learning & Innovation
Teaching transferable skills, critical thinking and creativity



Faith & Well-Being
Living Catholic values to foster caring, inclusive and safe spaces



Partnerships
Engaging families, parish and community



Catholic Citizenship
Inspiring ethical, responsible stewardship

Our Values



Respect
rooted in love



Excellence
for all



Accountability to God, self and others



Engagement
in our work



Called to serve
our world

"Together we can do great things." - Mother Teresa



Strategic Plan

Always Ready Key Actions 2021-22



Learning & Innovation

Teaching transferable skills, critical thinking and creativity.



Faith & Well-Being

Living Catholic values to foster caring, inclusive and safe spaces.



Catholic Citizenship

Inspiring ethical, responsible stewardship.



Partnerships

Engaging families, parish and community.



1. Know We Are Well

We will be successful when we:

<p>Foster communities where the dignity of every child, family and staff member is honoured and where all feel a sense of safety and belonging</p>	<p>Understand that student behaviour is a form of communication and respond constructively to support well-being</p>	<p>Understand, teach and practise social emotional learning through faith and equity lenses</p>	<p>Build relationships where home and parish families are engaged in the school community and all partners have a voice</p>
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STRONG PRACTICES

<p>Culturally relevant pedagogy is used in every classroom to support anti-racist/anti-oppressive learning environments</p>	<p>Complete resiliency screen for every learner at the beginning of the term, semester (Dr. Michael Unger)</p>	<p>Practice faith and wellness in the classroom daily by employing a) words and deeds that each person has inherent dignity as a child of God. b) resources that explore feelings and faith teachings c) materials in mental health action kit</p>	<p>Demonstrate Christian Hospitality by a) engaging parents as the primary teachers of their children b) ensuring welcome procedures are in place at each school and work site</p>
<p>School council, monthly staff and team meetings include mental health action kit materials to lead and guide learning</p>	<p>Establish and/or continue targeted weekly contact to support student well-being and positive behaviour</p>	<p>Use MindUp resource in all schools and classrooms</p>	<p>Increase family events. For example: offer retreats for parents, families or School Council, implement Parent Cafes (physically or virtually) with parent leads</p>
<p>Embed mental health moments in week at a glance school communications to staff and parents</p>			



1. Know We Are Well

Assessment Practices

- Track attendance data student/staff absences
- Implement School Climate Surveys (student, parent, staff surveys)
- Track referrals to support staff
- Implement Parent engagement survey
- Track Safe School Incident Reports
- Track physical incident reports
- Track student achievement data
- Implement Dr. Unger Resiliency Screen
- Implement Mind UP evaluations

Digital Toolkit

- Trillium
- Report Manager
- ON SIS
- EDSBY
- Thought Exchange
- Digital surveys



2. Know Each Learner

We will be successful when we:

Connect with each learner to determine interests, values, goals, needs and personal strengths

Conduct and analyze triangulated assessment for learning data to determine strengths, inform instruction and provide feedback to improve learning

Utilize developmental continua and content knowledge to respond to student learning needs

Work collaboratively as a community of practice using evidence-based strategies to increase efficacy

STRONG PRACTICES

Engage students daily in community building practices that contribute to healthy relationships in the classroom, school and wider school community

Use multiple diagnostic and formative assessment methods consistently determine student strengths and instructional learning needs.

Utilize curriculum expectations and developmental continua to inform instruction and support individual student needs

Establish norms, including protected time, to foster professional conversations with colleagues for the purpose of helping students flourish academically, socially, emotionally

Intentionally plan family connections to develop a positive school climate

Use a balance of observations, conversations, and products to allow for student reflection and goal setting

Utilize curriculum mapping to prioritize learning goals for students

Capitalize on digital tools and knowledge to encourage collaboration to build staff efficacy

Encourage learners to listen to God's call to use their gifts in a vocation

Consistently provide descriptive feedback based on success criteria and provide opportunities for students to apply feedback

Collect, access and share student exemplars to prioritize learning goals and next steps for learners

Enhance professional judgement by engaging in collaborative practice across disciplines



Assessment Practice Alignment

Assessment Practices <i>Teachers' professional judgements are at the heart of effective assessments (Growing Success, 2010)</i>	Early Years/Primary examples	Junior/Intermediate examples	Senior examples
<p>Use multiple diagnostic and formative assessment methods</p> <p>Consider student learning using observations, conversations, and products</p> <p>Consistently provide and allow time to apply descriptive feedback based on success criteria</p> <p>Utilize curriculum expectations and developmental continua to set learning goals, inform individual student needs instruction and support</p> <p>DRA - Developmental Reading Assessment DSA - Developmental Spelling Analysis CEFR - Common European Framework of Reference for Languages OCA - Ontario Comprehension Assessment</p>	<ul style="list-style-type: none">• Phonological awareness screening• Administer diagnostic literacy assessments /running records (e.g. PM Benchmarks, DRA, GB+, OCA, DSA)• Administer diagnostic math assessments (e.g. MathUp)• Determine strengths and next steps using continua (Kindergarten curriculum 2016, Math curriculum 2020 strand based side by side expectations, Fountas and Pinnell continuum of literacy learning, DSA, CEFR)• Lexia	<ul style="list-style-type: none">• Administer diagnostic literacy assessments (e.g./running records (PM Benchmarks, DRA, GB+, OCA, DSA)• Administer diagnostic math assessments (e.g. MathUp)• Determine strengths and next steps using continua (math curriculum 2020 strand based side by side expectations, Fountas and Pinnell continuum of literacy learning, DSA)• Students engage in My Blueprint activities to explore strengths, interests and pathways	<ul style="list-style-type: none">• Diagnostic assessments with the aim to improve learning• Aligning course assignments with pathways interests• OSSLT practice and preparation to identify strengths and needs (e.g. after school, lunchtime literacy prep,)• Gr9 EQAO Prep to identify strengths and needs• Conferencing with Parents/Students to determine strengths, needs and pathways• Pathways Planning in individual, classroom and small group settings



2. Know Each Learner

Digital Toolkit Alignment

Digital Tools	Examples All Divisions	Early Years /Primary examples	Junior /Intermediate examples	Senior examples
<p>Leveraging Digital</p> <p>Technology is used to accelerate access to knowledge beyond the classroom and cultivates student driven deep learning.</p> <p>Technology is used to Connect, Collaborate, Personalize or Differentiate.</p> <p>Students connect with other students or their families and engage in rich, authentic learning contexts.</p> <p><i>(M. Fullan, Deep Learning, 2017)</i></p>	<ul style="list-style-type: none">• Staff Learning Hub• Google Suite Tools (Google Calendar, Google Meet, Google Classroom, forms, slides, docs, Jamboard)• Flipgrid• Screencastify (Awesome Screenshot??)• Edsby (documentation, learning story, feedback, reporting, gradebook)	<ul style="list-style-type: none">• MathUp• Lexia	<ul style="list-style-type: none">• MathUp• PowerUp (Lexia)• MyBlueprint• Peardeck	<ul style="list-style-type: none">• Edsby Test• Google Suite for Assignments (Forms, Docs, Slides, Sites)• Google Meets for OSSLT and EQAO Prep, Conferencing• MyBlueprint for Pathways planning• Litguide (Targeted app for OSSLT)



3. Know They Are Critical Thinkers

We will be successful when we:

<p>Investigate and design opportunities incorporating student voice, related to call to action and Catholic social teaching/social justice</p>	<p>Explore and analyze bias, point of view, open-mindedness, source, empathy, validity in information and guide students to reflect and evaluate this against their own value system and their learning</p>	<p>Frame learning in an inquiry stance to provide opportunities for students to think critically, and raise and respond to vital questions that provoke thinking, problem solving and concept synthesis</p>
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STRONG PRACTICES

<p>Identify relevant and timely world or local community events and how they link to curriculum when designing learning opportunities</p>	<p>Support students to organize their own thinking and compare to varying points of view including the Catechism of the Catholic Church, Holy Scripture and tradition, Growing in Faith/Growing in Christ program Grades 1-8.</p>	<p>Plan provocations and learning experiences across disciplines rooted in fundamental conceptual understandings.</p>
<p>Facilitate learning pathways with multiple entry points for students which foster student voice/engagement.</p> <p><i>Provoke students with opportunities to research and then share their voice</i></p>	<p>Offer a range of media sources with various points of view and compare and contrast to investigate concepts.</p>	<p>Create conditions that build supportive relationships to guide students in their learning, prayerful discernment and moral development.</p>
<p>Connect real life community and world events to Catholic Faith tradition and practice to cultivate a call to Christian action</p>	<p>Evaluate information and explicitly teach skills to assess the credibility and relevance of sources</p>	<p>Explicitly teach how to ask vital questions, how to access legitimate research, assess new learning with their beliefs and values and design a process to resolve a problem</p>



3. Know They Are Critical Thinkers

Assessment Practice Alignment

Assessment Practices	Examples- All Divisions
<p>Plan experiences to encourage critical thinking</p> <p>Use multiple diagnostic and formative assessment methods</p> <p>Develop success criteria which includes the critical thinking aspect of tasks</p> <p>Consider student's critical thinking using observations, conversations, and products</p>	<ul style="list-style-type: none">• Design tasks and inquiry projects which create opportunities to develop critical thinking• Schedule student conferences/interviews to foster student voice and engagement• Utilize Performance Tasks in Math UP• Provide students with opportunities to share or display their learning through Oral-Visual and Play-based presentations• Use Graphic Organizers to compare and evaluate bias• Documentation of Design and Inquiry Process with Student Reflections• Provide opportunities for observations and conversations• Self Assessment Using Co-Constructed Success Criteria• Provide opportunity act on feedback; feedback cycle ("Feedback Cycles" Really Random House, 2021)• Mind Maps• Debates• Written products – personal reflections, persuasive essay, etc.• Projects that require students to respond to a call to action



3. Know They Are Critical Thinkers

Digital Toolkit Alignment

Digital Tools	Examples All Divisions	Early Years /Primary examples	Junior /Intermediate examples	Senior examples
Collaboration Tools Student and Teacher Documentation Tools Research Tools	<ul style="list-style-type: none">• Edsby- Capture Tool, Document in the Evidence Tool• G Suite- Workspace, Drive, Classroom, Jamboard, Read and Write, Pear Deck, Forms Spreadsheets etc.• Flipgrid-Video Production• Photographs and Video of Student Processes• Staff Learning Hub - Critical Thinking Content• Reflective journaling, blogging, conversations class routines• Problem Solving through Coding and/or Robotics (e.g. Dash & Dot; Scratch Jr.)	<ul style="list-style-type: none">• Video Recordings of Play Based Demonstrations	<ul style="list-style-type: none">• Blogs (Google Sites)• Video production using advanced tools (e.g. WeVideo, FlipGrid etc.)• Video conferencing with an audience outside the classroom (e.g. use google meet to engage experts in the field, other classes, impacted groups, etc.)• Coding simulations to prove/demonstrate a point (e.g. Scratch, Micro:bits etc.)• Podcasts/audio essays to summarize learning	<ul style="list-style-type: none">• Blogs (Google Sites)• Video production using advanced tools (e.g. WeVideo, FlipGrid etc.)• Video conferencing with an audience outside the classroom (e.g. use google meet to engage experts in the field, other classes, impacted groups, etc.)• Coding simulations to prove/demonstrate a point (e.g. Scratch, Micro:bits etc.)• Podcasts/audio essays to summarize learning

