Strategic Plan 2016-2021: – Year 4 of Implementation	Item 10.2
October 6, 2020	

Alignment to Strategic Plan

This report is linked to all strategic priorities:

Achieving: Meeting the needs of all learners

Believing: Celebrating our Catholic faith and aspiring to be models of Christ

Belonging: Embracing relationships and sustaining safe, welcome schools

Foundational Elements: Optimizing organizational effectiveness

Purpose

The purpose of this report is to provide the Board of Trustees with a monitoring report on year four of the implementation of the HCDSB multi-year strategic plan.

Background Information

In September 2016 the Halton Catholic District School Board launched a multi-plan, *Focus on Our Students: Strategic Plan 2016-2021*, identifies specific outcome measures in four priority areas: Achieving, Believing, Belonging and Foundational Elements.

Annual monitoring of our plan is conducted by Research and Development Services using a survey to track progress from the perspectives of our stakeholders, including parents, staff, and students. the 2019

at the end of each monitoring cycle.

This is the fourth monitoring report provided by the Director to the Board year 1 was presented on September 19, 2017, year 2 was presented on October 2, 2018, and year 3 was presented on September 17, 2019. Always remember to the Board on our Multi-Year Strategic Plan.

Monitoring our Multi-Year Strategic Plan 2016-2020

Survey Report

Report Prepared by:

Contents
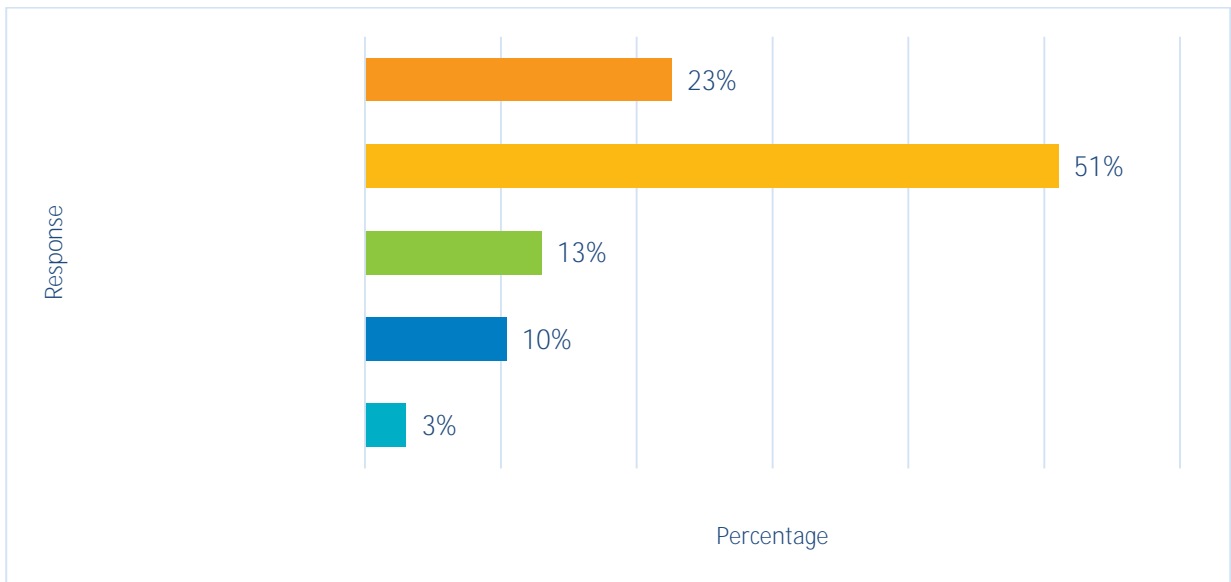
1543), 18.3%（一一437) had

70% of respondents agreed or strongly agreed that the HCDSB offers educational experiences and opportunities to support all learners.

Figure 2: Teachers and learners collaborate in the school/classroom in ways that promote student engagement, learning and achievement. (n = 2796)

74% of respondents agreed or strongly agreed that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement.

Figure 3: The HCDSB provides learning experiences for all learners. (n = 2793)
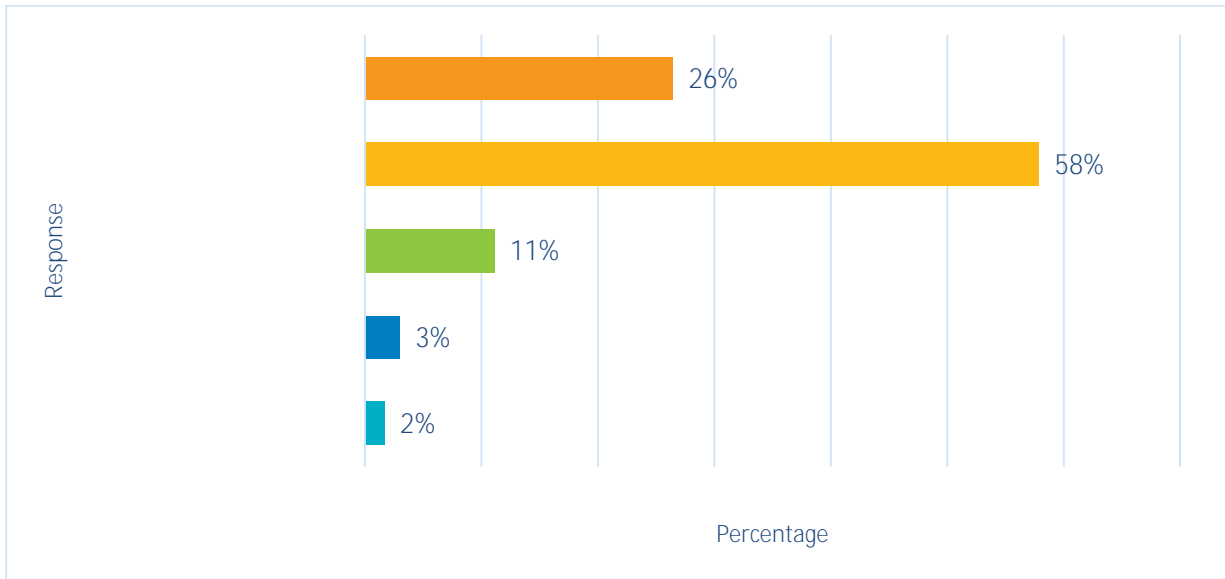
65% of respondents agreed or strongly agreed that the HCDSB holds high expectations for all learners.

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Overall, the majority of respondents (9-89%) agreed "that the HCDSB is sustaining their pillar goals (see Figure 4 – 8, below).
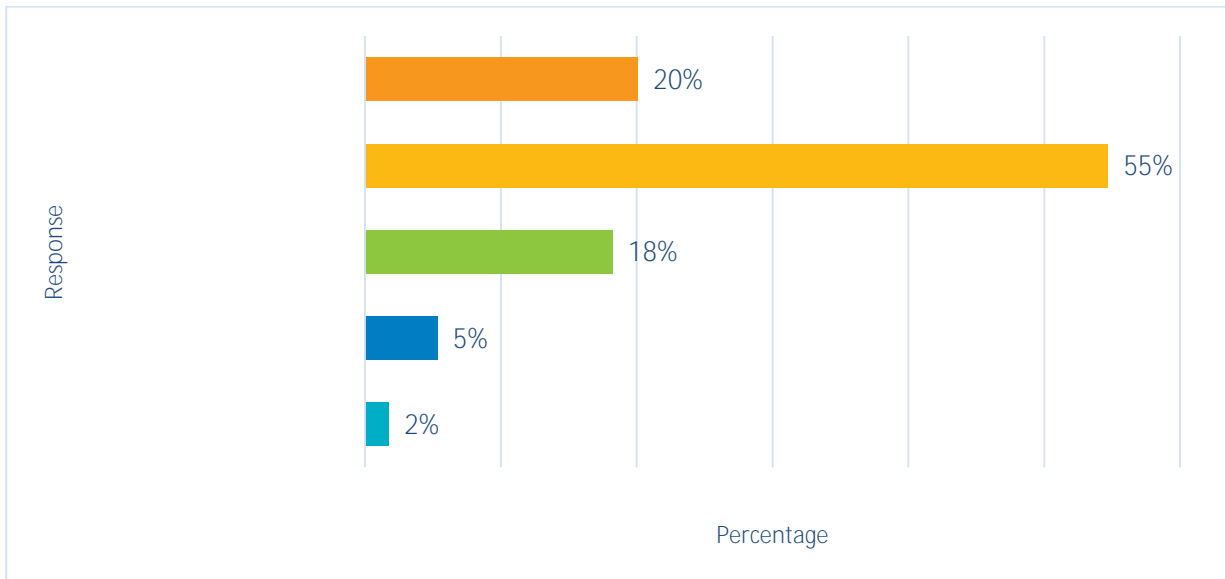
Figure 4: **Respondents understanding of the Ontario Catholic School Graduate**

Figure 5: The HCDSB promotes a Catholic learning environment rooted in the Gospel Values and the Ontario Catholic School Graduate Expectations (n = 2784)

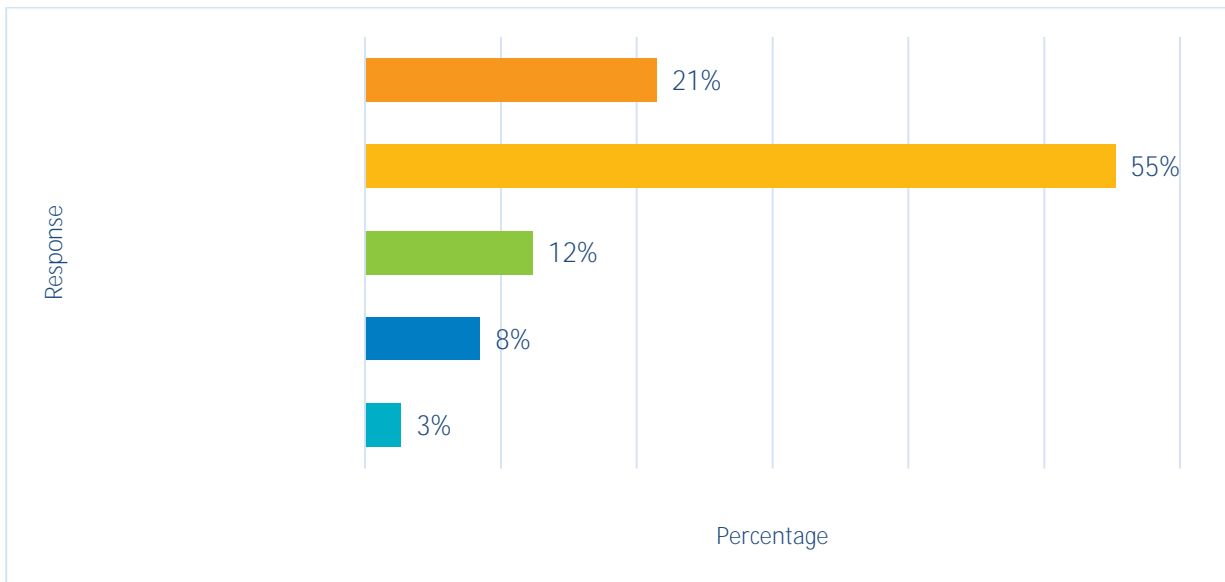84% of respondents agreed or strongly agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

Figure 6: Schools and worksites model the importance of the dignity of the human person and foster relationships (n = 2734)

75% of respondents agreed or strongly agreed that the HCDSB schools and worksites model the importance of the dignity of the human person and foster relationships.
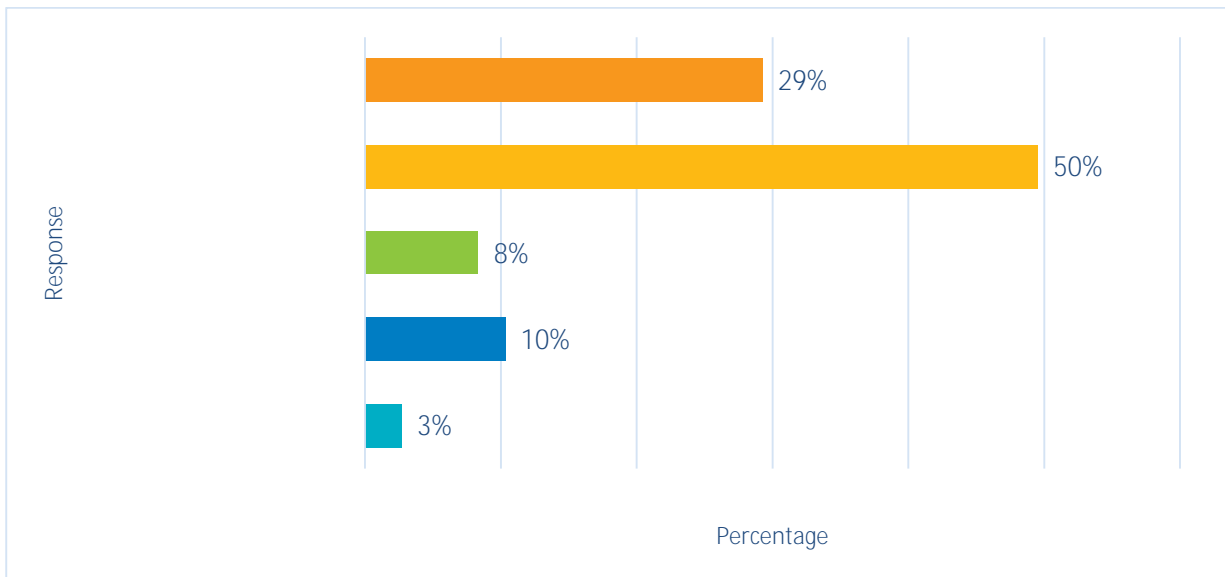
Figure 7: HCDSB students and staff model Christ in their actions (n = 2781)

Figure 9: Student safety at HCDSB schools (n = 2793)

76% of respondents agreed or strongly agreed that HCDSB schools promote student safety.

Staff safety at HCDSB workplaces[2] (n = 301)

79% of respondents agreed or strongly agreed that HCDSB workplaces promote staff safety.

Figure 11: Belonging at HCDSB schools: Students (n = 2803)

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[2] Only asked to school and board staff
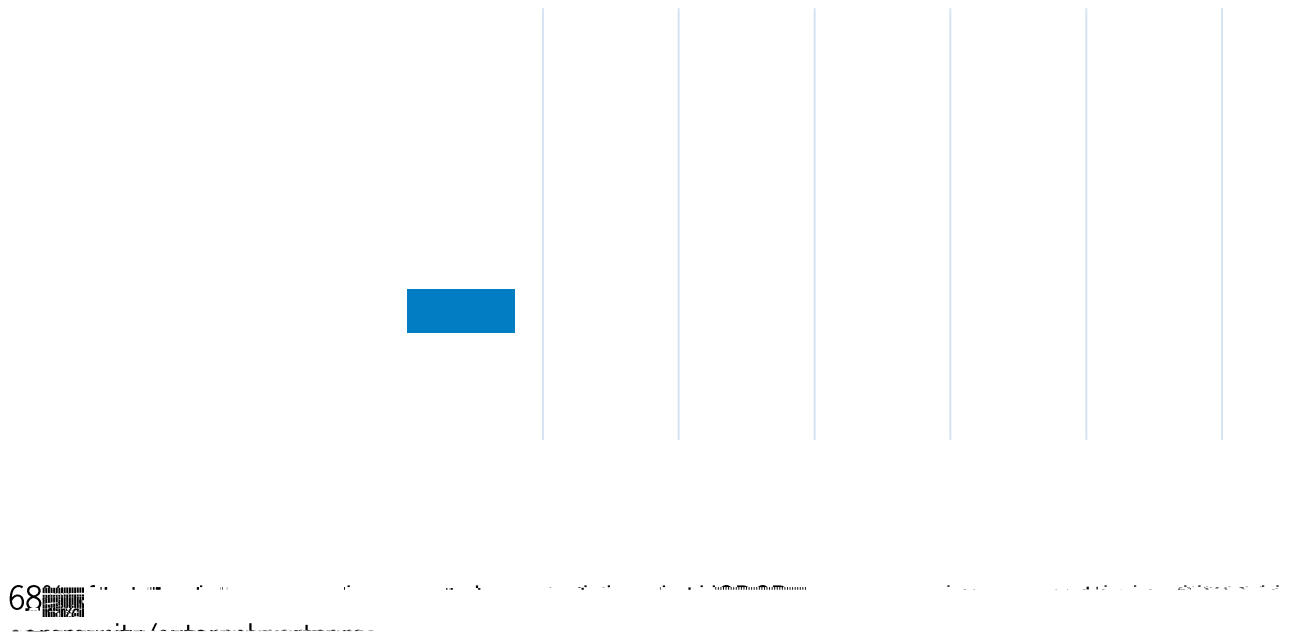
Figure 13: Community relationships: HCDSB (n = 2772)

68[...] community/external partners

Figure 14: Community engagement: Students (n = 2790)

77[...] of [...] HCDSB students [...] to think of themselves

Foundational Elements

Overall, the majority of respondents (51-81%) agreed/strongly agreed with the Foundational Elements pillar goals (see Figure 15 - below).

Figure 15: P... (n = 300)

79% of respondents agreed or strongly agreed that HCDSB staff have opportunities for professional...

Meeting the needs of all learners

1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.

1.2 Parents, educators, and professionals work together to determine student needs and goals.

1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.

1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

The annual Strategic Plan Monitoring Survey, released in June 2020, indicated that 70% of respondents

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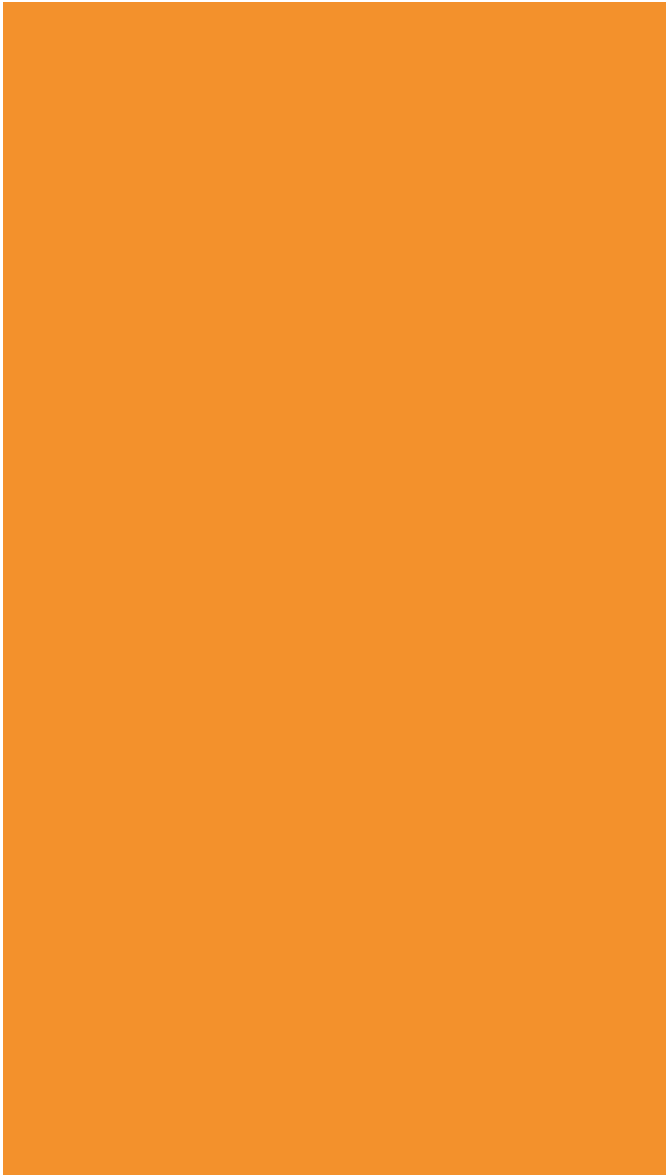
2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the

2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students.

2.2 Engage students in authentic, personalized, relevant inquiry learning.

2.3 Modernize schools and classrooms that support and enhance innovation in learning.

2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.

2.5 Mapping of Ontario Catholic School Graduate Expectations and 21st century competencies.

2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.

Facilitated webinars for educators during the school closure on a variety of topics related to Distance Learning that were identified as areas of need including D2L, Microsoft Team, Descriptive Feedback, Differentiated Instruction, and Cross-Curricular Integration.

Provided Summer Institutes for educators on building teacher and student resilience, effective teaching practices, and strategies for virtual learning.

The   was introduced as a way to connect with and support educators virtually.

In 2019-20, the use of online meetings and live-streaming events was increased and facilitated by IT services.

Increased the number of virtual training sessions and available resources in 2019-20. Some examples include but are not limited to:
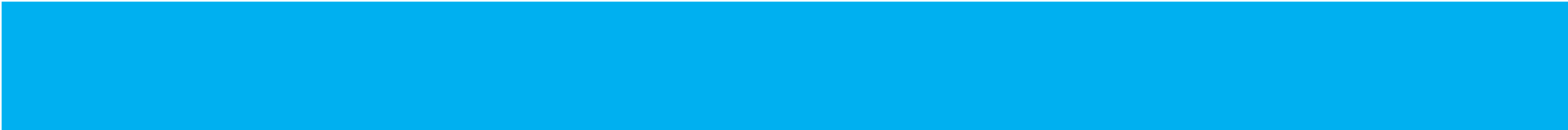
Over 100 teachers and DECEs learnt more about supporting play-based learning, a culture of
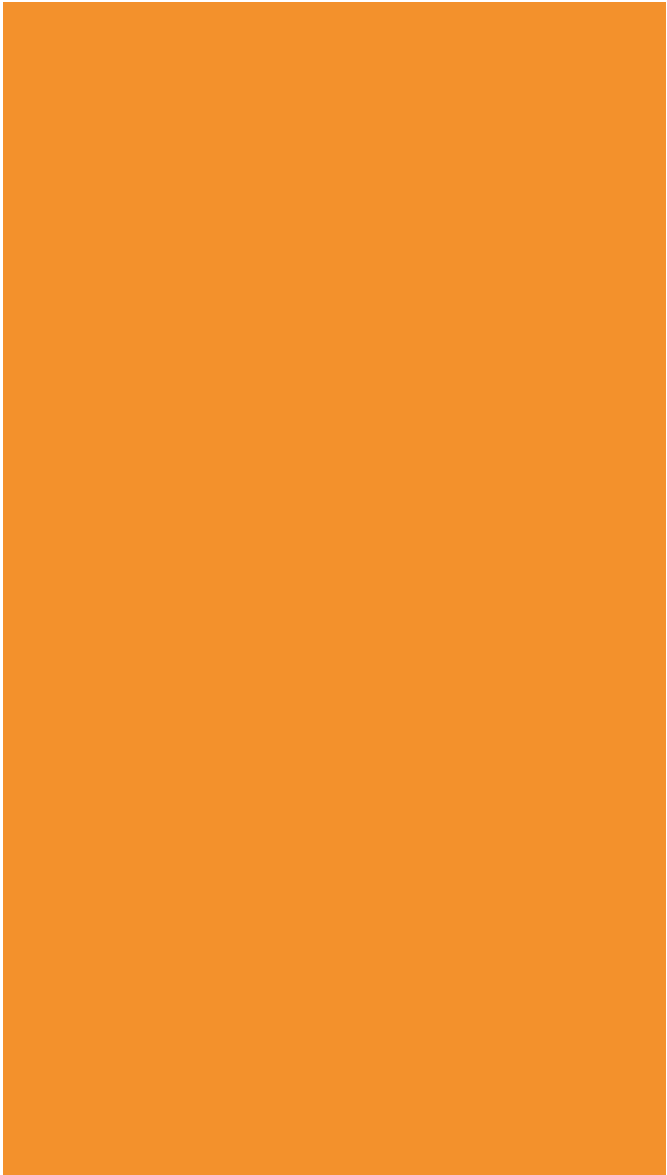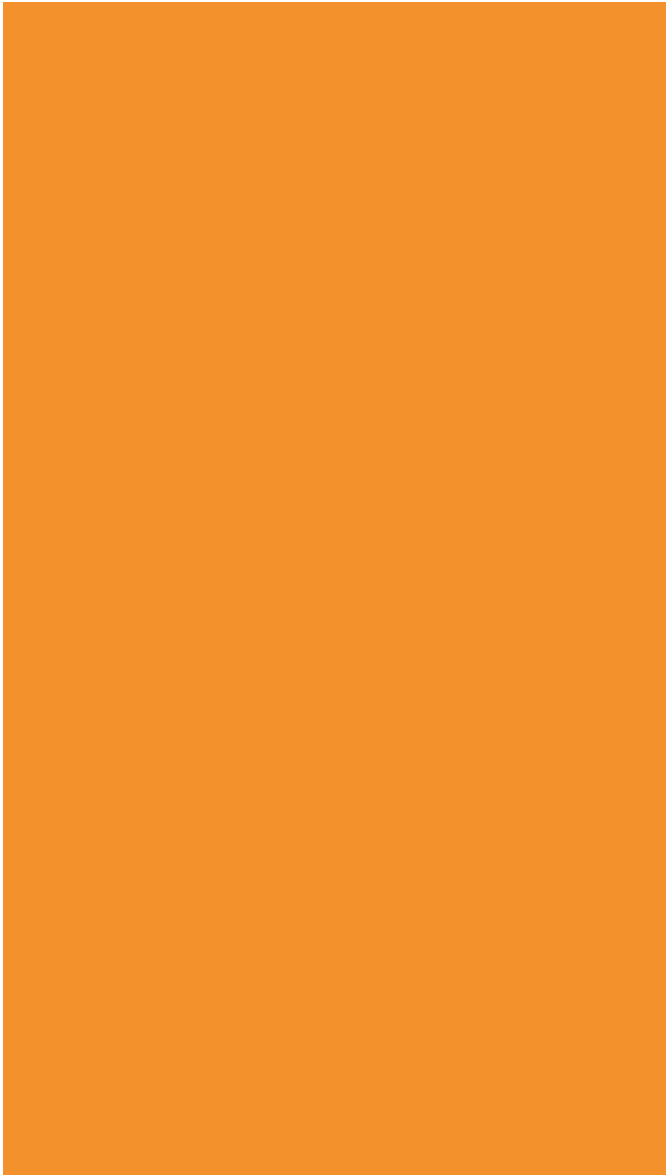
2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.

2.2 Establish a Focus on Faith Co intentionally look at Catho Graduate Expectations and connections across our sys

2.3 Work in collaboration with D strengthen collaborative in (Training for student minis sacramental preparation, I Initiatives).

2.4 Offer opportunities for Faith in partnership with local p the Diocese for all membe community (Parents, Staff and Parishioners).

Celebrating our Catholic faith & aspiring to be models of Christ

The annual Strategic Plan Monitoring Survey found that 73% of HCDSB stakeholders agreed that HCDSB students and staff model Christ in their actions.

Promotion and support of activities of the Interfaith Council of Halton with regard to inclusion and education.

Support of OneBurlington, Halton Alive, Multicultural and Indigenous Community events and initiatves.

Collaborative professional development on equity and inclu n hy

Celebrat ng our Catholic faith & aspiring to be models of Christ

Promot on of Development and Peace init at ves and act vit es through Secondary Chaplains and Elementary Pastoral Animators.

The October 2019 Faith Day provided opportunit es for staf across each school and Board site to celebrate in our Catholic faith.

Secondary school retreats were of ered for students.

An Advent evening retreat, a Spring overnight retreat, and mini-retreats were held for staf .

A two-day retreat/professional development experience saw teachers collaborat ng and co-creat ng classroom resources and experiences for the Grade 10 Religion Resource.

Social Just ce educat on for secondary students has ben promoted through Development and Peace and led by Chaplains.

A ref ect on component is of en built-in to program monitoring and evaluat on; e.g. staf are rout nely given opportunit es to ref ect on their faith format on experiences.

1.1 Examine current transit on programs and init at ves.

1.2 Create opportunit es for students, parents, and staf to become more engaged in school-level programs and init at ves.

1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Condit ons.

1.4 Set standards and expectat ons for staf to model posit ve, inclusive and respect ul language and behaviour in schools and workplaces.

1.5 Welcome and engage new families in act vit es and init at ves support ng their child s educat on.

Policy Program Memorandum 161 – Support ng Children and Students with Prevalent Medical Condit ons (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools – was further reviewed with support of medical condit ons commit ee and used to update medical condit ons policy, procedures, and protocols, accordingly.

The Medical Condit ons Commit ee met three t mes to review medical and health condit ons and protocols.

A variety of supports and training are provided to increase awareness and understanding of various medical and health condit ons.

Parent communicat on regarding medical and health condit ons is provided with a link on each school website to the consistent informat on found on the Board website.

We cont nue to of er anaphylaxis online training for all staf in direct contact with students.

Training and in-service on use of Epi-pen cont nues.

Protocols, as well as updates to the FAQs are posted on the Board website for parents

To monitor epi-pen usage, we administer a survey to each school annually.

Individual student   are completed each school year in collaborat on with parents and schools.

We have protocol   vey to each schol/   cr%   oep,   !

Opt mizing organizat onal ef ect veness

3.1 Develop organizat onal capacity for evi-
dence-informed pract ce to
support planning and improvement
ef orts across all schools and
departments.

3.2 Establish monitoring cycles and
report on progress regularly across all
priority areas.

3.3 Removing barriers around data and re-
search literacy by creat ng
relat onships among educators and
administrators.

3.4 Providing research and data support that
is accessible and improves
learning.

On-going monitoring of School Improvement Plans by Superintendents through regular school visits, and tracked through an electronic school visit form.

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