BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD

2012–2015

Strategic Plan

BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD

Strategic Priority

CATHOLICITY

Goal	Initiative	Source	Metric	Target
Improve the capacity of our Catholic community to lead faith-based activities in our school system.	Plan, implement and model faith formation experiences for leadership development at meetings with the current Principals, Vice-principals and Senior Administration.	Faith Animator's Operational Plan Board Foundations Document Growing in Virtue Document Board Theme	° Exit cards ° Appropriation tool ° Meeting minutes	Administrators will witness stronger faith leadership through school and system meetings and various faith initiatives. Evidence of common faith language used throughout the system.
	Plan, implement and model faith formation experiences with teachers to support their faith journey and to improve their capacity to celebrate, model and lead faith-based experiences in their schools.	Faith Animator's Operational Plan Board Foundations Document Growing in Virtue Document Board Theme	° Ongoing teacher feedback to principals through staff meetings; culmination at year-end staff meeting.	100% of teachers experience system support on their faith journey.
	Plan, implement and model faith formation experiences with trustees.	Faith Animator's Operational Plan Board Foundations Document Growing in Virtue Document Board Theme	° Use of power cycle tool ° (steps of power cycle tool: evaluation, recommendations, decision, action).	All trustees continue to grow in their faith as Catholic community leaders.
	Provide annual Catholic leadership symposiums for Grade 7 leaders and secondary school student council leaders to help them discover the joy of our faith. Timeline of delivery: August, February and May.	Catholic Social Teaching Catholic Moral Teaching Board Foundations Document Growing in Virtue Document	° Attendance of student participants. ° Exit cards to measure student experience of celebrating our faith and their future commitment to Catholic leadership.	Grade 7 symposium participants continue in Catholic student leadership in Grade 8 and beyond. Catholic student leadership is vibrant within the school.
	Recognize and further develop significant student Catholic leadership through an annual formation retreat and celebratory awards dinner.	Catholic Social Teaching Catholic Moral Teaching Board Foundations Document Growing in Virtue Document	° Retreat exit card. ° Input from administrators following the event.	100% participation of those invited to the dinner. Use student/ administrator input to enrich/continue the celebration of faith.
	Pastoral plans will be developed and implemented annually in all secondary schools.	Chaplaincy Leaders, Principal, pastoral team, Faith Animator	° Principals report to Superintendent on implementation progress.	100% of secondary schools have a written pastoral plan that is being implemented.

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Goal	Initiative	Source	Metric	Target
Ensure that the Religion and Family Life Program is given the highest priority in our schools.	The Elementary Religion and Family Life Advisory Committee will focus on the elementary curriculum needs and oversee the training and resources being developed to support classroom teachers.	Religion Consultant Operational Plan Board Foundations Document Growing in Virtue Document Religion & Family Life curriculums and programs	° Teacher's weekly timetables. ° Principal classroom visits.	100% of elementary schools have 150 minutes of Religion and Family Life program delivered in the classroom (Grades 1-8).
	Introduce Faith Fairs to all elementary schools over a three-year period. Faith Fairs will showcase the content of our elementary religion programs. The Faith Fairs will be held during Catholic Education Week.	Hamilton Wentworth Catholic District School Board Faith Fair Model Religion & Family Life curriculum	° Testimonials by teachers and administration. ° Senior Administration's observation of Family of Schools.	Participation: Year 1 - 15% Year 2 - 50% Year 3 - 100%
	Elementary - Develop assessment and evaluation guidelines for Religion and Family Life for the 2013 final reporting period. Update and in-service/train teachers annually.	Key Learnings Document Religion curriculum and program Family Life curriculum and program	° Initial and follow-up survey to teachers to collect data around areas of concern and needs regarding assessment and evaluation.	Increased teacher capacity in the evaluation of Religion & Family Life.
	Elementary - Create and implement a multi-year training plan to support the implementation of the revised Religion curriculum and new resources. Training will commence in 2013.	Religion Curriculum Religion Resource (yet to be published)	° Survey teachers during initial years of implementation.	Improve new program implementation with each phase. Provide support to all teachers by addressing their needs.
	Form a Secondary Religion Advisory Committee that will focus on implementing secondary religion program, planning and assessment.	Religion Consultant Operational Plan Board Foundations Document Monographs Growing in Virtue Document Curriculum Catholic Curriculum Corporation Resources Diocesan Religion Consultants	° Survey secondary religion teachers to establish baseline of needs. ° Principal/ Vice-Principal observations through TPA process. ° Student Achievement reporting.	By year 3, significant teacher needs addressed. Ensure accurate consistency in the delivery and the assessment and evaluation of secondary religion curriculum. Increase student engagement as reflected in final course grades.

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	Secondary – Plan, develop and implement an arts campaign to announce and celebrate the board theme through the Secondary Religion Advisory Committee/Arts Department Heads. Showcase the arts campaign during Catholic Education week, and in January and June.	Board Theme Planning Guide Religion Curriculum Grades 9-12	° Religion and Family Life Consultant to report on progress in year one, two and three. ° Sample artifacts collected from the arts campaign.	All secondary schools will publicly display the board's theme through the arts. Parents in the Catholic community will be familiar with the Religion and Family Life program and board theme.
	Secondary – Compile, develop and integrate digital resources for teachers to use in the Religion Program from teacher best practice, the Catholic Curriculum Corporation and other valid sources. Work will begin in spring of 2013.	Catholic Curriculum Corporation Teacher best practice and other valid sources	° Survey of religion teachers focusing on their current use of technology.	Year 1 - plan developed for integration of digital resources. Year 2-3: All religion teachers are using digital resources.
Improve the relationship between our schools and our parishes.	Establish a liaison between the Catholic Regional Parent Involvement Committee and the School-Parish Relations Focus Group.	Catholic Regional Parent Involvement Committee School-Parish Relations Group Catholic Education Advisory Committee	° Action items from meeting minutes.	Increased opportunities for parent engagement with school and parish.
	Continuation of a School-Parish Relations Focus Group for the purpose of improving our schools' relationships with our parishes. Possible projects include: ° Coordination of Pre-JK programs for families through early learning. ° Coordination of the London Diocese Confirmation project Grades 7-12. ° Increased communication with parish councils.	Director of Education Chair of Brant Deanery	° Meeting agendas and minutes. ° Committee evaluation: "start-stop-continue" exercise each June.	Concrete feedback to inform next steps.
	School-Parish Relations Focus Group will investigate establishing a parish family of schools model to support the development of an elementary school pastoral plan.	Director of Education Chairs of Brant, Haldimand and Norfolk Deaneries Principals and Pastor School-Parish Planning Guidelines Administrative Procedure 800.01	° Minutes from the meetings of the School-Parish Relations Group. ° Minutes from the meetings of the pastoral team / school administration. ° Year's faith activities calendar.	Pastoral elementary school plan includes setting up a yearly calendar re: school masses, dates for First Reconciliation/First Communion / Confirmation, priest and/or lay pastoral assistants' visits to school, joint-parish school initiatives. Strong and trusting parish- school relationships.

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STUDENT ACHIEVEMENT

Goal	Initiative	Source	Metric	Target
Increase levels of student achievement for junior division students in the area of mathematics.	Teams of teachers of Grades 4 to 6 will conduct in-class investigations of student work and lessons of mathematics in classrooms, using a collaborative inquiry and learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.	Board Improvement Plan for Student Achievement 2012-2015	° Collaborative Inquiry Learning Continuum survey results. ° EQAO results 2013-14. ° Report card data.	For 2014-15, 75% of students in schools participating in the Collaborative Inquiry Learning – Math project will achieve Level 3 or higher on Grade 6 EQAO Mathematics.
	Netbooks will be distributed to all teachers of Grades 4 to 8 with an instructional focus on best practices for teaching Mathematics (e.g. using the 3-part lesson planning format).	Board Improvement Plan for Student Achievement 2012-2015	° 21st Century Teacher Survey results. ° 21st Century Student Survey results. ° Tracking of individual student learning assessment and evaluation data. ° Report card data.	For 2014-15, 75% of students in schools participating in the Collaborative Inquiry Learning – Math project will achieve Level 3 or higher on Grade 6 EQAO Mathematics.
	Schools will develop Mathematics achievement goals by division based on student learning needs. School Plans may attend to some or all of the following: • Three-part lesson design • The assessment framework (learning goals, co-constructed success criteria, student self-assessment and descriptive feedback) • Effective questioning (open and parallel) • Use of manipulatives • Math-talk learning communities • Process expectations	School Improvement Plan	° Tracking of individual student learning assessment and evaluation data. ° Report card data.	Mathematics goals identified in School Improvement Plans. Schools will meet identified mathematics targets.

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STUDENT ACHIEVEMENT

Goal	Initiative	Source	Metric	Target
Increase levels of student achievement for intermediate division students in the area of mathematics.	Teams of teachers of Grades 7 and 8 will conduct in-class investigations of student work and lessons in mathematics in classrooms using a collaborative inquiry learning process, allowing teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.	Board Improvement Plan for Student Achievement 2012-2015	° Collaborative Inquiry Learning continuum survey results. ° Tracking of individual student learning assessment and evaluation data. ° Report card data.	For 2014-15, 62% of students studying at the Applied Level will achieve Level 3 or higher on the Grade 9 EQAO Mathematics Test.
	Teams of teachers that teach Grade 9 Mathematics will work in teams to refine their teaching practice to improve student achievement. Some of the best practices will include: using open and parallel questions, math-talk learning communities, the 3-part lesson planning process and gap closing resources.	Board Improvement Plan for Student Achievement 2012-2015	° Tracking of individual student learning assessment and evaluation data. ° Report card data. ° EQAO results 2012-13. ° EQAO results 2013-14.	For 2014-15, 62% of students studying at the Applied Level will achieve Level 3 or higher on the Grade 9 EQAO Mathematics Test.
Increase levels of student achievement for elementary school students in the area of literacy.	Teachers of Grades Kindergarten, 1 and 2 will work in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning will assist teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.	Board Improvement Plan for Student Achievement 2012-2015	° Grade 1 Developmental Reading Assessment data collected Oct. 2012, June 2013. ° Progress of Collaborative Inquiry Learning initiatives will be monitored in designated schools. ° Collaborative Inquiry Learning Student Work and Artifacts shared in Networked Moderation Sessions. ° Collaborative Inquiry Learning continuum survey results.	For 2012-13, 75% of Grade 1 students will achieve Developmental Reading Assessment benchmarks. For 2012-13, 78% of Grade 2 students will achieve Developmental Reading Assessment benchmarks. For 2014-15, Grade 3 EQAO Reading 76% will achieve Level 3 or higher.

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STUDENT ACHIEVEMENT

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Increase levels of student achievement for secondary school students in the area of literacy.	Teachers that teach Grade 9 and 10 Applied Level Courses will work in teams to conduct investigations based on student work to refine instructional strategies that relate to reading and writing. The learning will assist teachers to integrate new knowledge and understanding of student learning and classroom instruction into their professional practice.	Board Improvement Plan for Student Achievement 2012-2015	° Tracking of individual student learning assessment and evaluation data. ° Report Card data. ° EQAO results 2013-14.	For 2014-15, OSSLT: 90% of secondary students will pass the OSSLT.
	Teachers will work in teams to refine their practices to improve the ability of students identified as learning disabled to become stronger self-advocates.	Board Improvement Plan for Student Achievement 2012-2015	° Tracking of learning disabled students in each secondary school. ° Review of Individual Education Plans (IEPs) of learning disabled students.	In-service of school administrators and guidance department staff on identifying learning disabilities. Input on IEP from individual secondary students identified as learning disabled as to their needs and strengths.

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LEADERSHIP

Goal	Initiative	Source	Metric	Target
Increase the ability to be instructional leaders to improve student achievement.	Principals and vice-principals will work in learning teams to improve their ability to monitor and supervise instruction in their schools. The learning teams will work together at family of schools meetings. Some examples of the learning topics include: netbooks (e.g., Destination Reading), literacy best practices, assessment moderation, demonstration videos, provincial resources, the assessment framework and the professional learning cycle.	Board Improvement Plan for Student Achievement Ministry of Education Professional Learning Cycle	° Agendas and minutes from family of schools meetings. ° Learning team presentations.	100% of agendas report and reference progress of school learning teams.
	Principals and vice-principals will develop school improvement plans for student achievement focused on staff development that link the Strategic Plan, the Board Improvement Plan for Student Achievement, and Ministry of Education initiatives.	Board Improvement Plan for Student Achievement School Improvement Plan	° School Improvement Plans and staff growth plans.	100% of annual learning plans will have direct links to School Improvement Plans and Board Improvement Plans.
Improve the skills and knowledge of our leaders in relation to personal leadership resources.	Aspiring teacher leaders will participate in teacher leadership programs (Introduction to Teacher Leadership and Aspiring Catholic Leaders). Aspiring administrators will participate in an internship programs to develop future school administrators.	Board Leadership and Development Plan Growing in Virtue Document	° Qualified Catholic leaders prepared to assume system leadership responsibilities. ° Survey of supports and needs for aspiring leaders. ° Qualified staff internal applicant list.	Sufficient number of internal candidates to meet evolving system needs.
	Newly appointed principals and vice-principals will participate in a mentoring program that will combine training and coaching by experienced principals, vice-principals and supervisory officers. Training will address faith formation, instructional leadership and Personal Leadership Resources.	Board Leadership and Development Plan	° Survey of supports and needs for newly-appointed leaders.	Feedback from newly-appointed leaders indicates areas of need and level 3 values of current supports.
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LEADERSHIP

	Principals, vice-principals and aspiring leaders will develop annual growth plans that address Personal Leadership Resources (as outlined in the Ontario Leadership Framework), instructional leadership and personal faith formation. Annual growth plans will be monitored and supervised by supervisory officers.	Board Leadership and Development Plan Ontario Leadership Framework	° Annual Growth Plans reflecting Personal Leadership Resources.	100% of Annual Growth Plans for administrators reflect a focus and change in practice in at least one area of Personal Leadership Resources.
	Principals and vice-principals will participate in monthly training sessions to refine their ability to manage conflict effectively, to effectively coach employees, to work through difficult conversations and to performance manage employees. The training will address Personal Leadership Resources [as outlined in the Ontario Leadership Framework: Cognitive Resources (i.e., problem solving), Social Resources (i.e., perceive and manage emotions), Psychological Resources (i.e., optimism and resiliency)].	Board Leadership and Development Plan	° Monthly Principal meeting agendas ° Survey Feedback on application of Personal Resources	50% of system and school leaders trained in Cognitive Coaching Foundations. Level 3 feedback on satisfaction of appropriateness and value of Personal Resource development opportunities.
Improve the ability to be human resources and labour relations leaders.	Principals and vice-principals will participate in the Leadership in Human Resources Certificate Course (Recruitment and Selection of Employees, Performance Management, Managing in a Union Environment, and Health and Safety).	Board Leadership and Development Plan	° System leaders completing the program. ° Satisfaction survey – program appropriately covers topics identified.	By 2015, all system leaders will have completed the first cycle of the Human Resources Certificate Program. Program meets expectations of participants.
	Selected principals and vice-principals will work in learning teams to refine their performance management skills.	Board Leadership and Development Plan	° Audit of principal performance appraisals to improve student learning.	Performance appraisals will comply with Ministry regulations (20% per year). Language and standards will reflect Board Improvement Plan for Student Achievement goals, consistent with Professional Learning Communities.

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COMMUNICATIONS

Goal	Initiative	Source	Metric	Target
Provide timely, appropriately-delivered and relevant information to our Catholic community.	Survey and dialogue with individual school communities to establish methods of fulfilling local communications needs.	Communications Office 2012-2015 Initiative.	° Google Analytics ° Survey Tool	100% of schools having parents/members who participate.
	Incorporate 'on-line subscription' feature for Board and school information such as newsletters and events.	Information Technology / Communications Office projects.	° Website Data Report	Minimal number of 'unsubscribed' users.
	Plan and implement a web-based interface project to support communication with parents (e.g., Moodle, Desire 2 Learn).	Board Communication Strategy involving multiple departments including 'minimum requirements' list.	° Data Services Report	More than 75% of classrooms in the system have met or exceeded the minimum requirements.
	Develop a social media playbook (a 'how to' guide for staff to follow on the social Web).	Communications Office 2012-2015 Initiative.	° Portal Access/Usage Report	100% of school administrators can access and reference items in the social media playbook.
Build trusting relationships with our community members.	Develop and implement projects that support two-way communication with our Catholic community (i.e., 'Ask a question' button added to the online version of a newsletter).	Communications Office and Information Technology 2012-2015 Initiatives.	° Website Submissions	100% of publications clearly include a method of communication or identifies a contact.
	Tell our story and demonstrate our success. Include the use of testimonials so that the Catholic community has the opportunity to 'share their story'.	Communications Office 2012-2015 Plan and School Initiatives.	° Board and School website monitoring	100% of school websites host success stories.
	Develop current, easy-to-navigate elementary school websites that use new communication utilities and are accessibility compliant.	Communications Office and Information Technology 2012-2015 Initiatives.	° School website monitoring ° Parent/community member survey	100% of elementary schools use their websites as the primary method of online communication with parents and community.
	Increase the use of video on the Board and school websites as a communication tool.	Communications Office 2012-2015 Plan and School Initiatives.	° Board and School website monitoring	100% of school websites host video.

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Goal	Initiative	Source	Metric	Target
Demonstrate honest, successful collaboration.	Execute public participation events where the collective voice is shared and has a positive impact.	System participation events.	° Attendance at the public event	Increased and well-documented number of initiatives impacted by public participation.
	Provide our Catholic community (partners, parents, parent council members, etc.) with the opportunity to participate in online discussions. Community members who cannot attend an event/session in person will still have the opportunity to participate.	System participation events and Communications Office project.	° Website Submissions	100% of all community events include an online participation component / method.
	Increase the use of online surveys and polls for school and system initiatives. (Note: provide paper versions, if required.)	Communications Office 2012-2015 Plan and School Initiatives.	° Website Submissions ° Completion of paper survey	Increased and well-documented number of initiatives impacted by online surveys and polls.