

STRATEGIC PLANNING RENEWAL PROCESS

PURPOSE:

To provide trustees with an update on the development of the Strategic Planning Renewal Process.

BACKGROUND INFORMATION:

In early September, 2009, the Board announced its intent to undertake a Strategic Planning and Renewal Process. The initiative anticipated the Board's obligation to develop multi-year plans as required through amendments to the Education Act (Bill 177), and was seen as a mechanism to address the Board's long-term needs, specifically in regards to growth and change. The process would assist in providing the Board with the vision, values, and leadership needed to manage, guide, and sustain that growth and change. The plan would be a blueprint for expected outcomes and provide a framework to assist in the achievement of desired outcomes.

The Board's new Vision Statement was to serve as the foundation on which to develop and implement the Strategic Planning Renewal Process. There was a commitment that the process would involve widespread participation and engage all stakeholder groups within the Halton Catholic community in opportunities for consultation.

Senior staff and trustees collaborated on identifying four (4) Priority Areas of Focus for the Strategic Planning Renewal Process.

They are:

- Strengthening the distinctively Catholic character of our schools and programs
- Enhancing school effectiveness and improving student achievement
- Building capacity with all educational partners
- Improving levels of service and support to schools

These four (4) key areas will be the focus areas in which the Strategic Planning Renewal Process (SPRP) develops and implements Outcomes, Indicators and Performance Strategies.

Bringing the New Vision Statement to Life – The Foundation of the Strategic Planning Renewal Process

The initial activity of the Strategic Planning Renewal Process was designed to raise the awareness of all stakeholders that the Board had adopted a new Vision Statement, and to make the statement immediately recognizable and meaningful among all stakeholder groups by identifying aspects of the Vision Statement currently in evidence within their schools, departments, and communities.

Numerous groups, including administrators, CPIC members, SEAC members, teaching and support staff, the Halton Deanery, Catholic School Councils, Federation groups and all departments of the Catholic Education Centre were invited to share in an activity to highlight the new Vision Statement.

All forty (40) elementary schools, eight (8) secondary schools¹, Thomas Merton (ALC) and twelve (12) departments/stakeholder groups accepted the invitation to participate in the activity and submitted group responses based on their discussion of the following statement:

“When considering the four (4) key pre-selected areas chosen from the Vision Statement, provide examples of activities you have observed or have been involved with that demonstrate how each of the areas are “brought to life” or are meaningful in your Catholic community.”

To assist in analyzing the collective responses, content analysis was used to develop categories and frequency accounts of the occurrence of each category under each of the four (4) key component areas of the Vision Statement (*Distinctively Catholic, Model Learning Community, Exceptional Education, and Nurturing the Call to Love and Serve*). Preliminary results provide an early glimpse of how staff and stakeholder groups currently view or experience each of the key components of the Vision Statement within their school or department.

Six (6) common themes emerged from the group discussions about how being *Distinctively Catholic* is currently “brought to life” or is meaningful within our Catholic community. The themes are presented in order of frequency reported.

1. Faith celebrations – including daily prayer, school masses, Faith Day, classroom and school liturgies
2. Catholic Curriculum – responses here include a focus on Catholic curriculum expectations, the integration of Gospel values across the curriculum, the teaching of Catholic virtues, our religious education program offerings, Focus on Faith curriculum maps, and through our Catholic social teachings
3. Visible signs of Catholicity – symbolic displays of our faith, prayer tables and centres, chapels, crucifixes, etc.
4. Social Justice – a variety of social justice initiatives, community outreach and charitable work, and our inclusive education policy were identified under this theme
5. Home, School, Parish connection – most groups made mention of the value of the home, school, parish triad, parish priest involvement and connection with the school and central office
6. Sacraments – the opportunity to celebrate the sacraments was identified as a way we currently experience our distinct Catholic character within our schools

Five (5) key themes emerged as indicators of how we currently view or experience *Exceptional Education* across our system:

1. Equity and inclusion in instruction, planning and assessing students – much of the discussions here focused around the use of differentiated instruction, instructional pathways, assessment strategies, our inclusive education policy, and our Catholic curriculum expectations to support all student learning
2. Consistently high standards of student achievement as evidenced by high provincial test scores
3. Home-School connections – collaboration and communication with parents, parental involvement
4. Ongoing Professional Development opportunities for staff
5. Catholic Learning Community – sharing of best practices, teacher moderation and other learning opportunities

Three (3) key themes emerged as indicators of how a *Model Learning Community* is made meaningful across the HCDSB:

1. Through our professional practice – for example, teacher moderation and collaboration, sharing of ideas and best practices
2. Communication and collaboration with parents, and the emphasis on home/school and parish triad were also defined as key components of how we currently define ourselves as a model learning community
3. Reinforcement through student activities – discussion also focused on how we model our Catholic values and how those values are reinforced through student activities

Five (5) key themes emerged as indicators of *Nurturing the Call to Love and Serve*:

1. Support for Charities and those in need – food drives, community outreach and charity fundraising
2. Social Justice – participating in social justice initiatives and teachings, anti-bullying awareness campaigns/programs and community service were central to this theme
3. Walking the talk – practicing what we preach by modeling Gospel, faith-based and Catholic values
4. Faith Celebrations – engaging in daily prayer, participating in liturgies and masses
5. Student Leadership – supporting activities that encourage and enhance students as leaders

Additional Activities: September – December 2009

- A Strategic Planning Renewal Process Steering Committee was established, consisting of senior staff, and supported by Dr. Erica van Roosmalen, Chief Research Officer. Members of the SPRP Steering Committee accepted responsibility to lead data gathering and data analysis activities in each of the four (4) Priority Focus Areas as follows:
 - a) Strengthening the distinctively Catholic character of our schools and programs – M. Pautler
 - b) Enhancing school effectiveness and improving student achievement – J. Herman/R. MacDonald
 - c) Building capacity with all educational partners – M. Tessari/F. Mazzetti
 - d) Improving levels of service and support to schools – G. Corbacio/J. Rowles

While stakeholder groups across the system engaged in the first phase of the consultation process, each of the Priority Focus Area leads assembled working teams to assist in guiding the process. The mandate for the Priority Focus Area sub groups was to analyze existing data that pertained to their focus area, begin to identify potential approaches and directions, and to draft possible Outcome Measures, Performance Indicators, and Performance Strategies based on the existing data. Some examples of the sources of existing data that were used include the State of the System Survey (2008-09), the Halton Youth Survey, and Annual EQAO and OSSLT. Results from the initial Vision activity are now being examined and will be incorporated as appropriate.

The Steering Committee also identified areas where they felt further data would need to be acquired to complete this environmental scan, and from which specific stakeholder groups this data should come. A variety of strategies, including survey instruments, focus group sessions, and a further broad consultative process have been developed, and will provide the additional information needed to support the development and refinement of Outcome Measures, Performance Indicators, and Performance Strategies.

- Senior staff have received training to gain familiarity with a Results Based Accountability (RBA) framework, based on the work of Mark Friedman (Director of the Fiscal Policy Studies Institute, Santa Fe, New Mexico). (*Appendix 'A'*)

RBA is a disciplined way of thinking and taking action. It is a framework for decision-making and management that creates a focus on HCDSB community results. RBA connects the performance of programs, service departments, schools, and policies to our Board's results with visible ownership by responsible departments across the board.

RBA is a unique, plain language process in that it starts with the ends and works backwards, step by step, to the means. For the Halton Catholic District School Board, the ends are conditions of well-being for students, staff, families and the Halton Catholic community as a whole. For example, "schools are ready for children," "students are learning," "staff are life long learners," and "families are engaged in their child's school." For programs and services, the ends are how our students and staff are better off when the program and service works the way it should.

The RBA process is not new to HCDSB. We were first introduced to the Results Based Accountability process through the Our Kids Network and the Vision for Children 2008 Report Card. We have also used the RBA process as part of the Board Improvement Planning process, the Home, School, Parish Partnership day and most recently all SK teachers and school administrators had the opportunity to work through the RBA process in exploring their schools Early Development Instrument (EDI) results (Refer to *Appendix 'B'* for a step-by-step example of the RBA process).

This training builds the necessary capacity to ensure that the final format for the presentation of the strategic plan will adopt the methodology of results based accountability, and will identify clear, measurable outcomes that will support the Board in providing appropriate oversight and ensuring organizational accountability for the implementation of strategies supporting the vision of the Board.

- Trustees and senior staff have been engaged in facilitated processes to develop Draft Outcome Measures, adding clarity and specificity to the Vision Statement. The four (4) Priority Areas of Focus and the broad strategies and detailed action plans developed through the planning process will be aligned with these Outcome Measures.

The activities and the processes that have occurred to date have contributed to a comprehensive environmental scan, and have provided a clear indication of what we, as a system and as individual communities, do well, as perceived by participating stakeholder groups. Both the Visioning Activity and sources of existing data analyzed by the Priority Focus area sub groups provide largely positive, current and general information about our ongoing successes especially in providing an effective and positive Catholic education for our students and a nurturing and caring climate for our staff and students. They confirm that many of our current practices are already successfully and effectively bringing the Vision Statement to life and as such provide a solid foundation upon which to build on future plans and initiatives.

Next Steps:

The intent of the Board, in adopting our Vision Statement, was to provide aspirational goals to clearly guide the strategic and operational planning processes. While an accurate assessment of organizational strengths and challenges is a necessary component of strategic planning, the focus, necessarily, must be forward looking. In the next phase of this planning process, the ongoing consultation process will invite stakeholders to engage in discussion regarding our preferred future for our students, our staff, and our schools, and, most importantly, to begin to identify the individual contributions that each can make to support our progress towards attaining the Vision.

a) System and Stakeholder Engagement (Phase II)

School Staff Groups (40 elementary, 8 secondary and 2 Thomas Merton - ALC)

Catholic School Councils (40 elementary and 8 secondary)

Each group will be invited to participate in a structured, facilitated discussion. Elements of these planning sessions will include:

- i) Sharing the system results at the first visioning activity with the participants.
- ii) “Where do we want to be?” (*Appendix ‘C’*) - Stakeholder groups will work through a group activity that asks them, from the perspective of the group that they represent, where they want our students, staff, schools, families, school board and community to be, looking ahead to 2020 with respect to being “Distinctively Catholic”, “A Model Learning Community” “Providing Exceptional Education” and “Called to Love and Serve”.
- iii) “Prioritising Activities/Strategies” (*Appendix ‘D’*) - Within their same groupings, and using the “Where do we want to be?” activity (*Appendix ‘B’*), strategies from each of the three (3) priority focus areas will be identified and prioritised by the group after discussion.
- iv) “Affirming our Commitment” (*Appendix ‘E’*)- Stakeholders will then choose the top three (3) priority strategies from the “Prioritising Activities/Strategies” (*Appendix ‘D’*) and discuss and record their particular group plans to participate and contribute to implementing the strategy so that the desired outcomes in each of the three (3) priority focus areas are achieved.

b) Data Collection for “Improving the Levels of Service and Support to Schools”

Data collection for this priority area will be acquired through a process using focus groups composed of various individuals representing the stakeholder groups in the Board. The groups will be both mixed and similar to the stakeholder composition. The groups will be guided by a series of questions related to current experience of existing and required service levels to schools and clients.

c) **Additional Focus Groups**

In order to elicit participation and perspective from the broadest possible range of stakeholders, the following groups will be invited to participate in consultation sessions identical to those facilitated for the groups cited above.

- Catholic Education Centre Departments: Business Services, Curriculum Services, Facility Management Services, Human Resources Services, School Services, Special Education Services, Office of the Director and Administrative Services
- Catholic Parent Involvement Committee (CPIC)
- Catholic School Council Chairs
- Chaplains and Faith Animators
- Halton Deanery
- Principals and Vice Principals
- Special Education Advisory Committee (SEAC)
- Trustees (Working Session)
- Union Groups and Professional Associations

d) **Individual Responses**

Individuals will also be invited to offer personal perspective through a variety of means.

Strategic Planning Renewal Process link on Board Website

- In the interest of openness and transparency, all data gathered is being posted on this page.
- Individual responses to the facilitating group discussion process can be submitted electronically.

Survey to Parents

A survey is being developed to accomplish two main goals: (1) to measure our performance based on opinions of HCDSB school families, and (2) to guide our strategic goal-setting and planning for the future.

The survey is designed to gather information on parents' perceptions and level of satisfaction with:

- the quality of education their children are receiving
- the distinctively Catholic character of our schools
- the opportunities available to connect and engage with their child's school
- the programming and supports available within their child's school

All elementary and secondary parents will be invited to participate in the on-line survey via the Board's parent notification system "School Connects" (otherwise known as Synrevoice).

The survey will be available late February/early March.

e) **Priority Focus Area Working Teams**

Working teams will continue to meet to analyze existing data, and to assimilate new information provided through all of the processes previously identified. Members of the working teams will assist in facilitating the focus sessions. Analysis and interpretation of results will support the work of identifying and refining Outcome Measures and Performance Indicators in each of the Areas of Priority. Using the RBA framework, teams will develop strategies which will yield measurable progress towards mutually agreed upon outcomes.

f) **Steering Committee**

The Steering Committee will continue its coordination and alignment role through receiving frequent updates from sub-committees and data-gathering from the above activities.

g) Trustees and Senior Staff

Trustees and senior staff will continue to meet to ensure that draft Outcome Measures and broad strategies and approaches are aligned with the Board's Mission and Vision. Periodic updates will be provided through Board information reports from the Steering Committee. A comprehensive framework outlining a multi-year strategic plan will be brought forward for the approval of the Board in June 2010.

CONCLUSION:

The Strategic Planning Renewal Process will bring clarity and a shared sense of purpose to our work as a Catholic school board, and will sharpen the focus in areas that are identified as priorities. By adopting a planned and strategic approach to our common goal of providing excellence in Catholic education, it will allow for the appropriate allocation of human, financial, and educational resources. It will also provide a framework by which our progress towards our goals can be monitored and measured against clearly identified and mutually agreeable indicators. It also satisfies the obligation of the Board to develop and adopt a multi-year strategic plan.

REPORT PREPARED AND SUBMITTED BY:

J. LANGILL
SUPERINTENDENT OF EDUCATION

E. VAN ROOSMALEN
CHIEF OFFICER RESEARCH AND DEVELOPMENT

REPORT APPROVED BY:

M. W. PAUTLER
DIRECTOR OF EDUCATION

¹ Approximately 80% of responses reflect the views from a school based perspective.

The background of the slide features a series of stylized, 3D human figures in shades of blue, holding hands in a circle. The figures are rendered with a slight perspective, giving them a three-dimensional appearance. The overall color scheme is a gradient of blues, from a deep navy blue at the bottom to a lighter, sky blue at the top.

“Fulfilling the Promise”

Strategic Planning 2010-2015

Measuring What Matters

Senior Admin Retreat

January 11, 2010

OBJECTIVES



- Overview of a results based accountability framework for focusing and moving our strategic planning process forward
- Clarify the distinction and alignment between the components of the Vision Statement and Key Priorities
- Come to consensus with respect to definitions – both in terms of vision statement and key priorities
- Begin to identify key results, indicators and performance measures
- To model a framework to use with your subgroups



Trying Hard Is Not Good Enough

*How to Produce Measurable Improvements
for Customers and Communities*

Mark Friedman

Results Based Accountability



- A framework for decision-making and management that
- Creates a focus on HCDSB community results
- Connects the performance of programs, service departments, schools and policies to those results with
- Visible ownership by responsible departments across the board

Results Based Accountability



is made up of two parts:

Population Accountability
about the well-being of

WHOLE POPULATIONS

Of the entire Halton Catholic Community

Performance Accountability
about the well-being of

CUSTOMER POPULATIONS

(students, teachers, staff and families)

For Programs, Schools and Service Departments

DEFINITIONS



Population

RESULT or OUTCOME

A condition of well-being for children, adults, families or communities.

Schools are connected to Home & Church, Children ready for school, Safe communities, Children are learning, HCDSB is recognised as distinctively Catholic

INDICATOR or BENCHMARK

A measure which helps quantify the achievement of a result.

Incident rates, % students ready at K entry, % students meeting provincial standard, teacher mobility rate, % impactful HSP partnerships

Performance

PERFORMANCE MEASURE

A measure of how well a program or school/service system is working.

1. How much did we do?
2. How well did we do it?
3. Is anyone better off?

i.e., are students, Staff, teachers better off

From Ends to Means – From Talk to Action



RESULTS or OUTCOMES

ENDS

INDICATORS

PERFORMANCE

MEASURE

MEANS



Selecting Indicators



- The key to selecting indicators is asking thoughtful questions about how important accomplishments can be measured in an understandable manner with data that can be collected using a reasonable amount of resources.

Criteria for Choosing Indicators



Communication Power

Does the measure communicate to a broad range of stakeholders

Proxy Power

Does the measure say something of central importance about the priority – Does the indicator bring along the data HERD

Data Power

Quality data available on a timely basis with reasonable resources

Three Part Indicator List for each Result



Part 1: Primary Indicators

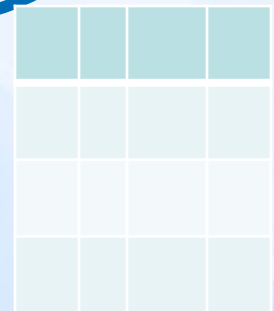
- 2 or 3 or 4 “Headline” Indicators
- What this result “means” to the HCDSB community
- Meets the Public Square Test

Part 2: Secondary Indicators

- Everything else that’s any good (Nothing is wasted.)
- Used later in the Story behind the Curve

Part 3: Data Development Agenda

- New data
- Data in need of repair (quality, timeliness etc.)



Example Indicators



- Percent students achieving provincial standard
- Graduation Rate
- Percent schools working together with home and parish on charitable projects
- Percent employee satisfaction on various measures (contribution, morale, PD opportunities)
- Student: Teacher ratio



PERFORMANCE ACCOUNTABILITY

Developing Performance Measures

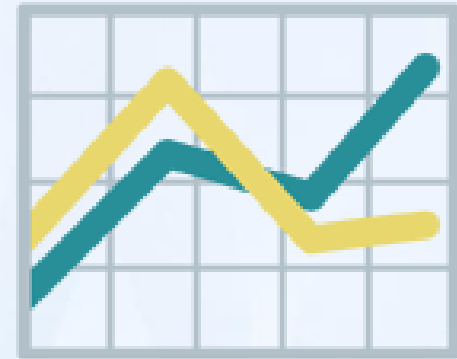


Performance measures are the means by which success in achieving **our results** can be planned, monitored and evaluated.

Three Simple Performance Measure Categories



1. How much did we do?
2. How well did we do it?
3. Is anyone better off?



Performance Measures



Quantity

Quality

Effort

How much
did we do?

How well
did we do it?

Effect

Is anyone
better off?

#

%

Summary of Performance Measures



	Quantity	Quality
Effort	<p><u>How much did we do?</u></p> <p># Customers Served (by type of customer)</p> <p># Activities (by type of activity)</p>	<p><u>How well did we do it?</u></p> <p>% Common measures (i.e., workload, staff morale, staff fully trained, worker safety, customer satisfaction)</p> <p>% Activity- specific measures (% actions timely & correct, % staff completing training, PD focused FOS, % of actions meeting standards)</p>
Effect	<p><u>Is anyone Better off?</u></p> <p># Skills/ Knowledge # Attitude/ Opinion # Behaviour # Circumstances</p> <p>% Skills/ Knowledge % Attitude/ Opinion % Behaviour % Circumstance</p>	

Turning the Curve

Recommendations for Action

Moving From Talk to Action

What is provided on the following pages is an easy tool designed by Mark Friedman (developer of Results Based Accountability) that can get you from talk to action in 45 to 60 minutes. We suggest you use this tool as a way to discuss the student achievement results in your school.

This ‘Turning the Curve’ exercise has been modeled after the OKN Report Card. A key advantage of using RBA is that it provides a process for moving from talk to action by answering key questions.

Ultimately, every person will have their own perspective on how well your school is doing and some issues will be perceived as more important than others. Regardless of any perspective, the next step is to share the insights gained from this report and begin conversations about what is okay for our students and what is not okay. As a result of these conversations your SIP team will determine which areas of achievement your school needs to act upon. In RBA language, this is called “turning the curve”. In other words, your school team wants to take action on indicators that reflect a negative trend in order to turn the trend or curve in a more positive direction.

Key Questions for “Turning the Curve”

Story Behind the Baseline (trend)

What are the causes and forces at work? Digging behind the pictures helps us get a handle on what's going on in our school community and what might work to do better.

Partners

Who are the potential partners (teachers, SERTs, parents, consultants itinerants, etc.) who have a role to play in doing better?

What Works

What would it take to do better? What has worked in other ‘Like-Schools’? What does research tell us? The answers should draw on the possible contributions of partners and should involve no-cost and low-cost ideas.

Criteria

What criteria should guide this selection process? Some criteria to think about include: specificity (Specific action not rhetoric?), leverage (Will it make a big or little difference?), values (Is it consistent with our Catholic School values?), and reach (Is it feasible to do it this year or 3 to 5 years?). You may want to review the School Effectiveness Framework here.

Strategy, Action Plan and Budget

What do we propose to actually do? This should take the form of a multi-year strategy and action plan (SIP) laying out what is to be accomplished by when. We can then assign responsibilities and get started.

Some Tips to Get You Started

1. Anywhere leads to everywhere. It doesn't matter where you start, you will eventually get to everything.
2. Start where people are passionate. Reflect on existing classroom and school data. Use the RBA framework to keep these processes disciplined and make sure they get from talk to action quickly.
3. Start where it feels right and meaningful for your school community.
4. Get from talk to action as quickly as possible. Make sure there is an action track to “turn a curve” early in the work.

TURNING THE CURVE

EXAMPLE ONLY *(not meant to be a complete example)*

1.

Population:

Students JK - 12

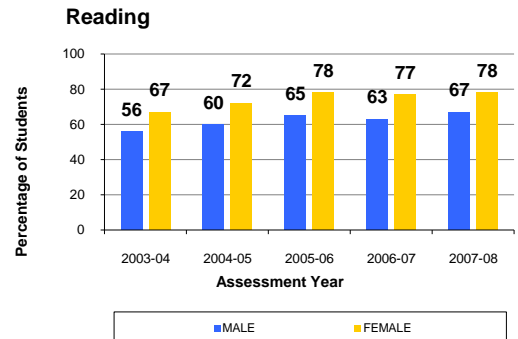
Result:

Students are Learning

Indicator:

Grade 3

Gender Gap
in Reading



2.

Story Behind the Baseline (trend): The cause, the forces at work; who are the boys/girls who are not achieving.

- Boys do not enjoy traditional classroom reading materials
- Lack of positive role models
- Boys take longer to learn to read than girls do
- Boys spend less time reading than girls
- Most challenged by Reading Skill 3: understanding implicitly stated ideas & information (making inferences)
- Lack of positive role models
- Boys are less likely to value reading
- More male LD students

3.

Partners

- Specific grade teachers
- School administrators
- SERTs
- SST
- Students
- Family of School Superintendent
- Consultants
- Itinerants
- Program Superintendent
- Parents

4.

What Works – specific research based strategies (linked with SEF Essential /Local Components)

- **Student Learning & Achievement** -- Ongoing analysis of boys achievement is integral to the work of the PLC and informs instructional decisions
- **Instructional Leadership** -- Job-embedded professional learning around boys literacy for all staff/teachers
- **Assessment and Evaluation**-- Boys are involved in assessing, tracking and setting goals for their own learning
- **Curriculum and Instructional Strategies** -- Practice and application of literacy skills are embedded in all curricular areas
- **Home, School and Community Outreach and Partnerships** -- Link students with positive male role models within the school, family and community

5.

Action Plan and Budget – Set “action table” where all interested people can make a contribution

Results Based Accountability

Turning the Curve

1.

Population:

What is your population (e.g., Students Jk-12)

Result:

What is the Result? (e.g. Students are learning, Students are Safe)

Indicator:

Insert the indicator for "turning the curve". Include the graph! (e.g., percent of grade 3 boys achieving at or above the provincial standard)

2.

Story behind the baseline (trend): The cause, the forces at work; the origin of the baseline.

... **HINT** Look at the research, but don't be limited by research. Find out what has worked in other 'Like-Schools' to "turn the curve" you are working on. Research will never give us all or even most of the answers. Use common sense, professional judgment and knowledge of your school community to decide what will work here.

3.

Partners with a role to play:

... **HINT** List all the partners that can have a role to play in turning the curve on a particular indicator.

Results Based Accountability

Turning the Curve

4. **What Works:** What would it take to turn the curve in your school community? Best practices, best hunches.

... **HINT** Use the criteria below as a technique to assess your ideas about what works.

Specificity: Is the proposal specific about what will be done, when and by whom; or is it a rhetorical statement of need like "improve achievement or job embedded professional learning"? Proposals need to take the form of an actionable item which can be implemented and funded, if necessary.

Leverage: How great an impact will this proposal have on the curves your school is trying to turn? You are looking for actions which are high leverage, not token efforts.

Values: Is the proposal consistent with your Catholic school's values and mission? There are many proposals which are potentially effective which violate important principles of equity and fairness. The best approaches must be true to your school's values and must take into account differences in school communities and student learning needs.

Reach: Is it feasible and affordable? Can it be done this year, next year, or 3 to 5 years?

Ideas about what works can be rated on a worksheet against these criteria. Each proposal can be rated high, medium or low on these four criteria. Those that rise to the top can become the first year's plan. Others that are high on the first three criteria, but lower on the fourth can be targeted for later years.

Consider no-cost and low-cost ideas. No-cost and low-cost ideas can be among the most powerful parts of your plan. We have a tendency to think about everything as a funding problem. While funding is certainly important, it is not the only way to turn a curve. There are many ways for partners to make contributions to this work (e.g. use of volunteers, parents, church community, community groups, etc.) that make a crucial contribution at low cost and without using Ministry/Board funding sources. When groups are given the challenge to "turn a curve" (and are asked to include at least one no-cost or low-cost idea), it often happens that half to two thirds of the good ideas are no-cost or low-cost. The simple act of asking for no-cost and low-cost ideas has the effect of changing people's mindsets.

5. **Action Plan and Budget:**

... **HINT** Fit the pieces together. Having selected priorities for action is not the same as having a coherent plan. Consider how these pieces fit together in a system of services and supports, not just a loose confederation of good ideas.

Key Phrase: Distinctively Catholic

Halton Catholic District School Board

Where do we want to be?

What would our Board look like in 2020 if we achieve our Vision?	Activities/Strategies we might undertake to achieve our results?
We want students who are...	<ul style="list-style-type: none">••••
We want staff who are...	<ul style="list-style-type: none">••••
We want schools who are...	<ul style="list-style-type: none">••••
We want families who are...	<ul style="list-style-type: none">••••
We want to work in a school board that is...	<ul style="list-style-type: none">••••
We want to live in a community that is...	<ul style="list-style-type: none">••••

Top three (3) Activities/Strategies we will undertake to achieve our results?

Our Contribution and Commitment

1.

2.

3.