



STRATEGIC PLAN 2016-2021

Understanding Our
New Multi-Year Plan



Achieving Believing Belonging



OUR MISSION

The Halton Catholic District School Board, **in partnership with home and Church**, is dedicated to providing excellence in Catholic education by developing **Christ-centred** individuals **enabled to transform society**.

OUR VISION

The Halton Catholic District School Board is a model learning community, widely recognized as **distinctively Catholic**, providing **exceptional education**, while **nurturing the call to love and to serve** as a people of faith, living out God's plan.

OUR VALUES

At the Halton Catholic District School Board, **we value**:

Our Catholic Faith

and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

The Whole Child

and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

Excellence in Learning

and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

Relationships and Partnerships

and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

The Importance of Contributing to Our Communities

and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

Achieving: Meeting the needs of all learners



01 Educational experiences and opportunities are differentiated to support all learners.

02 Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.

03 We hold high expectations for all learners.

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



01 All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

02 Our schools foster the relationship between home and parish.

03 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

Belonging: Embracing relationships & sustaining safe, welcoming schools



01 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.

02 Relationships with all educational partners are nurtured and supported.

03 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

Foundational Elements: Optimizing organizational effectiveness



01 Improved access to services and supports for students and schools.

02 Communication is clear, transparent and responsive.

03 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.

04 Stewardship of resources optimizes human, financial, physical and material assets.

05 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.



ACHIEVING - Meeting the needs of all learners

Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress towards achieving our goal?)	Responsibility
1. Educational experiences and opportunities are differentiated to support all learners.	<p>1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.</p> <p>1.2 Parents, educators, and professionals work together to determine student needs and goals.</p> <p>1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.</p> <p>1.4 State of the art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.</p>	<p>Improved flow of data and information consistency. Students benefit from an integrated, seamless plan of support.</p> <p>Students feel prepared for transitions.</p> <p>School size and infrastructure are optimized to maximize program options available to students.</p>	<p>Overall pillar: Year 1 Monitoring Activity (focus groups and survey)</p> <p>1. Thomas Merton Centre in operation</p> <p>1.1 What special education programs do we offer? (e.g., mental health programs)</p> <p>1.1 EDI data used to meet kindergarten needs</p> <p>1.2 IEP process (e.g., number of student with an IEP?)</p> <p>1.2 Use of the JSPS Protocol</p> <p>1.3 MyBlueprint usage to develop IPPs (e.g., HCDSB Pathways Planner)</p>	<p>Research & Development Services</p> <p>Completed</p> <p>Results will be available year 2</p>



ACHIEVING - Meeting the needs of all learners

Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress towards achieving our goal?)	Responsibility
			<p>1.3 Number of SHSM/ OYAP/ Specialty Programs offered at HCDSB</p> <p>1.3 Number of visits to the Pathways webpage</p> <p>1.4 Number of new builds/remodels (natural playgrounds, learning commons, new schools, renovated schools)</p>	
<p>2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.</p>	<p>2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students.</p> <p>2.2 Engage students in authentic, personalized, and relevant inquiry learning</p> <p>2.3 Modernize schools and classrooms that support and enhance innovation in learning.</p>	<p>Staff are engaged in cultivating collaborative learning communities and self –identifying professional learning goals.</p> <p>Best practice is shared across schools and system as well as scaled up.</p> <p>Staff and students are supported by innovative technology solutions,</p>	<p>2. TTFM student data on student engagement, positive teacher-student relations, positive learning climate items</p> <p>2.1,2.2 CODE 21st Century Project results</p> <p>2.1, 2.3 Number of optional courses offered</p>	Results will be available year 2



ACHIEVING - Meeting the needs of all learners

Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress towards achieving our goal?)	Responsibility
	<p>2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.</p> <p>2.5 Mapping of Ontario Catholic School Graduate Expectations and 21st century competencies.</p> <p>2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.</p>	resources, and stimulating learning environments	<p>2.2 Number of Collaborative Inquiry Projects (what are the focus areas?)</p> <p>2.3 Number of Library as Learning Commons within the HCDSB</p> <p>2.3 Number of new purchases</p> <ul style="list-style-type: none"> • Devices • Furniture <p>2.4 Number of active wireless devices on our network</p> <p>2.6 Number of in-services on 21st century teaching</p> <p>2.6 Availability of 21st century resources (e.g., list needed)</p>	
3. We hold high expectations for all learners.	3.1 Provide support and self-directed professional learning opportunities.	Staff are engaged in current, relevant, responsive assessment practices.	<p>3. TTFM student data on expectations for success item.</p> <p>3. Collect data on Graduation rates, Credit Accumulation, and</p>	Results will be available year 2



ACHIEVING - Meeting the needs of all learners

Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress towards achieving our goal?)	Responsibility
	3.2 Students provided with opportunities to gain experiences, skills and knowledge needed for success in the real world.	Students are encouraged and demonstrate growth towards independence. Improved student achievement results measured through a variety of methods.	various achievement data sets (EQAO, Report Card, OSSLT) 3.Positive Asset Steering Committee in place to promote the asset approach 3.1Number of professional learning opportunities offered for teaching staff? Non-teaching staff? 3.2 Use of the IPP/ Pathways Planner	Research and Development Services, IT Completed Schools Services



Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
1. All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.	<p>1.1 Increase awareness of the Ontario Catholic School Graduate Expectations.</p> <p>1.2 Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith.</p> <p>1.3 Introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support all students in engaging and sustaining a vibrant spiritual life in relationship with God.</p> <p>1.4 Provide liturgical supports and in-servicing for staff.</p> <p>1.5 Provide Adult Faith Formation opportunities for all staff.</p> <p>1.6 Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.</p>	<p>All curriculum is delivered through the lens of Catholic Faith.</p> <p>Staff and students have opportunities to celebrate and practice their faith.</p> <p>Staff and students engage in faith formation opportunities.</p> <p>All staff are intentional about the ways in which their actions create an environment that reflects Gospel Values</p>	<p>Participation rates of Adult Faith Formation program across employee groups.</p> <p>Focus Groups: (staff) Perceptual and Attitudinal Data to review impact on learning and faith formation opportunities.</p> <p>Focus groups: (parents, students, staff) to develop qualitative reflections on tools, resources, supports for creating a Catholic Learning Environment for all.</p> <p><i>Tell Them From Me:</i> Student Surveys on spiritual engagement</p>	<p>Superintendent of Faith Formation</p> <p>Program Services</p> <p>School Services</p> <p>System Chaplain</p> <p>Chaplains / Pastoral Animators</p> <p>Religion Consultant</p> <p>All Administrators</p>



Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/ progress?)	Measures (How will we monitor and measure our progress?)	Responsibility
2. Our schools foster the relationship between home and parish.	<p>2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.</p> <p>2.2 Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.</p> <p>2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives)</p> <p>2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).</p>	<p>1. The school provides opportunities for initial and/or ongoing connections between families and the parish community.</p> <p>2. Catholic partners in education engage in a variety of opportunities for dialogue, initiatives, and activities to support spiritual development and student well-being.</p>	<p>Participation rates:</p> <ul style="list-style-type: none"> - number of opportunities for partners to work together - number of offerings and participation rates of partners in faith formation sessions. - data on participation rates of students in ministries in parishes. - Number of spiritual practices taking place in schools (i.e., Rosary Apostolate, Christian Meditation) <p>Focus Groups</p> <ul style="list-style-type: none"> a) Parents: Across different Family of Schools (at least two) b) Students across divisions c) Educators d) Administrators 	<p>Superintendent of Faith Formation</p> <p>Superintendent of Parent Engagement</p> <p>Program Services</p> <p>School Services</p> <p>System Chaplain</p> <p>Chaplains / Pastoral Animators</p> <p>Religion & Family Life Consultant</p> <p>All Administrators</p>



BELIEVING - Celebrating our Catholic Faith and Aspiring to be Models of Christ

Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/ progress?)	Measures (How will we monitor and measure our progress?)	Responsibility
			e) Program Staff: Curriculum, Spec. Ed., Support staff f) Corporate/Departmental Staff: Office assistants, HR, Finance, IT, Facilities. g) Parish priests Perceptual and Attitudinal Data to inform impact on collaborative initiatives on partners and increased participation in parishes.	
3. Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.	3.1 Create and support opportunities for staff and students to work together on social justice issues through the eyes of faith and as people of life. 3.2 Work in partnership with the Office of Justice and Peace in the Diocese of Hamilton to communicate, promote, and connect schools with opportunities	Students and staff engage in social justice issues as an expression of faith in action. Students and staff engage in opportunities to know, live, and witness their faith. Students and staff are able to reflect on and articulate the impact of their actions	Number of projects and participants. Reflections on personal impact faith formation experiences has had on calls to service. Reflections in areas of student leadership, social justice, gospel values.	Superintendent of Faith Formation School Services Program Services System Chaplain School Chaplains



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	<p>to support social justice initiatives within the Diocese.</p> <p>3.3 Retreats organized for staff and students.</p> <p>3.4 Develop a reflection component for students and staff to be incorporated into all social justice projects and initiatives.</p>	<p>for themselves and for the common good.</p>	<p>Transition Survey: Reflections from Graduates on impact of Catholic Education.</p>	<p>All Administrators</p> <p>Educational Assistants</p> <p>Social Justice Club Leaders</p>



BELONGING - Embracing Relationships and Sustaining, Safe, Welcoming Schools

Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of well-being	<p>1.1 Examine current transition programs and initiatives.</p> <p>1.2 Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.</p> <p>1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.</p> <p>1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.</p> <p>1.5 Welcome and engage new families in activities and initiatives supporting their child's education.</p>	<p>Students, parents and staff feel welcomed, safe and supported.</p> <p>Students, parents and staff report positive learning and engaging experiences.</p> <p>Improved student retention.</p> <p>Students see themselves reflected in their learning environment.</p>	<p>Focus Groups: (students, staff, parents)</p> <p><i>Tell Them From Me</i> (TTFM) surveys (student, parent, staff)</p> <p>Board Mental Health Scan</p> <p>Retention Rates</p> <p>Suspension rates</p> <p>Welcome Centre data</p> <p>Employee absentee level is reduced by 0.5 days/employee</p>	<p>Sr. Staff</p> <p>Administrators</p> <p>Mental Health Lead</p> <p>Research & Development Services</p> <p>Program Services (Curriculum & Spec. Ed.)</p>
2. Relationships with all educational partners are nurtured and supported	<p>2.1 Work with community partners to enhance delivery of and access to services and supports.</p>	<p>Parents are actively engaged in their child's learning.</p> <p>Partnerships with community partners, colleges, universities, employers and</p>	<p>PRO Grants</p> <p>Surveys</p> <p>Social Media - Systemic</p>	<p>School Services</p> <p>Program Services</p>



BELONGING - Embracing Relationships and Sustaining, Safe, Welcoming Schools

Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
	2.2 Launch an awareness campaign on community services available for families and students.	local businesses are strengthened and enhanced. Parents and staff are aware of the range of community programs, supports and services available to students & families.	- Anecdotal In-school program evaluation of community partnerships Focus groups: (parents, staff)	Research & Development Services Strategic Communications Director's office
3. Students are service-minded global citizens, engaged and empowered to be leaders in their communities.	3.1 Explore and expand learning experiences for students outside of school. 3.2 Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects. 3.3 Secondary schools have student leadership/mentoring programs. 3.4 Establish an HCDSB Alumni Association.	Students are actively involved in community-based civic, humanitarian, as well as cross-cultural and social justice experiences. Students are seen as positive role models and leaders. HCDSB alumni are caring, motivated, innovated community builders, skilled workers, entrepreneurs and leaders.	Taking Stock Report – Volunteer hours Collection of data on number and type of experiential learning opportunities <i>Tell Them From Me</i> (Student survey) Collection of data on system & school social justice activities. Approved grants & completed projects (SpeakUp, Students as Researchers) Collection of data on HCDSB Alumni and how they engage with HCDSB and the community.	Program Services School Services Research & Development services Strategic Communications School Administrators

Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
1. Improved access to services and supports for students and schools.	<p>1.1 Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model.</p> <p>1.2 Cross-panel learning activities take place within a Family of Schools.</p> <p>1.3 Inter-departmental collaboration, shared learning, and planning.</p> <p>1.4 Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).</p> <p>1.5 Streamlining of supports and resources.</p>	<p>Change in practice has impacted student learning/well-being</p> <p>Improved student retention from elementary to secondary.</p> <p>All students using e-portfolios for program/career planning.</p>	<p>Focus Groups: (students, parents, staff)</p> <p>Family of School Supt. Reflection Tool</p> <p>Board Scan and Resource Mapping to determine system needs and priorities to support student Mental Health</p> <p>Individual programs supporting student mental health and wellness analyzed for effectiveness and impact.</p>	<p>Program Services</p> <p>Business Services</p> <p>School Services</p> <p>Human Resources Services</p> <p>Strategic Communications</p> <p>Research & Development Services</p>

FOUNDATIONAL ELEMENTS - *Optimizing Organizational Effectiveness*

Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
2. Communication is clear, transparent and responsive.	<p>2.1 Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.</p> <p>2.2 Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.</p> <p>2.3 Create opportunities for cross-departmental collaboration between corporate staff.</p> <p>2.4 Review and improve the school and district websites to ensure they are clear, easy to navigate and comply with AODA standards.</p>	<p>Development and implementation of communications strategy.</p> <p>Internal and external messaging is clear, consistent, timely and aligned with Board Mission, Vision, Values and Strategic priorities.</p> <p>Timely and effective two-way communication and collaboration is in place between the Board and schools; between schools and parents; and across departments.</p>	<p>Focus Groups: (parents, staff, students)</p> <p>Web and Social Media Analytics</p> <p>Surveys & Feedback forms</p> <p>Telephone Town Halls</p> <p>Analysis of online feedback</p>	<p>Strategic Communications Services</p> <p>Program Services</p> <p>Human Resources Services</p> <p>Business Services</p> <p>School Services</p> <p>Research & Development Services</p> <p>School Administrators</p>

FOUNDATIONAL ELEMENTS - *Optimizing Organizational Effectiveness*

Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.	<p>3.1 Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments.</p> <p>3.2 Establish monitoring cycles and report on progress regularly across all priority areas.</p> <p>3.3 Removing barriers around data and research literacy by creating relationships among educators and administrators.</p> <p>3.4 Providing research and data support that is accessible and improves learning.</p>	<p>Appropriate system-wide mechanisms are in place for collecting data.</p> <p>Strategies/initiatives are adjusted in response to evidence.</p> <p>Annual Report Card / Monitoring Reports</p> <p>Leveraging data from school and board improvement plan.</p> <p>Data sources become emergent, authentic and a function of every day practice.</p> <p>Increased cross-departmental initiatives.</p>	Frequency and quality of monitoring activity within projects.	<p>Research & Development Services</p> <p>Program Services</p> <p>School Services</p> <p>Business Services</p> <p>Facilities Services</p> <p>Human Resources Services</p>

FOUNDATIONAL ELEMENTS - *Optimizing Organizational Effectiveness*

Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
4. Stewardship of resources optimizes human, financial, physical and material assets.	<p>4.1 Regular analysis of budget for alignment with strategic priorities and outcomes.</p> <p>4.2 Establish and maintain a capital and operating reserve fund.</p> <p>4.3 Continuous review and monitoring of system staffing needs.</p> <p>4.4 Identify school consolidation projects.</p> <p>4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).</p> <p>4.6 Review programs and services to ensure ongoing feasibility (cost-benefit analysis).</p>	<p>Budgets and resources are strategically allocated to ensure financial sustainability and organizational effectiveness.</p> <p>School and board facilities are adequately sized and efficiently utilized maximizing limited resources.</p> <p>Investments in resources are cost-effective and adaptable to future changes and upgrades.</p> <p>Focus on environmentally sustainable approach.</p> <p>Adequate supply of qualified replacement staff for classroom coverage and sick leave coverage.</p> <p>Allocation of staff meets school & system needs.</p>	<p>Budgets are balanced.</p> <p>Reduction in number of underutilized facility spaces.</p> <p>Overall average fill rate of vacant jobs at or above 95%.</p>	<p>Business Services</p> <ul style="list-style-type: none"> Planning Services Purchasing Services <p>Facilities Management Services</p> <p>Program Services</p> <p>Human Resources Services</p>

FOUNDATIONAL ELEMENTS - *Optimizing Organizational Effectiveness*

Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	How will we Monitor & Measure our progress?	Responsibility
5. Proactive recruitment, talent growth and succession planning are aligned to student and system needs.	<p>5.1 Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve.</p> <p>5.2 Expand the leadership development strategy to include operational/business staff.</p> <p>5.3 Provide training and support to staff based on identified learning and departmental needs.</p>	<p>School staffing matches enrolment projections and school needs.</p> <p>Leadership talent pool is strengthened through targeted professional development.</p> <p>All departments develop succession and transition plans for key positions within the organization.</p>	<p>HR Activity reports on hiring</p> <p>Focus Groups (# of participants in the Leadership Development program)</p> <p>Leadership Development Program feedback from participants</p> <p>New positions have job descriptions updated accordingly.</p> <p>Track timelines for filling vacancies from completion of Position Authorization Form to fill date.</p> <p>Leadership candidate pools have qualified professionals to meet long term system needs.</p> <p>Appropriate succession planning (leadership programs and preparation) result in qualified, capable candidates prepared and willing to take on positions of responsibility throughout the system.</p>	<p>School Services</p> <p>Human Resources Services</p> <p>Business Services</p> <p>Program Services</p>