

## Achieving

If we offer exceptional educational experiences and opportunities that are differentiated to support all learners, then we will be meeting the needs of the whole person in fulfillment of their God-given potential.

## Believing

If all our learners experience a Catholic learning environment that is rooted in Gospel Values, and the Ontario Catholic School Graduate Expectations, then we will see evidence where the Catholic faith is celebrated and students are the models of Christ.

## Belonging

If we create a sense of well-being, belonging and community where student voice is omnipresent in our schools, then we will be successful in providing safe, inclusive, responsible and welcoming school learning communities.

### Goal

Teachers and learners are collaborating in innovative school and classroom communities, where high expectations are evident for all learners.

### Strategies

#### Curriculum K-12

- Educational experiences and opportunities reflect global competencies and are differentiated to support all learners.
- Collaborative Inquiry (CI) is consistent and inclusive with Special Education, Early Years and Cross-Panel work.
- Instructional Rounds foster a co-learning stance in building transparent, creative and innovative instructional practices.
- Professional learning activities are driven by student and educator voice and needs.
- Delivery of curriculum is rich with Indigenous perspectives.

#### Special Education

- Integrated and seamless supports are available for students with language difficulties.
- Families, students and staff work collectively to determine needs and goals.
- Professionals share information to support students.
- Student independence is a focus for those with special needs.

#### Pathways

- Students and parents have a good understanding of the course options and post-secondary destinations.
- Supports are in place to prepare students during transitions.
- Strong, faith-based positive learning cultures exist in our schools.

### Goal

All learners experience a Catholic learning environment, rooted in Gospel values and the Ontario Catholic Graduate Expectations.

### Strategies

#### Faith Formation

- Prayer is prevalent and schools are using the “Our Catholic Schools: A Framework for Reflection” document and Religion and Family Life resources to support curriculum expectations.
- Board-wide training and resources are provided to educators and students to use a variety of traditional and contemporary Catholic spiritual practices to strengthen their relationship with God.
- Students and staff actively participate in social justice initiatives.
- School-home-parish connections are promoted through the use of resources such as *Growing in Faith* and *Growing in Christ*.

### Goal

Schools are safe and welcoming for all, where relationships are nurtured and supported.

### Strategies

#### Building & Nurturing Relationships

- Opportunities and supports are in place to engage students, parents, and staff in school-level programs and initiatives.
- Community partnerships and relationships are positive and collaborative.

#### Safe Schools

- Our schools are welcoming, safe and accepting Catholic learning communities.

#### Mental Health and Well-Being

- Supports and programs are in place to increase awareness and understanding of mental health and well-being.

## System Monitoring

To evaluate our Board Improvement Plan and to monitor if we are on the right track, we will look for changes in quantity and quality over time by comparing the current year to the previous year. To measure our success in the *Achieving*, *Believing*, and *Belonging* pillars, we will focus on performance measures that relate to skills/knowledge, attitudes/opinion, behaviour, and circumstances. Specific indicators will include, but are not limited to:

**Achieving:** Report card data, EQAO achievement results and student survey data, student success indicators and data (e.g., credit accumulation, attendance, graduation rates), taking stock report data (i.e., percentage of students considered at risk for not graduating), professional development survey results and evaluations, student transition survey results, myBlueprint statistics and reports, classroom observations and reflections, Board mental health scan results, and various types of data located in our Board interface tools (e.g., student enrolment analyser, Indigenous Education Analytical Profile, etc).

**Believing:** School Climate Surveys – students, school calendars, school observations, Christian Meditation Survey, Theological Education for Leadership/Adult Faith Formation program evaluation surveys.

**Belonging:** School Climate Surveys – students, parents and staff, Board mental health scan, suspension rates, medical condition data sets, safe school incident reports, Children and Youth in Care profile reports.



### Foundation Elements

If our learning communities are organizationally effective through human, financial, material stewardship and resource management, then the pillars of ACHIEVING, BELIEVING and BELONGING are fully supported.