CORE PRINCIPLE

CATHOLIC

CATHOLIC LEARNING ENVIRONMENT: LITERACY AND NUMERACY

CATHOLIC LEARNING ENVIRONMENT: CATHOLIC COMMUNITY, CULTURE AND CABIN

CATHOLIC LEARNING ENVIRONMENT: PATHWAYS AND TRANSITIONS

CATHOLIC COMMUNITY ENGAGEMENT

PARISH-HOME-SCHOOL RELATIONS

STEWARDSHIP OF OUR PHYSICAL ENVIRONMENT

TECHNOLOGY

SACREDNESS OF OUR ENVIRONMENT

Shared Belief and Understanding

We are called to affirm our Catholic Faith, in word and action and in all that we do. We foster the continuous development of all through a caring, safe and inclusive environment.

Catholic Board Expectation

We value the involvement of adults and students connecting it to real-life situations.

Catholic Social Teaching

Human Dignity

All people have inherent human dignity because they are loved and created in God’s image.

Solidarity

All are responsible for one another through co-operation, compassion and social initiatives.

We foster the continuous development of all through a caring, safe and inclusive environment.

We value the involvement of community through partnerships and collaboration.

We believe that strong partnerships and collaboration among Parish, Home and School are based on mutual respect rooted in our Catholic Faith.

We are committed to healthy and safe learning and working environments that enhance well-being, engagement and achievement.

We are committed to a responsible approach in addressing the technology needs of our learners in a digital age.

We encourage the respectful and sustainable use of resources that reduce, reuse and recycle.

Ontario Catholic School Graduate Expectation

A Discerning Believer

A Self-Directed, Responsible, Lifelong Learner

A Self-Directed, Responsible, Lifelong Learner

A Reflective, Creative and Holistic Thinker

A Caring Family Member

A Collaborative Contributor

An Effective Communicator

A Responsible Citizen

Catholic Board Improvement Learning Cycle Goals

Student knowledge, application of Scripture, Sacramental life and Catholic Social Teachings to daily life.

Literacy and Numeracy

The proportion of students achieving the provincial standard in literacy and numeracy.

Catholic Community

Culture and Caring

Positive Student perceptions of Catholic school climate and school engagement.

Pathways and Transitions

Student achievement and well-being in terms of learning skills, work habits and articulation of career options.

Positive student perceptions of Catholic school climate and school engagement among all students, including a reduction of any gaps in the perceived experience of students from diverse groups.

Parent, Parish and Pastor school engagement through consistent communication in support of faith formation and religious education in school communities.

Organizational effectiveness and financial stewardship and accountable governance in support of improved student outcomes reflecting high standards, effective partnerships and an environment conducive to learning and accountability at all levels.

Student knowledge, application and understanding of the four components of Catholic digital citizenship (aesthetic, critical thinking, creation and credit, presence and communication, health and protection).

Practices that recognize the sacredness of all life, and intentionally reduce energy and paper consumption and waste production.

By the End of This Year, There Will Be an Increase in...

Year 1 Action Plan

Consistently use religious resources to deepen student understanding of Scripture.

Provide access to an increased number of adult faith opportunities, resources and retreats.

Focus on interpreting Scripture and connecting it to modern contexts for adults and students.

Use gradual release of responsibility, three-part teaching framework, differentiated instruction and assessment for, and of learning to inform next steps in support of student achievement and well-being across all areas.

Integrate the four frames of the Kindergarten program / Growing Success addendum.

Develop a deeper understanding of Scripture and implement Universal Design for Learning (UDL) to promote critical thinking, reasoning, problem solving, consolidation Catholic practices, and deconstruction of concepts.

Continue to develop an understanding of the six practices of assessment for and as learning.

Integrate teaching and learning through the lenses of literacy and numeracy with an emphasis on critical thinking, reasoning, and proving across all subject areas.

Support computational and procedural fluency and conceptual understanding.

Support students to demonstrate an improved understanding of the terms and concepts of a Catholic Learning Environment.

Communicate with families and other key stakeholders to nurture a culture of collaboration.

Identify attainable concrete next steps relative to baseline Catholic Community, Culture and Caring (CCCC) survey data and ongoing school needs.

Establish a Poverty Awareness, Advocacy and Action Steering Committee.

Continue to build capacity in using the All About Me Portfolios and the Individual Pathways Plan as explored in myPathways.

Ensure an identified Creating Pathways for Success (CPS) Advisory Committee meets a minimum of three times per year.

Provide a spectrum of services and supports, including diverse learning opportunities, courses and pathways to meet the needs of interests, strengths and aspirations of all students. (e.g., athletics, SHSM, regional programs, Community Connected Experiential Learning, etc.)

Review transition supports necessary to serve the needs of the school community.

Increase our own professional responsibilities.

Establish an active advisory committee with members from the First Nations, Métis, and Inuit communities.

Develop authentic and meaningful relationships and local communities.

Enhance collaboration with community partners. (e.g., CAS, Peel Health / Wellington-Guelph Dufferin Health, Region of Peel/Dufferin, other school boards)

Create guidelines and discerning questions in order to guide the staff in resource selection from an equitable lens.

Create success criteria for cultivating engagement with the community as Catholics investigate regional program expansion.

Engage in inquiry-based use of social media to develop Catholic social awareness.

Regularly communicate school activities and events with parish, families, trustees and the community.

Engage in the production and development of pastoral plans that respond to the unique needs of each school parish community.

Meet and engage the parish priest and/or parish team throughout the liturgical year.

Provide opportunities to be trained or re-trained as extraordinary Eucharistic ministers.

Begin to phase in online payment system.

Continue with school audits and adhere to board financial guidelines and policies.

Develop a Long Term Facilities Master Plan (LTFMP) in consultation with trustees, department and community partners.

Develop a communication strategy to inform our schools and partners of the LTMP.

Begin review of Records/Document Management system.

Continue implementation of electronic use of HR forms and related communications.

Begin implementation of online Health and Safety management and reporting.

Continue to utilize board digital tools and training to support 21st century competencies to accommodate the needs of all and respond to the dignity of all by helping all to reach their fullest potential.

Implement, monitor, and review technology plans system wide.

Review, refine, and develop, as needed and on an on-going basis, processes, structures, and policies regarding board technology.

Support educator awareness and modelling of Catholic digital citizenship through board resources.

Provide educators with resources and time to enhance their pedagogically appropriate use of technology.

Create an action plan to identify sustainable methods to reduce single use water bottles.

Reduce the amount of paper usage from the previous year.

Establish a comprehensive recycling programs and conduct two waste audits yearly.

Continue with 100% Eco-School certification.

Begin to phase in water stations.

Expand the energy management initiative to maximize savings.

Review elementary and secondary programs to identify existing interconnectedness with the Catholic world view regarding the sacredness of the Earth.

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD CATHOLIC BOARD IMPROVEMENT LEARNING CYCLE YEAR 1: WALKING FORWARD TOGETHER
<table>
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| **Catholicity** | • Jesus’ values and prayer are woven through and modelled across the curriculum through daily interactions with all members of the community.  
• Pastoral planning teams, comprised of local administration, teaching staff, faith leaders, support staff, faith ambassadors, and students, use board liturgical resources to develop capacity.  
**School Effectiveness Indicator(s):**  
2.4, 3.4 | • An increase in the proportion of students in Grades 8 and 12 who identify with Scripture, Sacrament and Catholic Social Teachings as measured by the Ontario Catholic School Graduate Expectations (OCSEG) Survey.  
• An increase in the proportion of staff who report a perceived positive impact of Faith opportunities on their practice as measured by the Adult Faith Survey. |
| **Catholic Learning Environment** | • Consistent use of Ministry, board and Catholic community supported curriculum documents, resources and assessment.  
• Lessons incorporate the three-part teaching framework (activating, developing, and consolidating thinking) across all curriculum areas.  
• Learning activities provide differentiated instruction and assessment opportunities for all students.  
• CCCC Action Teams (educator, students, and school and the broader community) meet to set, monitor, and review annual goals related to positive mental health, well-being, and achievement.  
• Educators co-create learning environments where innovation and creativity are encouraged and that nurture the physical, social, emotional, spiritual, and intellectual development of all learners and respond to the needs of all learners honouring their voice.  
• Student transitions, in a variety of contexts, (e.g., between activities, cross-curricular, grades, divisions, panels), will be supported in relationship, finding through a team approach to support all students.  
**School Effectiveness Indicator(s):**  
1.2, 1.3, 1.7, 2.5, 3.1, 3.2 | • An increase in the proportion of students achieving Level 3 or higher on Grade 3, 6 and 9 EQAO assessments and Grade 10 OSSST.  
• Improved achievement as identified by Report Card data / IEP data as appropriate.  
• An increase in the proportion of students and families who report a greater sense of well-being as demonstrated by the CCC survey.  
• An increase in the proportion of students who complete the All-About Me / MyBlueprint portfolio.  
• An increase in the growth of individual student achievement and well-being across assessment years (i.e., cohort data). |
| **Catholic Community Engagement** | • Equitable and bias-aware practices are used to promote, support, and honour the many cultures, needs, and voices in our diverse communities.  
• A Catholic commitment to customer service that respects the dignity of all. (e.g., students, families, employees)  
**School Effectiveness Indicator(s):**  
1.7, 2.5, 5.1, 3.2 | • Positive community and staff feedback regarding our Catholic commitment to customer service by all departments and schools.  
• An increase over time in the proportion of students who report positive student engagement across the domains on the CCC Climate Survey including social engagement, academic engagement and intellectual engagement. |
| **Parish - Home - School Relationships** | Pastoral plans are developed, implemented, and monitored, with input from the parish team, and communicated via school website.  
• Engagement opportunities are provided for the pastor and parish team to collaborate authentically with the school and board.  
**School Effectiveness Indicator(s):**  
3.4, 6.4 | • An increase in family involvement in school and parish activities as measured by the Parent Engagement survey.  
• An increase in parish engagement with schools as measured by the parish feedback tool. |
| **Stewardship of our Physical Environment** | • Broader Public Sector (BPS) procurement and expense directives and process improvement strategies are adhered to at all board sites.  
• Ministry and Board Policy and Procedures are followed.  
• Maintenance and repair of board facilities are assessed and followed in a timely manner.  
• Board funds are used in an efficient, fair and realistic way by all those with designated approval authority.  
**School Effectiveness Indicator(s):**  
2.3, 2.4 | • Long-Term Facilities Master Plan identifies a strategy to provide an increased efficiency in facility use system wide, and is aligned with program needs to support student achievement and well-being.  
• Use of online payment system creates increased efficiencies for cash handling and provides an effective communication tool between schools and parents.  
• Increased development of and on-line access to communication for Health and Safety, Human Resources and Employee Relations system procedures. |
| **Technology** | Processes, structures, and policies regarding the infrastructure, use, and implementation of technology are in place, monitored, and meet the needs of all learners.  
• Catholic digital citizenship resources are embedded and used across all subject areas.  
**School Effectiveness Indicator(s):**  
3.1, 4.3, 4.6 | • A proportional increase in student application and understanding of the four components of Digital Citizenship as measured by the Digital Citizenship and Technology use survey.  
• An increase in access to technology hardware in schools and board facilities. |
| **Sacredness of Our Environment** | • Action plans that identify sustainable practices and include educational experiences for staff and students are developed.  
**School Effectiveness Indicator(s):**  
3.4 | • An increase in the proportion of schools who move up one level in their Eco-school certification.  
• A decrease in paper use as measured by PaperCut.  
• A decrease in school waste as demonstrated by the school waste audits. |