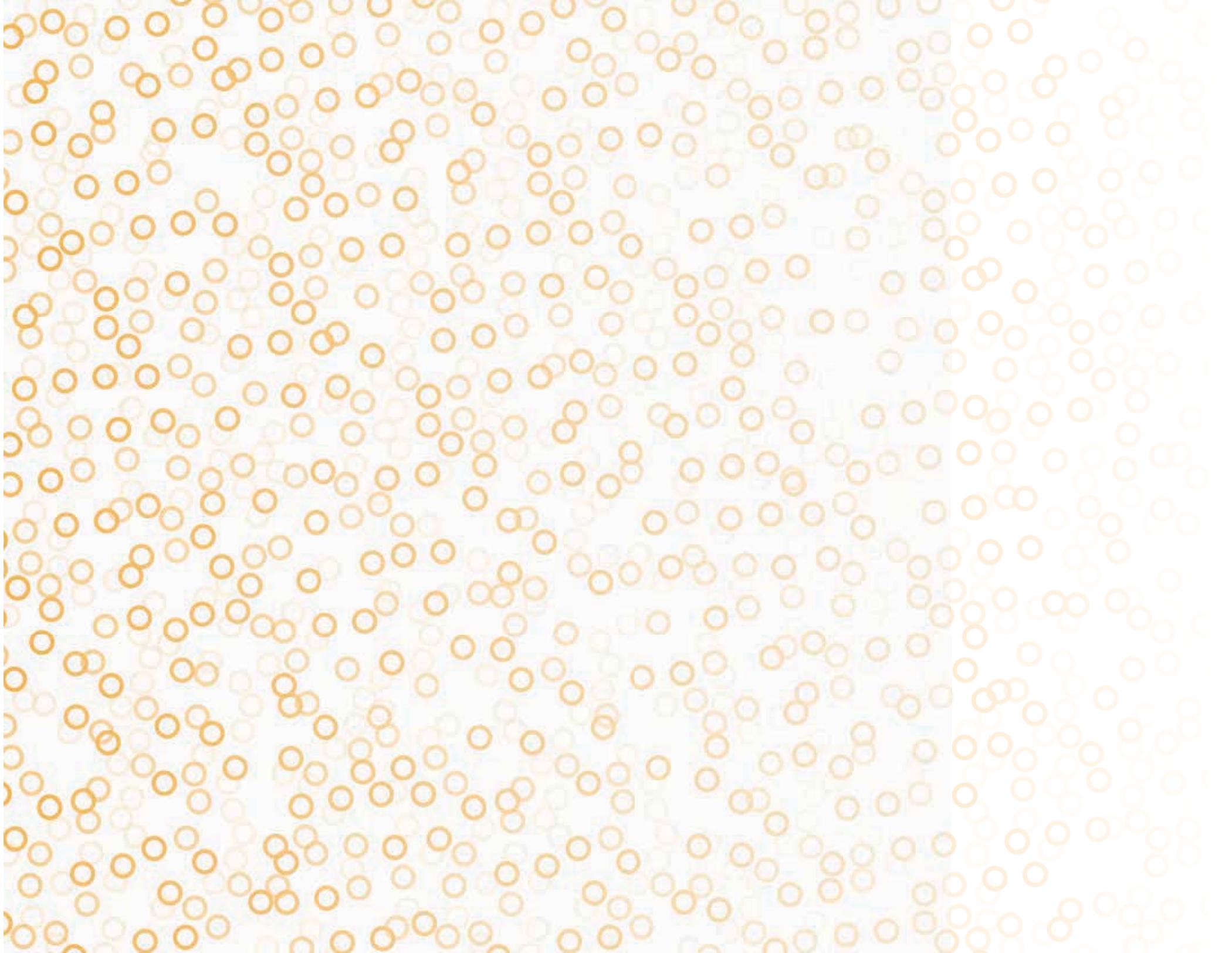


# Strategic Plan

Waterloo Region's Catholic Schools  
2015 - 2018

**Living In Faith**



# Introduction

2015 - 2018

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Every ship that is going to chart a successful course and arrive safely in its desired harbour needs a steady compass and a clear map to follow. The Multi-Year Strategic Plan for Waterloo Catholic is our compass that lays out our strategic direction and the detailed course of action we will follow, while identifying all the desired destinations where we hope to arrive. While we might expect to encounter a few detours along the way, a fidelity to our stated beliefs, mission and vision will ensure we experience a successful journey. The Waterloo Catholic District School Board Multi-Year Strategic Plan sets out to prioritize our work in the areas of:

*Nurturing Our Catholic Community*

*Student Engagement, Innovation and Achievement and*

*Building Capacity to Lead, Learn and Live Authentically.*

The three areas are not silos, but rather are intimately interconnected. The goals and actions identified within the plan speak to the specifics of how we aspire to bring the system forward, consistent with our Catholic social teachings and with our gospel values as our foundation. Drawing on leading practices in education, we are committed to building the required global competencies our students will require to live and thrive in a quickly evolving world. The plan is predicated on a culture of high expectations and a belief that reflects our core vision statement that at Waterloo Catholic we represent: **Heart of the Community, Success for Each and A Place for All.** We aspire to transform our school communities into learning spaces where faith and gospel values are witnessed, students are empowered, and leadership is distributed. There is no strategic direction or goal that is the sole responsibility of any one person or department. There is a collective responsibility embedded within each.



Together we can harness Waterloo Catholic's collective imagination and find the courage, creativity, and boldness required to create a new kind of educational system, one that meets the needs of students and the demands of life where ideas are born and shared within a global village.

At the core of our plan is the articulation that our students, and indeed all members of our community, are Living in Faith. Each student is nurtured toward the fulfillment of the Catholic Graduate Expectations, to fulfill their God-given potential so that they might transform the world in which they live. We believe that in order for that transformation of our classroom spaces and our learning experiences to take place, we must support a culture of innovation. Through collaboration in both our classrooms and our professional learning, we will move our students to an empowered, faith-filled learning stance in which they are the primary authors of their own education and indeed their life's path.

The plan outlines our basic belief that students who experience a culture of hope and high expectations are more likely to achieve to their greatest potential. As Catholics we are a people of hope and we believe in connecting each child to a future with promise. We want our students to encounter learning experiences that are rich in real-world applications, that make them active participants and that take them into an inquiry stance. As educators we must lead with humility, holding ourselves accountable to safeguard that the learning experiences we create for each other professionally also share those same qualities. We must also ensure that our time is spent on those activities which most closely align to our stated goals and which hold us accountable to them.

The journey ahead is an exciting one! Together we will discover new adventures and better ways of navigating the ever-changing waters of education. We will have to ensure the crew is rowing together and that the sense of direction is clear, as is the steady compass we have in Christ. We must ensure the ship is not over-burdened with baggage that weighs us down but rather buffeted by strong winds which support the sails and propel us forward. Looking forward with great anticipation – new discoveries await!

*Loretta Notten*  
*Director of Education*

# **Our Vision, Our Mission, Our Beliefs...**



# Our Vision

Our Catholic Schools: heart of the community-success for each, a place for all.

# Our Mission

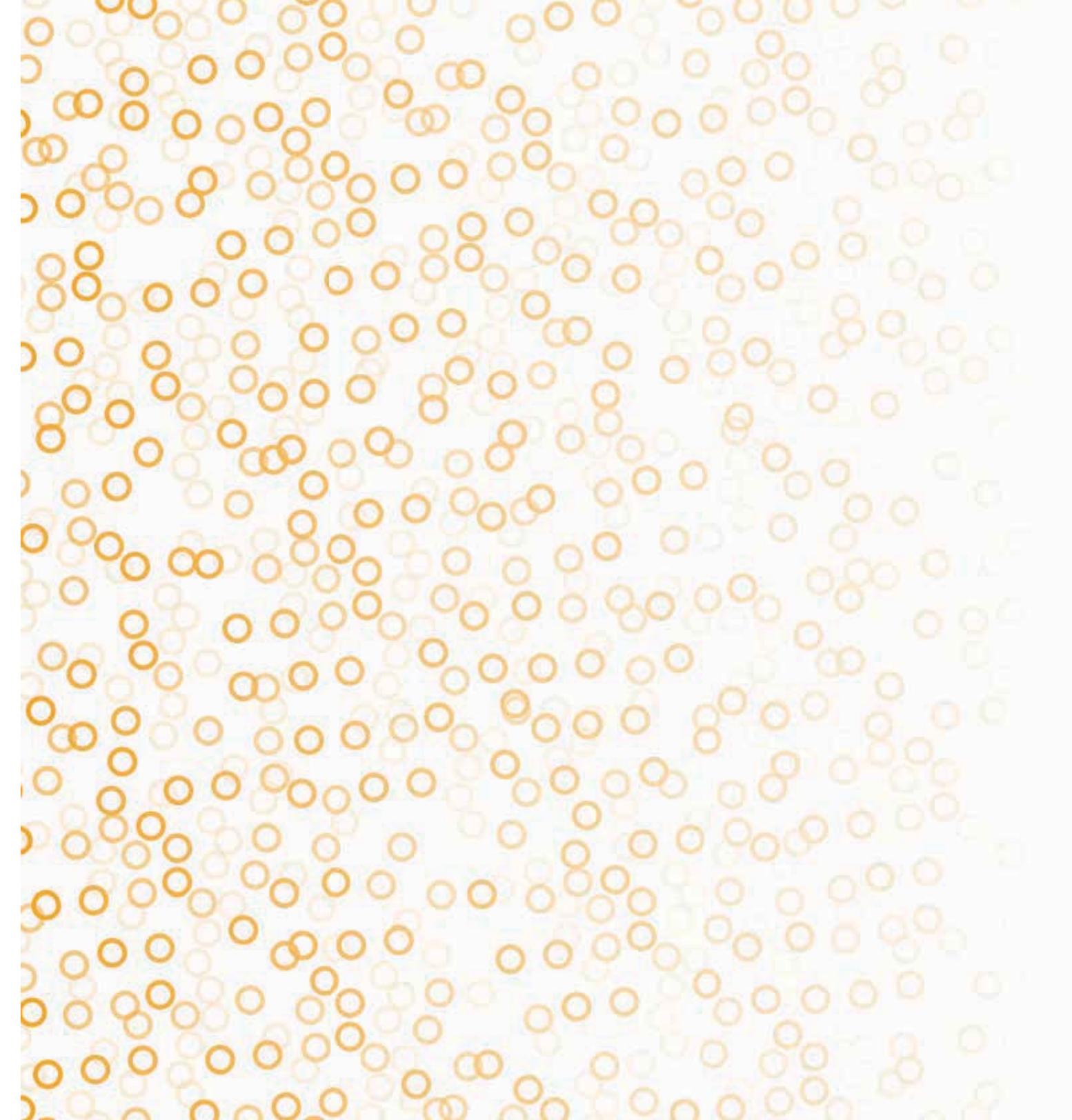
As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world.

# Our Beliefs

All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry and engagement, will become global citizens who transform God's world.

We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities.

In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.



**Waterloo Catholic  
District School Board**

## Nurturing Our Catholic Community

Faith is lived and witnessed in community;

Students and staff are healthy in mind, body and spirit;

Everyone is included, respected and welcome.

## Student Engagement, Achievement & Innovation

Parents, parishes, community, partners and student engagement are nurtured and valued;

Students are achieving at their highest potential in a 21st century world;

Staff are engaged in cultivating collaborative learning communities.

# Living In Faith

## Building Capacity to Lead, Learn & Live Authentically

Professional learning for ALL staff is timely and responsive;

Leadership and succession planning is intentional and nurtured;

Our decisions, actions and stewardship of resources are evidence based and responsive.

# Nurturing Our Catholic Community

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## ***Faith is lived and witnessed in community:***

- To fulfill a three year pastoral plan that places a lived witness of faith at its core
- To strengthen and cultivate school, parish and home relationships
- To work in collaboration with our charitable and community partners to ensure our students in need are receiving the assistance they need to succeed in school.

## ***Students and staff are healthy in mind body and spirit:***

- To strengthen system-wide commitment to WCDSB's vision for mental health & wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities
- To strengthen system commitment to physical health and its importance to mental and spiritual health
- To strengthen system commitment to school, student and staff spiritual health.

## ***Everyone is included, respected and welcomed:***

- To support an environment of inclusion with improved implementation of the principles of Learning for All
- To increase awareness and respect of differences within our school communities
- To attain improved access to Board facilities and services.

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
Faith is lived and witnessed in community	To fulfill a three year pastoral plan that places a lived witness of faith and gospel values at its core	Adopt a 3 year thematically linked Pastoral plan, People of Love... People of Hope.... People of Faith...  Create broad-based communications and implementation plan so all stakeholders are aware and involved	Universal knowledge and articulation of our three year theme, (as measured by our MYSF survey), with aligned activities in all schools of the board in each of the three years.  Themes articulated in each school's SIPSA	Supt. of Faith Development All Superintendents All Administrators Chaplains Pastoral Teams – Board and School Level	•	•	•
	To strengthen and cultivate school, parish and home relationships	Implement process where we welcome newly baptized and non-Catholic students into relationship with our Catholic school communities  Community celebrations Sacramental preparation  Work in partnership with the Diocese to strengthen collaborative initiatives	Increased enrollment and retention rates from elementary to secondary in WCDSB schools (measure via new transition survey)  Increased involvement in sacraments  Evidence of collaborative projects	Family of School Supt. School Administrators	•	•	•
	To work in collaboration with our charitable and community partners to ensure our students in need are receiving the assistance they need to succeed in school.	Extend invite to parents to attend all school/church functions  Ensure equity by identifying and utilizing data regarding communities, schools and students  Promote the work of the Foundation and our charitable partners	Reports reflect equitable distribution of resources mapped to need  Community foundations, public report(s), as shared by charitable partners	Executive Council	•	•	•

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
<b>Students and staff are healthy in mind, body and spirit</b>	To strengthen system-wide commitment to WCDSB's vision for mental health & wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities	Develop and promote a resiliency, strength-based approach with all students and staff	Full implementation of resiliency framework in all schools, measured by Resiliency Survey	Mental Health Lead Board Researcher All Schools			
		Build staff capacity by increasing mental health and wellness awareness through the implementation of a three year Mental Health & Wellness Strategy Posted to D2L site	Measured by Ministry mandated Board scan All schools will have an active school team and well developed plan Use of D2L site	Supt. of Special Education Mental Health Lead Mental Health and Wellness Visioning Committee			
		Develop prevention programming, review suicide protocol, and enhance post-intervention plan for WCDSB in collaboration with our community partners	All social workers will have completed necessary training; community based model of suicide prevention; special risk assessment training. Measured by board resiliency scan	Mental Health Lead Chief Social Worker Guidance Heads Sec School Chaplains Social Workers	•	•	
		Expand and strengthen our partnerships internally and with community, creating a coordinated and integrated pathway of care	Improve transitions between WCDSB and community based services and support, as measured by Board scan	Supt. of Spec Education Mental Health Lead Social Worker(s) Guidance Counsellors Sec School Chaplains			
	To strengthen system commitment to Physical Health and its importance to mental and spiritual health	Implementation of Foundations of a Healthy School, looking at intersection of student, classroom and school. Re-invigorate implementation of DPA in all schools  Focus on certification of all schools as ECO schools in alignment with the Papal Encyclical Laudato Si, which speaks to our role as Environmental Stewards	Foundations of a Healthy School strategic actions found in School Plans, reviewed by Family of Schools Supt.  Reflected in increased ECO certifications	Supt of Learning -Healthy Active Living Healthy Active Living Consultant  Chief Managing Officer Energy Conservation Officer		•	•
<b>Students and staff are healthy in mind, body and spirit</b>	To strengthen system commitment to school, student and staff spiritual health	Provide faith formation supports which engage students, parents and staff in working towards spiritually healthy school communities. Sacred Spaces posted to Desire2Learn (D2L)  Continued implementation and promotion of Christian Meditation  Develop and promote the Faith Leadership Program to all staff and Catholic Partnership Program (with Diocese) to leaders and aspiring leaders	Partnership of school and parish  Prayer tables in all classrooms Interdisciplinary faith connections  All schools regularly practice Christian Meditation as one of the forms of prayer expressed  Number of candidates who receive certificates of completion and exit survey completed by these candidates for the purposes of planning and growth	Director of Education Supt. of Faith Formation Religious Ed. Consultant Supt. of Leadership Strategy Pastoral Teams School Administrators			•

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
Everyone is included, respected and welcomed	To support an environment of inclusion with improved implementation of the principles of Learning for All	<p>Intervene in timely and effective ways to assist in accurate identification, programming and support for students with special education needs</p> <p>Improved use of wrap-around support and enhanced partnerships for students with identified needs in all our learning communities</p> <p>Improved implementation of authentic learning experiences, connected to personalized, precise learning environments</p> <p>Promote differentiated teaching practices enabled by technology</p>	<p>Improved academic achievement by students with IEPs</p> <p>Improved levels of tracked usage of assistive technology</p> <p>Evidence of greater diversity in technology available to students with IEP</p> <p>Classrooms rich in Universal Design for Learning (UDL) and Differentiated Instructions (DI)</p> <p>Increased use of classroom based technology</p>	<p>Supt of Spec Education Principal of Special Ed'n Classroom Teachers Special Ed Teachers</p> <p>Supt. of Special Education Supt. of Schools Administrators Classroom Teachers</p>			
	To increase awareness and respect of differences within our school communities	<p>Support capacity building that cultivates awareness with staff and students about differences in our communities.</p> <p>Foster use of culturally responsive pedagogy e.g., Provide PD on First Nations, Metis and Inuit curriculum integration</p> <p>Provide capacity building related to Foundations of a Healthy School</p> <p>Support pastoral care teams in all our communities in relation to LGBTQ youth</p> <p>Provide high quality programs and services for K-12 international students studying in Ontario</p>	<p>Inclusive celebrations of community;</p> <p>Increased PALS Programs and Circle of Friends;</p> <p>Increased FNMI Self ID and improved EQAO results;</p> <p>Increased Good News Stories related to inclusion;</p> <p>Celebration of respecting differences clubs and activities;</p> <p>Increased awareness of and support for LGBTQ students</p>	<p>Supts. of Learning Program Department School Administrators</p> <p>Research &amp; Development Office</p>			
	To attain improved access to Board facilities and services	<p>Within our multi year renewal plan all new builds and capital renewal projects will be AODA compliant.</p> <p>Website – improved navigation, ease of access and profiling of good news stories.</p>	<p>School buildings (new and renovated) that are AODA compliant</p> <p>All employment recruitment will be AODA compliant</p> <p>Website will have daily relevant updates and usage of website will be tracked for traffic and use.</p>	<p>Supt of Corporate Senior Manager of Facilities</p>			

# Student Engagement, Achievement & Innovation

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## ***Parents, parishes, community partners and student engagement are nurtured and valued:***

- To authentically engage parents, parishes and community in pastoral and school learning plans
- To engage students in authentic learning experiences that reflect real-life application and engagement
- To strengthen our partnerships among colleges, universities, employers and community partners.

## ***Students are achieving at their highest potential in a 21st Century world:***

- To ensure that all PD in relation to digital technology is mapped to one of the 4 pillars of the BIPSA and a specific area of student learning need
- To focus on the 21st century competencies of critical thinking & problem solving, creativity and collaboration
- To focus on personalized authentic and (culturally) relevant inquiry
- To support our students in meeting the Ontario Catholic Graduate Expectations
- To optimize and support our Continuing Education and Adult Education Programs that reflect the interests and needs of the community.

## ***Staff are engaged in cultivating collaborative learning communities:***

- To improve student learning and achievement in mathematics
- To improve student learning and achievement in Applied Level classrooms
- To improve student learning and achievement for those students who have an IEP
- To use collaborative team structures, mapped to the School Effectiveness Framework for all professional learning.

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
Parents, parishes, community partners and student engagement are nurtured and valued	To authentically engage parents, parishes and community in pastoral and school learning plans	Use system and school communication tools (e.g., newsletters, websites, bulletin boards, social media, etc.) more effectively; Revision of corporate website Provide training on social media as required Sponsor parent workshops on authentic engagement in SIPSA; family focused learning nights (e.g., topics such as family literacy, family numeracy, physical fitness, mental health)	Tracking of system and school websites for increased traffic Positive engagement and feedback from parents and community stakeholders via MYSF survey	Chief Managing Officer Chief Info Officer School Administrators Supt of Parental Engagement/CPIC Family of School Supts.	•	•	•
	To engage students in authentic learning experiences that reflect real-life application and engagement within a global context	Implement more inquiry based learning Build awareness of, and investment in, Interdisciplinary learning (e.g., STEAM – Sci., Tech Engineering, Arts, Math) Cultivate rich, real world, dynamic learning tasks mapped to learning goals Focus on the integrated and interconnected nature of the 21st century, global competencies	Students are partners in planning learning tasks, with students' stated priorities embedded in School Learning Plan Specialist High Skills Major (SHSM) reporting templates Tasks related to real-life challenges and collaborations, leading to improvement in transferable skills Open Ended Tasks allowing for intellectual engagement of all students, leading to increased Accountable Talk in classrooms	Supt of Program S.O. of Student Success Family of Schools Supts. School Administrators Classroom teachers Supt of Program Supt of Student Success Family of Schools Supts. School Administrators Classroom teachers		•	•
	To strengthen and evolve our partnerships among K-12 schools, colleges, universities, employers and community partners, locally and abroad	Consolidate current SHSM offerings and increase Red Seal completion rates Improved Dual Credit and Reach Ahead opportunities Improved synergies with Catholic post-secondary & international partners	Increased growth with Red Seal completion rates and SWAC and UCEP, CCEP participation rates Visibility at community/ partnership events Increased partnerships / exchanges with international partners	Supt of Student Success Pathways Team SS School Administrators SHSM school-based leads RDO office		•	•

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
<b>Students are achieving at their highest potential in a 21st Century world</b>	To ensure that all PD in relation to digital technology is mapped to one of the 4 pillars of the BIPSA and a specific area of student learning need	Investment in: Mobile technology to support student achievement goals Improved pedagogical documentation, supported by usage of technology to improve ... in relation to student achievement mapped to urgent critical needs/ problem of practice Improved usage of projection technology Cloud based software	Explicit articulation in SIPSA regarding the use of digital technology mapped to strategic pedagogical problems of practice; Improved student achievement mapped to problems of practice in 21st Century initiatives Use of projection technology in all classrooms across the board	Supt. of Program Supt. of Student Success Family of Schools Supts. School Administrators Classroom Teachers			
	To focus on the 21st Century competencies of critical thinking & problem solving, creativity and collaboration	Promote and implement on-line collaborative environments for staff and students Promote and introduce project based learning and self-directed learning Increase strategic partnerships with community innovation leaders Continue focus on Growth Mindset; Build student resiliency and foster high expectations	Project planning templates which include student learning artefacts and teacher reflections based on targeted teaching strategies to address goals in areas of most urgent student learning need (e.g., numeracy, students with Individual Education Plans, students to watch, etc.) School based staff are able to articulate features of a Growth Mindset in the classroom, with evidence found in student behaviors, work and talk. Increased student achievement results; Results mapped to student surveys (e.g., EQAO) for correlation to growth mindset data Resiliency in terms of student language; focus on teacher feedback...	Academic Superintendents School Administrators School Staff			
<b>Students are achieving at their highest potential in a 21st Century world</b>	To focus on personalized authentic and (culturally) relevant inquiry	Engage school communities in transforming libraries into Learning Commons through PD and deliberate funding decisions Transform classrooms to a more student focused, self-directed mode of delivery; e.g., Greater application of the principles of the Flipped Classroom and “The Third Teacher”	Deliberately increasing investment in Learning Commons transformation (through Technology Learning Fund and Student Success, Furniture and Equipment budget) Classrooms and libraries are more interactive environments where the principles of “The Third Teacher” are applied. Increased D2L usage rates	Superintendents monitoring visits Library Lead(s) – local and system			

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
<b>Students are achieving at their highest potential in a 21st Century world</b>	To support our students in meeting the Ontario Catholic Graduate Expectations	Map 21st Century competencies to the Catholic Graduate Expectations and learning skills; build awareness and competence in assessing those skills/ expectations Continue celebrating Beacons of Hope Implementation of “All About Me” and IPP as mapped to Creating Pathways to Success in all schools, so that students are personalizing and authoring their own pathway to success	Teachers are able to confidently assess learning skills and can articulate “look-fors” in relation to 21st Century competencies, in particular: critical thinking & problem solving, creativity and collaboration Celebrations take place on an annual basis All students have an “All About Me” portfolio or IPP as monitored by classroom teachers, guidance counsellors and school administrator	Superintendents School Administrators Classroom Teachers  Director of Education	•	•	•
	To optimize and support our Continuing Education and Adult Education Programs that reflect the interests and needs of the community	Continue to support programs which align to relevant educational goals and future employment Ensure regular monitoring of St Louis course catalogue to ensure relevant program offerings mapped to enhanced employment or continuing education opportunities	Strong uptake of Adult Ed and Con Ed offerings; Positive feedback from students	Supt. of Con Ed and Adult Ed Principal of Con Ed and Adult Ed		•	•
<b>Staff are engaged in cultivating collaborative learning communities</b>	To improve student learning and achievement in mathematics	Invest in data platform, which will inform decision making Build a repertoire of responsive instruction through comprehensive numeracy Focus on curriculum content and big ideas, intentionally planning for responsive instruction which promotes, exposes and evokes student learning Integrate numeracy skills throughout the curriculum Support teachers taking additional qualification courses in mathematics	Growth on the key markers of EQAO numeracy in grades 3, 6 and 9 and in Mathematics pass/fail rates in Secondary schools  More accountable talk related to numeracy; More personalization of learning in math classrooms  Evidence of interdisciplinary implementation of numeracy across curriculum  Increase in qualifications in mathematics as monitored by Curriculum and Human Resources Dept. metrics	Supt. of Research Chief Information Officer Research Consultant  Academic Supts. Numeracy Consultants School Principals/V.Ps Classroom Teachers			•

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
Staff are engaged in cultivating collaborative learning communities	To improve student learning and achievement in Applied Level classrooms	<p>Transform classrooms to a more student focused, self-directed mode of delivery</p> <p>Explore Learning Tasks for relevance and engagement;</p> <p>Increase focus on effective, timely feedback to students</p>	<p>Improved credit accumulation rates across all Applied Level courses;</p> <p>Improved EQAO results in grades 9 and 10</p>	Executive Council School Principals Vice-principals		.	.
	To improve student learning and achievement for those students who have an IEP	<p>Intervene in timely and effective way to assist in accurate identification, programming and support for students with special education needs</p> <p>Increased collaboration between SET and classroom teachers</p> <p>Increase focus on effective, timely feedback to students</p>	<p>School Learning Plan reports will focus on students' / school's most urgent critical learning needs</p> <p>Monitoring of School Learning Plans will be conducted with School Improvement Team</p>	Director of Education Academic Superintendents Principals/V.Ps Classroom Teachers		.	.
	To use collaborative team structures, mapped to the School Effectiveness Framework for all professional learning	<p>Experience Principal Learning Teams, District Reviews and School Learning Plan visits in an environment of collaborative inquiry and learning</p>	<p>Staffs articulating greater ownership and leveraging improved results in achievement of SLIP goals</p> <p>Staff Surveys- improved growth on key markers / questions connected to professional learning</p>	Family of Schools Superintendents Principals/V.P.s School Improvement Teams		.	.

# Building Capacity to Lead, Learn & Live Authentically

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## ***Professional learning for ALL staff is timely and responsive:***

- To foster professional learning that is job-embedded and evidence informed.

## ***Leadership & succession planning is intentional and nurtured:***

- To increase the number of individuals who partake in our Leadership Series who then go on to apply to leadership opportunities
- To improve and to build collaborative ownership of system goals and priorities so they are owned by all
- To support Principals and educators in maintaining high levels of professional judgment and assessment.

## ***Our decisions, actions and stewardship of resources are evidence-based and responsive:***

- To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions
- To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values
- To continue implementation of emerging technologies that enable forward thinking, global education
- To ensure all program offerings are tied to student need and stakeholder interests, and that they will equip students to become globally-engaged responsible citizens
- To improve employee health and relations across the system
- To increase staff efficiency and reduce workloads through process improvements
- To attain more equitable sharing of material and human resources across the board in ways that reflect a shared responsibility of all students and families across the board.

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
<b>Professional learning for ALL staff is timely and responsive</b>	To foster professional learning that is job-embedded and evidence informed	Re-invest in and re-introduce a data platform, building capacity in its effective use at all levels Increase levels of co-teaching Map back to needs identified in SIP and District Review Ensure all staff are properly trained and have access to necessary professional development, professional knowledge and resources where gaps are identified	Identified in School Improvement Plan In-service for users and monitor usage of data platform Artefacts from Co-Teaching Classroom Teachers' experiences Identified in department plans and budgets	Supt visits School Administrators and Supt.	•	•	•
<b>Leadership &amp; succession planning is intentional and nurtured</b>	To increase the number of individuals who partake in our Leadership Series who then go on to apply to leadership opportunities	Increased use of personal mentorship and nurturing of leadership candidates Increased role for Human Resources in supervision of New Teacher Induction Program, TPA, PPA and Leadership Development Program Provision of an online collaborative leadership resource environment	Increased number of applicants and leadership hiring pools that meet needs of the system BLDS (leadership strategy) Data Map WCDSB Human Resource dept. databases which track leadership candidates' progress and qualifications	Leadership Strategy Team		•	•
	To improve and to build collaborative ownership of system goals and priorities so they are owned by all	More effective use of Board communication tools, such as website and social media; Invest in corporate website redevelopment	Use of MYSP goals in all meeting and report templates; Communication plan developed for MYSP; Improved usage of corporate website as THE source of current news and good news stories Tracking website hits.	Chief Info Officer Chief Managing Officer		•	•

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
<b>Leadership &amp; succession planning is intentional and nurtured</b>	To support Principals and educators in maintaining high levels of professional judgement and assessment	Continued implementation and capacity building in the practice of Instructional and School-based Rounds  Implement School Improvement Plan visits which are team based	Principals Annual Growth Plan  Review and use of Superintendent reports based on SIPSA school visits	Family of Schools Supts. Principals Vice-principals	.	.	.
<b>Our decisions, actions and stewardship of resources are evidence-based and responsive</b>	To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.	Provide PD related to use of data for administrators and teachers  Maintenance work will be timely and responsive, carried out by engaged knowledgeable staff.  Shared services opportunities will be explored.	Use of data and monitoring processes are included in Board and school planning  Priority schools identified for intensive program supports based on 3 year trend data	Supt. of Research Research Consultant Chief Information Officer		.	.
	To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic Social Teachings and gospel values.	Implement formal energy conservation and sustainability programs in all of our WCDSB schools  Partnership agreement with Sustainable Waterloo	Plans in place for all schools; published and available on school websites  Improvement based on Sustainable Waterloo tools that measure improvement in energy consumption	Senior Manager of Facilities Energy Conservation Officer		.	.
	To continue implementation of emerging technologies that enable forward thinking, global education	Risk related to technology continuity will be mitigated  All sites will offer pervasive wireless access to support the use of 21st Century technologies and BYOD strategy  All investments in technology will be well-researched, mapped to learning and system goals and evidence based.	IT Steering Committee re-established with monitoring and report back responsibilities; including monitoring for WCDSB modelling of leading and best practices  Monitoring of technology deployment across all schools to ensure equitable distribution and sustainability, including support capacity	I.T. Steering Committee  Executive Council		.	.

Strategic Direction	Goals (to achieve Priority)	Actions (to achieve Goals)	Evidence	Monitoring Responsibility of...	Timeline		
					15/16	16/17	17/18
<b>Our decisions, actions and stewardship of resources are evidence-based and responsive</b>	To ensure all program offerings are tied to student need & stakeholder interests, and that they will equip students to become globally-engaged responsible citizens	Student Voice and Choice will be used Address capital accommodation requirements for French Immersion, Continuing and Alternative Ed in the Board's Capital Plan	Gap analysis survey for French Immersion, Con Ed and Alt Ed Appropriate accommodation for French Immersion, Con Ed and Alt Ed Programming; SEF District Reviews	All Superintendents School Administrators	•	•	•
	To improve employee health and relations across the system and ensure effective and responsible management of human resources.	Effective and respectful management of Employee Attendance Support Program	Sick leave usage is decreased MYSP survey	Supt. of Human Resources	•	•	•
		Appropriate proactive and responsive treatment of Health and Safety concerns and workplace injuries	Health & Safety Incidents WSIB Claims Number of new proactive initiatives		•	•	•
		Enhance performance appraisal tools and strategies for all identified/selected employee groups	Timely, improved feedback on appraisal processes				•
		Support Health and Wellness Initiatives	New initiatives Review and update of supportive policies (e.g. harassment policy) and practices			•	
	To increase system efficiencies and reduce workloads through process improvements	Provide sharing opportunities at all Principal meetings and work collaboratively to identify areas of synergy Collaboration of projects across schools	Principal meeting agendas and minutes will reflect collaboration and synergy Project proposals and reports monitored for sharing of leading practices, as well as collaboration	Executive Council		•	•

# Our Thanks....

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The work of developing this Strategic Plan commenced in December 2014, under the direction of Interim Director of Education Michael Schmitt and the Board of Trustees, at which time an Appreciative Inquiry approach was adopted to seek input from all stakeholders. A Steering Committee reviewed the process and questions used in the stakeholder survey. A Communication Guide and survey questions invited stakeholder feedback from mid-March until the end of April 2015. The Board of Trustees then identified three Strategic Priorities and three Strategic Directions for each priority.

In the fall of 2015 the Senior Team worked with the above framework to develop the comprehensive plan which you have before you now. Further consultation took place with all stakeholders in the early fall to inform that work and all administrators were given the opportunity for final feedback before the plan was finalized by our Board of Trustees.

Our sincerest thanks to everyone who has had a contributing voice in the development of our new **Waterloo Catholic District School Board Multi-Year Strategic Plan: Living in Faith**. We believe it will provide us the direction and the framework to guide our Board forward as one of the true leaders and innovators in Catholic Education in the world.

*Loretta Notten*  
*Director of Education*

*Manuel Silva*  
*Chair of the Board*

**Trustees:**

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Waterloo Catholic  
District School Board

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