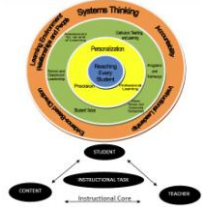




**WECDSB Board Improvement Plan 2016-18**

**Members of the Board Improvement Team: Director and the Student Achievement Team**



The Windsor-Essex Catholic District School Board (WECDSB)  
 36 Elementary (includes 7 French Immersion and 3 Middle Schools); 8 Mainstream Secondary (includes 4 French Immersion stream); 1 Adult Ed Site  
 20,200 students: diverse population including students who are English Language Learners, First Nations, Metis & Inuit, Crown Wards and students with Special Education Needs  
 2007 teaching and support staff, 35 parishes in the Windsor-Essex Deanery

**Our Priorities and Goals**

|   |  |
|---|--|
| <p><b>Our Students</b></p> <ol style="list-style-type: none"> <li>1. To understand and know each student, in order to better promote their intellectual, spiritual, emotional, and physical well-being.</li> <li>2. To guide and direct our students towards the pathways that work best for them, while helping them establish goals that are consistent with their individual aspirations.</li> <li>3. To focus on the success of our most vulnerable, by creating positive, welcoming, safe learning environments where every child can achieve success.</li> </ol> <p><b>Our Faith</b></p> <ol style="list-style-type: none"> <li>1. To create an atmosphere that nurtures the faith journey of all our students and encourages them to put into practice the virtues inherent in our faith.</li> <li>2. To foster mutual respect for other beliefs while remaining true to our core Catholic principles and values.</li> <li>3. To seek out creative ways of strengthening connections between faith and academics through curriculum</li> </ol> <p><b>Our Innovative Programs</b></p> <ol style="list-style-type: none"> <li>1. To create a culture of innovation that embraces the realities of a rapidly changing world.</li> </ol> | <ol style="list-style-type: none"> <li>2. To expose students to experiential learning that is related to exciting career paths in a variety of sectors, while being ever mindful of the potential for expansion into promising new areas that provide even greater opportunities for our students.</li> <li>3. To further the use of advanced technology in our schools, constantly seeking new methods to enhance student learning.</li> </ol> <p><b>Our Resources</b></p> <ol style="list-style-type: none"> <li>1. To be prudent, wise and responsible stewards of our resources.</li> <li>2. To focus our resources on providing outstanding learning experiences for our students, while exploring and cultivating new community partnerships that can lead to exciting new learning opportunities.</li> <li>3. To ensure that priorities identified in the multi-year strategic plan shape the board’s budget and strategically direct our resources to support evidence-based student achievement initiatives.</li> </ol> <p><b>Our Team</b></p> <ol style="list-style-type: none"> <li>1. To provide meaningful professional development for everyone on our team.</li> <li>2. To encourage all our employees, our ratepayers, and the broader Catholic community to commit to the faith formation and achievement of our students.</li> <li>3. To foster a culture where we celebrate the success of our staff and students by recognizing their achievements.</li> </ol> |
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**Comprehensive Needs Assessment – Example: Student Achievement Data, Demographic Data, Program Data and Perceptual Data**

| <u>Areas of Strength / Successful Practices:</u>  |   | <u>Next Steps K-12:</u>   |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. EQAO: Primary, Junior, OSSLT and Grade 9 Math Academic</li> <li>2. Primary Reading (PALS – Peer Assisted Learning Strategies); Remedial PALS</li> <li>3. Analyzing Data and responding to student learner needs through effective teacher practice</li> <li>4. Inclusionary Model – Equity and Inclusion</li> <li>5. Board Mental Health Strategy; (CARE Committees)</li> </ol> | <ol style="list-style-type: none"> <li>6. School climate survey analysis indicates safe and caring school communities</li> <li>7. Graduation rates and pass rates / mark distribution</li> <li>8. Pathway opportunities (OYAP, COOP, SWAC, SHSM, etc.)</li> <li>9. Ontario Catholic Graduate Expectations – Journey to Holiness</li> <li>10. Academies</li> </ol> | <ol style="list-style-type: none"> <li>1. To implement the Renewed Math Strategy (RMS)</li> <li>2. To direct resources and support school readiness and transitions</li> <li>3. To monitor ELL/ELD achievement rates</li> <li>4. To build capacity in implementing strategies for Learning for All</li> <li>5. To further enhance integration of pathway programming</li> </ol> |

**School Effectiveness Framework (SEF)**

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| <ol style="list-style-type: none"> <li>1. Assessment For, As and Of Learning: <b>1.1</b> Assessment tasks are aligned with the curriculum collaboratively developed by teachers and the resulting demonstrations of student learning analyzed to ensure consistency with success criteria.</li> <li>2. School and Classroom Leadership: <b>2.1</b> Collaborative Instructional Leadership builds capacity to strengthen and enhance teaching and learning.</li> <li>3. Student Engagement: <b>3.1</b> The teaching and learning environment is inclusive and reflects individual student strengths, needs, learning preferences and cultural perspectives.</li> <li>4. Curriculum, Teaching and Learning: <b>4.2</b> Clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.</li> <li>5. Pathways Planning and Programming: <b>5.2</b> Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.</li> <li>6. Home, School &amp; Community Partnerships: <b>6.3</b> The school and community build partnerships to enhance learning opportunities and well-being for students.</li> </ol> |
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**Catholic Community, Culture and Caring:** *If school communities promote a safe and healthy learning environment, then each school and classroom in the Catholic system will focus primarily on student well being and student achievement.*

| Instructional: Plan and Implementation Strategies  |  | Monitoring, Evaluation Strategies and Reflection   |   |
|--|--|--|---|
| Targeted, Evidence-Based Strategies and Actions  | Professional Learning Strategies and Resources   | Monitoring and Responsibility  | Evaluation / Impact / Reflective Dialogue   |
| <p>Perceptual data including student, teacher and parent surveys, student research projects and the WECDSB's environmental scan</p> <p>Identification of strengths, areas of concern and next steps</p> <p>Student achievement data including Report Card, EQAO, CBN, PM Benchmarks, CASI, Grade 9 Practice Literacy Test, Credit Accumulation, Pass Rates/Mark Distribution, Graduation Rates</p> <p>Support for the First Nations, Metis &amp; Inuit Self-Identification Initiative to achieve student academic success</p> <p>First Nations, Metis &amp; Inuit culture awareness and integration of cultural story into curriculum</p> <p>Support of the First Nations, Metis &amp; Inuit values with links to "Our Journey to Holiness". Our Catholic Character Development programme</p> <p>Mental Health Prevention and Awareness focussing on building a deeper understanding and developing effective strategies</p> <p>Fun Friends (K); Friends for Life (Grade 4)</p> <p>Primary-Walk Away, Ignore, Talk it out, Seek Help – (WITS)</p> <p>Junior-Connect Ed, Friends For Life, Values, Influences and Peers (VIP)</p> <p>Gr.7-Self-Regulation teacher awareness</p> <p>Intermediate-Getting Along Digitally (GAD)</p> <p>Gr.9-Bullying, Relationships, Alcohol, Drugs (B-RAD)</p> <p>Gr.9-12-Committees at Risk (CARE Committees), Self-regulation, Anxiety, Depression</p> <p>Faith development pre &amp; post assessment – annual reflection (on-going)</p> <p>Faith formation sessions – building confidence and proficiency in the delivery of our Catholic story</p> | <p>PPM 145 – "Progressive Discipline and Promoting Positive Student Behaviour"</p> <p>Analysis of EQAO results<br/>Board Indicator Data</p> <p>Analysis of First Nations, Metis &amp; Inuit student achievement data</p> <p>Meeting and discussions with First Nations, Metis &amp; Inuit community groups<br/>Field trips to local First Nations, Metis &amp; Inuit community sites</p> <p>First Nations, Metis &amp; Inuit values and resources provided for schools<br/>(Seven Grandfather Teachings mirror the Journey to Holiness)</p> <p>Big Brothers / Big Sisters</p> <p>Community Partners as resources and PD providers:</p> <ul style="list-style-type: none"> <li>• Regional Children's Centre</li> <li>• Family Services Windsor</li> <li>• Mental Health &amp; Addiction Nurses</li> <li>• New Beginnings</li> <li>• John McGivney Children's Centre</li> <li>• Canadian Mental Health Association</li> <li>• Essex County Diversion Program Inc</li> </ul> <p>Ministry, Board and Community generated resources:</p> <ul style="list-style-type: none"> <li>• Together in Faith Day</li> <li>• When Faith Meets Pedagogy</li> <li>• Retreats for students and staff</li> <li>• Ministry regulations, acts, policies – Bill 13</li> <li>• ICE and Ministry Documents</li> <li>• Diocesan Speakers/Assumption University</li> <li>• Compilation of community resources, ie: Teen Health Centre, etc.</li> </ul> | <p>Ongoing Principal and Superintendent monitoring</p> <p>Ongoing teacher reflections and feedback</p> <p>Board personnel are reviewing on an ongoing basis all data collection</p> <p>Ongoing communication with community First Nations, Metis &amp; Inuit partners</p> <p>Board reporting on system implementation of social justice clubs to School Councils</p> <p>Ensuring that appropriate programming is occurring in the schools based on the equity and inclusivity policies</p> <p>Mental Health Lead, Consultants and Team</p> | <p>Decrease in number of discipline infractions</p> <p>Improvement in attendance</p> <p>Increase in number of students who move from Level R and Level 1 to Level 2 and Level 3/4</p> <p>Increase in student engagement</p> <p>Increase in credit accumulation</p> <p>Increase in First Nations, Metis &amp; Inuit student achievement</p> <p>Increase in knowledge of First Nations, Metis &amp; Inuit culture by staff and students</p> <p>Evidence of First Nations, Metis &amp; Inuit resources and used in a variety of curriculum</p> <p>Increase in participation in faith formation activities by both staff and students</p> |

**Literacy:** *If Literacy (Reading/Writing/Communication) is a core focus in every classroom, then all learners will be able to demonstrate developmentally appropriate oral language acquisition, decoding, and comprehension through extending understanding by making connections, inferring, and by using critical thinking skills to analyze and evaluate text.*

| Instructional: Plan and Implementation Strategies  |  | Monitoring, Evaluation Strategies and Reflection  |  |
|--|--|---|--|
| Targeted, Evidence-Based Strategies and Actions  | Professional Learning Strategies and Resources   | Monitoring and Responsibility   | Evaluation / Impact / Reflective Dialogue  |
| <p>Focused instruction in reading strategies through:</p> <ul style="list-style-type: none"> <li>• PALS – Remedial PALS, CBMs</li> <li>• Small group instruction: Guided Reading</li> <li>• Explicit Instruction in reading comprehension strategies</li> <li>• Graphic text &amp; poetry</li> <li>• Fostering the connection between reading and writing</li> <li>• Subject-specific, cross-curricular (literacy focus)</li> <li>• Intervention strategies for ELL and ELD students, ie: STEP</li> </ul> <p>Developing a deeper understanding of the curriculum in order to construct effective learning Goals and Success Criteria to ensure appropriate tasks that challenge all learners</p> <p>Promoting the use of assistive technology to enhance reading and writing for students with special education needs, ie: Kurzweil, iPads, Read &amp; Write</p> <p>Moving student performance to the next level of achievement through precision teaching based on:</p> <ul style="list-style-type: none"> <li>• Analyzing samples of student work to identify gaps and necessary interventions or to inform instruction</li> <li>• Using descriptive feedback</li> <li>• Using EQAO data (Profiles of Strength and Areas for Improvement, IIRs)</li> <li>• Developing appropriate goals outlined in IEPs</li> <li>• Implementing a variety of pre and post-instructional assessments (eg: Gr.9 Practice Literacy Test)</li> <li>• Language assessments (eg: CBMs, PM Benchmarks, CASI)</li> </ul> | <p>PLCs / Networks / Collaborative Inquiry</p> <p>Peer Assisted Learning Strategies (PALS)</p> <p>Resources to support in-school curriculum leadership</p> <p>Ministry Resources</p> <ul style="list-style-type: none"> <li>• Learning For All K-12</li> <li>• School Effectiveness Framework (SEF)</li> <li>• Guides to Effective Instruction</li> <li>• Primary Reading Discussion Paper</li> <li>• LNS Webcasts</li> <li>• LNS Monographs</li> <li>• Literacy GAINS</li> <li>• Steps to English Proficiency (STEP)</li> <li>• Adolescent Literacy Guide</li> <li>• ALERTS (supplement to Adolescent Literacy Guide)</li> <li>• Leaders Connect</li> <li>• Growing Success K-8</li> </ul> <p>Student Achievement Officer (SAO) and Provincial Literacy Lead</p> <p>Embed professional resources</p> <p>Strategy sessions for teachers of Essential English courses</p> <p>EQAO Resources and Reports</p> <ul style="list-style-type: none"> <li>• Understanding Levels of Achievement</li> </ul> | <p>Teacher Feedback via Exit Cards</p> <p>Psychology staff, LSSTs and Special Education Coordinators in consultation with the Speech Language Pathologists</p> <p>Ongoing principal monitoring and feedback with student achievement board personnel (consultants, learning support teachers, superintendents)</p> <p>Documentation of evidence of student learning (via artifacts)</p> <p>Pedagogical Documentation via technology</p> | <p>Increase in number of students achieving or exceeding provincial standard (EQAO, report card)</p> <p>A decrease in the number of referrals to special education in reading comprehension</p> <p>Increase in credit accumulation, particularly in Gr. 10</p> <p>Increase in students who move from Level R and Level 1 to Level 2 and Level 3 and 4</p> <p>Observed increase in student engagement</p> <p>Anecdotal analysis of student work</p> <p>Exit surveys</p> <p>Reflective dialogue via:</p> <ul style="list-style-type: none"> <li>• Family of Schools Meetings</li> <li>• Superintendent visits</li> <li>• Principal PD</li> <li>• Monitoring and feedback sessions</li> </ul> |

**Numeracy:** *If fundamental numeracy skills, mathematical processes and effective questioning are the core foci in every classroom, then all co-learners will be able to effectively apply problem solving strategies across all strands.*

| Instructional: Plan and Implementation Strategies   |  | Monitoring, Evaluation Strategies and Reflection   |  |
|---|--|--|--|
| Targeted, Evidence-Based Strategies and Actions   | Professional Learning Strategies and Resources   | Monitoring and Responsibility  | Evaluation / Impact / Reflective Dialogue  |
| <p>1. Increased Student Achievement, Well-Being and Engagement in Mathematics</p> <ul style="list-style-type: none"> <li>Teaching mathematical concepts through problem solving</li> <li>Using the problem solving processes to elicit critical thinking</li> <li>Using manipulatives to assist with multi-step problems</li> <li>Using technology (iPads, virtual manipulatives) to increase student engagement</li> <li>DI / Student Engagement Strategies</li> </ul> <p>2. Increased Educator Math Knowledge and Pedagogical Expertise</p> <ul style="list-style-type: none"> <li>PPM 160 Protected Time for Daily Math Instruction (60min/day)</li> <li>Creating a deeper understanding of mathematical concepts through the exploration of the curriculum</li> <li>Using manipulatives to assist with multi-step problems</li> <li>Understanding Math Processes ie: reasoning, communicating</li> <li>Contextualized Learning – spatial and proportional reasoning, measurement</li> <li>MathTalk (Number Talks)</li> </ul> <p>3. Increased Leader Use of Knowledge of Effective Mathematics Pedagogy</p> <ul style="list-style-type: none"> <li>Data analysis of Elementary and EQAO results</li> <li>Using appropriate and worthwhile tasks to meet the needs of all learners</li> <li>Co-planning and co-teaching using the 3-part math strategy</li> <li>3-part Math with specific emphasis on consolidation</li> <li>Curriculum Mapping / Learning Goals</li> <li>Using diagnostic and formative assessment to guide instructional practice</li> <li>Common Diagnostics / Gr. 7&amp;8 (pre &amp; post)</li> <li>Moderated Marking of Common Assessments</li> <li>Formative Assessment (student whiteboards, exit cards, etc)</li> </ul> <p>4. Increased Parent Engagement in their Children's Mathematics Learning</p> <ul style="list-style-type: none"> <li>Parent Tool Kit from CODE</li> <li>Parent Math Nights</li> <li>Parent Reach Out Grants</li> </ul> | <p>PLCs with all grade 1-6 teachers in RMS (few and some) identified schools</p> <p>Job embedded sessions in Collaborative Inquiry Learning in Math (CILM) schools with junior teacher volunteers</p> <p>Putting theory into practice with job-embedded sessions</p> <p>Ongoing PLCs with principals in the area of Numeracy</p> <p>Network Principals</p> <p>Learning for All K-12</p> <p>LNS Webcasts and Monographs such as "Paying Attention to Mathematics and Education K-12"</p> <p>EduGains: Mathematics K-12</p> <p>Homework Help – Grades 7-10</p> <p><a href="http://www.mathies.ca">www.mathies.ca</a></p> <p>Lead Teachers</p> <p>Provincial Math Professional Learning Facilitator</p> <p>PLCs with Gr 7 &amp; 8 teachers and Gr9 teachers from their respective family of schools in the Leading Student Achievement project (LSA)</p> <p>Job embedded support from Secondary Numeracy Support Teacher with voluntary Gr9 teachers</p> <p>Secondary math teachers (Gr 9 &amp; 10) to participate in a PLC where the focus is on increasing teacher efficacy</p> | <p>Ongoing Principal and Superintendent monitoring</p> <p>Ongoing teacher reflections and feedback</p> <p>Ongoing analysis of student work and student feedback</p> <p>Ongoing contact with Board support personnel</p> <p>CILM (Gr 4-6) &amp; LSA (Teachers &amp; Principals) (Gr 7-9)</p> <p>OAME iPad project (Teachers &amp; Principals)</p> <p>Student Success School Support Initiative – Grade 9 Applied (SS-I)</p> | <p>Observed increase in student engagement</p> <p>Anecdotal analysis of student work</p> <p>Increase in number of students achieving provincial standard (EQAO, report card)</p> <p>Increase in credit accumulation, particularly in Gr 9 &amp; 10 pass rates and mark distribution</p> <p>Increase in students who move from Level R and Level 1 to Level 2 and Level 3 and 4</p> <p>Reflective dialogue via:</p> <ul style="list-style-type: none"> <li>Family of Schools Meetings</li> <li>Superintendent visits</li> <li>Principal PD</li> <li>Monitoring and feedback sessions</li> </ul> <p>Anecdotal analysis of teacher and student engagement</p> <p>Comparison of scores in each strand to Gr 6 EQAO</p> <p>Tracking Gr 8 to Gr 9 students and comparing EQAO results</p> <p>Preliminary scoring of the EQAO assessment (in schools)</p> |

**Pathways Planning and Programming:** *If school communities provide a diverse variety of resources, supports and interventions, then all learners will have the opportunity to be successful with an exit pathway from our Catholic system.*

| Instructional: Plan and Implementation Strategies   |   | Monitoring, Evaluation Strategies and Reflection  |  |
|---|---|---|--|
| Targeted, Evidence-Based Strategies and Actions   | Professional Learning Strategies and Resources  | Monitoring and Responsibility   | Evaluation / Impact / Reflective Dialogue  |
| <p><b>Entry to School Transition Plan</b></p> <ul style="list-style-type: none"> <li>School readiness-EDI (Early Dev Index); links to Home, School and Community</li> <li>Knowledge of early learning identification strategies from Day Cares, OEYs, etc.</li> <li>Community Screening Events</li> <li>Ontario Early years Visits</li> <li>Calling all 2 &amp; 3 year olds</li> </ul>  | <p>Kindergarten Program document</p> <p>WECDSB / City of Windsor (EDI survey &amp; results)</p> <p>Assessment Tools – JK registration packages</p> <p>Kindergarten Program and Reporting</p>  | <p>Special Education Coordinators</p> <p>Classroom teachers, ECEs, LSSTs, Guidance Counsellors, SSTs, COOOP / Experiential Leads</p> <p>Principals, Superintendents</p> | <p>Increase in student engagement and participation</p>  |
| <p><b>Transition Planning</b></p> <ul style="list-style-type: none"> <li>Appropriate interventions to meet transitions from one division to the next (ie: Early Years, PR, Jr, Int, Sr)</li> <li>Effective programming strategies to meet the learning needs of the identified students, ie: IEP</li> <li>Development and monitoring of effective IEPs</li> <li>Orientation Program: Transition from Gr 8 to Gr 9</li> <li>Discovering Your Possibilities resilience program Gr 10</li> <li>Implement and facilitate transition plans for all students with special education needs: secondary</li> </ul> | <p>The use of classroom and student profiles, etc.</p> <p>The use of data tools such as CBMs, PM Benchmarks, EQAO, IEPs, and other tools such as, Career Cruising, Individual Pathway Plan (IPP), etc.</p> <p>Blessed Are You: Gr 8-9 Transition Guide</p> <p>Regional Transition Planning Protocol – Southwest Region - This framework established expectations for a more systematic, coordinated and transparent approach to transition planning for youth with developmental disabilities</p> | <p>Special Education Coordinators</p> <p>Board Audit</p>  | <p>Increase in students who move from Level R and Level 1 to Level 2 and Level 3 and 4</p> <p>Increase in students who achieve their learning expectations</p> <p>Increase in successful transition planning for youth with developmental disabilities</p> |
| <p><b>Exit Planning</b></p> <p><u>Career Destinations:</u></p> <ol style="list-style-type: none"> <li>Awareness (discover your pathway direction)</li> <li>Choosing core selection / levels</li> <li>Exploring opportunities (careers course, COOP, SHSM, SCWI, SWAC, OYAP, etc.</li> </ol> <p><u>Post Secondary Opportunities</u></p> <ol style="list-style-type: none"> <li>College/University</li> <li>Apprenticeship</li> <li>World of Work</li> <li>Community Living</li> </ol>  | <p>Creating Pathways to Success document / Individual Pathways Plan (IPP)</p> <p>Test Drive a Career, COOP, OYAP, Education Now!</p> <p>Opportunities such as “Take Your Kid To Work Day”, job shadowing, etc.</p> <p>Build a Dream event</p> <p>PD sessions at University of Windsor and St. Clair College</p>   | <p>Ministry Audit</p>   | <p>Increase in credit accumulation, pass rates, mark distribution, graduation rates and acceptance into Colleges, Universities or Pathways</p>   |