

The Windsor-Essex Catholic District School Board (WECDSB)
 35 Elementary (includes 7 French Immersion and 3 Middle Schools); 8 Mainstream Secondary (includes 4 French Immersion stream); 1 Adult Ed Site
 21,059 students: diverse population including students who are English Language Learners, Indigenous, Crown Wards and students with Special Education Needs
 2,054 teaching and support staff, 35 parishes in the Windsor-Essex Deanery

Our Priorities and Goals

<p>Our Students</p> <ol style="list-style-type: none"> To understand and know each student, in order to better promote their intellectual, spiritual, emotional, and physical well-being. 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. To focus on the success of our most vulnerable, by creating positive, welcoming, safe learning environments where every child can achieve success. <p>Our Faith</p> <ol style="list-style-type: none"> 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. To foster mutual respect for other beliefs while remaining true to our core Catholic principles and values. To seek out creative ways of strengthening connections between faith and academics through curriculum <p>Our Innovative Programs</p> <ol style="list-style-type: none"> To create a culture of innovation that embraces the realities of a rapidly changing world. 	<ol style="list-style-type: none"> 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. To further the use of advanced technology in our schools, constantly seeking new methods to enhance student learning. <p>Our Resources</p> <ol style="list-style-type: none"> To be prudent, wise and responsible stewards of our resources. 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. 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. <p>Our Team</p> <ol style="list-style-type: none"> To provide meaningful professional development for everyone on our team. To encourage all our employees, our ratepayers, and the broader Catholic community to commit to the faith formation and achievement of our students. To foster a culture where we celebrate the success of our staff and students by recognizing their achievements.
<p>Equity & Inclusion</p> <ol style="list-style-type: none"> To provide a learning environment where all students feel safe and encouraged to reach their individual potential by understanding who our students are and their lived school experiences. To enhance data collection and performance measurement to improve the achievement of and well-being of all students. 	<ol style="list-style-type: none"> To identify barriers in order to address discriminatory biases in order to support equity, student achievement and well-being through evidence-informed decision-making. To provide professional development opportunities for employees in equity and inclusive education. To embed educational resources and encourage educational experiences where students can see themselves and the relevance of what they are learning.

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"> EQAO: Primary, Junior, OSSLT and Grade 9 Math Academic Primary Reading (PALS – Peer Assisted Learning Strategies); Remedial PALS Analyzing Data and responding to student learner needs through effective teacher practice Inclusionary Model – Equity and Inclusion Board Mental Health Strategy; (CARE Committees) 	<ol style="list-style-type: none"> School climate survey analysis indicates safe and caring school communities Graduation rates and pass rates / mark distribution Pathway opportunities: Experiential Learning K-12 Ontario Catholic Graduate Expectations – Journey to Holiness Academies – Sports, STEM, Skilled Trades, VR, AR 	<ol style="list-style-type: none"> Continue implementation of the Math Strategy Continue to monitor ELL/ELD achievement rates Continue to build capacity in implementing strategies for Learning for All Continue to further enhance pathway programming with Experiential Learning Continue to build capacity in Early Years Programming

School Effectiveness Framework (SEF)

- Assessment For, As and Of Learning: **1.1** 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.
- School and Classroom Leadership: **2.1** Collaborative Instructional Leadership builds capacity to strengthen and enhance teaching and learning.
- Student Engagement: **3.1** The teaching and learning environment is inclusive and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- Curriculum, Teaching and Learning: **4.2** Clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- Pathways Planning and Programming: **5.2** Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
- Home, School & Community Partnerships: **6.3** The school and community build partnerships to enhance learning opportunities and well-being for students.

CATHOLIC COMMUNITY, CULTURE AND CARING

PRIORITY: Our Faith

GOALS:

Faith1. 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. **Faith2.** To foster mutual respect for other beliefs while remaining true to our core Catholic principles and values. **Faith3.** To seek out creative ways of strengthening connections between faith and academics through curriculum.

Equity Goal: Area #1. To provide a learning environment where all students feel safe and encouraged to reach their individual potential by understanding who our students are and their lived school experiences.

RATIONALE (If ... Then Statement):

If school communities promote a safe, equitable and healthy learning environment, then each school and classroom in the Catholic system will focus primarily on student well-being and student achievement.

EVIDENCE BASED STRATEGIES (Planning, Implementation & Resources)

- Perceptual data including student, teacher and parent surveys, student research projects and the WECDSB's environmental scan
- Identification of strengths, areas of concern and next steps
- Student achievement data including Report Card, EQAO, CBM, PM Benchmarks, CASI, Grade 9 Practice Literacy Test, Credit Accumulation, Pass Rates/Mark Distribution, Graduation Rates
- Support for the Indigenous Self-Identification Initiative to achieve student academic success
- Indigenous culture awareness and integration of cultural story into curriculum
- Support of the Indigenous values with links to "Our Journey to Holiness".
- Mental Health Prevention and Awareness focussing on building a deeper understanding and developing effective strategies
- Just Right (K); VIP (Grade 6)
- Primary-Walk Away, Ignore, Talk it out, Seek Help – (WITS)
- Intermediate-Getting Along Digitally (GAD)
- Gr.9-Bullying, Relationships, Alcohol, Drugs (B-RAD)
- Gr.9-12-Committees at Risk (CARE Committees)
- Faith– annual reflection (on-going)
- Faith formation sessions – building confidence and proficiency in the delivery of our Catholic story
- PPM 145 – "Progressive Discipline and Promoting Positive Student Behaviour"
- Analysis of EQAO results and Board Indicator Data
- Analysis of School Climate Survey
- Analysis of Indigenous student achievement data
- IEAC – Indigenous Education Advisory Committee
- Indigenous resources provided to schools
- Big Brothers / Big Sisters
- Community Partners as resources and PD providers:
 - Regional Children's Centre; Family Services Windsor; Mental Health & Addiction Nurses; New Beginnings; John McGivney Children's Centre; Canadian Mental Health Association; Essex County Diversion Program Inc.
- Ministry, Board and Community generated resources:
 - Together in Faith Day; When Faith Meets Pedagogy; Retreats for students and staff; Ministry regulations, acts, policies – Bill 13; ICE and Ministry Documents; Diocesan Speakers/Assumption University; Compilation of community resources, ie: Teen Health Centre, etc.; Windsor-Essex Health Unit; Catholic Curriculum Cooperation Resources; Supporting Minds Document

EVIDENCE BASED IMPACT (Monitoring)

- Ongoing Principal and Superintendent monitoring
- Ongoing teacher reflections and feedback
- Board personnel are reviewing on an ongoing basis all data collection
- Ongoing communication with community Indigenous partners
- Board reporting on system implementation of social justice clubs to School Councils
- Ensuring that appropriate programming is occurring in the schools based on the equity and inclusivity policies
- Mental Health Lead, Consultants and Team
- Decrease in number of discipline infractions
- Improvement in attendance
- Increase in number of students who move from Level R and Level 1 to Level 2 and Level ¾
- Increase in student engagement
- Increase in credit accumulation
- Increase in Indigenous student achievement
- Increase in knowledge of Indigenous culture through a variety of resources in curriculum
- Increase in participation in faith formation activities by both staff and students
- Increase in student sense of belonging and acceptance via perceptual data

MONITORING – Responsibility and Timeline: Principals and Superintendents monitoring throughout the year

LITERACY

PRIORITY: Our Students and Our Team

GOALS:

Students1. To understand and know each student, in order to better promote their intellectual, spiritual, emotional, and physical well-being. **Students2.** 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. **Students3.** To focus on the success of our most vulnerable, by creating positive, welcoming, safe learning environments where every child can achieve success. **Team1.** To provide meaningful professional development for everyone on our team. **Team2.** To encourage all our employees, our ratepayers, and the broader Catholic community to commit to the faith formation and achievement of our students. **Team3.** To foster a culture where we celebrate the success of our staff and students by recognizing their achievements.

Equity Goal: Area #2. To enhance data collection and performance measurement to improve the achievement of and well-being of all students.

RATIONALE (If ... Then Statement):

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.

EVIDENCE BASED STRATEGIES (Planning, Implementation & Resources)	EVIDENCE BASED IMPACT (Monitoring)
<ul style="list-style-type: none"> • Focused instruction in reading strategies through: <ul style="list-style-type: none"> ○ PALS – Remedial PALS, CBMs; Small group instruction: Guided Reading; Explicit Instruction in reading comprehension strategies; Graphic text & poetry; Fostering the connection between reading and writing; Subject-specific, cross-curricular (literacy focus); Intervention strategies for ELL and ELD students, ie: STEP • 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 • Promoting the use of assistive technology to enhance reading and writing for students with special education needs, ie: iPads, Read & Write, Chromebooks • Moving student performance to the next level of achievement through precision teaching based on: <ul style="list-style-type: none"> ○ Analyzing samples of student work to identify gaps and necessary interventions or to inform instruction; Using descriptive feedback; Using EQAO and AEAC data (Profiles of Strength and Areas for Improvement, IIRs); Developing appropriate goals outlined in IEPs; Implementing a variety of pre and post-instructional assessments (eg: Gr.9 Practice Literacy Test); Language assessments (eg: CBMs, PM Benchmarks, CASI); Culturally Responsive and Relevant Pedagogy • Resources to support in-school curriculum leadership that addresses the needs of all students. • PLCs / Networks / Collaborative Inquiry / Cross Panel • Peer Assisted Learning Strategies (PALS) • Resources to support in-school curriculum leadership • Ministry Resources <ul style="list-style-type: none"> ○ Learning For All K-12; School Effectiveness Framework (SEF); Guides to Effective Instruction; LNS Webcasts and Monographs; Literacy GAINS; Steps to English Proficiency (STEP); Adolescent Literacy Guide; ALERTS (supplement to Adolescent Literacy Guide); Leaders Connect; Growing Success K-12; Equity Action Plan • Student Achievement Officer (SAO) • Embed professional resources • EQAO Resources and Reports <ul style="list-style-type: none"> ○ Understanding Levels of Achievement; Literacy Planning Resource 7-12 	<ul style="list-style-type: none"> • Review of Teacher Feedback via Exit Cards • Psychology staff, LSSTs and Special Education Coordinators in consultation with the Speech Language Pathologists • Ongoing principal monitoring and feedback with student achievement board personnel (consultants, learning support teachers, superintendents) • Documentation of evidence of student learning (via artifacts) • Pedagogical Documentation via technology <ul style="list-style-type: none"> • Increase in number of students achieving or exceeding provincial standard (EQAO, report card) • Increase in number of students in Gr 9 & 10 Applied English achieving provincial standard (AEAC) • A decrease in the number of referrals to special education in reading comprehension • Increase in credit accumulation, particularly in Gr. 10 • Increase in students who move from Level R and Level 1 to Level 2 and Level 3 and 4 • Observed increase in student engagement • Anecdotal analysis of student work • Early Identification and Intervention for students with Special Education needs • Reflective dialogue via: <ul style="list-style-type: none"> ○ Family of Schools Meetings ○ Superintendent visits ○ Principal PD ○ Monitoring and feedback sessions

MONITORING – Responsibility and Timeline: Principals and Superintendents monitoring throughout the year

NUMERACY

PRIORITY: Our Students and Our Team

GOALS:

Students1. To understand and know each student, in order to better promote their intellectual, spiritual, emotional, and physical well-being. **Students2.** 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. **Students3.** To focus on the success of our most vulnerable, by creating positive, welcoming, safe learning environments where every child can achieve success. **Team1.** To provide meaningful professional development for everyone on our team. **Team2.** To encourage all our employees, our ratepayers, and the broader Catholic community to commit to the faith formation and achievement of our students. **Team3.** To foster a culture where we celebrate the success of our staff and students by recognizing their achievements.

Equity Goal: Area #2. To enhance data collection and performance measurement to improve the achievement of and well-being of all students.

RATIONALE (If ... Then Statement):

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.

EVIDENCE BASED STRATEGIES (Planning, Implementation & Resources)

- 1. Increase the performance of students in targeted schools**
 - Teaching mathematical concepts through problem solving; Using the problem solving processes to elicit critical thinking; Using manipulatives to assist with multi-step problems; Using technology (iPads, virtual manipulatives) to increase student engagement; DI / Student Engagement Strategies; Building knowledge and fundamental math skills related to number sense and numeration through Math Starters and Number Talks; Provide job-embedded support through the School-Based Math Learning Facilitator
- 2. Continue to build educator math content knowledge and pedagogy on the fundamentals of math.**
 - Creating a deeper understanding of mathematical concepts through the exploration of the curriculum; Refocusing attention to the fundamentals of math, especially in Number Sense and Numeration; Using manipulatives to assist with multi-step problems; Understanding Math Processes ie: reasoning, communicating; Contextualized Learning – spatial and proportional reasoning, measurement and patterning and algebra; MathTalks and Number Talks; Curriculum Mapping / Learning Goals; Using diagnostic and formative assessment to guide instructional practice; Common Diagnostics / Gr. 7&8 (pre & post); Moderated Marking of Common Assessments; Formative Assessment (student whiteboards, exit cards, etc); Using technology to enhance math learning
- 3. Ensure that students, parents, teachers, as well as school and school board leaders have the supports, tools and resources required to advance student learning and confidence**
 - PPM 160 Protected Time for Daily Math Instruction (60min/day); Data analysis of Elementary and EQAO results; Supporting appropriate and worthwhile tasks to meet the needs of all learners; Supporting strategies which focus on number sense, operations, patterns, properties and other critical number concepts; Co-planning and co-learning; Work collaboratively with Ministry and Board team to develop and implementation a school-wide approach to mathematical learning; Provide job-embedded support through the School-Based Math Learning Facilitator
- 4. Continue to respect parents and families and ensure that they are aware of what their children are learning in school**
 - Parent Tool Kit from CODE; Parent Math Events; Parents Reaching Out Grants; Queens University Parent Engagement Project; A Parent's Guide to the Fundamentals of Math Grades 1-8
- 5. Effectively prepare for the implementation of the math curriculum**
 - Putting theory into practice with job-embedded sessions; Ongoing PD with principals in the area of Numeracy, with a focus on the fundamentals of math
 - Identified Math Lead Teachers in all elementary sites
 - Gr 7 & 8 teachers and Gr9 teachers in the Leading Student Achievement project (LSA): Thinking Math Series
 - Job embedded support from Secondary Numeracy Support Teacher with voluntary Gr9 teachers
 - Secondary math teachers (Gr 9 & 10) to participate in Achieving Excellence in Applied Courses where the focus is on increasing teacher efficacy
 - Professional learning for administrators in the area of math
 - Parent Involvement Committee – Math focus
 - Resources: Learning for All K-12; LNS Webcasts and Monographs such as "Paying Attention to Mathematics & Education K-12"; EduGains: Mathematics K-12; Homework Help – Grades 7-10; www.mathies.ca. Focusing on the Fundamentals of Math: A Teacher's Guide and Parent's Guide

EVIDENCE BASED IMPACT (Monitoring)

- Ongoing Principal and Superintendent monitoring
- Ongoing Targeted Schools Reporting (3x / year)
- Ongoing teacher reflections and feedback
- Ongoing analysis of student work and student feedback
- Ongoing contact with Board support personnel
- Math Strategy (Gr 1-6), LSA (Gr 7-9) and AEAC (Gr 9 Applied Math)
- Observed increase in student engagement
- Anecdotal analysis of student work
- Increase in number of students achieving provincial standard (EQAO, report card)
- Increase in credit accumulation, particularly in Gr 9 & 10 pass rates and mark distribution
- Increase in students who move from Level R and Level 1 to Level 2 and Level 3 and 4
- Reflective dialogue via:
 - Family of Schools Meetings
 - Superintendent visits
 - Principal PD
 - Monitoring and feedback sessions
- Anecdotal analysis of teacher and student engagement
- Comparison of scores in cohort data from Gr 6 EQAO to Gr 9 EQAO
- Transition planning Gr 8-9 for math placement
- Preliminary scoring of the EQAO Grade 9 assessment in all schools

MONITORING – Responsibility and Timeline: Principals and Superintendents monitoring throughout the year

PATHWAYS PLANNING AND PROGRAMMING

PRIORITY: Our Innovative Programs and Our Resources

GOALS:

InnoProg1. To create a culture of innovation that embraces the realities of a rapidly changing world. **InnoProg2.** 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. **InnoProg3.** To further the use of advanced technology in our schools, constantly seeking new methods to enhance student learning. **Resources1.** To be prudent, wise and responsible stewards of our resources. **Resources2.** 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. **Resources3.** To ensure that the 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.

Equity Goal: Area #1. School and Classroom Practices: Supporting student pathway choices so that all students are supported in achieving their maximum potential and choosing appropriate pathways to work, college, apprenticeship or university.

RATIONALE (If ... Then Statement):

If school communities provide a diverse variety of programming, resources and supports, then all learners will have the opportunity to meet success by transitioning to a post-secondary destination.

EVIDENCE BASED STRATEGIES (Planning, Implementation & Resources)

- o School readiness-EDI (Early Development Instrument)
- o Collaboration with child care and EarlyON learning centres
- o Community Screening Events
- o WEE Start Committee (Windsor-Essex Early)
- o Development, implementation and monitoring of IEPs
- o Orientation Program: Transition from Gr 8 to Gr 9
- o Reach Ahead – Grade 8-9
- o Discovering Your Possibilities resilience program Gr 10
- o Financial Management
- o links to Home, School and Community (ie: John McGivney Children's Centre)
- o Appropriate interventions to meet transitions from one division to the next (ie: Early Years, Pr, Jr, Int, Sr)
- o Effective programming strategies to meet the learning needs of the identified students, ie: IEP
- o Implement and facilitate transition planning for all students with special education needs
- o Jobs of The Future

Experiential Learning and Career Planning

- o Engage students in learning activities and opportunities through active participation in community-connected experiences including but not limited to:
 - o Outdoor Education, ECO Schools, Field Study
 - o Virtual Learning, Robotics/Coding, STEM
 - o School-Community Partnerships, Community Outreach and Service Learning
 - o Mentorship, Co-operative Education, Internship, Job Shadowing
 - o Specialized Programs – Academies, SHSM, OYAP
- o Place equal value on all pathways (i.e. College, Work, Apprenticeship, University, Community Living)
- o Promote cross curricular connections and transferable skills such as creativity, collaboration and technological fluency
- o Provide ongoing guidance and counselling with respect to course selection, transition planning, pathways and careers
- o Develop and refine the Individual Pathways Plan (IPP)
- o Develop and strengthen community partnerships with post secondary institutions (i.e. College, Work, Apprenticeship, University, Community Living)
- o Develop and strengthen Industry-Education (Board/School) in the promotion of sector-specific opportunities (i.e. Ontario Masonry Constructors' Association (OMCA), Carpenters' Union Local 494, First Robotics)
- o Develop and strengthen community outreach, service learning and volunteerism with non-profit organizations (i.e. London Diocese, Local Churches, Habitat for Humanity, Kiwanis Club, etc.)
- o Kindergarten Program and Communication of Learning
- o Assessment Tools – JK registration and Open House
- o Use of data tools, ie: CBMs, PM Benchmarks, EQAO, IEPs, Career Cruising, Individual Pathway Plan (IPP), etc.
- o WECDSB / City of Windsor (EDI survey & results)
- o Use of classroom and student profiles, etc.
- o Grade 8-9 Transition Guide

EVIDENCE BASED IMPACT (Monitoring)

- Early Years Teacher Lead
- Special Education Coordinators
- Classroom teachers, ECEs, LSSTs, Guidance Counsellors, SSTs, COOP / Experiential Lead
- Principals, Superintendents
- Increase in students who move from Level R and Level 1 to Level 2 and Level 3 and 4
- Increase in successful transition planning for youth with developmental disabilities
- Increase in credit accumulation, pass rates, mark distribution, graduation rates and acceptance into Colleges, Universities or Pathways
- Increase in student engagement
- Increase school and student participation among experiential learning activities specifically in the areas of:
 - o High growth industries of STEM AI, AR, VR and automation
 - o Financial management
 - o Jobs of the Future
- Increase student participation in co-operative education
- Increase student participation and registration rates in OYAP (Apprenticeship)
- Increase in the number of SHSM programs offered
- Increase student participation and completion rates in SHSM

MONITORING – Responsibility and Timeline: Principals and Superintendents monitoring throughout the year