



Waterloo Catholic
District School Board



QUALITY • INCLUSIVE • FAITH-BASED • EDUCATION

2012-13 Board Improvement Plan for Student Achievement

◆ **Our
Catholic
Community**

◆ **Improving
Student Learning
& Achievement**

◆ **Building
Capacity To
Lead & Learn**

BIPSA Steering Committee Meeting

- ◆ Larry Clifford, Director of Education
- ◆ Rick Boisvert, Associate Director of Education
- ◆ Maria Ivankovic, Superintendent of Learning
- ◆ David DeSantis, Superintendent of Learning
- ◆ Derek Haime, Superintendent of Learning
- ◆ Patrick Eby, Information Technology/Century 21 Consultant
- ◆ Colette Moffat, Literacy Consultant K-8
- ◆ Carol DeVrieze, Literacy Consultant 9-12
- ◆ Petra Le Duc, Numeracy Consultant K-8
- ◆ Nancy Snyder, Numeracy Consultant 7-12
- ◆ Jonathan Wright, Religion/Family Life Consultant
- ◆ Laura Shoemaker, Principal (Our Lady of Lourdes CES)
- ◆ John Dietrich, Principal (St. David CSS)

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

INTRODUCTION

The Waterloo Catholic District School Board is located in a largely urban area in the heart of southwestern Ontario. The Regional Municipality of Waterloo (population 507,000) consists of the tri-cities of Kitchener, Waterloo and Cambridge and the surrounding townships of Woolwich, Wellesley, Wilmot and North Dumfries. Approximately 30,000 elementary, secondary and adult students receive a "quality, inclusive and faith-based education" in the board's 47 elementary, five secondary and five Continuing Education (adult) sites.

The Board's first schools, St. Agatha Catholic Elementary School (St. Agatha, Ont.) and St. Boniface Catholic Elementary School (Maryhill, Ont.) opened in 1836, predating the Catholic Diocese of Hamilton by some 20 years.

The Waterloo Catholic District School board employs approximately 3,000 full and part-time staff and has an annual budget of more than \$214 million dollars. The Board of Trustees is comprised of nine municipally-elected trustees and two high school student trustees elected by their peers.

The Waterloo Catholic District School Board has a longstanding history of engaging in community partnerships with various community and Catholic community organizations, social service agencies, charities and other educational institutions. Given the current economic challenges facing our Region, we rely more than ever on our community partners to ensure the fundamental needs of children and their families are being met. We know that Waterloo Region's unemployment rate has risen to one of the highest in the province, which potentially further increases the need for food and supports for families in our Region. Research suggests that the stress of poverty can have a negative effect on a child's development. Waterloo Catholic District School Board continues to nurture many partnerships that provide the Board with the opportunity to enrich curriculum, improve student achievement and assist with the social/emotional and spiritual growth of all our students. We continue to be thankful for the many partnerships that make our schools great places to learn. Some examples of these community partnerships include:

- ❖ **Empower / PHAST** is a reading intervention program in 46/46 elementary and 5/5 secondary schools
- ❖ **Nutrition for Learning** which provides breakfast, snack and lunch programs for students in 21 of the elementary schools in WCDSB.
- ❖ **Send'em off Smiling** is a joint community based program which provides backpacks for school-aged children prior to the start of the school year, containing school supplies and clothing for students in Waterloo Region whose families are unable to afford these items.
- ❖ **Strong Start** is an early reading intervention program with trained community volunteers which is offered in 95 % of our elementary schools.
- ❖ **Skills Builder** is a literacy focused after school program for students in grades 3 and 6. Students in grade 8 "Skills Builder" receive additional support in literacy and numeracy skills programs to enhance their successful transition to secondary school.
- ❖ In Waterloo Region we are very fortunate to have 3 renowned post-secondary institutions that partner with WCDSB to provide a number of unique programs and opportunities for students. The University of Waterloo, Wilfrid Laurier University and Conestoga College offer various co-op placements and apprenticeship programs to our students during their secondary schooling. WCDSB is the only board in the province to offer UCEP-a partnership between the University of Waterloo and WCSB for over 20 years. Students completing UCEP are more likely to pursue graduate work at a University level than any other high school advanced placement program. The WCDSB also employs co-op students from these academic institutions and provides placements for students from the Wilfrid Laurier Faculty of Education.

Student Achievement Data Highlights

Establishing a system-wide improvement plan necessitates analyzing data from a variety of sources, interpreting data to determine local priorities, and using the data as a foundation for further discussion and evidence-informed decision making. The strategies contained in this year's Board Improvement Plan for Improving Student Achievement are based on student achievement data, **perceptual** data, recommendations for next steps from the School Effectiveness Final Report in the Trends & Patterns of Practice, identified in the 2012-2013 District Reviews.

WCDSB relies on large scale assessment to ensure appropriate programs, interventions and pathways are being addressed, delivered and monitored in order to provide students with optimal learning experiences to increase student achievement. The following summary of large scale assessments are examined for the purpose of goal setting, curriculum delivery and accountability for the 2012-2013 school year:

Preliminary Results:

1. Early Development Inventory (2010)
2. Canadian Achievement Test (fourth edition) for students in grades 2, 5 and 7
3. EQAO (grades 3, 6, 9 and OSSLT)
4. Report Cards (grades 1-8)
5. Board Indicator Data Reports (grades 7-12)
6. Data School Profiles (June PD Day)

Summary of Key 2010 EDI Results

There is great variability in school readiness vulnerability between schools within the WCDSB. Some schools have few senior kindergarten students score below the 10th percentile on one or more EDI domains, while other schools have very high percentages of students scoring below the 10th percentile on one or more domains. In the Physical Health and Well-being domain, 29 schools scored greater or equal to the mean, and 17 schools scored below the mean. In the Social Competence domain and the Communication and General Knowledge domain, 25 schools scored greater or equal to the mean, and 21 schools scored below the mean. In the Emotional Maturity domain, 24 schools scored greater or equal to the mean, while 22 schools scored lower than the mean. In the Language and Cognitive Development domain, 21 schools scored greater than or equal to the mean, and 25 schools scored below the mean.

Canadian Achievement Test (CAT-4)

The CAT-4 measures numeracy and literacy skills of students in grades 2, 5 and 7.

The results of the CAT-4, Grade 2 testing indicate that the area of concern with respect to literacy skills lies within reading, media text and conventions as well as writing conventions, in particular, capitalization and punctuation. In the area of Mathematics, Grade 2 students struggle with computation and estimation, particularly adding and subtracting whole numbers and estimation and number operations.

In the CAT-4, Grade 5 testing, students struggle with reading particularly with media text, conventions and stated/visual information. In writing conventions students have difficulty with capitalization and punctuation and sentence structure. 50% of Grade 5 students didn't meet end of grade expectations in the area of number sense and have difficulty with whole number and decimal operations.

In the CAT-4, Grade 7 testing, students struggle in Reading with media text and conventions and in writing conventions struggle with capitalization and punctuation. In the area of Math, 67% of students did not meet end of grade level expectations for whole number operations, 39% did not meet end of grade level expectations for decimal operations and 38% for estimation and number operations.

CCAT

The CCAT is a grade 4 cognitive gifted screener which also measures a student's learning styles. The CCAT results demonstrate that students across WCDSB are of average intelligence (Stanine 5) with a relative strength in the verbal and non-verbal domains. This reflects the cognitive ability of the general population.

EQAO

Research demonstrates that students who meet the provincial standard early in their schooling are most likely to maintain that high achievement in secondary school. Of the students who had met the provincial standard in both grade 3 & 6, 91% met it again in grade 9 in the academic mathematics course and 75% met it again in the applied mathematics course.

Students who do not meet the provincial standard early in their schooling are most likely to struggle in later grades. Of the students who had met the provincial standard in neither grade 3 nor grade 6, only 51% met the standard in grade 9 in the academic mathematics course and only 29% in the applied mathematics course.

Identifying struggling students early and providing support makes a difference. Students who had not met the standard in grade 3 but had improved to meet it in grade 6 were considerably more likely to carry that success into grade 9 than students who had not met the standard in grade 6. Of the students who had not met the provincial standard in grade 3 but had met it in grade 6, 79% met it in grade 9 in the academic mathematics course and 59% met the standard in the applied mathematics course.

Report Cards (Grades 1-8)

The reporting pattern for Reading, Writing and Math achievement demonstrates a decrease in students reaching provincial achievement between grades 1 and 8 in the areas of language and mathematics, particularly reading.

Board Indicator Data Reports (Grades 7-12)

The Ministry of Education, through the Student Success Initiative, annually reports on Indicator Data which includes the provincial and WCDSB data pertaining to key indicators of student success in secondary schools including trend data regarding pass, credit accumulation and graduation rates.

The gap between Academic and Applied pass rates in grade 9 & 10 continues to be of concern. The number of students who are on IEP's and do not pass the OSSLT also continues to be an area of need. It is instrumental that each secondary school examine the trends in the Indicator Data Report to determine their individual schools profile.

Professional Learning Data (Knowing Our Students, Knowing Our Staff)

All school sites participated in a collaborative inquiry process of knowing our students, staff and what matters to focus problems of practice and theories of action for the 2012-2013 BIPSA and SIPSAs.

IMPLEMENTATION OF PRIORITIES

The Board Improvement Plan for 2012-2013 will continue to build and sustain capacity and improved student learning through job-embedded professional learning, target setting, and consolidation of instructional and assessment practices. The School Effectiveness Framework will serve as a support for school improvement and student success. As a result of the needs assessment, WCDSB will focus on the following areas to assist schools with increasing student achievement.

1. Closing the gap for all students in literacy and numeracy achievement.
2. Retention Rates
3. Specialist High Skills Major
4. Differentiated support with the focus on instructional and assessment practices through facilitated network sessions.
5. Cross Panel Networks

BOARD IMPROVEMENT PLAN for STUDENT ACHIEVEMENT: “Priorities for Improving Student Achievement”
“As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God’s world.”

Problems of Practice

Catholic Community Culture and Care

How can we create meaningful opportunities for student voice to influence school culture, where educational practice will be responsive to the needs of learners prompting an increase in social, academic, and intellectual engagement?

Literacy & Numeracy

How can engaging in collaborative inquiry using intentional, responsive instruction and assessment lead to improved student learning?

Pathways

How can we build collaborative relationships between cross panel teachers in an effort to make connections, identify common needs, plan instruction, share and implement useful teaching strategies and use common assessment tools?

PILLARS: Catholic Community, Culture and Caring

SYSTEM GOAL:	The 2012-2013 academic year will see an increase in the social engagement of students in areas of belonging, safety, healthy living, and faith formation by focussing on transformational leadership ¹ .	To increase collaboration with students, parents, staff and the broader community to benefit student learning and achievement.
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SEF	2.5 Staff, students and school community promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment. 3.1 The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences. 3.2 School programs incorporate students' stated priorities and reflect the diversity, needs and interests of the school population. 4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve. 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners.	
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THEORY OF ACTION STATEMENT:	If we foster a common understanding of the scope of Catholic Education as described by <i>transformational leadership</i> , then decision making and effective practice will be aligned with the WCDSB vision, mission, and professional standard of ethics to encourage a holistic view of student learning. If we cultivate an approach to discipline and social engagement that limits exclusionary interventions, then students will have greater exposure to instruction and achievement/credit accumulation will increase. If we engage parents readily and meaningfully in the process of student learning then we there will be a greater degree of support and alignment for responsive instruction which promotes student achievement.	
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Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART Goals	Responsibility	Evaluation
Educate and nurture hope in all learners to realize their full potential to transform God's world, through the following: Ensure a consistent baseline of ministry described by the Chaplaincy Framework Continued implementation of Foundations for a Healthy School inventory Continue participation in Social Justice initiatives (Encounter, Me to We, etc.) Continued implementation of, and learning for WSA Lead Teams according to the central trajectory for restorative practice	Chaplaincy Framework Parish Teams Itinerant Health and DPA Teachers Foundations for a Healthy School Inventory Active Healthy Kids Canada Report 2012 We Schools Packages Equity Support Group Framework for Understanding Poverty EIE Strategy/ Respecting Difference/ Bill 13 Safe Schools Action Plan	Chaplaincy Meetings Pastoral Team System-wide Sessions Foundations for a Healthy School in servicing; Pastoral Team System-wide Sessions Encounter Group Family of schools Whole School Approach networking/ lead team release sessions; Supporting Students of a Sexual Minority lead contact support sessions. Student Success Team Sessions	Chaplaincy meetings Pastoral Council review Standing review items on committee agendas Standing review items on committee agendas System-wide Ingathering Anecdotal meetings with Supporting Students of a Sexual Minority groups Tell Them From Me Reports Board Leadership Development Strategy review	SO Faith Formation Pastoral Council Senior Team Consultant HAL SO - Faith Formation SO – Safe Schools Consultant – Equity Safe and Nurturing Schools Task Team (and delegated committees); Consultant – Equity Safe and Nurturing Schools Task Team (and delegated committees); SO – Student Success	SEF Visits WSA Survey Results Safe Schools Data (form 1, etc.); SSSM Audit TTFM Results BLDS Impact Assessment Tool and Report Employee harassment protocol data Attendance of parents and student participating in board level and school based activities focused on student learning and achievement

¹ Transformational leadership is defined as placing learning in service of God and the community.

<p>Develop supports and system architecture to ensure that activities and organisations supporting students of a sexual minority are widely available</p> <p>Schools will engage in at least one “Speak Up” Project to support student voice strategies</p> <p>Board website provides accurate and user friendly links to community resources available to support student learning and achievement</p> <p>Collaborate with community agencies and groups that provide support for students and parents (i.e. EIEI, Student Support Leadership Initiative, KidsLink, Lutherwood etc.)</p> <p>Continue to implement the Mental Health and Addictions Strategy “open Minds, Healthy Minds”</p> <p>Catholic schools council goals are linked to school goals for effective cohesive parent engagement</p> <p>Parental Engagement: <ul style="list-style-type: none"> •Implementing effective strategies for continuous, meaningful, detailed and supportive communication with parents/guardians and the community </p>	<p>Restorative Practice: Circles for a Positive School Climate</p> <p>Tell Them From Me survey data</p> <p>Supporting Students of a Sexual Minority Task and Advocacy Team</p> <p>Speak Up project</p> <p>Diocesan Catholic Education Steering Committee</p> <p>“Auditing the Catholic School”</p> <p>Catholic school and system parent councils</p> <p>Representation from various employee groups (i.e. CAW, PASS, OECTA, CUPE, Administrators, etc)</p> <p>Representation from community agencies (KidsLink, Lutherwood, etc.)</p> <p><u>School Administrators Guide to Parent Engagement:</u> Strengthening partnership with K-12 school communities</p> <p>Ontario’s Mental Health Strategy “Making a Difference: A Guide to Child and Youth Mental Health Problem”</p>	<p>BLDS Programming</p> <p>Administrator Meetings</p> <p>Cognitive coaching sessions</p> <p>CELF Admin Retreats</p> <p>Taking Mental Health to School in Waterloo Breakfast Symposium</p> <p>Include member of council on SIT</p> <p>Building Mental Health Literacy in Educators In-service</p>	<p>Monitor the use of the board website to access information regarding student learning and support achievement</p> <p>Monitor the nature of problems, their solutions and reported satisfaction with results and processes</p> <p>Report back to the council of Catholic council meetings</p>	<p>SO – Leadership</p> <p>Consultant – Faith Formation</p> <p>Faith Formation Steering Committee</p> <p>Superintendents</p> <p>Principals</p> <p>Employee group representatives</p> <p>School council chairs</p>	<p>School SMART goals are congruent with Catholic School Council SMART goals and parent voice is visible</p>
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PILLARS: Literacy					
SMART GOAL:	The 2013 Primary EQAO Assessment results for students achieving Provincial benchmarks will increase by: <ul style="list-style-type: none"> •Reading: 67% to 69% (2%) •Writing: 78% to 80% (2%) 	The 2013 Junior EQAO Assessment results for students achieving Provincial benchmarks will increase by: <ul style="list-style-type: none"> •Reading 75% to 77% (2%) •Writing 71% to 74% (3%) 	In the 2013 OSSLT Assessment, first time eligible students achieving Provincial benchmarks will increase by: <ul style="list-style-type: none"> •85% to 87% (2%) Previously eligible fully participating students achieving Provincial benchmarks will increase by: <ul style="list-style-type: none"> •43% to 46% (3%) 	In the 2013 OSSLT Assessment, first time eligible fully participating Applied English Course students achieving Provincial benchmarks will increase by: <ul style="list-style-type: none"> •57% to 59% (2%) 	
SEF	1.1 Students and teachers share a common understanding of the learning goals and related success criteria. 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers. 1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps. 4.2 Founded upon an understanding of the dignity of the human person, literacy/numeracy is evident throughout the school. 4.5 In recognition of the dignity of each student instruction and assessment are differentiated in response to student strengths, needs and prior learning. 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs to develop each student's God-given potential.				
THEORY OF ACTION STATEMENT	If teachers model and provide opportunities for students to analyze and evaluate a variety of text, then students will show evidence of improved literacy skills required to read, write, listen, speak, discuss and think critically. If literacy leaders provide professional learning opportunities and support for teachers, then we will see changes in instruction resulting in higher levels of achievement in students' literacy skills.				
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART Goals	Responsibility	Evaluation
Educate and nurture hope in all learners to realize their full potential to transform God's world, through the following: A) High-yield strategies to support reading for explicit and implicit meaning, in all curriculum areas: Scaffolded learning through teacher questioning and prompts (modelled, shared, and guided instruction prior to independent applications) <u>Robust thinking tasks:</u> <ul style="list-style-type: none"> •use of higher order and critical thinking • use of details from text and prior knowledge to support 	Human: <ul style="list-style-type: none"> •Superintendents •Curriculum Consultants •Special Education Resource Teachers <ul style="list-style-type: none"> •ESL Teachers •Literacy/Numeracy Teachers 	Cross-curricular strategies for enhancing student learning and engagement Teaching Learning cycles Building capacity for using Collaborative Inquiry to refine teacher practice	All SIP's submitted to school SO's by Nov. 16, 2012 and moderated (use quadrant for feedback) by school superintendent. SO & School Principal monitors implementation progress every 6-8 weeks. Administrators will participate in Professional Learning Teams	Superintendents expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals. Principals Superintendents	All students are intellectually engaged in tasks which require higher-order thinking skills throughout the curriculum. Improvements in student learning are evidenced by increases in student achievement

	•After school Literacy Test Preps for secondary		↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓	↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓	
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PILLARS: Numeracy					
SMART GOAL:	The 2013 <u>Primary</u> EQAO Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in math (from 70% to 74%) a 4% increase.	The 2013 <u>Junior</u> EQAO Assessment results will demonstrate an increase in the percentage of students achieving level 3 & 4 in Math (from 56% to 60%) a 4% increase.	The 2013 <u>Grade 9</u> EQAO Assessment of Mathematics results for students achieving Provincial benchmarks will increase by: -Academic: 78% to 82% (4% increase) -Applied: 43% to 47% (4% increase)		
SEF	1.1 Students and teachers share a common understanding of the learning goals and related success criteria 1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers 1.5 A variety of valid and reliable assessment data is used by students and teachers to continuously monitor learning, to inform instruction and assessment and to determine next steps. 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school. 4.5 In recognition of the dignity of each student instruction and assessment are differentiated in response to student strengths, needs and prior learning 4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs to develop each student's God-given potential.				
THEORY OF ACTION STATEMENT	If teachers use curriculum content and the big ideas intentionally as they plan for responsive instruction, then student learning (oral and written) will show evidence of improved mathematical thinking, application and knowledge. If teachers use <i>purposeful</i> questioning techniques (e.g. open & parallel questions, talk moves), then student learning (oral and written) will show evidence of improved mathematical thinking, application and knowledge. If we provide direct support to Numeracy Teacher Network then both teacher confidence and student learning will increase.				
Targeted, Evidence-Based Strategies/Actions	Resources	Professional Learning	Monitoring of the achievement of the SMART Goals	Responsibility	Evaluation
Educate and nurture hope in all learners to realize their full potential to transform God's world, through the following: A) High-yield strategies to evoke and expose mathematical thinking and to promote learning: •Using <u>three-part learning</u> : Before (Minds-On) → During (Action) → After (Consolidation) to promote learning	Human: •Superintendents •Numeracy, Special Education & 21 st Century consultants •Numeracy/Literacy Support Teachers (5) •Student Achievement Officers,	•System professional learning opportunities will be provided to build capacity with the Targeted Strategies and Actions of effective mathematics instruction through use of the Collaborative Inquiry Process (TLC/PLC): A) CIL-M (8 schools)	Principals will: •conduct weekly learning walks •Monitor SIP •Support use of inquiry-based learning where all students are intellectually engaged in numeracy	Superintendents expect the development, implementation & monitoring of a SIP that reflects school data & aligns with Board initiatives & SMART goals	Improvements in student learning as evidenced by multiple assessment for/as/of learning opportunities

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