

# Director's Annual Report to our Community - 2009

## Our Journey to Holiness



**WINDSOR-ESSEX CATHOLIC  
DISTRICT SCHOOL BOARD**

## A Message from the Director of Education



In September 2009 the school year began with all staff gathering to celebrate our annual “Together in Faith Day”. The theme of this day continued to highlight our exciting faith formation initiative entitled “Our Journey to Holiness” that has now been fully implemented and embraced by our entire Catholic school system. This project continues to reflect our desire to provide the best in Catholic education to every student entrusted to our care by loving parents from Junior Kindergarten to Grade Twelve.

“Our Journey to Holiness” is rooted in the gift of our faith and the gospel teachings of our Lord, Jesus Christ. It provides a foundation for us to reflect on our mission of working together as family, school and Church to serve our young people.

In June, as an annual culmination to this initiative, student awards are presented for each grade level with its specific faith focus in the form of a Catholic theme and virtue along with the student’s statement of belief. “Our Journey to Holiness” is infused into every aspect of our school life forming classrooms that reflect a gospel atmosphere of respect and life-long commitment of service to humanity.

Student achievement goals remain a priority and our strategies are aligned with the Ministry of Education in working toward the goal of increased student achievement and well-being, closing the gap in achievement levels for all students and to increasing confidence for publicly funded Catholic education. Catholic education is a gift, and as Catholic educators, we strongly believe that each student deserves the formation of mind, body and soul.

We are blessed with the support of our Bishops and Clergy, dedicated Trustees, excellent Administrators, Teachers and Support Staff and of course, Parents and School Councils.

These words from Micah 6:8 provide light for our Journey.....

*“What does God ask of you but to do justice and to love tenderly, and to walk humbly with your God?”*

May God continue to bless all of us as we work together with the gift of Catholic education.

God Bless.

A handwritten signature in dark ink that reads "Joseph Berthiaume". The signature is written in a cursive, flowing style.

Joseph Berthiaume  
Director of Education

## About our Board:

Number of Elementary Schools: 41  
Elementary enrollment: 15,785 nominal enrolment  
Percentage of Primary classes at 20 students or fewer: 90%  
Proportion of Elementary Learners whose First Language is not the Language of Instruction: 9%

Number of Secondary Schools: 9  
Secondary Enrollment: 9,279 nominal enrolment  
Proportion of Secondary Learners whose First Language is not the Language of Instruction: 13%

Number of Teachers: 955 elementary and 617 Secondary = 1572  
Number of Support Staff: 745  
Number of Principals and Vice-Principals: 41 elementary principals; 13 elementary vice principals; 9 secondary principals and 19 secondary vice principals for a total of: 82





## Board Initiatives - 2009

### Together in Faith Day

This past year the employees of the Windsor-Essex Catholic District School Board were blessed to be able to gather together on their first day back from summer holidays for a day of faith, reflection and prayer.



The Board's Annual Together in Faith Day, held on September 3rd, provided an opportunity for every employee to gather as a community of believers to share mass with Bishop Anthony Daniels and to listen to the inspiring words of guest speaker, Karen Zizzo. Karen reminded all in attendance the limitless power prayer

can have in our lives as Catholic Christians. The theme for the day, "You are sent forth" encouraged all present to spread God's message to their homes, workplaces, and communities.

### The One Called Jesus

Since September, a common site in the parking lots of our elementary and secondary schools has been a large distinctive semi-truck with the banner "The One Called Jesus".

Housed within the trailer is a travelling art exhibit that has been making its way to each elementary and secondary school within the Board. "The One Called Jesus" is a collection of 50 sculptures created by artist, Maurice Gaudreault. These 50 sculptures depict significant scenes from Jesus' ministry while on earth. Sr. Therese Turcotte sets up the truck for several days

at each school, and class by class instructs the students in their faith using the art work. On weekends local parish communities are invited to tour the exhibit.

### Student Senate Faith Development

On October 26th, the Windsor-Essex Catholic District School Board's Student Senate hosted Faith Development Day 2009. With the theme of Students Helping Students: Making Caring Contagious, the annual leadership conference was a kick-off to a year of encouraging youth to reach out to their peers and show that they care.

Secondary school student leaders who serve on Student Council were invited to attend the day long event. The day began with a celebration of mass led by Father Larry Brunet, followed by a motivational presentation by guest speaker Andy Thibodeau. The event was a great opportunity for the students to meet other leaders in the area, and to discover new ideas about how they might better serve their school communities. After participating in the day's events, every student left motivated to "share the care" and inspire their peers to do the same.



### Focus on Youth:

In late Spring 2009 the board received a Focus on Youth Grant of \$250,000 to work in conjunction with community partners to offer summer programming to meet the needs of children and youth in Windsor and Essex County. Focus on Youth is a partnership between the Ontario Ministry of Education, schools boards and local community agencies. Similar programs took place this past summer in Toronto, Hamilton and Ottawa. The goals of the Focus on Youth Program include:

- Assisting not-for-profit groups to deliver summer activities to keep young people safe and active
- Offering school space free of charge to community groups
- Hiring high school students to assist the community service camps

The following table provides an overall summary of the 2009 Focus on Youth programs.

Windsor-Essex District School Board Focus on Youth 2009	#
Partner Community Agencies	13
Program Sites	18
High School Students Employed	123
Children and Youth who Took Part in Summer Activities	452

### Aboriginal Council

The Windsor-Essex Catholic District School Board is working to establish meaningful links with the local aboriginal community. Our goals are to establish an Advisory Council to work with the Board, develop policy to support aboriginal self-identification in our schools, improve aboriginal curriculum content and teaching, and develop planned events that will provide students opportunities to experience and celebrate aboriginal culture.

Since January 2009, there has been a series of meetings and planning sessions. The first gatherings focused on laying the foundation for a meaningful partnership between our representatives and local aboriginal community leaders. Much time was devoted to clarifying a common vision and goals. Particular attention was given to ensuring that respectful consideration was afforded to bringing as many aboriginal voices as possible into the group.

Our efforts will continue to focus on providing training and teaching materials for Grade 6 teachers, offering cultural experiences to secondary and elementary students, exploring possibilities for an art project involving aboriginal youth and Grade 6 students, offering information nights about self-identification for members of the aboriginal community and members of the Board, and drafting a self-identification policy.

### Windsor-Essex Catholic's Equity and Inclusive Education Strategy

The board has begun work developing an equity and inclusive education policy to be in place for September, 2010. The policy will adapt the Ministry of Education's Guiding Principles of Equity and Inclusive Education which states that Equity and inclusive education:

- is a foundation of excellence
- meets individual needs
- identifies and eliminates barriers
- promotes a sense of belonging
- involves the broad community
- builds on and enhances previous and existing initiatives
- is demonstrated throughout the system

## Board Initiatives - 2009

### **Windsor-Essex Catholic's Equity and Inclusive Education Strategy cont'd**

One example of the many resources that continue to be developed and adapted to meet the diverse needs of the Board is Settlement Workers in Schools (SWIS). SWIS workers assist families new to Canada with interpretation services. In addition, workers provide Newcomers with key information and support to access the variety of school and community settlement programs and services available to them. In partnership with the New Canadian Centre of Excellence and Citizenship and Immigration Canada, SWIS services are accessible to Newcomer families at no cost.

### **Catholic Character Development – “Getting Along Digitally”**

“Getting Along Digitally” (GAD) is a peer-led student delivery model designed to capture what youth define as problematic social networking use, and what can be effective in reducing these problems. The model was developed and tested with youth from Holy Names Catholic Secondary School and began with an opportunity to share, candidly among themselves, about their online experiences and provide each other with guidance that takes into account just how important (but not exclusive) online activities are to youth. Two main questions guided these discussions:

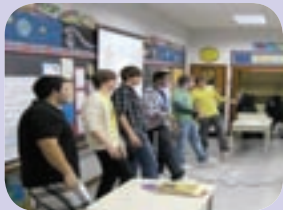
**How does your online presence reflect on your Catholic Character?**

**How does your online presence reflect the person you are and want to be?**

Secondary students were encouraged, as part of their course curriculum requirements, to write, perform, and produce both a video and live presentation on a topic of their choice.

Older students presented to younger students about their online experiences and provide them with non judgmental information that takes into account just how important the ‘Net’ is to their social relationships.

This project focuses on the ways in which youth communicate with their peers online. The program is intended to enhance and support school-based anti-bullying and Catholic Character development programs already existing in our schools.



Grade 12 Students GAD Presenters from Mr. Radigan's Grade 12 Drama Class at Holy Names Catholic High School

### **Parents Reaching Out (PRO) Initiatives**

Ontario Ministry of Education Parents Reaching Out grants are designed to encourage parents to become involved in their children's education and to support student learning at the school. Within the Windsor-Essex Catholic District School Board a number of our School Councils submitted proposals and were successful in receiving up to \$1000 to support their parent engagement activity. These school communities include:

- Cardinal Carter Catholic Secondary School: ProActive Community Awareness Night
- Notre Dame Catholic School: “Net Working”
- Our Lady of the Annunciation Catholic School: Rethinking Parent Conferences
- Our Lady of Lourdes Catholic School: Healthy Minds, Bodies and Spirits
- St. Anne French Immersion Catholic School: Parents Know – Children Grow
- St. Anthony Catholic School: Cyber-Bullying Awareness
- St. Bernard Catholic School: Internet Safety and Awareness
- St. Christopher Catholic School: Healthy Kids Healthy Attitudes
- St. Francis Catholic School: Circle of Friends
- St. Joseph's Catholic High School: Secrets of Discipline Workshop
- St. Jules Catholic School: Bridging the Gap – Engaging All Parents
- St. Louis Catholic School: Parents – Motivate your Children
- St. Maria Goretti Catholic School – Building Bridges and Opening Doors
- St. Theresa Catholic School: Parent Outreach – Literacy Awareness
- Stella Maris Catholic School: Parent Involvement at Stella Maris

### **French Immersion Programming**

The Windsor Essex Catholic District School Board designated two elementary schools and four secondary schools as the sites for French Immersion programs. St. Mary Catholic Elementary and St. Anne Catholic Elementary continue to burgeon. St. Mary's school with full-time JK/SK in September 2009 has proven to be a success as enrolment has doubled. St. Anne's Catholic Elementary French Immersion School continues to grow and an addition as well as property has been acquired. A French Immersion Advisory Committee with membership from the Board, secondary department heads, principals and parents has been formed to address issues and concerns with respect to the related planning and implementation of the programs in both elementary sites and at St. Thomas of Villanova, St. Anne's, St. Joseph's and Cardinal Carter Catholic Secondary Schools.

### **Mentoring For Newly Appointed School Leaders**

“School leadership matters.” In September of 2008, the Windsor-Essex Catholic District School Board launched a Ministry funded Initiative for Newly Appointed Principals and Vice Principals. This 2 year program is part of the comprehensive Ontario Leadership Strategy designed to support student achievement by attracting and developing passionate and skilled leaders in school Boards across the province. Our 22 newly appointed school leaders were provided with a mentor to advise, challenge and guide them as they embarked on their career as a Catholic School leader. Participants in the program attended a number of sessions throughout the year designed to assist them in their spiritual, personal and professional development. The sessions included: School Improvement, Instructional Leadership, Finance, School Organization and Staffing and numerous other valid topics. Eric Roher, a well known lawyer in Ontario educational law also shared a day with the participants providing insight into the Duty to Report, Labour Relations and topics relevant to the daily role of the Principal and Vice Principal. Participants in the program were also provided the opportunity to purchase resource and research materials relevant to their new leadership role in our Catholic schools. The program continues in 2009 with a total of 25 participants.

### **OECTA/OCSTA Religious Education Courses**

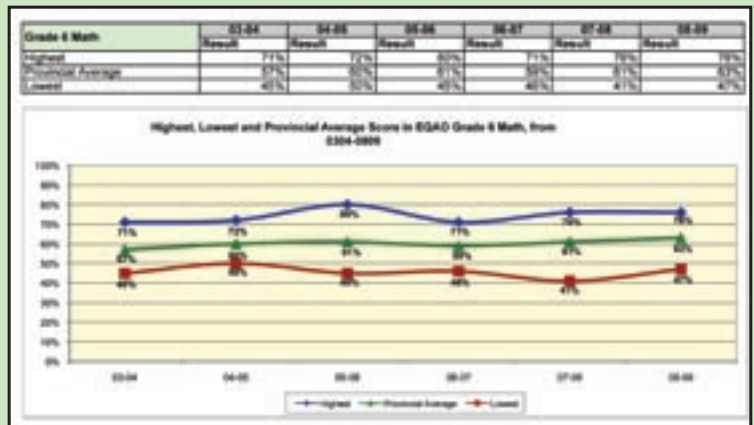
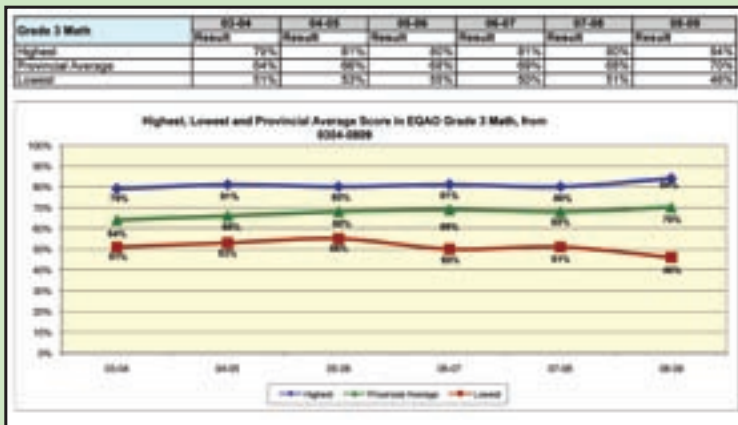
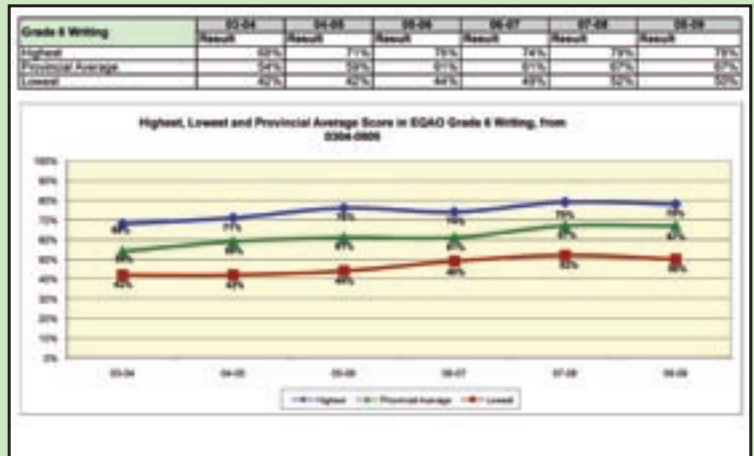
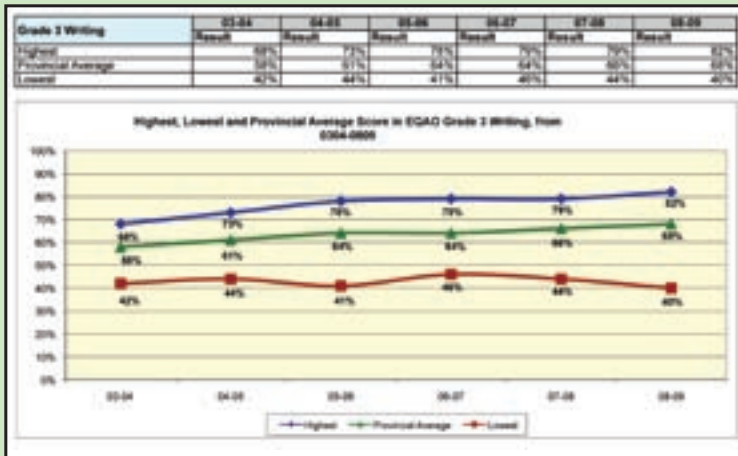
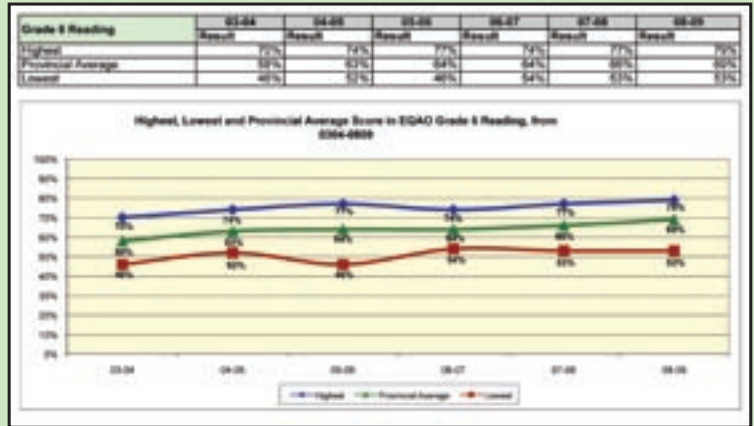
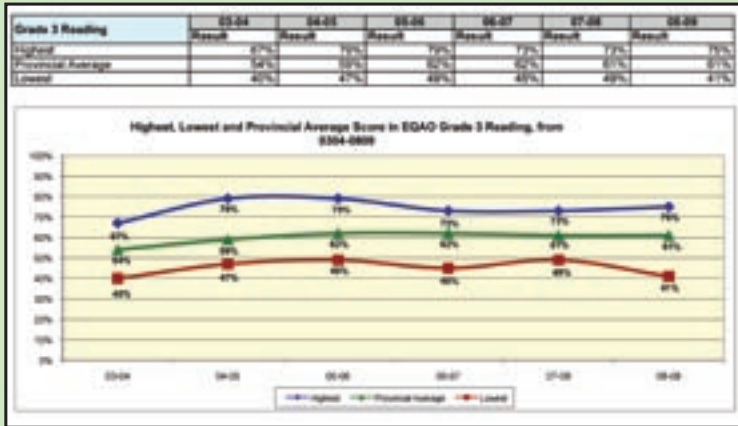
Windsor-Essex CDSB supports the faith development of teachers by offering courses in Religious Education. Throughout the year, hundreds of teachers complete Parts One, Two and Three of the Religious Education courses. This past year, teachers had the opportunity to participate in a three-day stewardship mission at one of the local parishes. As part of the Specialist Course (Part Three), teachers present their reflective practice project that responds to a burning question they may have regarding their faith and their teaching practice. An example of a reflective practice project involves a teacher having her students design postcards to support Development and Peace's campaign, *Life Before Profit*. These postcards were then hand-delivered to the Prime Minister by the local Member of Parliament.





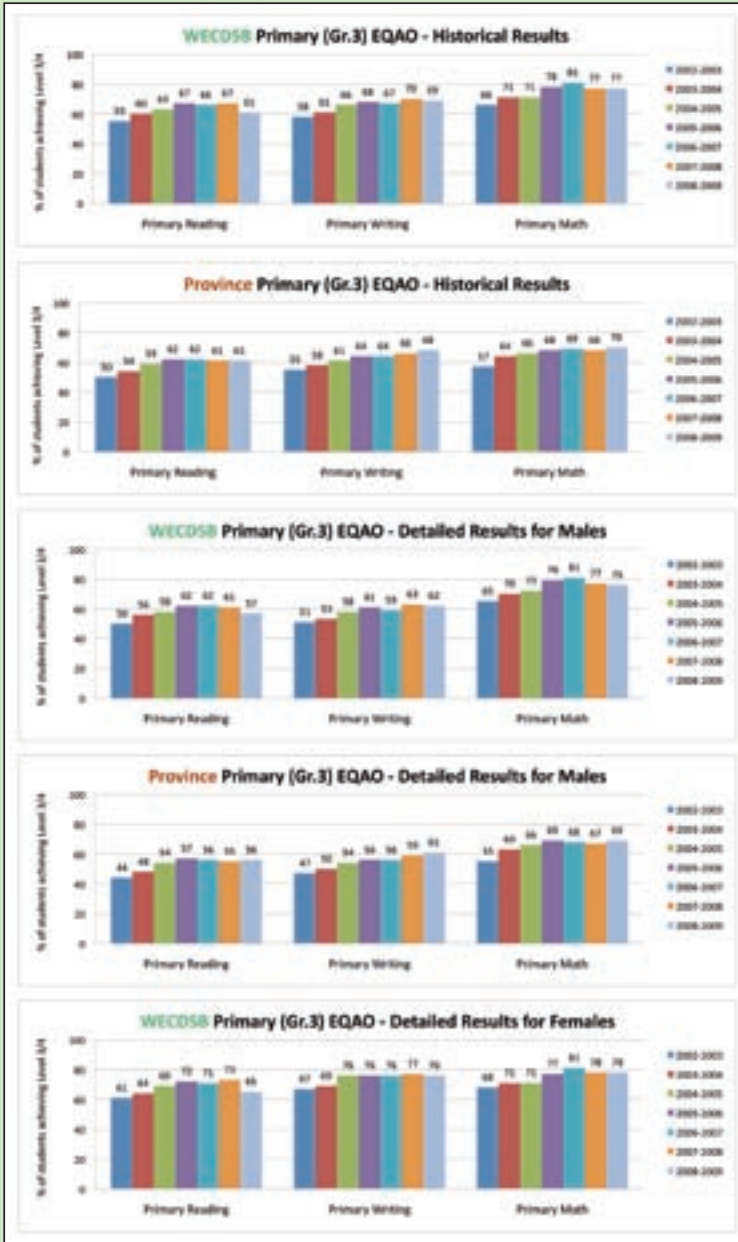
# EQAO Assessment Grades 3 and 6: Provincial English-Language Board Level Results

Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2003-04 to 2008-09



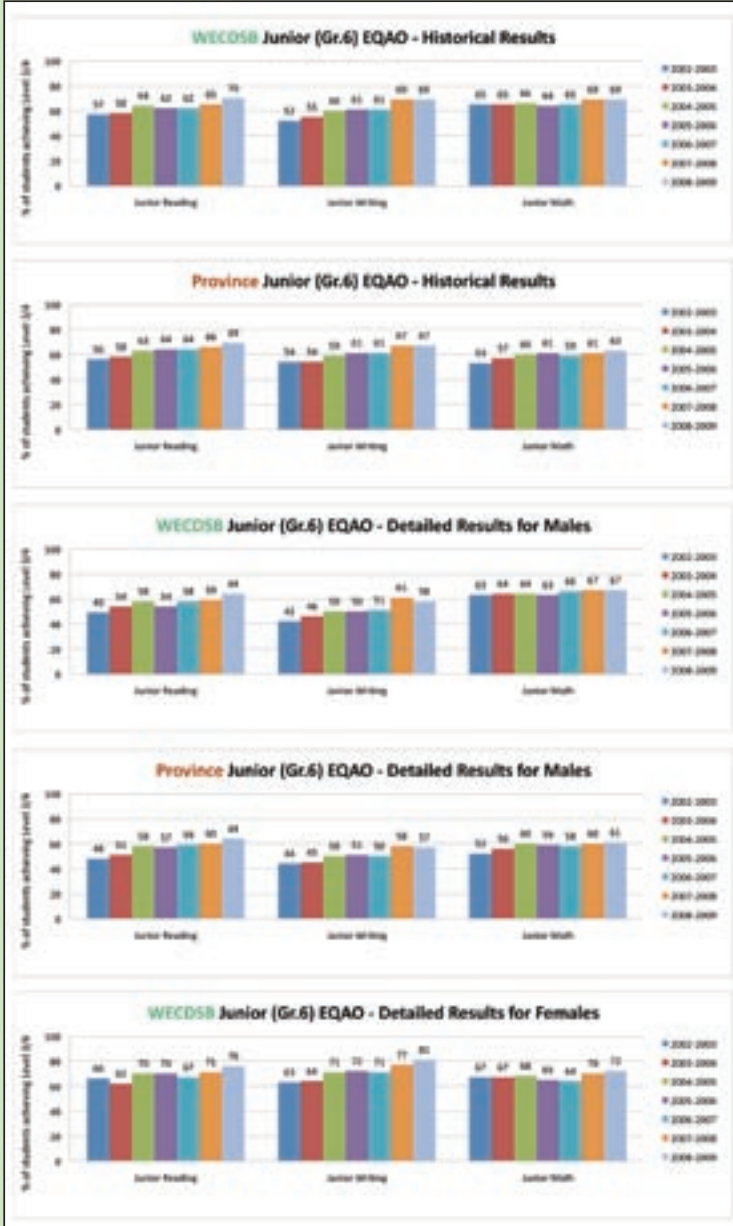


# EQAO Assessment – Grade 3: Windsor-Essex Catholic District School Board and Provincial Results





# EQAO Assessment – Grade 6: Windsor-Essex Catholic District School Board and Provincial Results



# Innovative Programs to Support Success for all Students K-12

## **School Effectiveness Framework**

Throughout the year School Achievement Teams were engaged in sessions designed to support school improvement planning. Principals and teachers conducted a comprehensive needs assessment, high yield strategies inventories as well as a thorough investigation of individual school data allowing them to identify areas requiring focused attention. Opportunities were established to build team capacity to internally measure and monitor improvement in their school community. School Achievement Teams were encouraged to identify SMART goals and align these goals with those identified in the Board Improvement Plan.

## **Student Learning Scans**

Throughout the past year four school communities were engaged in “student learning scans” conducted by the area Superintendent, SEF Lead Principals and Vice-Principals. The format designed in the implementation of the scans allowed for the opportunity to dialogue with teachers regarding students’ strengths, weaknesses and instructional practices. The scan also afforded us the opportunity to engage students in discussion regarding their own learning. In a majority of the sites we were able to celebrate the tremendous growth in high yield strategy implementation we had witnessed over the past year.

## **Priority Schools**

Throughout our system, schools have been designated as priority schools requiring additional support and attention. The designation is assigned after scrutiny of EQAO data, PM Benchmark data, CASI data, OFIP designation as well as School Improvement Plans. Once identified, a schools’ needs are assessed and Board Strategy Team (BST) support is assigned. BST members and Consultants work collaboratively with Principals to design effective professional learning community meetings focused on high yield classroom strategies, effective assessment and evaluation practice, as well as other capacity building activities. An emphasis on high yield strategies, as identified by the Literacy Numeracy Secretariat, is at the center of our work in these school communities and often includes demonstration lessons, co-teaching and visits to classrooms where evidence of such strategies is evidenced.



## **“Schools Helping Schools” Initiative**

Throughout the school year learning communities were formed between schools in order to build lateral capacity across our system. Pairs and triads of school teams were established and “Teaching Learning Critical Pathways” were instituted which allow for reflection upon student learning that involved effective questioning, assessment and evaluation and feedback. Students were engaged in learning which emphasized, “higher order thinking” and texts that focus on ‘big ideas’ such as preserving the environment, and moral themes inherent in our Catholic context.

## **S.T.A.R. Tutoring Program**

### **(Student Tutoring Achieving Results)**

A partnership has been established with the Windsor-Essex Chapter of the Learning Disabilities of Ontario (LDAO). As a result of this partnership the S.T.A.R. Tutoring project has evolved. This initiative involves evening tutoring sessions for students in grade four, five & six students from several school communities throughout our School Board. Students attended two-hour sessions two nights per week in four different locations throughout Windsor and Essex County.

Students received direct explicit literacy instruction according to their individual needs for one hour and in the second hour spent time in group activities and games that reinforced foundational literacy skills as well as activities which support reading, writing and oral language skill acquisition. There was also an Adaptive Technology Facilitator at each site, who worked with two students on providing direct instruction on how to effectively apply adaptive software in a learning environment. Pre and post assessment data indicated an increase in literacy proficiency for a majority of the students enrolled in this program. The LDAO also designed a program for students with learning disabilities in conjunction with the Summer Literacy Camp. This initiative focused on literacy and incorporated the use of technology to strengthen students’ willingness and ability to use technology to support their learning.

## **Summer Success Literacy Camp**

Throughout the month of July, 90 students from Senior Kindergarten to Grade Six participated in a Literacy Camp designed to provide them with extra literacy instruction. Nine teachers diligently prepared excellent literacy opportunities to promote success for our students enrolled in this program. Pre and post assessment data clearly indicated that the Literacy Camp had a positive impact on student literacy skill development as well as the self-confidence and attitudes toward reading.

## **Urban Education Project**

In collaboration with the University of Windsor an Urban Education project has been designed to support teacher candidates currently enrolled in the Faculty of Education. Strategies to provide unique learning opportunities for Associate Teachers and teacher candidates in urban schools throughout our School Board have been designed. At the heart of this initiative is the belief that unique strategies must be employed to enhance learning opportunities for students in urban environments.

## **Peer-Assisted Learning Strategies: PALS**

The OPA student assessment project provided school boards across the province with a unique opportunity to address growing waitlists and wait times for psychological assessment services. The WECDSB, like many other school boards within the province, had been experiencing a backlog of referrals for psychological assessment for many years when the OPA project funding was introduced. The emphasis of the WECDSB OPA plan was to implement and evaluate the success of a pilot reading intervention/prevention program as a means by which to reduce waitlist numbers and wait times for services. Reading was specifically targeted, as reading problems are the primary presenting reason for referral for psychological assessment.

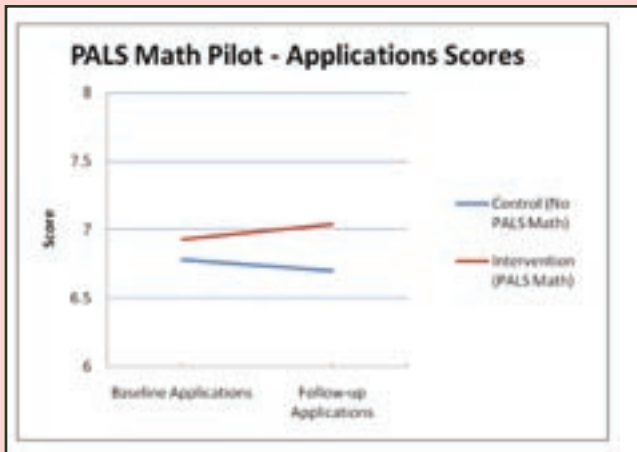
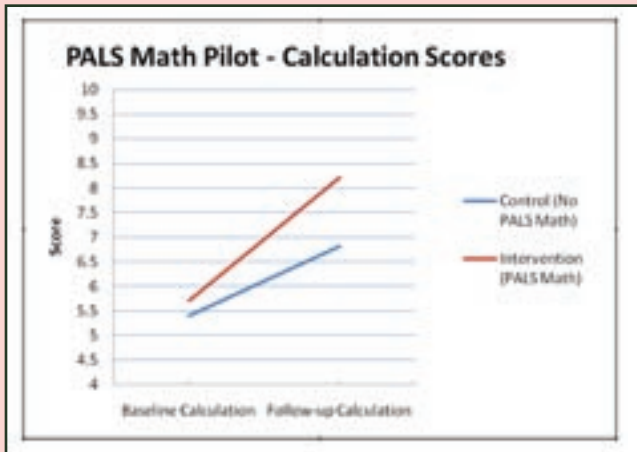
The Peer-Assisted Learning Strategies (PALS) reading program was chosen as a best match to the structure of the system and the needs of the students. This is a classroom-based intervention program that meets the needs of all learners and lends itself to differentiated instruction. Within psychology, referrals for assessment over this time period have decreased by 50%. This has permitted psychological services staff to see children for assessment at younger ages and provide assessments that are broader in scope. Moving forward for the 2009-2010 school year has meant setting more specific guidelines for data reporting and greater involvement of Learning Support



# Innovative Programs to Support Success for all Students K-12

Services staff in monitoring data and ensuring this is used as intended for formative assessment. Those at-risk for reading problems are being identified early on and increasingly intensive intervention offered should this be needed.

In January 2009, a PALS Math pilot was launched in 8 schools. Using the data gathered that is tied to the PALS reading program, 4 schools were selected to participate in the intervention arm of the study. These were schools that were in good standing in terms of data reporting and PALS reading implementation. Although 2 of the intervention schools were performing more poorly than the control schools at the beginning of the pilot, all made significant progress within a 2 month period and, in the end, outperformed the control schools. More startlingly, the intervention schools also achieved significantly higher scores on end of year PM Benchmark performance despite having received less PALS reading intervention.



## Peers Establishing Effective Relationships (P.E.E.R. Pals)

Social skill development that includes opportunities for generalization can be challenging to teach. The Peers Establishing Effective Relationships (P.E.E.R.) Pals Program has been developed to guide educators in teaching social skills, creating opportunities to use the skills, and generalizing them from the classroom to other environments throughout the school day. The Program's objectives are to enhance school-wide disability awareness, encourage leadership skills, and promote sustainability from school year to school year.

The P.E.E.R. Pals Program includes two components: a class-wide structured teaching component and an activities segment facilitated by student leaders at recess. The classroom component includes structured lessons of social communication skills using direct instruction. Through coaching, peers are then trained in effective interaction skills as they participate in the same social skill lessons as the student with autism. The recess activity facilitators are also trained to reinforce these same social skills while the student with autism and his/her peers are engaged in planned activities during recess

The program began as a pilot in ten schools and continues in the last phase of implementation which will include the Secondary Life Skills Programs.

## Lunch 'n Learn: Building capacity with our Principals...

Focused sessions were held on curriculum initiatives and High-Yield Strategies in Literacy and Numeracy, such as establishing Book Rooms and developing Data Walls. Other specific topics included were The Literacy Block, Effective Assessment and Evaluation Practices and Developing IEP's Through the Integration of Special Education and Curriculum. These sessions were developed to assist our principals in supporting teachers so they can further improve student learning and achievement in their schools.



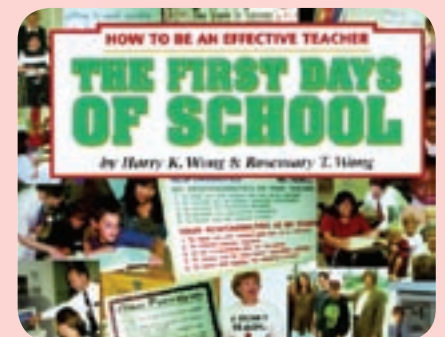
## Kindergarten: Collaborative Inquiry and Capacity Building

Our Collaborative Inquiry Project involves Kindergarten and Grade One teachers from three elementary schools, St. Jules, St. John Vianney and St. Gregory. The curriculum focus of the collaborative inquiry is the use of repeated interactive read-alouds to increase students' receptive and expressive vocabulary. Research indicates that an increase in vocabulary at this stage of literacy development can have a direct and

powerful effect on later reading success. The read-aloud books used in the project have been selected to support the themes of Belonging, Kindness and Goodness, which are based on our Catholic Character Development Virtues. Teachers in the project will have the opportunity to share their findings with colleagues in our system and across the province.

## NTIP – New Teachers Induction Program

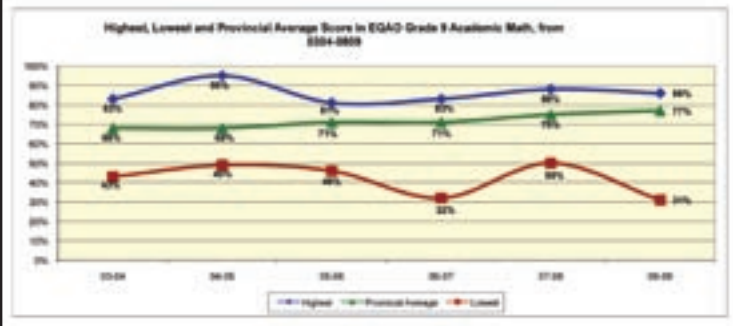
Our New Teacher Induction Program for 2009-2010 includes about 50 new elementary and secondary teachers. Participants benefit from professional development opportunities in the areas of Classroom Organizational Strategies, Mentoring, Assessment and Evaluation, Safe Schools, and Special Education. As part of our differentiated approach to professional development, new teachers will also be able to participate in a session of their choice, such as Effective Practices for FSL, Differentiated Instruction, Kindergarten, Effective Literacy and Numeracy Blocks, and Using Technology. Catholicity is an important facet of each session. Participants also receive professional resources, and have chosen a mentor who will be available to offer practical support throughout the program.



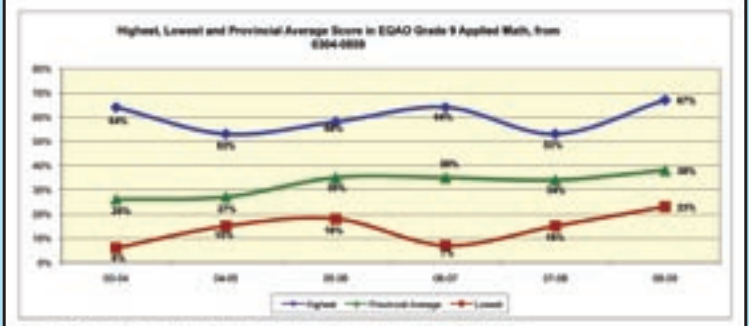
# EQAO Assessment Grades 9 and 10: Provincial English-Language Board Level Results

Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2003-04 to 2008-09

Grade 9 Academic Math	03-04	04-05	05-06	06-07	07-08	08-09
Highest	Result	82%	81%	81%	82%	82%
Provincial Average	Result	68%	69%	71%	70%	71%
Lowest	Result	42%	43%	46%	50%	51%



Grade 9 Applied Math	03-04	04-05	05-06	06-07	07-08	08-09
Highest	Result	84%	83%	85%	84%	85%
Provincial Average	Result	30%	27%	30%	30%	31%
Lowest	Result	0%	16%	18%	7%	16%

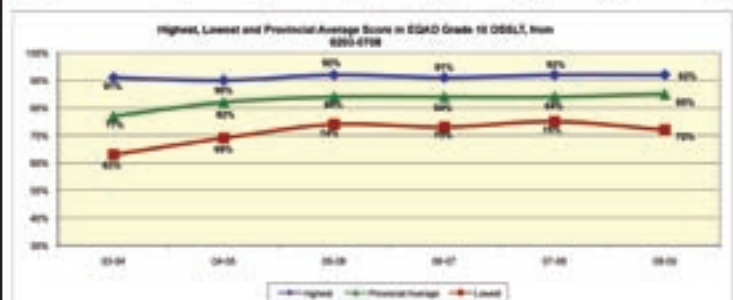


Source: Data for Grades 9, 10 and 11 is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.  
 \* Percentages are represented as a percent of all students (method 1) within the context as per EQAO with suppression rules applied.  
 This report may not be used for any purposes other than stated in the original report.



Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students that Successfully Passed the OSSLT, 2003-04 to 2008-09

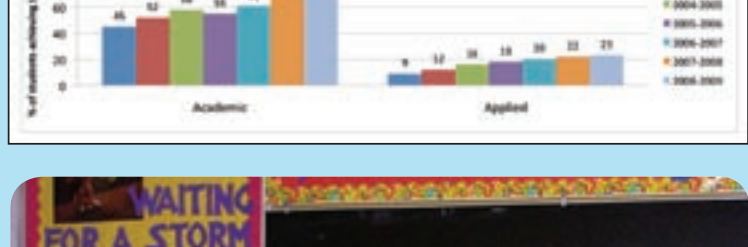
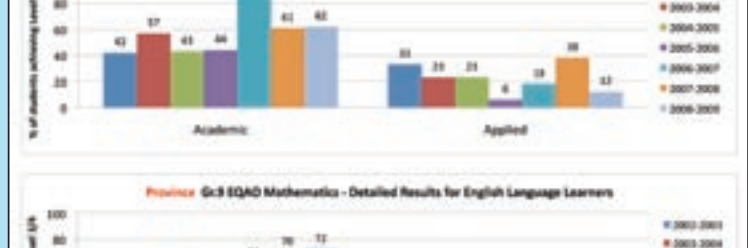
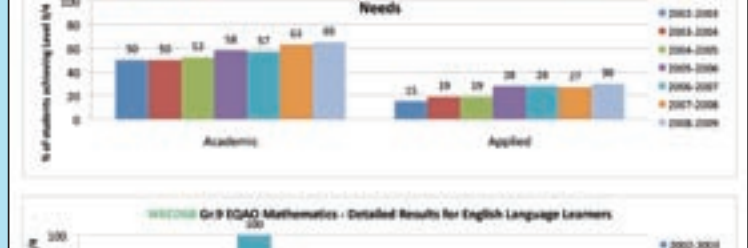
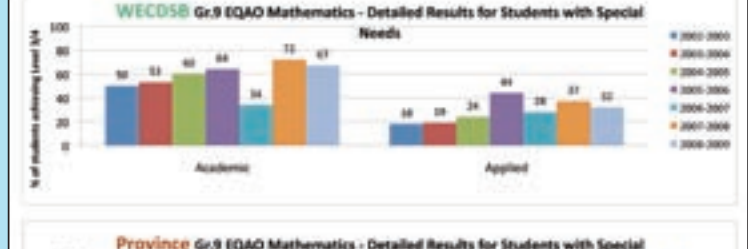
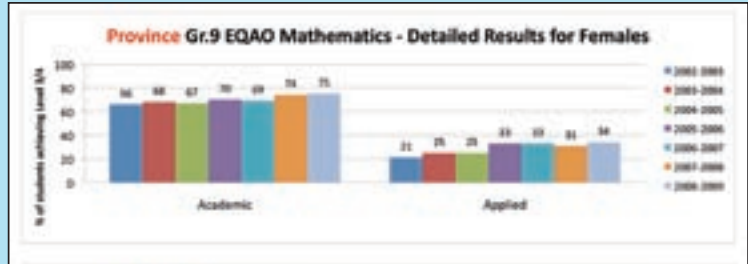
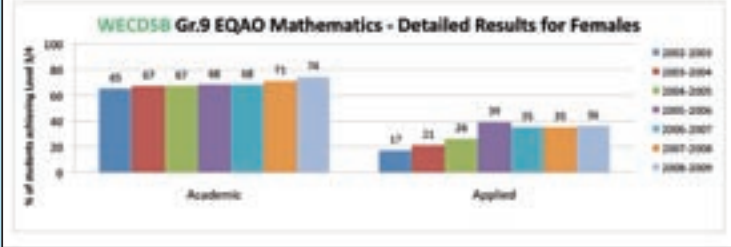
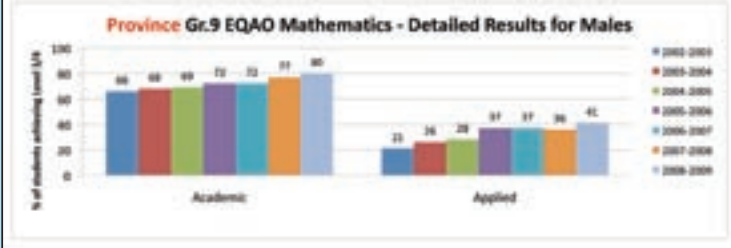
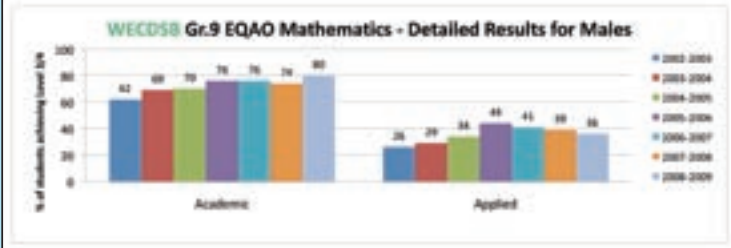
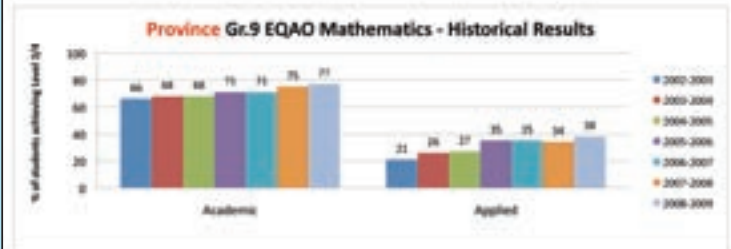
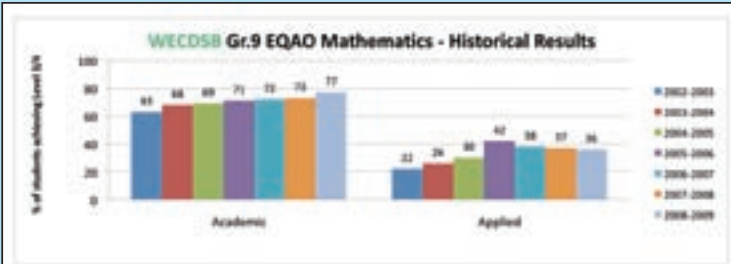
Grade 10 OSSLT (First-Time Eligible)	03-04	04-05	05-06	06-07	07-08	08-09
Highest	Result	91%	91%	91%	91%	91%
Provincial Average	Result	78%	79%	79%	79%	79%
Lowest	Result	62%	62%	62%	62%	62%



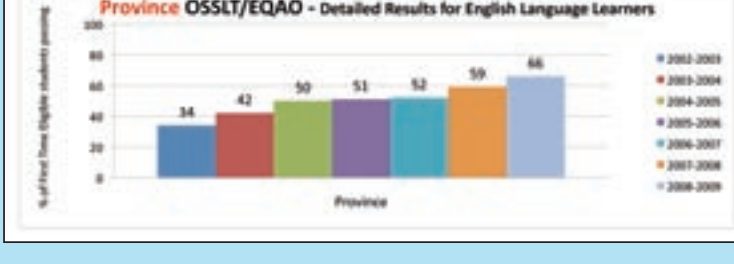
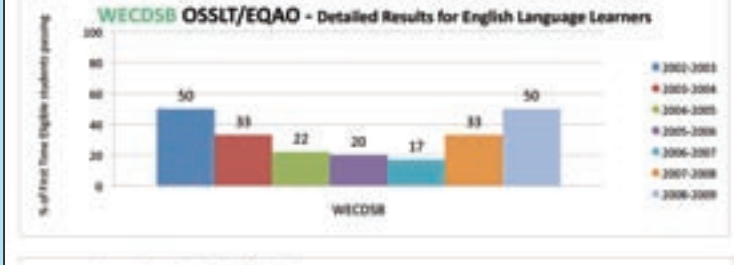
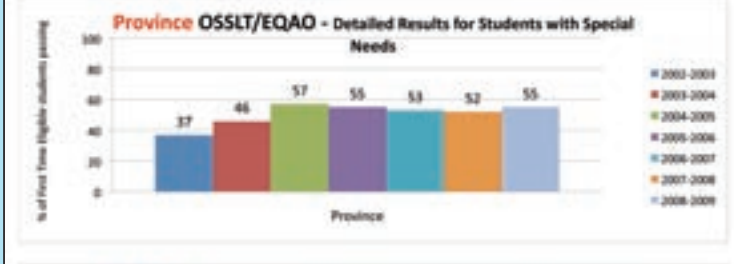
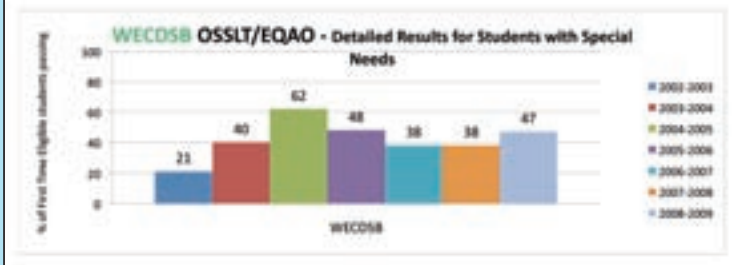
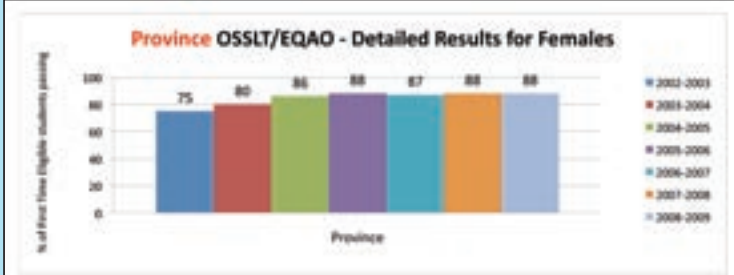
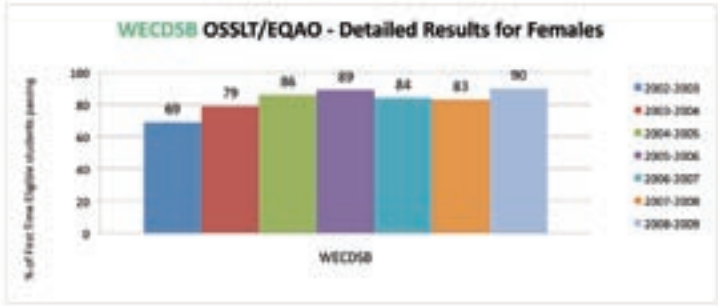
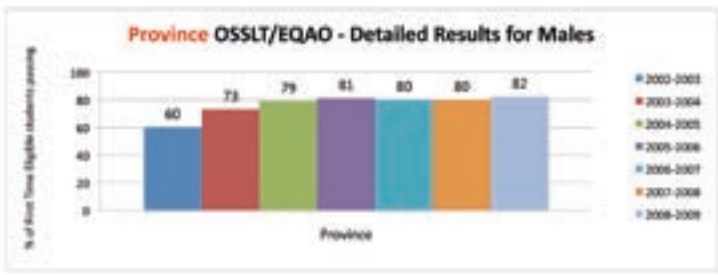
Source: Data for Grade 10 OSSLT are sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.  
 \* Percentages are represented as a percent of all participating students (method 2) within the context as per EQAO with suppression rules applied.  
 This report may not be used for any purposes other than stated in the original report.



# EQAO Assessment – Grade 9: Windsor-Essex Catholic District School Board and Provincial Results



# EQAO Assessment – OSSLT: Windsor-Essex Catholic District School Board and Provincial Results





# Innovative Programs to Support Success for all Students K-12

## Ministry of Education Teaching Learning and Leading Projects (TLLP):

### Elementary - Boys' Literacy - Maggie Dorion, Fran Hall and Angie Paesano

The aim of this project was to create an environment where reading was a natural route to exploration, discovery, expansion, and enchantment. The project cultivated the reading and writing habits of students by providing engaging opportunities across the curriculum thereby offering the boys consistent opportunities to achieve success.

### Secondary - Grade 9 Data Driven Transition Planning - Bernard Howes, Laura Beltran, Rosemary Lo Faso

The project examined the benefits of administering a standardized diagnostic assessment test to all grade 9 students. Through the pursuit of this goal, the project also established a "data culture" in the respective elementary and secondary staffs that could ultimately lead to more effective and continuous school improvement for all involved and continues to assist in our Student Success initiatives.

Both teams of teachers from the WECD SB presented at the "Learning and Sharing Summit" in Mississauga at the end of November.

## Environmental Drawing Project

### "Go with the Flow: The Big Draw on the Lakes and Rivers of Essex County at St. Anne's High School"

St. Anne's High School participated in an environmental drawing project as part of this year's International Campaign for Drawing. The organizing group originates in London, England and has worked for the last 10 years to use drawing as an exploratory tool for learning. The focus of the campaign this year was on the environment and ecology. St. Anne High School worked on a "Big Draw on the Rivers and Lakes of Essex County, Ontario". Students collected and tested water samples of Lakes St. Clair and Erie and the Detroit River. They photographed the area waters and created a display showing the pollution of the area. Students collected garbage from the lakeshore and with it created an installation art work accompanied by data on the state of our area waters.

The final work in the project consisted of two 20ftX5ft paintings, one of the Detroit River and the other on Point Pelee. Grade one students from neighbouring St. William School were invited to respond to the large works. The students created outdoor chalk drawings in the St. Anne's courtyard and took a pledge and committed to keeping the environment clean. It was a powerful statement of the passion of the students for the waters of Essex County and the works will be exhibited in the atrium of the school for most of this year.

## Specialist High Skills Major

Specialist High Skills Majors are an important component of the Ministry of Education's and the Board's Student Success Initiative. These specialized programs allow students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma.

Specialist High Skills Majors let students focus on a career path that matches their skills and interests. Students gain important skills on the job with actual employers. The Board is pleased to have in place the following Ministry Approved Specialist High Skills Majors:

<b>Agriculture:</b>	Cardinal Carter Catholic Secondary School
<b>Arts and Culture:</b>	F.J. Brennan Catholic High School
<b>Business:</b>	Holy Names Catholic High School
<b>Construction:</b>	Cardinal Carter Catholic Secondary School
<b>Environment:</b>	St. Anne Catholic High School
<b>Health &amp; Wellness:</b>	St. Joseph's Catholic High School
<b>Hospitality and Tourism:</b>	Assumption College School
<b>Information &amp; Communication</b>	
<b>Technology:</b>	St. Thomas of Villanova Catholic Secondary School

## Differentiated Instruction

### - Job-embedded professional development!

Four secondary differentiated instruction support teachers were put in place September 2009 to facilitate job-embedded professional development. These teachers have a key role in supporting classroom teachers as they demonstrate differentiated instructional strategies to support grade 9 and 10 applied classes in all subject areas. Such strategies include, tiering assignments, using anchor charts, creating word walls, providing choice and engaging the learner by facilitating paired and group activities.



St. Joseph's High School - Mr. Bertucci's Grade 9 Math students from St. Joseph's creating a math word wall.



Ms. Antaya, from Holy Names working with her students using technology in grade 9 Applied Math.

The coaching model of co-planning, co-teaching and co-debriefing has assisted the secondary teachers in the numeracy area by having the grade 9 Applied Math teachers participate in a "Collaborative Inquiry Project". The teachers create an "open response" question along with strategies to support their learners. They continue to focus on student achievement in all three strands in Math, focusing on "problem solving" by collaborating with colleagues in student moderated marking sessions.





## *Innovative Programs to Support Success for all Students K-12*

### **Urban and Priority High School Grant**

The Ministry of Education provided the opportunity for school boards to apply for Urban and Priority funding for select urban high schools. The Windsor-Essex Catholic District School Board learned at the beginning of the year that its application for Catholic Central High School was successful. The Urban and Priority High School funding allowed the board and school to put in place a variety of additional programming opportunities for students. As a result of the additional funding Catholic Central has implemented an English Language Learner Support Centre to help close the achievement gap for English Language Learners. The Centre staffed by two teachers, specializing in literacy and numeracy, serve as a bridge between ESL/ELD program teachers and mainstream classroom teachers. Support is provided that not only meets the specific needs of English Language Learners, but also addresses the specific dynamics of a mainstream classroom.

Funding from the grant also enabled the school to run enhanced summer academic programming and leadership experiences for the students of Catholic Central. This past summer three groups of students were offered unique summer programming opportunities:

25 Grade 8 students entering Grade 9 enrolled in a Personal and Fitness Activities course that served as a very positive transition activity. In addition, the students began their Grade 9 year with one high school credit successfully completed.

25 English Language Learners were enrolled in an English Language Development course that provided them additional opportunities to acquire language proficiency.

25 Grade 10/11 students were enrolled in a Leadership course. These students provided leadership and peer support to both the grade 8 students entering Grade 9 as well as the English Language Learners.

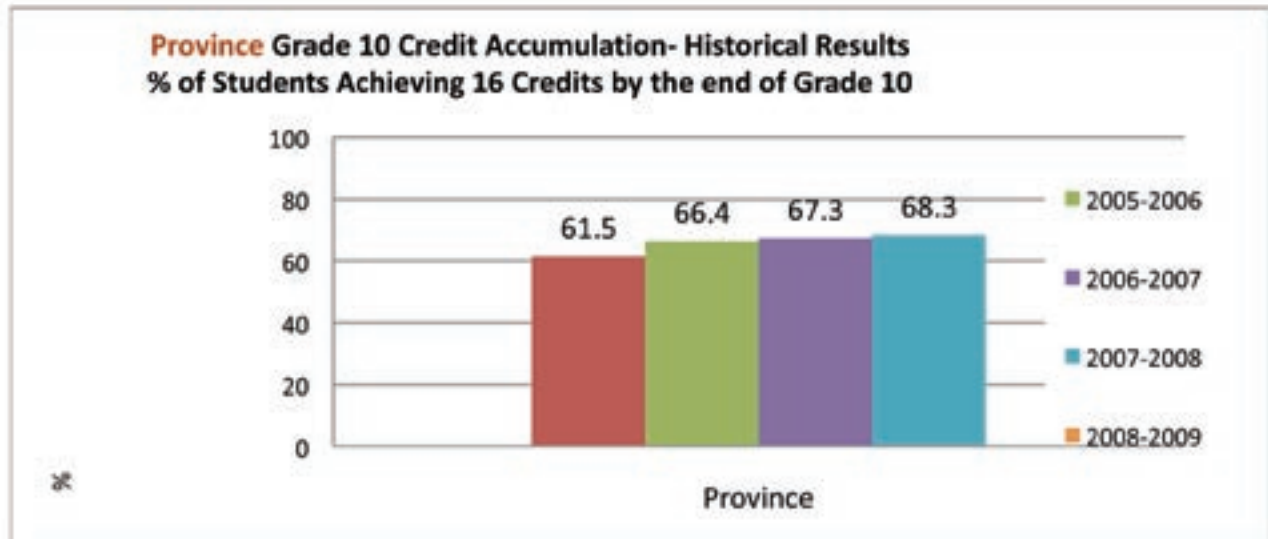
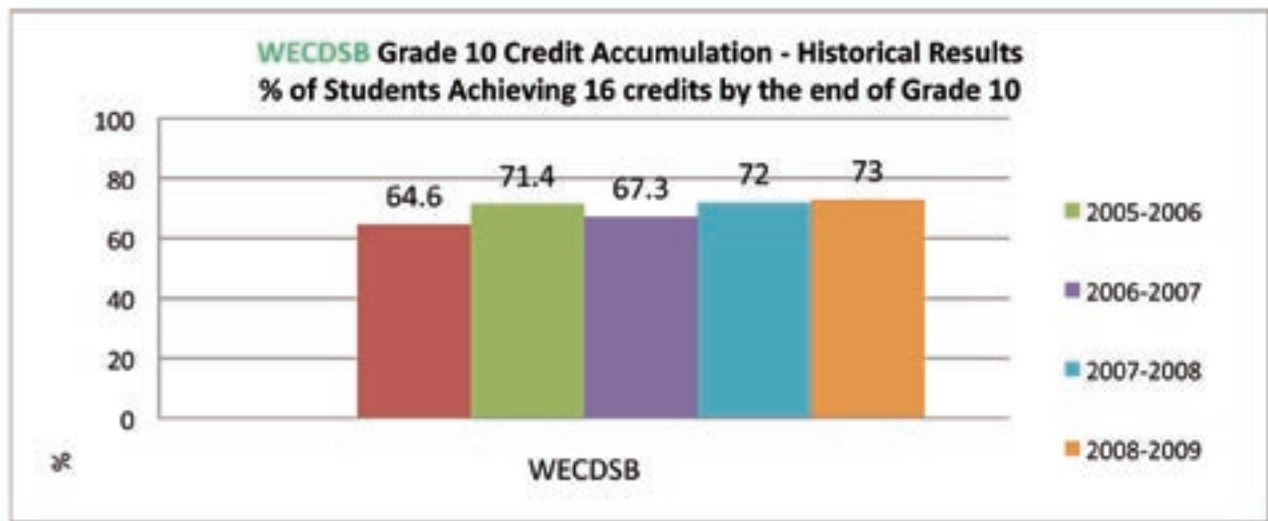
One of the activities involving all three groups of students was a visit to Point Pelee National Park where students not only had the opportunity to explore the Park but also learned to paddle a canoe. The activity emphasized the importance of communication, teamwork, physical fitness as well as our global responsibility to the environment.



*Students and Staff of Holy Name Catholic Elementary School*



## Credit Accumulation Grade 10



## Library Investment Project



The Ministry of Education has infused our 41 elementary school libraries with new materials through the Library Investment Project. Students are enjoying a wide range of new fiction and non-fiction texts, mentor texts with a Catholic focus, novels, graphic texts, picture books and sets of books with audio CD's. Books from the Boldprint and The 10 series support our efforts to further engage our boys in literacy, and a focus on titles about the environment support our initiatives in this area.

## Summer Institute

Over 750 educators participated in our three-day WECD SB Summer Institute.

Many sessions included a "Make and Take" component in the areas of Catholicity, Literacy, Numeracy, Assessment, Kindergarten, Combined Grades, Special Education, Technology and Tips for Classroom Routines.





# CATHOLIC GRADUATE EXPECTATIONS

## A Discerning Believer Formed in the Catholic Faith Community

- illustrates a basic understanding of the saving story of our Christian faith;
- participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
- develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship;
- understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;
- respects the faith traditions, world religions and the life-journeys of all people of good will;
- integrates faith with life;
- recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)

## An Effective Communicator

- listens actively and critically to understand and learn in light of gospel values;
- reads, understands and uses written materials effectively;
- presents information and ideas clearly and honestly and with sensitivity to others;
- writes and speaks fluently one or both of Canada's official languages
- uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## A Collaborative Contributor

- works effectively as an interdependent team member;
- thinks critically about the meaning and purpose of work;
- develops one's God-given potential and makes a meaningful contribution to society;
- finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- respects the rights, responsibilities and contributions of self and others;
- exercises Christian leadership in the achievement of individual and group goals;
- achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

## A Reflective and Creative Thinker

- recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- creates, adapts, evaluates new ideas in light of the common good;
- thinks reflectively and creatively to evaluate situations and solve problems;
- makes decisions in light of gospel values with an informed moral conscience;
- adopts a holistic approach to life by integrating learning from various subject areas and experience;
- examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

## A Caring Family Member

- relates to family members in a loving, compassionate and respectful manner;
- recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- values and honours the important role of the family in society;
- values and nurtures opportunities for family prayer;
- ministers to the family, school, parish, and wider community.

## A Self-Directed, Responsible, Life Long Learner

- demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- demonstrates flexibility and adaptability;
- takes initiative and demonstrates Christian leadership;
- responds to, manages and constructively influences change in a discerning manner;
- sets appropriate goals and priorities in school, work and personal life;
- applies effective communication, decision-making, problem-solving, time and resource management skills;
- examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- participates in leisure and fitness activities for a balanced and healthy lifestyle.

## A Responsible Citizen

- accepts accountability for one's own actions;
- seeks and grants forgiveness;
- promotes the sacredness of life;
- witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society
- respects and affirms the diversity and interdependence of the world's peoples and cultures
- respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- exercises the rights and responsibilities of Canadian citizenship;
- respects the environment and uses resources wisely;
- contributes to the common good.

