

A Message from the Director of Education



In September 2010 the school year began with all staff gathering to celebrate our annual “Together in Faith Day”. The theme of the 2010 school year was essentially a challenge to all of us to *Move One in His Name*. This approach to “Our Journey to Holiness” asks us to focus on our most vulnerable students in the context of the Beatitudes.

Our Catholic community - family, school and church, is commissioned to mobilize in faith and service in support of those who are struggling physically, emotionally, academically or spiritually.

In June, as an annual culmination to this initiative, awards are presented to students who have brought the pillars of the journey alive in their school communities.

Student achievement is a strategic priority for the Board. In close alignment with Ministry of Education directives and initiatives, we continue to increase student achievement and well-being. By closing the gap in achievement levels for all students, we endeavour to increase confidence in our publicly-funded Catholic education system. We are particularly proud of our Student Mental Health initiative, which we believe will further enhance student achievement and well-being.

As a system, we are blessed to be able to work collaboratively with our Bishops and Clergy, dedicated Trustees, excellent Administrators, Teachers, Support Staff and, of course, Parents and School Councils.

These words from Micah 6:8 provide the inspiration 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 us all as we work together in Faith and Service.



Paul A. Picard
Interim Director of Education

About our Board

Number of Elementary Schools: 40

Elementary enrollment: 15,300 nominal enrollment

Elementary FTE enrolment: 14,232

Percentage of Primary classes at 20 students or fewer: 90%

Proportion of Elementary Learners whose First Language is not the Language of Instruction: 9%

Proportion of Elementary First Nation, Métis and Inuit Students: 12

Elementary Enrollment Full-Day Early Learning: 356

Number of Secondary Schools: 9

Secondary Enrollment: 9,035 nominal enrollment

Secondary Enrollment FTE- Under 21 years of age: 8,611.74

Secondary Enrollment FTE – Over 21 years of age: 307.22

Secondary Total FTE Enrollment: 8,918.96

Proportion of Secondary Learners whose First Language is not the Language of Instruction: 13%

Proportion of Secondary First Nation, Métis and Inuit Students: 10

Number of Teachers: 953 elementary and 600 secondary = 1,553

Number of Support Staff: 746

Number of Principals and Vice-Principals: 40 elementary principals; 21 elementary vice principals 9 secondary principals and 26 secondary vice principals for a total of 96



Together in Faith Day

Once again, all Windsor-Essex Catholic District School Board employees were blessed with a day to gather together in faith and worship to begin a new school year. “Come Follow Me” was the theme of this year’s celebration. Bishop Anthony Daniels, in his homily, challenged



all present to model the values of justice and inclusivity presented to us by Jesus in the gospel reading. After celebrating mass together, the employees were further inspired by the words of Chris D’souza, former Inclusivity and Equity Officer for the Dufferin-Peel CDSB. Chris reminded us of our moral obligation to provide our students with holistic learning by creating safe and welcoming



environments within our schools. Employees left the day with a memento that challenged them to “move one in His name.”

The One Called Jesus



“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. What makes these sculptures so unique is that they were created by Maurice while he was dying of cancer. The collection now travels by semi-truck from school to school along with Sr. Therese Turcotte, from the Diocese of Hurst. At each elementary and secondary school, Sr. Therese instructs

the students in their faith using the art work. On weekends she offers the tour to the local parish communities. It has been reported that students were so inspired by the art exhibit that many returned during lunch time to view it again.

Student Senate Faith Day

On December 10th, the Windsor-Essex Catholic District School Board’s Student Senate hosted a Faith Development Day with the theme of Equity and Inclusion: Celebrating Diversity. Secondary school student leaders who serve on Student Council came together for the celebration of mass led by Fr. Larry Brunet, followed by an inspiring presentation by guest speaker, Chris D’souza. This event is a great opportunity for student leaders to share ideas and experiences on how to make their school communities more welcoming and inclusive. Their hope for the day was to return to their respective schools to encourage their peers to do the same.



Focus on Youth:

In late Spring 2010, for the second consecutive year, 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, school 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 2010 Focus on Youth programs.

Windsor-Essex District School Board Focus on Youth 2010	#
Partner Community Agencies	14
Program Sites	15
High School Students Employed	115
Children and Youth who Took Part in Summer Activities	697

First Nation, Métis and Inuit Education Initiatives

In 2007, The Ontario Ministry of Education embarked upon an initiative to strengthen and support families and students of First Nation, Métis and Inuit ancestry. A policy framework was released and school boards were asked to begin a collaborative process with their local First Nation, Métis and Inuit communities. One important goal was the development of board policy to allow voluntary, confidential self-identification of First Nation, Métis and Inuit ancestry by parents and students. The WECDSB approved its policy on June 8, 2010. As of November 2010, parents of children under 18 years of age, students 16 and 17 who are living independently, and students 18 and older are able to identify their First Nation, Métis and Inuit ancestry.

Self-identification will always be voluntary. All information gathered through the self-identification process will be treated as confidential. No proof of status or ancestry is required as a condition of self-identification. The Board will use the information as a tool to assist in program and curriculum development. Our intention is to improve the quality of the educational experience for our First Nation, Métis and Inuit students.

Windsor-Essex Catholic’s Equity and Inclusive Education Strategy

The “Promoting and Supporting Equity & Inclusion Within a Catholic Community Policy” was formally adopted by the Board of Trustees this past September. The policy is based on 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 broader community
- builds on and enhances previous and existing initiatives
- is demonstrated throughout the system.

Early Implementation of the policy included our Board-wide professional development day on September 2, where guest speaker Chris D’souza, addressed all board employees on the topic of equity, inclusion, diversity and tolerance. In-servicing was also done as a key component of the Principal and Vice-Principal Mentoring Program. Other strategies included presentations to our parents at the School Council Chairs Commissioning Ceremony and for our student leadership at the annual Student Senate Faith Day retreat.

Board Initiatives - 2010

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. This program has been expanded to additional schools within the Board.

Catholic Character Development – “Getting Along Digitally”



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

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

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 included:

- Christ the King Catholic School: Connecting with Parents
- Holy Cross Catholic School: Bring a Grown-up to School Day
- Stella Maris Catholic School: Family Fun Literacy Night
- St. Jules Catholic School: Bridging the Gap: Making Connections
- St. John the Evangelist Catholic School: Enriching Parenting Skills
- St. John the Baptist Catholic School: Parent Reaching Out Grant
- Cardinal Carter Catholic High School: Promoting Mental Health in High School

French Immersion Program

The French Immersion Program in both elementary and secondary schools continues to grow. St. Mary Catholic Elementary in Maidstone offers full day, every day French Immersion classes from Junior Kindergarten to grade five this year. St. Anne Catholic Elementary in the Walkerville area continues to burgeon. The newly acquired property will be enhanced environmentally due to the concerted efforts of the community voting for their school in the Pepsi Challenge Refresh Project.

Our elementary French Immersion students have benefitted from the outstanding leadership of the secondary French Immersion students from St. Thomas of Villanova, Cardinal Carter, St. Anne and St. Joseph’s. Soir D’hiver was hosted by St. Joseph’s Secondary School in December.

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 25 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, Safe Schools, Staffing and numerous other topics. Participants in the program were provided with the opportunity to purchase resources and research materials relevant to their new leadership role in Catholic Schools. The program continues in 2010-11 with a total of 40 participants.

OECTA/OCSTA Religious Education Courses

With the support of Senior Administration, several parish pastors and our dedicated teaching staff, all three parts of the OECTA/OCSTA Religious Education courses ran this past summer. A true community of believers was formed among the teachers participating on a daily basis for ten full days of learning. Teachers were instructed on such topics as the Seven Sacraments, Sacred Scripture, Morality, and Learning through Faith Formation. Technology has also been incorporated into the course with an online portion of delivery and several assignments that utilized technology in the classroom. One teacher, completing his specialist, presented on Brother Andre’s anticipated canonization. This is a special event for Canadians as Brother Andre is just the second Canadian-born Saint and the first Canadian-born male Saint. It was a very informative and timely presentation.

Environment – Green Update!

Eco-Schools – Congratulations to St. Anne Catholic High School for achieving bronze status in Eco-Schools. This recognition was in no small part, due to the many environmental initiatives such as composting, recycling and establishing a “green awareness” at a secondary site of over 1400 students.



Outdoor Classroom – St. Gregory’s

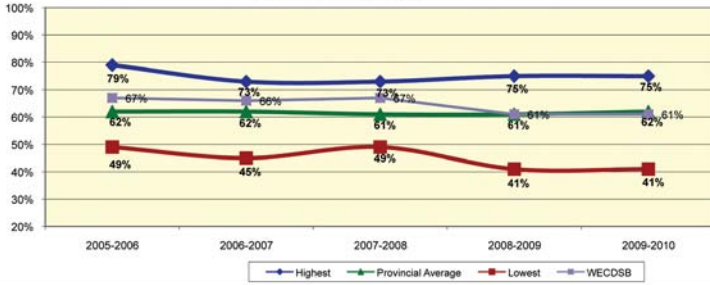
The grade 8 students worked diligently with their teachers and principal in coordinating and building an “outdoor classroom”. The school community came together to assist in this school-wide project.

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, 2005-2006 to 2009-2010

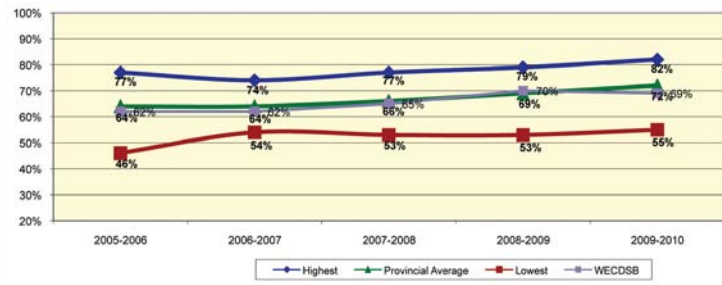
Grade 3 Reading	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	79%	73%	73%	75%	75%
Provincial Average	62%	62%	61%	61%	62%
Lowest	49%	45%	49%	41%	41%
WECD SB	67%	66%	67%	61%	61%

Highest, Lowest and Provincial Average Score in EQAO Grade 3 Reading, from 2005-2006 to 2009-2010



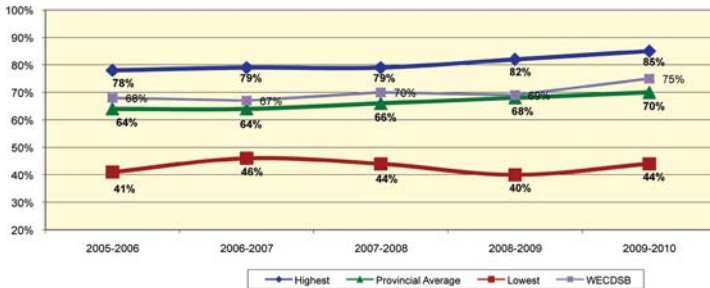
Grade 6 Reading	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	77%	74%	77%	79%	82%
Provincial Average	64%	64%	66%	69%	72%
Lowest	46%	54%	53%	53%	55%
WECD SB	62%	62%	65%	70%	69%

Highest, Lowest and Provincial Average Score in EQAO Grade 6 Reading, from 2005-2006 to 2009-2010



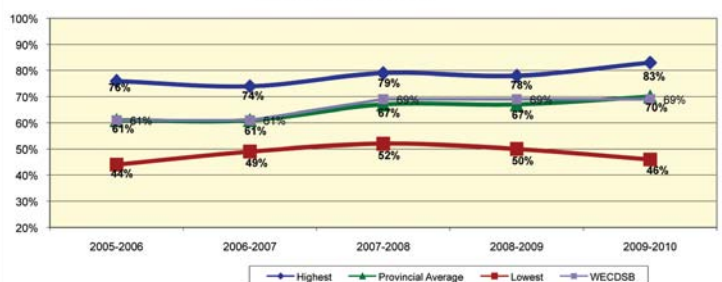
Grade 3 Writing	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	78%	79%	79%	82%	85%
Provincial Average	64%	64%	66%	68%	70%
Lowest	41%	46%	44%	40%	44%
WECD SB	68%	67%	70%	69%	75%

Highest, Lowest and Provincial Average Score in EQAO Grade 3 Writing, from 2005-2006 to 2009-2010



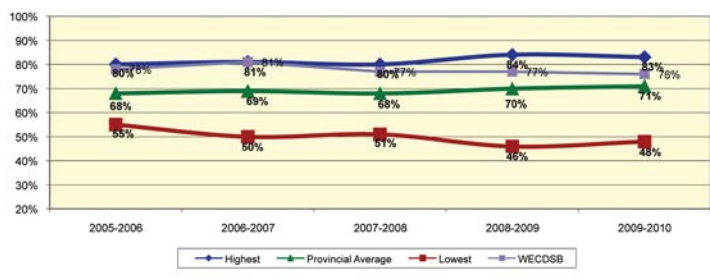
Grade 6 Writing	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	76%	74%	79%	78%	83%
Provincial Average	61%	61%	67%	67%	70%
Lowest	44%	49%	52%	50%	46%
WECD SB	61%	61%	69%	69%	69%

Highest, Lowest and Provincial Average Score in EQAO Grade 6 Writing, from 2005-2006 to 2009-2010



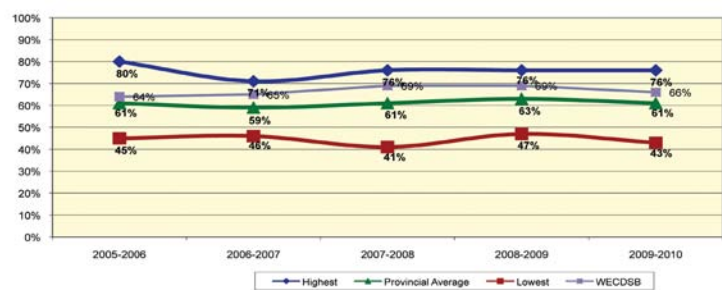
Grade 3 Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	80%	81%	80%	84%	83%
Provincial Average	68%	69%	68%	70%	71%
Lowest	55%	50%	51%	46%	48%
WECD SB	78%	81%	77%	77%	76%

Highest, Lowest and Provincial Average Score in EQAO Grade 3 Math, from 2005-2006 to 2009-2010

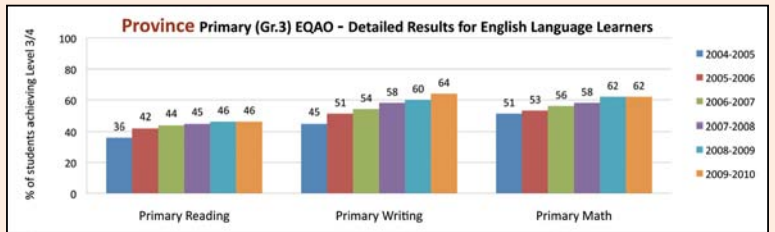
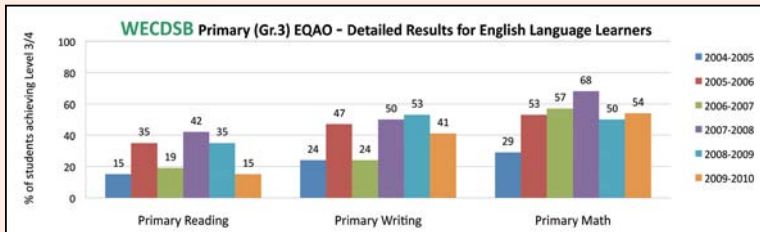
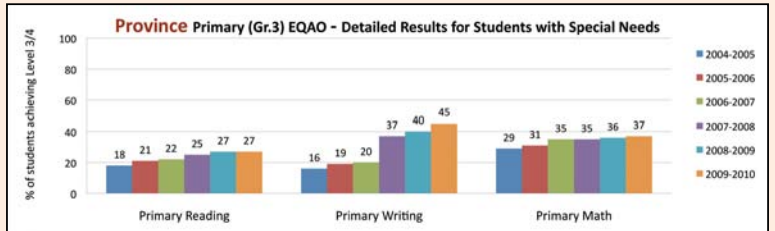
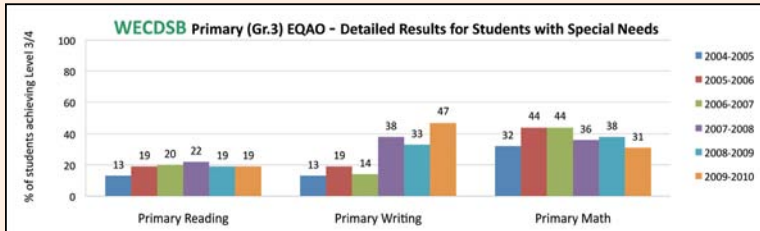
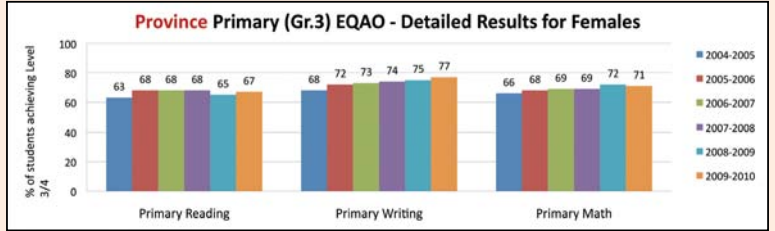
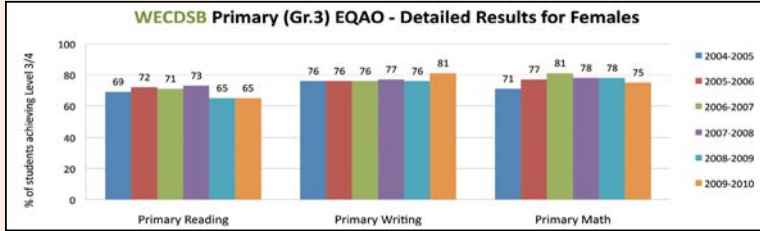
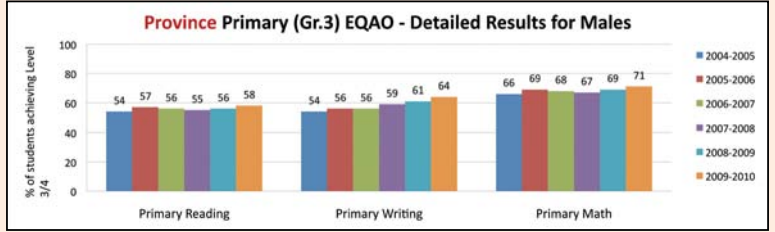
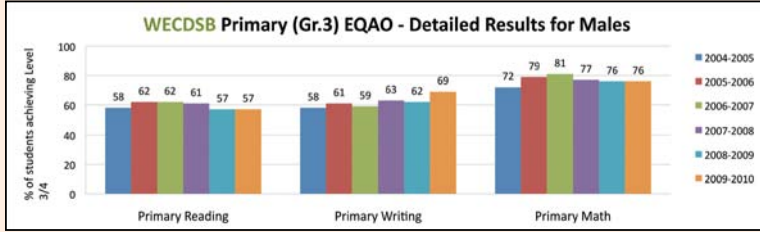
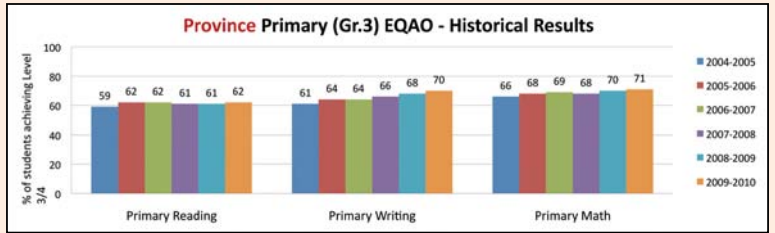
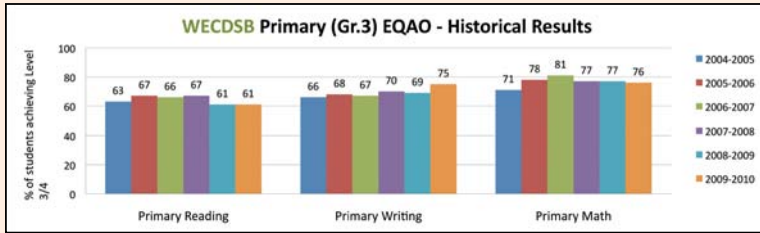


Grade 6 Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	80%	71%	76%	76%	76%
Provincial Average	61%	59%	61%	63%	61%
Lowest	45%	46%	41%	47%	43%
WECD SB	64%	65%	69%	69%	66%

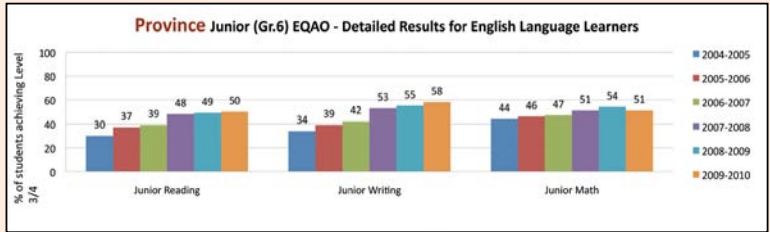
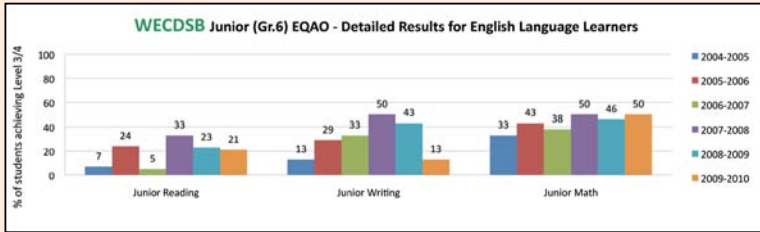
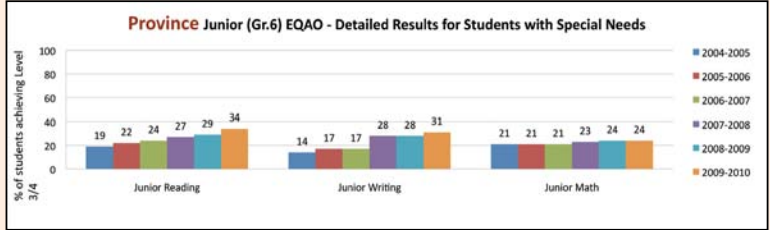
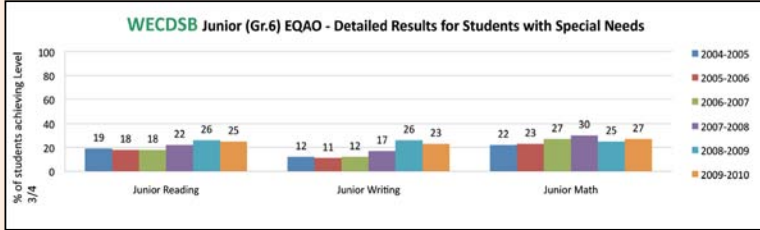
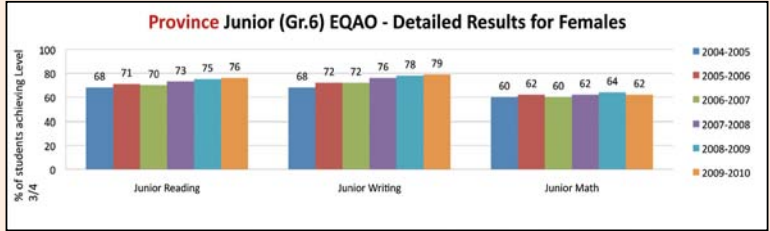
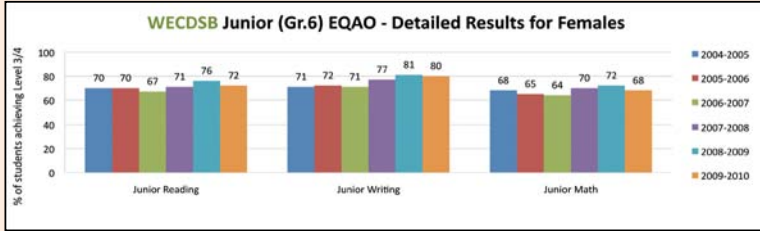
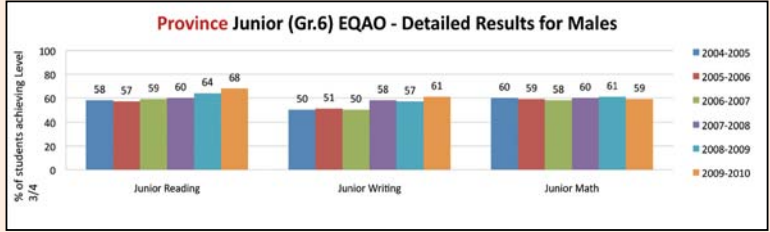
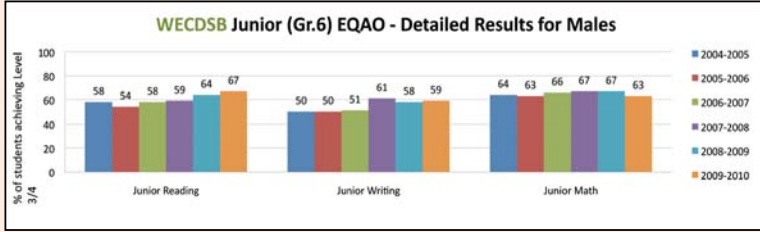
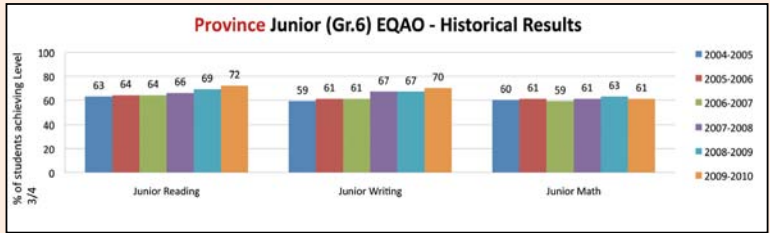
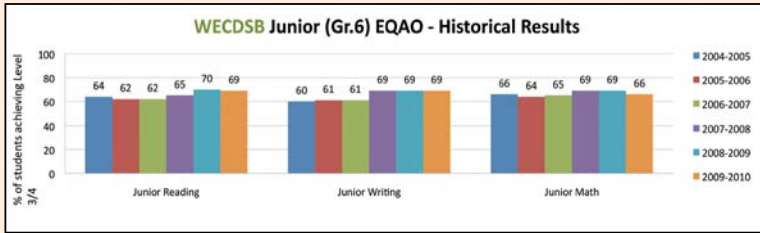
Highest, Lowest and Provincial Average Score in EQAO Grade 6 Math, from 2005-2006 to 2009-2010



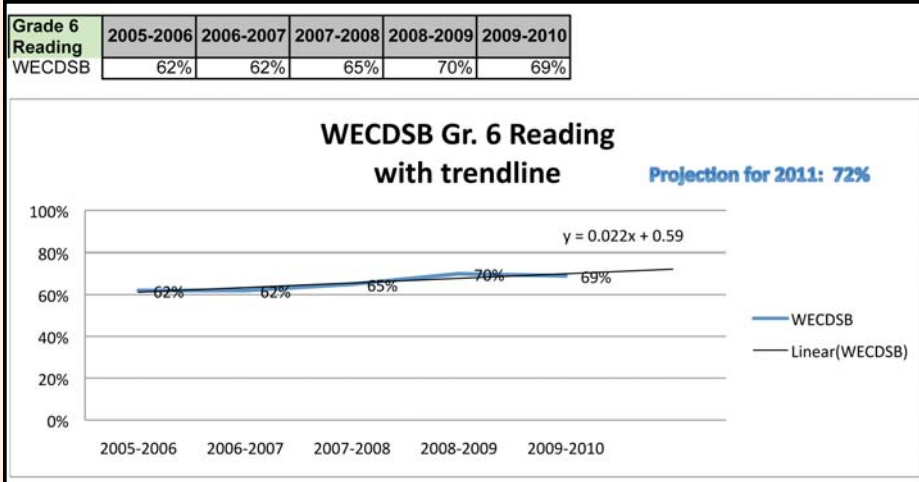
EQAO Assessment – Grade 3: Windsor-Essex Catholic District School Board and Provincial Results



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



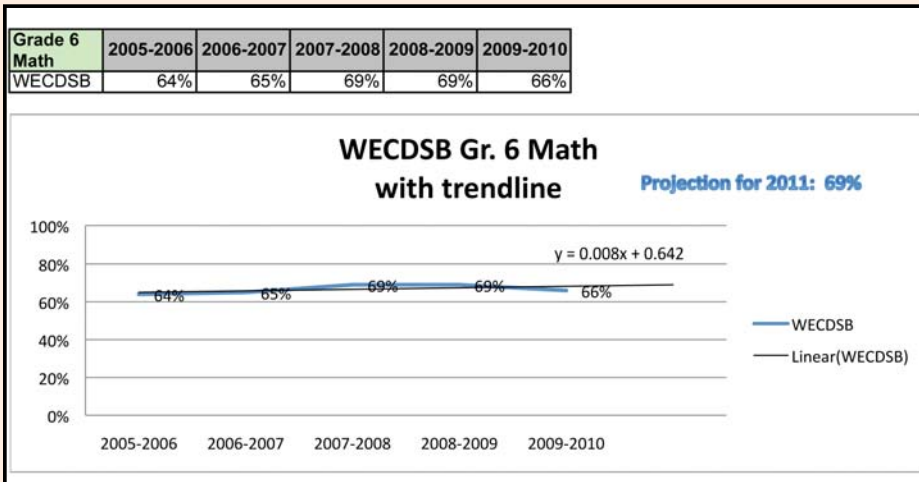
Grade 6: Windsor-Essex Catholic District School Board Trendline and Prediction



In Grade 6 **Literacy**, the goal for the WECDSB for 2010-11 will be to increase from 70 to 75% for those students who are unable to achieve Level 3 or 4 in Making Connections in open response reading selections.

The evidence-based strategies and actions are:

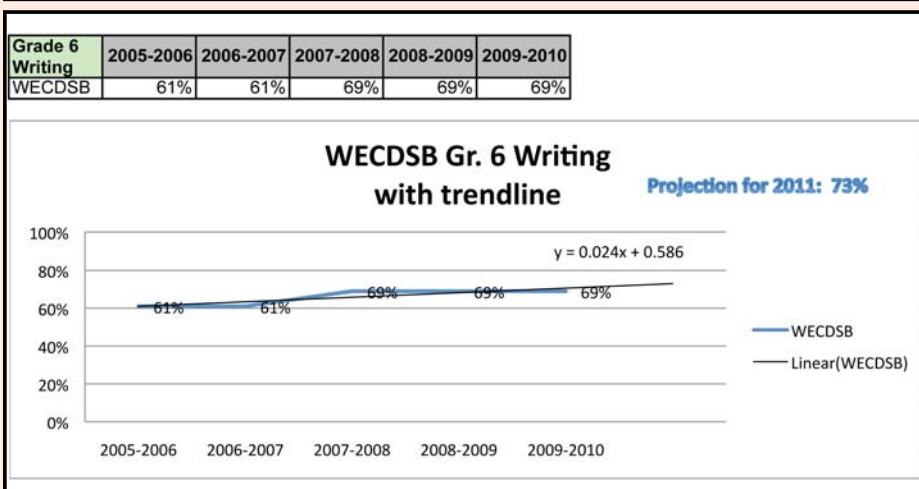
1. Teachers will place a greater emphasis on higher order thinking questions as introduced in the Cycles of Instruction
2. Explicitly teach Making Connections, Making Inferences and Point of View
3. Infuse these higher order thinking tasks into the Literacy block
4. Job-embedded support for classroom teachers for curriculum and assessment



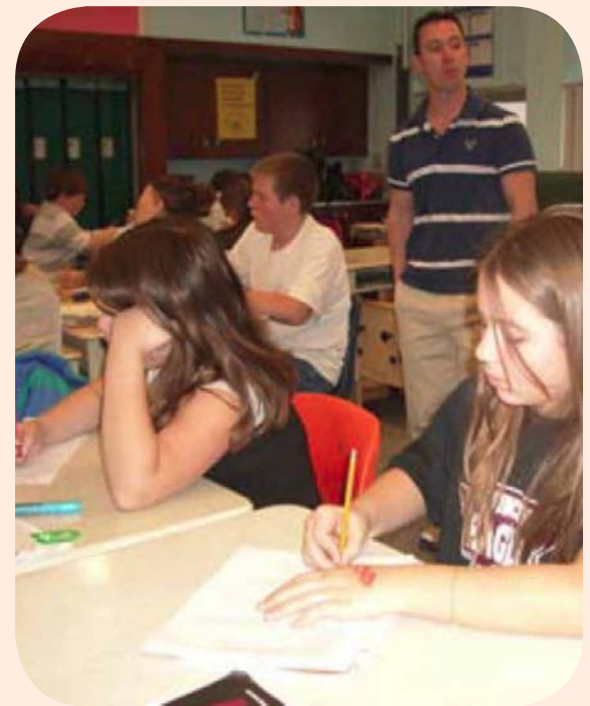
In Grade 6 **Numeracy**, the goal for the WECDSB for 2010-11 will be to increase student Problem Solving skills on Open Response questions as measured on the EQAO Junior Assessment. Our target will be 68% of Grade 6 students who will demonstrate Level 3 or 4 on the EQAO Junior Assessment.

The evidence-based strategies and actions are:

1. Focus on Problem Solving and Communication using Math Journals.
2. Promote hands-on use of manipulatives, moderated marking and the problem-solving process.
3. Explicit instruction in Math Grades 6-8, embedding the 3-part math lesson.
4. Collaborative Inquiry for three schools, including Grades 3-6 teachers, focused on problem solving.



In Grade 6 **Writing**, the goal for the WECDSB for 2010-11 will be to increase the awareness and use of technology integrated within the Literacy block. This would include SEA equipment (Special Equipment Amount) and software for students with identified needs, as well as introducing technology, such as the iPod Project in our Grade 6 classrooms.



Innovative Programs to Support Success for all Students K-12

School Effectiveness Framework

Principals and teachers conducted a comprehensive needs assessment, evidence based strategies inventories, as well as a close look at individual school data, allowing them to identify areas of focused attention in Literacy and Numeracy. Two areas of focus from the framework include, "Curriculum, Teaching and Learning" and "Assessment for, as and of Learning". SMART goals were developed and aligned with the Board Improvement Plan.

Schools in the Middle

The Ministry of Education identified "Schools in the Middle" through EQAO and assessment results over time. Schools that were achieving in the level two range participated in a "Collaborative Inquiry" which included a focus on Literacy or Numeracy. Through the Collaborative Inquiry, school teams reflected on student learning that involved effective questioning, assessment and evaluation and feedback.



Student Learning Scans

Throughout the past year, eight school communities were engaged in "Student Learning Scans" conducted by the Superintendents, SEF Lead Principals and Vice-Principals. The format designed through 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 and to celebrate the tremendous growth in evidence based strategies.

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, the needs of the school 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 evidence based classroom strategies, effective assessment and evaluation practice, as well as other capacity-building activities.

Activities that support these strategies may include job-embedded professional learning as well as co-planning, co-teaching and co-debriefing through accessing board support.

Schools Helping Schools

Throughout the school year, some schools were involved in "Teaching Learning Critical Pathways". Students were engaged in "higher order thinking" tasks and texts that focused on "big ideas" such as "Power of Me" and "Dreams". Teachers participated in moderated marking, working collaboratively with other colleagues on consistency in assessment and evaluation of leveling student work.

A display of some mentor texts in our Catholic Schools.



School Work Study Initiative

The purpose of the School Work Study Initiative (SWSI) is to learn about:

- The characteristics of student work from Level One through Level Two and into Level Three.
- The type of feedback to students that results in improved work.
- The type of tasks and prompts that result in students improving their learning towards the provincial standard.
- How students who are achieving Level 2 work, think in reading, writing and math.

The Student Work Study Teacher (SWST) collaborates with the classroom teacher to share observations of how students approach their work, determine the learning needs of the students and provide specific feedback and coaching to students in order to improve their work. It is a co-learning model whereby the teachers learn from the student work.

S.T.A.R. Tutoring Program (Student Tutoring Achieving Results)

A partnership has been established with the Windsor-Essex Chapter of the Learning Disabilities Association of Ontario (LDAO). As a result of this partnership the S.T.A.R. Tutoring project has evolved. This initiative involves after school tutoring sessions for students in grade four, five and six from several school communities throughout the Board. Students attended two-hour sessions two nights per week in three different locations throughout Windsor and Essex County. Students received direct, explicit literacy instruction according to their individual needs for the first hour and in the second hour spent time in group activities and games that reinforced foundational literacy skills as well as activities that supported reading, writing and oral language skill acquisition. In some cases, there was an Adaptive Technology Facilitator at the site, who worked with students on how to effectively apply adaptive software in the learning environment.

Innovative Programs to Support Success for all Students K-12

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. These Tech Camps were offered in a city and in a county location throughout the summer months.

Summer Success Literacy Camp

Throughout the month of July 2010, ninety students from Senior Kindergarten to Grade Six participated in a Literacy Camp. This Literacy Camp is designed to provide students with extra literacy instruction. Nine teachers diligently prepared excellent literacy opportunities for the students enrolled in this program. Pre and post assessment data clearly indicated that the Literacy Camp had a positive impact on both student literacy skill development, as well as self-confidence and attitudes toward reading.

Yellow School Bus Camp

In conjunction with the Focus on Youth Initiative, a number of students from three urban school communities enrolled in a six-week Literacy Camp offered at Assumption Secondary School. The camp was designed to provide these students with opportunities to develop literacy skills as well as engage in a number of arts and recreation activities under the guidance of teachers and student leaders.



Summer Institute

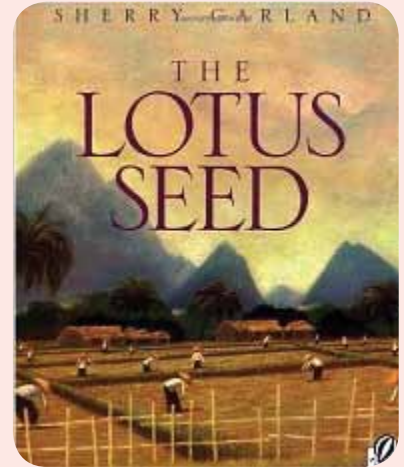
Over 950 educators participated in our three-day WECDSB Summer Institute.

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.



Library Investment Project

The Ministry of Education has infused our 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.



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 Ontario Psychological Association (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 have traditionally been the primary presenting reason for referral for psychological assessment. Through a combination of early screening, progress monitoring, and instruction that is responsive to emerging learning problems, many later diagnosed LDs can be prevented. The Peer-Assisted Learning Strategies (PALS) reading program was chosen as being best suited to meet the unique needs of our system. It is consistent with the inclusionary philosophy of the Board and can be used to meet the needs of all learners.

Our experience with the PALS reading program has been an overwhelmingly positive one. We have come to appreciate its versatility and its many applications. In the years since its inception, it has become the cornerstone of a broader system emphasis on early intervention and prevention programming in reading: that is, as a Tier 1 intervention in a Response to Intervention (RTI) model. This past year has seen an increase in the use of the PALS reading programs as Tier 2 interventions. Used properly and with good fidelity, these have proven to be effective in preventing and remediating reading difficulties. Five-week blocks of intervention provided to students in Senior Kindergarten and Grade 1, identified as being at-risk for reading difficulties, resulted in statistically significant improvements in reading outcomes among these students.

Data has become key to instructional decision making. To determine whether appropriate interventions have been implemented and whether instruction is responsive to individual needs, we have moved away from using summative measures for decision making purposes. These summative measures include traditional tests such as the WRAT and the Brigance. These so-called mastery measures are meant to be used infrequently and are not suited to monitoring of student progress over time. Formative assessment tools are currently being used.

Innovative Programs to Support Success for all Students K-12

Peer-Assisted Learning Strategies: PALS (cont'd)

These Curriculum Based Measurement (CBM) tools are better suited to the goals of monitoring student progress and making decisions about the timeliness and appropriateness of interventions recommended. As these are quick and easy-to-administer, these do not take away from valuable intervention time. It has become clear that the CBM tools used provide unique data that enhance the interpretability of other Board data collected.

The primary goal of the 2010-2011 school year is to make the CBM data more readily accessible to teachers and administrators. New tracking sheets are being developed to minimize data entry errors and ensure consistency in reporting across schools. This will permit more sophisticated analysis of the data to be completed. Additional CBM tools will be introduced this year, and more time devoted to data support, interpretation, and analysis. Expansion of the PALS Math programming will proceed cautiously, but not at the expense of the gains made in reading.

Full Day Early Learning Kindergarten Program

We have successfully launched the Full Day Early Learning Kindergarten Program (FDELKP) in seven of our schools in the Windsor-Essex Catholic District School Board in September 2010. Throughout the course of the 2009-2010, we undertook a systematic approach to identifying sites that met the criteria for selection as set out by the Early Learning Division of the Ministry of Education. In collaboration with our coterminous board and our municipalities, we selected schools based on the following criteria:

- Available space – that does not require new additions or renovations. Consideration of the Board's Capital Plan was also a factor in the selection process.
- Impact on existing local child care - School Boards and Municipalities worked together to assess whether communities would be best served by selecting schools with existing child care programs, schools near existing licensed child care or schools in neighbourhoods where no child care is currently available for four and five-year-olds.
- Local need - school boards were encouraged to consider the various needs of communities they serve and how the program could meet those needs. It was hoped that a portion of the phase-one schools will serve low-income neighbourhoods.
- Student Achievement – Boards were also encouraged to factor in student achievement data as it is anticipated that a full day early learning program will have an impact on student learning.

The following Catholic elementary schools were selected for the first phase of implementation in September 2010.

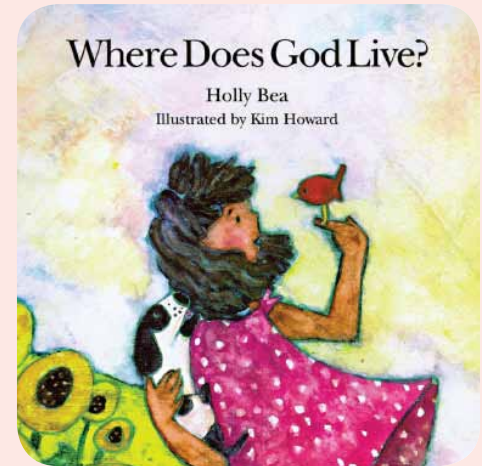
- H. J. Lassaline Catholic School
- Our Lady of the Annunciation Catholic School
- Our Lady of Perpetual Help Catholic School
- St. Angela Catholic School
- St. James Catholic School
- St. Louis Catholic School
- W. J. Langlois Catholic School

The WECDSB also chose to implement a full day learning program at St. John Catholic Elementary School in the 2010-2011 school year.

The FDELKP Implementation strategy included several parent information meetings which were hosted by schools that would be involved in the strategy. These sessions were well attended and provided an excellent venue for our Board Lead, principals and teachers to answer questions or concerns that parents had regarding the Full Day Early Learning Kindergarten Program. Several meetings were held in these school communities to prepare teachers and parents as we transitioned to full day kindergarten. Our FDELKP current enrollment is 356 students.

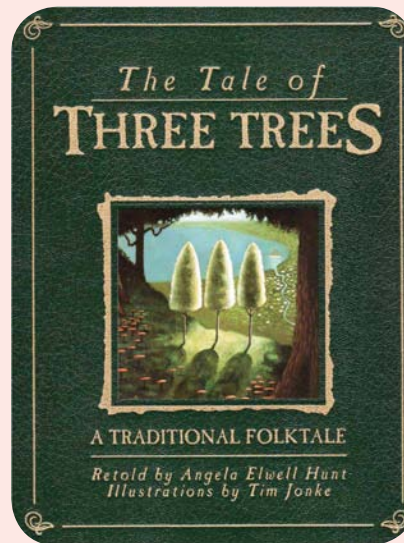
Kindergarten: Collaborative Inquiry and Capacity Building

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 was to use 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.



NTIP – New Teacher Induction Program

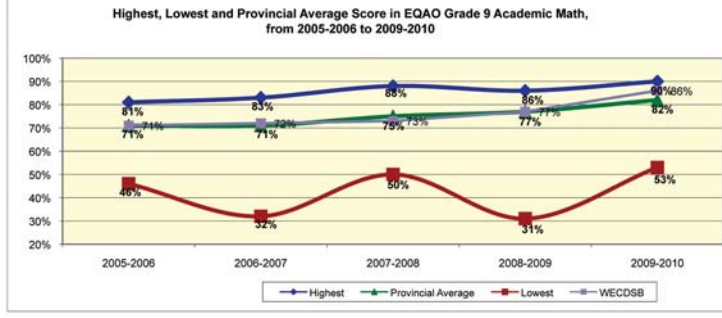
The New Teacher Induction Program supports new elementary and secondary teachers in their professional learning. Participants benefit from professional development opportunities in the areas of Classroom Organizational Strategies, Mentoring, Assessment and Evaluation, Safe Schools, and Special Education. As part of our differentiated approach to professional development, new teachers are 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.



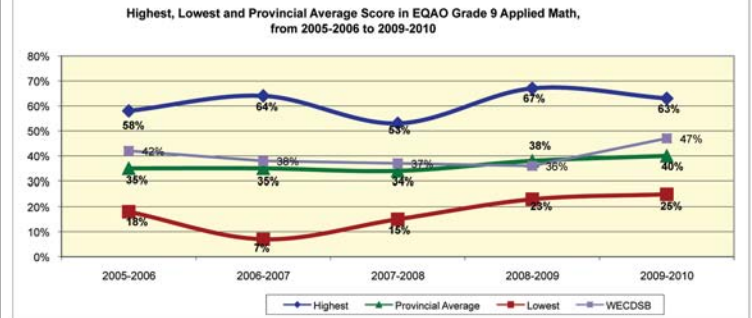
EQAO Assessment Grades 9 and 10: Provincial English-Language Board Level Results

Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students at Levels 3 and above, 2005-2006 to 2009-2010

Grade 9 Academic Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	81%	83%	88%	86%	90%
Provincial Average	71%	71%	75%	77%	82%
Lowest	46%	32%	50%	31%	53%
WECD SB	71%	72%	73%	77%	86%



Grade 9 Applied Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	58%	64%	53%	67%	63%
Provincial Average	35%	35%	34%	38%	40%
Lowest	18%	7%	15%	23%	25%
WECD SB	42%	38%	37%	36%	47%



Source: Data for Grades 3, 6 and 9 is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.

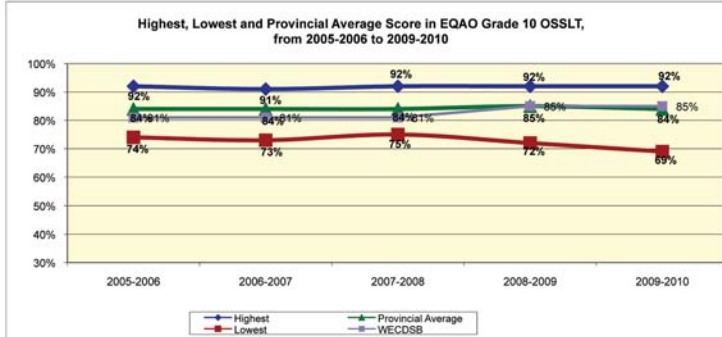
* Percentages are represented as a percent of all students (method 1) within the context as per EQAO with suppression rules applied.

This report has been provided for the purpose of updating Directors' Annual Reports.



Highest, Lowest and Provincial Average English-Language Board Level Results based on Percentage of Students that Successfully Passed the OSSLT, 2005-2006 to 2009-2010

Grade 10 OSSLT (First-Time Eligible)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	92%	91%	92%	92%	92%
Provincial Average	84%	84%	84%	85%	84%
Lowest	74%	73%	75%	72%	69%
WECD SB	81%	81%	81%	85%	85%



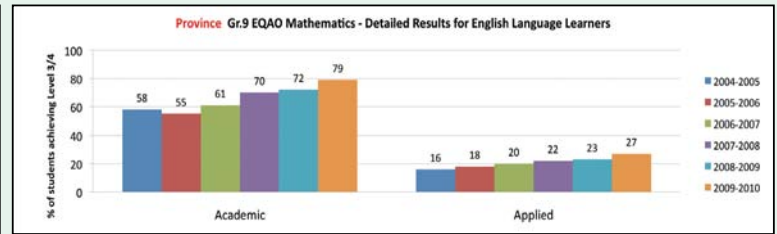
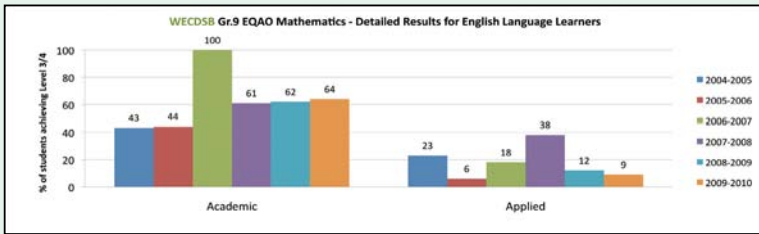
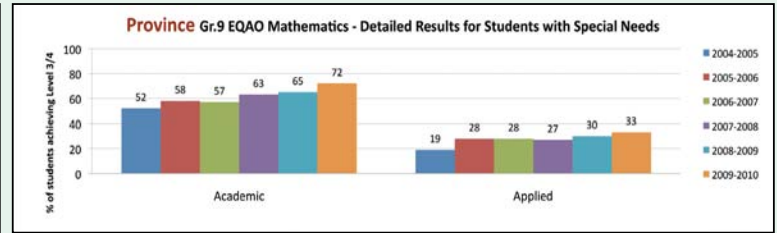
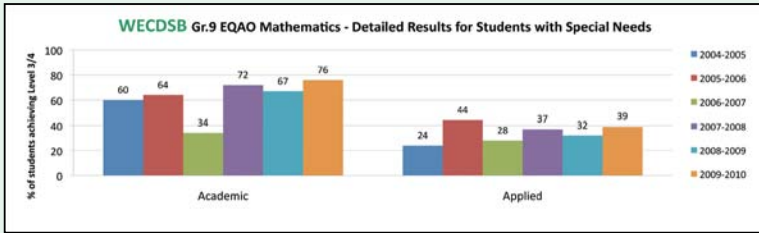
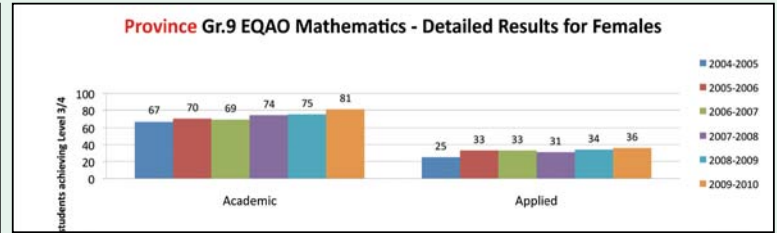
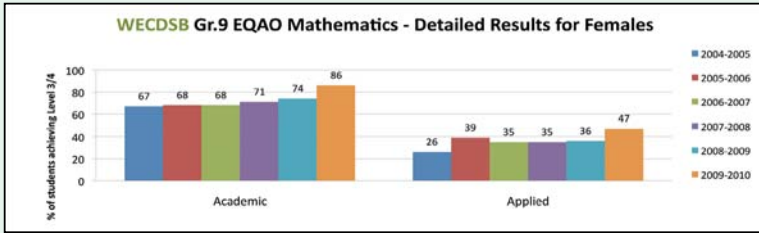
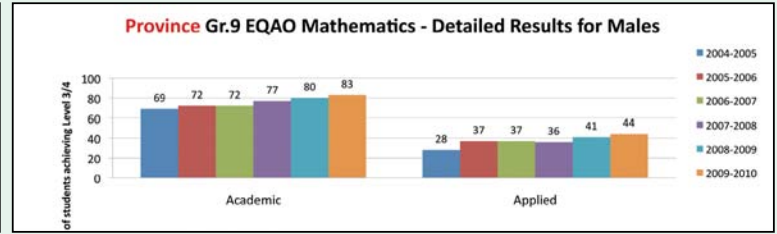
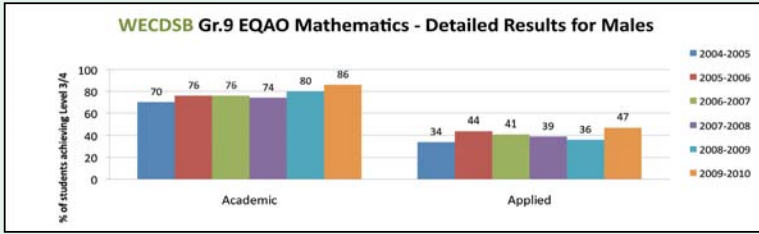
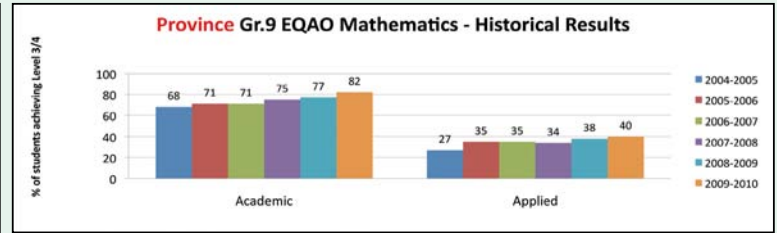
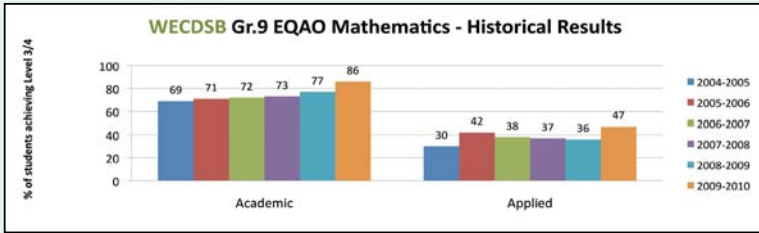
Source: Data for Grade 10 OSSLT is sourced from the Education Quality and Accountability Office (EQAO) and is based on suppressed data.

* Percentages are represented as a percent of all participating students (method 2) within the context as per EQAO with suppression rules applied.

This report has been provided for the purpose of updating Directors' Annual Reports.

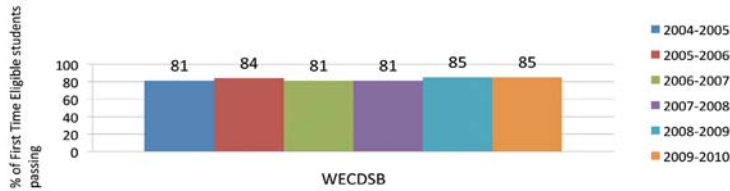


EQAO Assessment – Grade 9: Windsor-Essex Catholic District School Board and Provincial Results

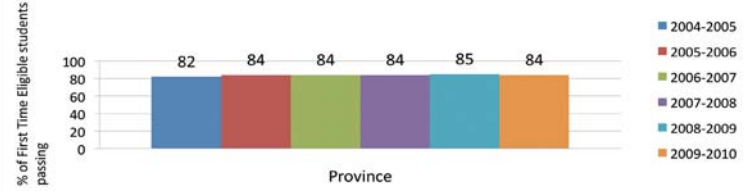


EQAO Assessment – OSSLT: Windsor-Essex Catholic District School Board and Provincial Results

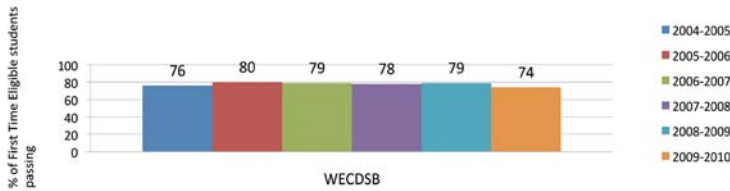
WECDSB OSSLT/EQAO - Historical Results



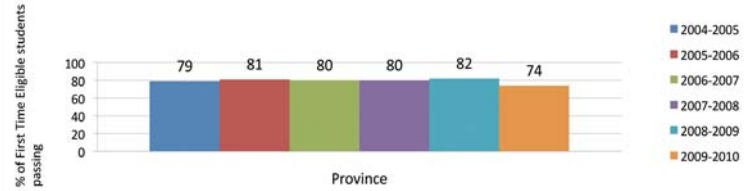
Province OSSLT/EQAO - Historical Results



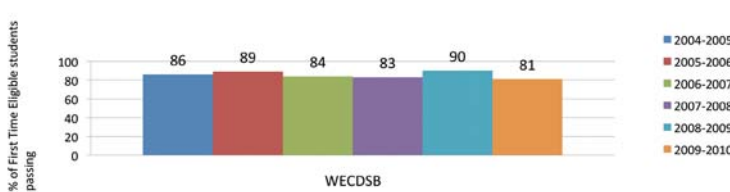
WECDSB OSSLT/EQAO - Detailed Results for Males



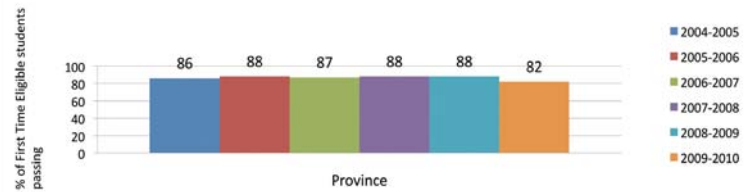
Province OSSLT/EQAO - Detailed Results for Males



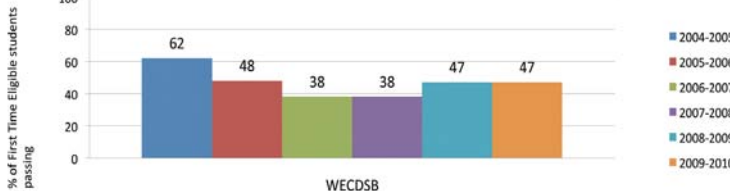
WECDSB OSSLT/EQAO - Detailed Results for Females



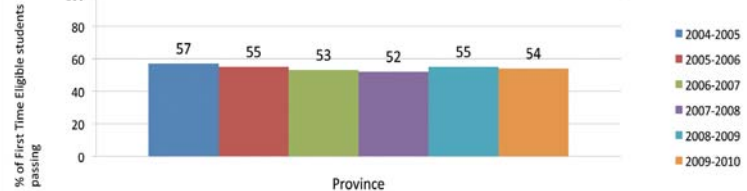
Province OSSLT/EQAO - Detailed Results for Females



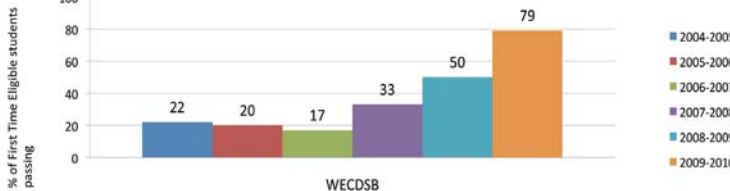
WECDSB OSSLT/EQAO - Detailed Results for Students with Special Needs



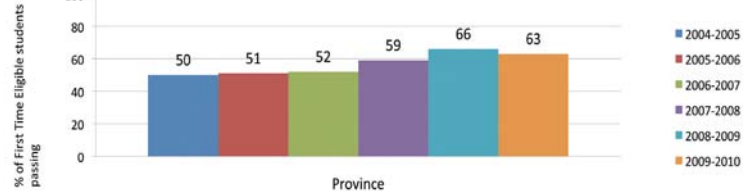
Province OSSLT/EQAO - Detailed Results for Students with Special Needs



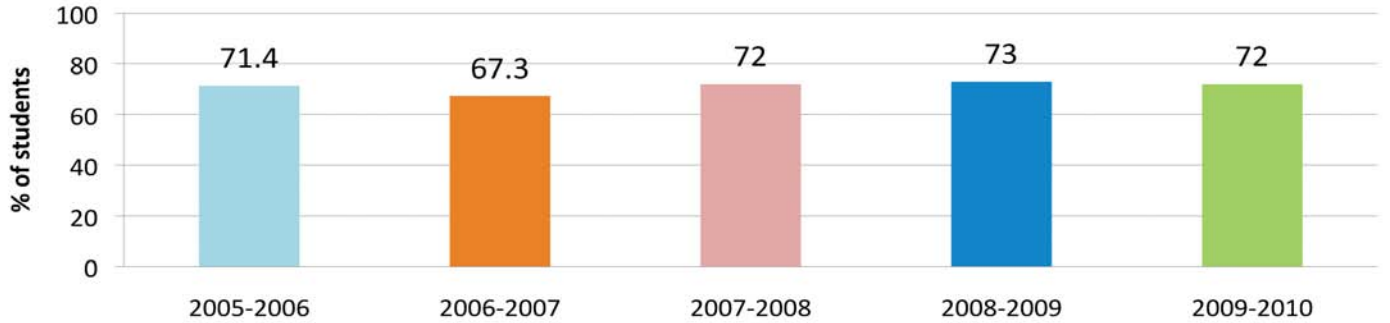
WECDSB OSSLT/EQAO - Detailed Results for English Language Learners



Province OSSLT/EQAO - Detailed Results for English Language Learners



WECDSB Grade 10 Credit Accumulation - Historical Results
% of Students Achieving 16 credits by the end of Grade 10



Innovative Programs to Support Success for all Students K-12

Ministry of Education Teaching Learning and Leadership Program projects (TLLP)

Piloting a Secondary School Professional Learning Community – Catholic Central High School.

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 family of schools and secondary staffs that could ultimately lead to more effective and continuous school improvement. This project will assist schools in their Student Success Initiatives.

The aim of the project is to have the school embark on the journey towards becoming a Professional Learning Community (PLC). The goal will be to improve student learning and enhance student achievement. The initial focus involved four teachers who are teaching common courses. The focus of the TLLP will see teachers and their departments engage in PLC initiatives within their departments and subject areas that are centered around the development of common formative assessments, analyzing the results and modifying practice based on data collection.

The staff will engage in Action Research based on:

- engaging boys in literacy
- engaging students in the Applied stream
- moving students from a level 2 to a level 3
- raising academic standards within subject areas

Ultimately the teachers will move toward common assessments and common standards within their respective curriculums/teaching subjects. The current TLLP group consists of 4 members and the PLC group has 16 members.

Arts, Literacy and the Community

Catholic Central High School students enrolled in the English Language Learner Programme were the only youth to participate in the Windsor MayWorks 2010 Festival of Arts and Labour. Their project “Working on Foreign Land” told the stories of recent immigrants to Windsor and their experiences of working in their country of birth and in Canada. Students selected and interviewed family and friends and recorded their personal stories. For the exhibition, they photographed their subjects and created a photodocumentary, which included text, photography and mapping. This was a significant accomplishment for these students who were communicating through writing, image and group presentation.

What emerged were rich stories from many countries which engaged viewers in a dialogue with the students and their subjects on the topic of work and immigration. The exhibit was held at the ArtSpeak Gallery in Walkerville and was very well attended by the community and also by Mr. Jorge F. Soberón Luis, Consul General of the Cuban Consulate in Toronto, and Raul Delgado Concepción, Consul of the Cuban Consulate in Toronto who had come to Windsor to present a lecture at the Art Gallery of Windsor.



Specialist High Skills Major

Specialist High Skills Major programs 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 Major programs 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 Major programs:

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

Differentiated Instruction

Job Embedded Professional Development

Secondary differentiated instruction support teachers were assigned to facilitate job-embedded professional development. These teachers have a key role in supporting classroom teachers as they demonstrate different instructional strategies to support grade nine and ten applied classes in all subject areas. Such strategies include tiering, using anchor charts, and creating choice boards to engage the learner by facilitating paired and grouped activities.



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 last school year that its application for Catholic Central High School was successful. The Urban and Priority High School funding allowed the Board and the 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 (ELL). 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:



- 70 students had the opportunity to be enrolled in a specialized summer school program that consisted of Physical Education for Grade 8 students transitioning into Grade 9 and a Physical Education course for English Language Learners. Another was the Guidance Peer Leadership course for students from Grade 10 to Grade 12.
- 100 students were involved in “Challenge Day”. The goal of the day was to build empathy and compassion in students. Community building and the lowering of incidences of bullying is the anticipated outcome of this initiative.
- 24 Grade 11/12 students were enrolled in a “CoOptions” program in partnership with the Teen Health Centre. Topics included communications, stress management, conflict management and other life skills.

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. They also went to the Windsor Therapeutic Riding Association where healthy living, making good choices and leadership styles formed part of the training.



Successful Programs Implemented to Assist Students Unable to Attend Regular School that have been Suspended or Expelled

Turning Point

This is a supervised Academic Program instituted by our coterminous board, for students to attend while they are on a long term suspension. Students will have the opportunity to examine the reason for their suspension and to develop better ways to handle similar situations in the future. The opportunity is available for students to keep up with course work as assigned by the home school — students are requested to bring all school books with them. This program also offers the opportunity to explore problem solving techniques using the Turning Point computer program.



New Beginnings

Our board has partnered with this Community Based program for the purpose of providing non-academic programs and support services for students who are suspended.



New Beginnings cont'd

Adolescence is a difficult time of adjustment and change for the healthiest of youth. One of the elements that can affect this developmental process is the support of a stable environment. New Beginnings provides our youth the opportunity to make positive adjustments through this period and supports him/her to explore positive life changes.

Second Chance

This Board initiated program is for expelled students and is also offered to students from our coterminous board. The Program is designed to motivate students to understand the consequences of their behaviour, and to eliminate the negative behaviours which caused them to be expelled. This program places a strong emphasis on counselling support along with academic work. Once this goal has been reached, students will be recommended for reintegration into the regular school system. This program is staffed with teachers, counsellor(s), a social worker, and an administrator.



Board Polices and Procedures

In support of the Board's Multi-Year Plan, the Windsor-Essex Catholic District School Board follows a regular Policy Development, Approval and Review process. During the 2010-2011 school year, the policies listed in the Annual Plan For Policy Review 2010-2011 are scheduled for policy review and development. Input from staff and the community on this plan or any of the polices under review is welcomed, and is of great assistance in the policy development process. Policy Development is one of the most important responsibilities of the Board of Trustees. It is a vital process in carrying out our mission of "Learning together in Faith and Service." Policies and Procedures can be viewed at the following link:

2010-11 Strategic Priorities Plan for Senior Administration

In support of the Board's Multi-Year Plan, the Strategic Priorities Plan for Senior Administration can be found at the following link:

www.wecdsb.on.ca/pdf/senioradmin/strategic%20priorities%2020102011.pdf



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Foundations of Faith and Learning System Priorities 2009-2014

Faith Development

- 1 We seek to make Catholic faith integral to all aspects of our lives and learning.
- 2 We provide meaningful and ongoing Catholic faith formation for all students and employees.
- 3 We foster, through Our Journey to Holiness*, a spirit of kindness, compassion and service to the community.
- 4 We create, in all our places of learning and labour, welcoming, inclusive and safe environments in which the dignity and worth of each individual is valued as being in the image and likeness of Christ.
- 5 We embrace the Ontario Catholic School Graduate Expectations* as the desired outcomes for all our students as they pursue educational excellence.

* *Our Journey to Holiness.*

Windsor-Essex Catholic District School Board

* *Ontario Catholic School Graduate Expectations.*
Institute for Catholic Education

"We will strive, as a partnership of school, family and parish, to provide our students with a quality Catholic education rooted in Gospel teachings, enabling all to grow to their potential."

Student Achievement

- 1 We challenge all our students to become critical thinkers, effective communicators and problem-solvers through the development of literacy and numeracy skills.
- 2 We nurture well-rounded, faith-filled and contributing citizens by developing knowledge, understanding and proficiencies in sciences, arts, humanities, languages and technologies.
- 3 We enhance intellectual, physical, emotional and spiritual well-being through Healthy Active Living Education*.
- 4 We encourage effective communication among all partners in Catholic education to promote students' achievement and spiritual growth.
- 5 We support the professional development of all employees through training, mentoring and sharing best practices in order to enrich the educational experiences of our students.

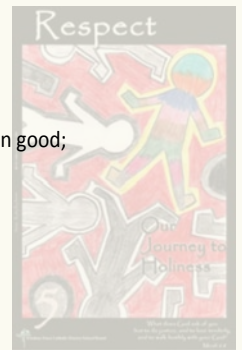
* *Healthy Active Living Education.*
Ontario Ministry of Education

"Learning together in faith and service"

CATHOLIC GRADUATE EXPECTATIONS

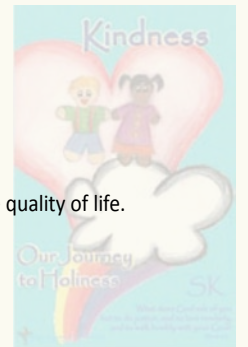
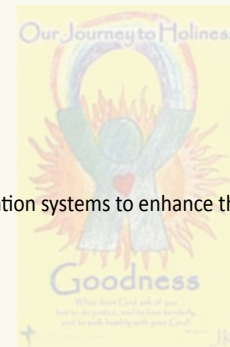
A Discerning Believer Formed in the Catholic Faith Community

- 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)



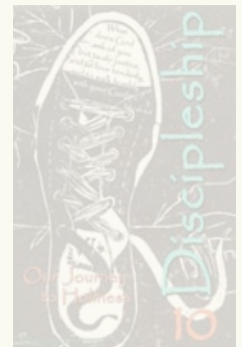
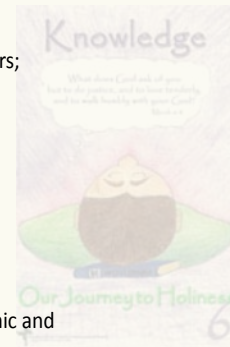
An Effective Communicator

- 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.

