



**Windsor-Essex Catholic
District School Board**

2011 – 2012

**STRATEGIC PLAN
PRIORITIES**

for

Senior Administration



WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Foundations of Faith and Learning System Priorities 2009-2014

"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."

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

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"

Director's Strategic Priorities

In January 2009, the Board of Trustees approved a new strategic plan for the Windsor-Essex Catholic District School Board. This document entitled "Foundations of Faith and Learning 2009-2014" included the System Priorities of Faith Development and Student Achievement. As Director of Education, I have outlined the following as my strategic priorities for 2011-2012:

Faith Development

- ✓ Continue to work cooperatively with Bishop Fabbro and Deaneries in support of Catholic Education;
- ✓ Take a leadership role in working with our Board's Friends and Advocates of Catholic Education Committee;
- ✓ Ensure in my regular school visits and in communicating to stakeholders that I continue to stress our mission of Faith Development as a primary objective;
- ✓ Conduct a system audit of Religion Classes in the context of program delivery and staffing;
- ✓ Expand the dialogue with Diocesan clergy to promote evangelization;
- ✓ Continue to foster support throughout our system for our Catholic Character Development document, "Our Journey to Holiness";
- ✓ Work closely with our Communications Officer to promote and support programs from St. Peter's Institute;
- ✓ Continue to provide and to support meaningful and ongoing Catholic Faith Development for all students and employees, with this year's theme in mind... "*If you love me, tend my sheep, feed my lambs*";

Director's Strategic Priorities

- ✓ Extend an invitation to meet twice a year with the leadership of our employee groups to discuss ways we can work together to promote Faith Development in our system;
- ✓ Expand the relationship with both Assumption University and King's College;
- ✓ Continue to strengthen the relationship with Local Members of Provincial Parliament (MPPs);
- ✓ Look for opportunities to showcase our successes in the area of Faith Development to our community;
- ✓ Continue to embrace and reinforce the Ontario Catholic School Graduate Expectations as the desired outcomes for all of our students as they pursue educational excellence;
- ✓ Work in cooperation with service providers to support our community, i.e., United Way Campaign, Transition to Betterness, Free the Children Foundation as well as other Catholic Mission organizations;
- ✓ Continue to work towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board and subsequent consults.

Student Achievement

- ✓ Student Achievement remains a top priority and I will continue to ensure our strategies are aligned with the Ministry of Education in working toward the goal of increased Student Achievement, closing the gap in achievement levels for all students and to increasing confidence for publicly funded Catholic education;
- ✓ Continue with ongoing support of professional development for all employees through training, mentoring and sharing best practices in order to enrich the educational experiences of all of our students;

Director's Strategic Priorities

- ✓ Encourage effective communication among all partners in Catholic education to promote Student Achievement and spiritual growth;
- ✓ Provide opportunities to enhance intellectual, physical, emotional and spiritual well being of all of our students;
- ✓ Work with all employee groups and parents to challenge all students to become critical thinkers, effective communicators and problem solvers through the development of literacy and numeracy skills within the broader context of faith formation;
- ✓ Ensure Student Achievement and the individual school improvement plans are focused topics of discussion. Set as a goal improvement in all areas of the EQAO Assessment;
- ✓ Continue to work with the University of Windsor to promote a sharing of resources to support our students and schools in the areas of education research and physical well being;
- ✓ Continue to strengthen the relationship with Local Members of Provincial Parliament (MPPs);
- ✓ Continue to work towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board and subsequent consults.



Paul A. Picard

Director of Education

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|--|--|
| Continue to work cooperatively with Bishop Fabbro, and the Deaneries in support of Catholic Education | Meet twice a year with Bishop Fabbro Attend initial Deanery meetings to explain my strategic priorities for the year Regional Meetings with Trustees from Diocesan Boards | 2011 - 2012 Ongoing September 2011 | Open, transparent, positive communication and support |
| Take a leadership role in working with our Board's " Friends and Advocates of Catholic Education Committee" | Ensure solid Catholic Education support representation from all of our stakeholders on the various committees Regular updates to Trustees on our progress | 2011 - 2012 Ongoing | Our Catholic community understands our focus in promoting and fostering Catholic education |
| Ensure that in my regular school visits and in communicating to stakeholders that I continue to stress our mission of Faith Development as a primary objective | Regular school visits Attend initial Special Education Advisory Council Meeting Attend initial Parent Involvement Committee, Elementary and Secondary Umbrella School Council Meetings Attend initial Student Senate Meeting- Faith Day | 2011 – 2012 September 2011 September 2011- October 2011 October 2011- December 2011 | Faith development is seen as a priority in our school system |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|---|---|
| Conduct a system audit of Religion Classes in the context of program delivery and staffing | Instruct Principals to audit one religion class per semester per grade level and forward a report to their school supervisory officer on curriculum based Faith Development | 2011-2012 | Faith development is seen as a priority in our school system |
| Continue to foster support throughout our system for our Catholic Character Development document, "Our Journey to Holiness" | Regular school visits Share information at the initial Special Education Advisory Council Meeting, the initial Elementary and Secondary Umbrella School Council meeting and the initial Student Senate Meeting | Ongoing September 2011 September 2010 October 2011 | Ensure involvement at the school, board and community level |
| Work closely with our Communications Officer to promote and support programs from St. Peter's Institute | Timely communication and encouragement to participate in planned programs from Saint Peter's | 2011 - 2012 | Ongoing communication to the Catholic community of planned activities |
| Continue to provide and to support meaningful and ongoing Catholic Faith Development for all students and employees, with this year's theme in mind... "If you love me, tend my sheep, feed my lambs." | Together in Faith Day Student Retreats Employee Retreats | September 2011 2011 – 2012 2011 - 2012 | Ongoing involvement in employee and student retreats |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|--|------------------|--|
| Extend an invitation to meet twice a year with the leadership of our employee groups to discuss ways we can work together to promote Faith Development in our system | A planned agenda that will foster open communication and dialogue | 2011 – 2012 | Ensure that the recommendations coming out of these meetings are followed up on |
| Continue to strengthen the relationship with Local Members of Provincial Parliament (MPPs) | Invite them to meaningful events within the Board and our Schools Request an annual meeting to discuss education and community issues | 2011-2012 | Work with Senior Administration and Principals to reinforce communication |
| Expand the relationship with both Assumption University and King's College | Inform staff, students and parents of their various programs | 2011-2012 | Continued expansion of both partnerships |
| Look for opportunities to showcase our successes in the area of Faith Development to our community | Will be part of the Director's report at each of the scheduled regular Board meetings Continue to highlight on Board website in our "Good News" folder Use of Synervoice | 2011 – 2012 | Working with the Communications Coordinator to review on a regular basis our work in this area |
| Continue to embrace and reinforce the Ontario Catholic School Graduate Expectations as the desired outcomes for all of our students as they pursue educational excellence | Work with Student Trustees and the Student Senate to reinforce this goal Share this information at the initial meeting of our Elementary and Secondary School Umbrella Groups | 2011 - 2012 | Work with Senior Administration and our Principals to reinforce these expectations |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|------------------|---|
| <p>Work in cooperation with partners in Windsor and Essex County along with the Diocese to promote the institutional church to the families we serve in our Catholic schools</p> | <p>Hold regular meetings with Episcopal Vicars of the Diocese Expand the dialogue with Diocesan clergy to promote evangelization</p> | <p>2011-2012</p> | <p>Open, transparent, positive communication and support for our school communities</p> |
| <p>Work in cooperation with service providers to support our community</p> | <p>Support United Way campaign Support Transition to Betterness Support Free the Children Foundation and other Catholic Mission organizations</p> | <p>2011-2012</p> | <p>Successful fund raising involvement</p> |
| <p>Continue to work towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board and subsequent consults</p> | <p>Monitor various departments to ensure recommendations are implemented</p> | <p>2011-2012</p> | <p>Ongoing discussion on implementation with Senior Administration Team</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

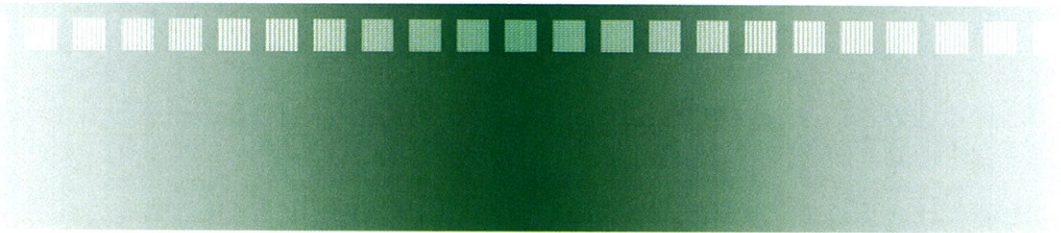
| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|--------------------|--|
| <p>Student Achievement remains a top priority and I will continue to ensure our strategies are aligned with the Ministry of Education in working toward the goal of increased Student Achievement, closing the gap in achievement levels for all students and to increasing confidence for publicly funded Catholic education</p> | <p>Stress importance of these goals at all meetings of stakeholder groups</p> <p>Meetings with Principals re: Management of the Instructional Process</p> <p>Director's Annual Report</p> | <p>2011 - 2012</p> | <p>Continued board improvement in all of these areas</p> |
| <p>Continue with ongoing support of professional development for all employees through training, mentoring and sharing best practices in order to enrich the educational experience for all of our students</p> | <p>Professional development workshops</p> <p>New Teacher Induction Program</p> <p>Principal Mentoring Program</p> <p>Teacher and Support Staff Leadership Programs</p> | <p>2011 - 2012</p> | <p>Positive feedback from the employees involved in these workshops and programs</p> |
| <p>Encourage effective communication among all partners in Catholic education to promote Student Achievement and spiritual growth</p> | <p>Working with our Communications Officer to get messages out to stakeholders in a timely fashion</p> | <p>2011 - 2012</p> | <p>Positive feedback from our stakeholders</p> |
| <p>Continue to strengthen the relationship with Local Members of Provincial Parliament (MPPs)</p> | <p>Invite them to meaningful events with the Board and our Schools.</p> <p>Request an annual meeting to discuss ongoing education and community issues</p> | <p>2011 - 2012</p> | <p>Work with Senior Administration and Principals to reinforce communication</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|------------------|---|
| Provide opportunities to enhance intellectual, physical, emotional and spiritual well being of all of our students | Appropriate field trip approval for sports teams, visual artists, choirs and bands Anti Bullying Programs Rachel's Challenge Program and Initiatives | 2011 - 2012 | Positive feedback from school communities involved in these initiatives |
| Work with all employee groups and parents to challenge our students to become critical thinkers, effective communicators and problem solvers through the development of literacy and numeracy skills within the broader context of faith formation | Professional development opportunities Effective communication Director's Annual Report | 2011 - 2012 | Continued improvement and focus in these areas |
| Continue to work with the University of Windsor to promote a sharing of resources to support our students and schools in the areas of education research and physical well being | Seek assistance from the University in conducting research related to our board's student data | 2011-2012 | Enhanced partnerships to promote improved student achievement |
| Ensure Student Achievement and the individual school improvement plans are ongoing topics of discussion. Set as a goal improvement in all areas of the EQAO Assessment | Focus at Executive Council and Principal Meetings Family of Schools Meetings Individual school visits School Improvement presentations at Board Meetings | 2011 - 2012 | System awareness of the priority of Student Achievement |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|-------------|--|
| Continue working towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board and subsequent consults | Monitor various departments to ensure various recommendations are implemented | 2011 - 2012 | Ongoing discussion on implementation with the Senior Administration Team |



Cathy Geml

Associate Director of Education
Student Achievement K to 12



STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|--|--|
| <p><i>In keeping with our Catholic Graduate Expectations...</i></p> | | | |
| <p><i>Implementation of a proactive approach to student mental health and well-being and its effect on student achievement</i></p> | <p>Student Mental Health Consultant Emergent with existing support staff plan in conjunction with Senior Administration Friends for Life: VPs, ECE, Behav. Specialists and Social Workers trained to implement, as well as, Catholic Central Secondary (Urban Grant) Develop a collaborative but defined referral protocol for Mental Health/Safe Schools/Special Ed.</p> | <p>2011-2012 School Year Fall/Winter 2011-2012</p> | <p>Tracking of the number of referrals to Psychology, Social Work, Back on Track rooms and support services Evidence of more appropriate referrals to specific departments with less overlap of services</p> |
| <p><i>Build on the 2010-11 PD day focus "Creating an Awareness of Student Mental Health and Well-Being" to build greater capacity in board staff and recognition of human weakness and to develop one's God-given potential</i></p> | <p>System PD Webcast re: Next Steps, utilizing the document, "Making a Difference-An Educator's Guide to Child and Youth Mental Health Problems".</p> | <p>Fall 2011</p> | <p>Increased awareness as evidenced through increased consultation with Psychology, Social Work and Behaviour Specialists</p> |
| <p><i>"Move One in His Name" Board theme for 2010-2011 to be continued for the 2011-2012 school year</i></p> | <p>Challenge all WECDSB staff to choose one student and move them forward socially, emotionally, spiritually and/or academically Expand focus to include the concept of "Marker Students"</p> | <p>2011-2012 School Year</p> | |
| <p>Implementation Fully Alive Program Grade 5</p> | <p>Distribution of the revised resource</p> | <p>2011-2012 School Year</p> | <p>Implementation of the new document</p> |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|--|--|
| <p>Employee Faith Formation <i>Provide ongoing faith development opportunities</i></p> | <p>Retreat opportunities for employees Board Wide Together In Faith Day: “If you love me, tend my sheep, feed my lambs” Professional Development opportunities for Faith Ambassadors Summer Institute session</p> | <p>2011-2012 School Year</p> | <p>Increase participation in faith based activities Ongoing faith development</p> |
| <p>Senior Administration <i>Develop and expand relationships with clergy, faith community and Senior Administration</i></p> | <p>Catholic Education Forum: Senior Administration and Parish Priests, Board Trustees, Jill Braido Ongoing dialogue between Senior Admin, Fr. Dwayne Adam (PIC member) with Parent Involvement Committee (PIC) re: discernment process</p> | <p>September 23, 2011 2011-2012 School Year</p> | |
| <p>Student Faith Formation <i>Provide ongoing faith and Catholic character development opportunities for students to support and encourage the Catholic Graduate Expectations</i></p> | <p>Coordinate retreats for students, System wide Grade 11 Faith Day, Faith Formation Day for all Student Council members, “When Faith Meets Pedagogy” Youth Forum Student Parliament/Cross Panel dialogue with facilitator, Dan Moynihan</p> | <p>2011-2012 School Year</p> | <p>Increase participation in faith based activities Evidence of being a discerning believer, effective communicator, collaborative contributor, reflective and creative thinker, self-directed, responsible learner and a responsible citizen through their involvement, actions and priorities</p> |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|---|--|
| <p><i>To facilitate ongoing communication between the Diocese/Board/parishes/schools.</i></p> | <p>Continued focus on board wide Catholic Character Development strategy Annual Catholic Character Awards recognizing students who answered God's call to "Act justly, love tenderly and walk humbly with their God"</p> <p>Catholic Education Forum Family of Schools Parish/School Day Liaison with the Office of the Bishop, Deanery and Parishes Shared faith development initiatives throughout the year Continue to liaise and participate in a variety of collaborative activities with St. Peter's Institute including the Annual Festival of Faith Delivery of Parts I, II and II of Religion Course Catholic Education DVD Project</p> | <p>2011-2012 School Year</p> <p>September 23, 2011</p> <p>2011-2012 School Year</p> <p>2011-2012 School Year</p> <p>2011-2012 School Year</p> <p>2011-2012 School Year</p> <p>2011-2012 School Year</p> | <p>Board plan in place and fully implemented</p> <p>Ongoing communication with the Office of the Bishop, Deanery and Parishes</p> <p>Ongoing communication with St. Peter's Institute and shared planning.</p> <p>Ongoing faith development</p> <p>Increased skill and confidence in the teaching of Religion</p> <p>Ongoing Faith development</p> |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--------------------------|---|---|--|
| | <p>Communicate to all stakeholders the goals of Catholic Education</p> <p>Assumption University partnership with Fr. Chris Valka working together to increase student participation and to consult on the Arts and Faith based projects and activities</p> <p>Partnership with King's College to develop a communication strategy</p> <p>"The Enduring Gift" DVD to be shared with parish priests at the Catholic Education Forum and with staff and students</p> | <p>2011-2012 School Year</p> <p>2011-2012 School Year</p> <p>2011-2012 School Year</p> <p>September 23, 2011 at the Catholic Education Forum (priests); Director's Together in Faith Day (staff); School-based via Principal (students)</p> | <p>Key goals of our Catholic education clearly articulated</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|--|--|---|
| <p>Assessment/Evaluation and Reporting (A.E.R.)</p> <p><i>Continuum of the recent (2010-2011) MOE "Growing Success" document and the WECDSB Assessment / Evaluation and Reporting document (Policy, Procedures, Guideline Gr. 1-12) that will assist our students in becoming reflective thinkers, self-directed and responsible learners (as per our Catholic Graduate Expectations(CGE))</i></p> | <p><u>Phase Four – Continuum</u> Teachers, parents, community partners</p> <p>Principals provide Gr. 7 teachers with electronic Student Profiles to support the Student Achievement focus on the "Marker Student" and tracking from Gr.1-12 (principals were trained last year)</p> <p>Principals, in discussion with classroom teachers, will identify one student from each class and track (by school and at the system level) the student's achievement related to effective teaching strategies. Report 1 and Report 2 overview provided to the system as a reference guide</p> <p>Electronic revisions of the AER document will be provided to the system</p> <p>Roll-out of the AER Parent Pamphlet</p> | <p>September 22, 2011 full-day Principals' meeting will be utilized to review the process and analyze school EQAO data</p> | <p>Principals will have evidence of the expectations outlined in teacher planning</p> <p>School and system data collection will support an increase in student achievement K-12, including students with special learning needs</p> <p>Evidence of S.M.A.R.T. Goals in School Improvement Plans and IEPs.</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|---|--|
| <p><i>Revisit the new 'Comment Framework' specifically addressing personalized comments and specific subject areas, use of "NA", and appropriateness of the use of an Alternative Report</i></p> | <p>Secondary: training in Semester 2 via full-day PD day</p> <p>Elementary/ESL/Special Education: training via full-day PD day</p> | <p>February 10, 2012 PD day, continuum from 2011</p> <p>2011-2012 School Year</p> | <p>Throughout the year, individual schools and principals were supported by phone and/or email with any concerns, as well as the April 2011 PD day. These contacts assisted the Student Achievement (SA) Team in monitoring concerns and will continue to be an indicator for the 2011-2012 school year</p> <p>Monitoring by school site</p> |
| <p><i>Create a venue for assessment guidelines for teachers</i></p> | <p>Revise and update the annual Assessment Schedule to include CASI for Grade 8 (previously in-serviced) to align with reporting periods</p> | <p>Beginning in Term 1</p> | |
| <p><i>OSR Guidelines: revisit transition reporting and timelines</i></p> <p><i>Kindergarten Progress Report and Report Card pilots in the Full-Day Early Learning sites</i></p> | <p>Begin to develop a strategy in conjunction with the union, pending a ministry directive</p> <p>Ministry is entertaining a provincial focus group that may support the WECDSB's planning</p> | <p>Beginning Fall 2011</p> | |

Cathy Genl, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|--|------------------------------|--|
| <p>School Effectiveness Framework (SEF) K-12</p> | <p>Continue focus on Curriculum, Teaching, Learning & Assessment, for, as of Learning</p> | <p>2011-2012 School Year</p> | <p>Self-reflection tool Teacher and Principal feedback</p> |
| <p>Student Learning Scans (SLS) in an additional 12 Elementary schools (100% completion of Elementary schools) Revisit 2 schools for monitoring Implementing SLS in 2/8 secondary schools (not achieved last year), to include one county and one secondary site</p> | <p>Job-embedded professional development and support that is school/student specific provided by Board Strategy Team (BST- elem), Literacy/Numeracy Support Teachers (sec), Student Success Teacher (sec), 2 D.I. Coaches, Program Consultants, Special Education Coordinators</p> | <p>2011-2012 School Year</p> | <p>-EQAO -PM Benchmarks -CBM scores -Report cards -Development of student/ classroom/ school profiles In 2010-11, 15 elementary schools partook in SLCs Monitoring was done by revisiting one site S.M.A.R.T. Goals that clearly outline learning goals and success criteria</p> |
| | <p>Secondary schools will partake in Critical Pathways in Literacy and Numeracy</p> | | |

Cathy Geml, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|--|---|---|
| <p><i>As per our Catholic Graduate Expectations (CGE), support students in developing as effective communicators and learn to read, understand and use written materials and to think reflectively and creatively to evaluate situations and solve problems</i></p> | <p>Build teacher capacity (as per above strategies) in teaching students how to discover “how” they learn and to self-reflect and plan accordingly in order to maximize their own learning</p> | <p>2011-2012 School Year</p> | <p>During the Student Learning Scans, students are able to clearly express what they are learning and how they make informed decisions about how they learn</p> |
| <p><i>Increase awareness and knowledge of school improvement and student achievement with administrators</i></p> | <p>Each Principal will present to the Board a 10 minute presentation on the status of student achievement in their school.</p> <p>Continuation of the “Lunch & Learn” for Principals at the Family of Schools meetings</p> <p>Expand on the opportunities for administrators by having 3 full-day Principal meetings</p> <p>Leading Student Achievement (LSA) –Network for Learning Principals in capacity building sessions with a focus on Grades 7-10</p> | <p>2011-2012 School Year</p> <p>Full day Principal meetings re: Student Achievement on September 22, November 30 2011, April 25, 2012</p> <p>Focus of Family of Schools meetings will be Faith Development and the Blended Learning Model</p> <p>3 times per year in 2011-2012</p> <p>1 regional meeting</p> <p>2 provincial meetings in conjunction with Board support</p> | <p>Trustee/ Principal feedback</p> <p>Evidence of S.M.A.R.T. Goals in School Improvement Plans and monitored by the S.O.</p> <p>Principal feedback</p> <p>Observed applicable changes in the schools;</p> <p>Visits by SO’s develop and monitoring of school visit summary.</p> <p>TBA after first provincial meeting</p> |
| <p><i>Increase leadership capacity in student achievement</i></p> | | | |

Cathy Genl, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|---|---|
| <p><i>Increase teacher confidence in planning and teaching mathematics, deliver effective instructional strategies, manage student behavior in math class</i></p> | <p>Collaborative Inquiry for Learning in Mathematics (CIL-M) with a focus on Co-planning and Co-Teaching in the area of mathematics to include 4 Principals</p> <p>Principals are an integral part of the process but it will also expand to include classroom teachers and Learning Support Services Teachers (LSST)</p> <p>Secondary Principals will be in-serviced on “look-fors” for their classroom walkthroughs</p> | <p>One half-day of introduction, 5 full days with the LNS and 4 full days between sessions at individual schools</p> <p>This is a one year commitment to be reviewed in June 2012</p> | <p>Teacher surveys, student surveys, teacher interviews, Board review of student performance</p> |
| <p><i>Raise awareness and teacher capacity in student achievement.</i></p> <p><i>Provide training to Principals to assist them in monitoring student achievement on an ongoing and consistent basis</i></p> | <p>Support will continue to be school-based/ job-embedded with a collaboration of resources for all initiatives and provided by the Board Strategy Team (BST), Consultants, Differentiated Instruction (DI) Coaches, Coordinators</p> <p>Cycles of Instruction and Professional Learning Communities, including LSSTs and Spec. Ed. Coordinators</p> | <p>2011-2012 School Year</p> <p>Monthly</p> | <p>Improved and sustained student achievement: EQAO, PMB, CBMs, Report Cards and CASI results for Gr’s 7 & 8</p> <p>Attendance and expression of indicators</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|--|---|
| <p><i>To incorporate and model the Blended Learning Model throughout our professional development, training, etc.</i></p> | <p>Include sessions of interest (via teacher survey) in Summer Institute (i.e. Combined Grades, Spec. Ed., etc.)</p> <p>Provide voluntary monthly after-school professional development for teachers and support staff</p> <p>Schools in the Middle and Schools Helping Schools initiatives</p> | <p>2011-2012 School Year</p> | <p>Networking and feedback with principals and teachers</p> |
| | <p>Phase I</p> <ul style="list-style-type: none"> -Implement digital pilots in all of our secondary schools and in the elementary schools -Make physical changes to existing Learning Commons Areas (LCAs) -Wireless capacity in ALL secondary schools -Wireless capacity in ALL elementary school LCAs -Wireless capacity throughout ALL elementary schools -Provide Learning Commons staff to all elementary and secondary schools -Redistribution of library books | <p>Beginning Fall 2011 and continued throughout the school year</p> <p>Some schools completed during the summer, ongoing</p> <p>Completed for September 2011</p> <p>By November 2011</p> <p>Ongoing throughout the next year</p> <p>completed</p> <p>completed</p> <p>Financial support endorsed</p> | |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|--|---|
| | <ul style="list-style-type: none"> -Continued financial support of EBSCO online resources and increased staff support of the resource -PD within the Family of Schools model to include Board Strategy Team, Consultants and Spec.Ed. Coordinators -Input from the Elem/Sec. Umbrella Groups and PIC <p>Phase 2</p> <ul style="list-style-type: none"> -Equipment needs, ie. Mounting of Smartboards, projectors, screens, etc. -Secondary Student Parliament Forum -Revisions to the Policy and Procedures pertaining to the Use of Technology -Support administrators in the implementation of their respective school plans | <p>Staff training will be done through PD days and Family of Schools meetings with P/VPs</p> <p>Ongoing</p> <p>Beginning 2011-2012 school year</p> <p>Fall 2011</p> <p>Ongoing</p> | |
| <p>IEPs Measurable goals (S.M.A.R.T. goals) Expectations tied to the Ontario Curriculum</p> | <p>Continue and expand on internal IEP audit</p> <p>Provide ongoing support directly to teachers through the Spec.Ed. Coordinators, Program Specialist and BST</p> | <p>2011-2012 School Year</p> | <p>Through our IEP audit, CBMs, PMBs and report cards</p> |

Cathy Geml, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|---|---|
| <p><i>Increase the number of students from Level 1 to Level 2, Level 2 to 3 and Level 3 to 4 with an identified Learning Disability in Grades 3-6</i></p> | <p>Identify "Marker Students" in Grades 3-6 based upon PMBenchmarks, Curriculum Based Monitoring (CBMs from PALS), CASI and Report Card data and provide specific intervention at a school level(classroom teacher and LSST) and system level (BST and Coordinators/Consultants)</p> | <p>2011-2012 School Year</p> | <p>Examine results of the Summary of Student Achievement Report from the previous and current school year for achievement data</p> |
| <p><i>Improve the structure of the Life Skills program in secondary schools</i></p> | <p>Gather input from Spec.Ed. Dept. Heads, Life Skills teachers, Coordinators, Chief Psychologist and Program Specialist to develop Phase 1 of a formalized Life Skills program</p> | <p>Pilot plan development to begin in Fall 2011, pilot implementation at designated sites for Semester II</p> | <p>Feedback from all parties involved</p> |
| <p><i>Improved Transition Planning</i></p> | <p>Continue with 2009-10 plan, with a second Program Specialist</p> <p>Expand Pilot "Connections for Students" in collaboration with Thames Valley Children's Centre and partake in a Ministry review of Connections</p> <p>Expand iPod project for students to support transition from elementary to secondary</p> <p>Explore the possibility of incorporating the Connections model with other community agencies</p> | <p>2011-2012 School Year</p> | <p>Meet criteria for PPM 140 and observe outcomes of transition plans</p> <p>Monthly meetings with Thames Valley Children's Centre to monitor transition progress</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|------------------------------|---|
| <p>P.A.I.S. (Peer Assisted Learning Strategies)</p> <p><i>Improve Programming Fidelity</i></p> <p><i>Improve consistency in data tracking/reporting</i></p> <p><i>Foster a better understanding of remedial uses of the program</i></p> <p><i>Fine tune implementation of PALS reading in Life Skills classrooms</i></p> <p><i>Begin use of Math PALS prompts and Math CBM tools</i></p> <p><i>Demonstrate the power of CBM tools for instructional decision making</i></p> | <p>Site visits</p> <p>Move to STA/Trillium entry system in partnership with Maria Truant</p> <p>Graduate student program</p> <p>Discussion of remedial uses at school-based meetings</p> <p>Discussion of importance of all components of programming Psych services and Spec.Ed. Coordinators will assist</p> <p>University of Windsor research partnership will work with the data</p> | <p>2011-2012 School Year</p> | <p>Reduce wait times for psychological assessments</p> <p>Reduce referrals for reading related difficulties</p> <p>Reduction in the number of referrals to special services</p> |
| <p>PEER Pals (Peer Establishing Effective Relationships)</p> <p><i>Introduce the classroom component in identified schools</i></p> | <p>Provide new outdoor equipment for each school</p> <p>Update painted playground activities at elementary sites</p> <p>Upgrade social kits in secondary schools</p> | <p>2011-2012 School Year</p> | <p>Data to demonstrate increased reading fluency via CBMs, PMBs, EQAO and ongoing teacher assessment and evaluation</p> <p>Decrease in behaviour with data</p> |

Cathy Genl, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|------------------------------|---|
| <p><i>Increase social interaction</i></p> <p><i>Increase data collection to support purchase of resources and materials</i></p> <p><i>iPad pilot at 2 elementary sites</i></p> <p><i>Increase students achieving at Level 1 to Level 2</i></p> <p><i>Level 2 to Level 3</i></p> <p><i>Level 3 to Level 4</i></p> | <p>Additional support for teaching social skills (DTT)</p> <p>Utilize technology, iPads, iPods</p> <p>Job embedded training for staff</p> <p>Program Specialist to make regular visits to programs</p> <p>Graduate student from the University of Windsor will collect data</p> <p>Incorporate a more focused approach on reading/writing by concentrating on comprehension /retelling/making connections</p> <p>Expand on the "Move One in His Name" focus from 2010-11 with a specific focus on "Marker Students". Grade 7 teachers will be provided with a profile of their students and these students will be "tracked" through Gr. 10</p> <p>Continued and expanded use of technology in the form of iPods and iPads (blended model) to assist students in moving from Level 2 to Level 3</p> | <p>2011-2012 School Year</p> | <p>Evidence of alignment between PMB/CBM's & EQAO, report card data/CASI and other standardized assessments</p> |

Cathy Geml, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|--------------------------|--|
| <p>Secondary</p> <p>OSSLT 2011-2012 <i>Increase the pass rate of students enrolled in Applied level English from 55% to 60%</i></p> | <p>Principal, SO, LST, English Program Consultant (EPC), DI Literacy Support teacher analyze 2011 OSSLT IRs to identify areas of concern</p> | <p>Semester 1</p> | <p>Report Card results on Gr. 9 Applied English courses indicate a higher pass rate > 59%</p> |
| <p><i>Increase the pass rate for students who were previously eligible to write the OSSLT from 47% to 52%</i></p> | <p>Gr. 9 Practice Literacy Test - LSTs to identify areas of concern to be addressed in Gr.9 English courses; DI Support teacher and EPC work with LSTs to assist Gr.9 Applied English teachers in focusing on the needs of the students</p> | <p>Semester I and II</p> | <p>Teaching strategies are focused on the areas of student need and achievement results show improvement in areas of concern</p> |
| <p><i>Decrease the gender gap between boys and girls from 7% to 5%</i></p> | <p>Teacher Learning Critical Pathway (TLCP)- Gr. 10 Applied English teachers, DI Literacy coach, LSTs, EPC to apply successful teaching strategies</p> | <p>Semester I</p> | <p>Increased use of student data to identify and apply appropriate teaching strategies to assist the learners in being more successful as reflected in report card achievement/pass rates > 59%</p> |
| <p><i>Apply the use of boys' literacy materials and DI strategies to focus on boys' engagement via DI support teacher working with LSTs and Gr. 10 English classes</i></p> | <p>Apply the use of boys' literacy materials and DI strategies to focus on boys' engagement via DI support teacher working with LSTs and Gr. 10 English classes</p> | <p>Semester I and II</p> | |

Cathy Geml, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|--|--|
| <p><i>Increase the pass rate of students in special education from 45% to 50%</i></p> <p><i>EQAO Gr. 9 Math</i> <i>Increase the pass rate of students enrolled in 2012 Gr. 9 Applied Math from the achievement in 2011 EQAO Gr. 9 Math results</i></p> | <p>Generate student profiles through data warehouse to gather background info on students. Do a diagnostic assessment at the beginning of Gr. 9 to identify strengths and weaknesses and to implement focused interventions to build capacity in making connections, summarizing, inferencing, etc.</p> <p>Principal, SO, NST's, DI Numeracy support teacher and Math Program Consultant (MPC) analyze 2011 EQAO math results/ITRs to identify areas of concern and necessary remediation</p> <p>Diagnostic assessment at the beginning of Gr. 9 to identify strengths and weaknesses to implement focused interventions to build capacity in managing multiple choice questions and problem solving assessments</p> <p>DI Numeracy support teacher assisting in co-planning, co-teaching with Gr. 9 Applied math teachers and Numeracy Support to</p> | <p>Semester I and II</p> <p>Semester I and II</p> <p>Semester I</p> <p>Semester I and II</p> | <p>Increased use of Visual, Auditory, Kinetic (VAK) learner profiles and achievement and assessment data to align teaching strategies with learning styles</p> <p>Report Card results on Gr. 9 Applied Math courses indicate a higher pass rate of > 59%</p> <p>Teaching strategies are focused on the areas of student need and achievement results show improvement in areas of concern</p> |

Cathy Geml, Associate Director of Education

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|---|---|
| <p>Credit Accumulation/Pass Rates <i>Increase board credit accumulation results in Gr. 10 (16 credits at 16 years of age)</i></p> | <p>align teaching strategies with student learning styles</p> <p>TLCP-Gr. 9 Applied Math teachers, DI Numeracy teacher, NSTs, MPC to apply successful teaching strategies</p> | <p>Semester I and II</p> <p>Semester I and II</p> <p>Semester I and II</p> <p>Semester I and II</p> | <p>Increased use of student data to identify and apply appropriate teaching strategies to assist the learners in being more successful as reflected in report card achievement with pass rates >59%</p> <p>Term II, Semester I – increase in credit accumulation results indicated by the number of Gr. 10 cohort who have passed 4 credits</p> <p>Term II, Semester II – increase in credit accumulation results indicated by the number of Gr. 10 cohort who have passed 8 credits</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12

2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|---|--------------------------|---|
| <p><i>Increase pass rates to greater than 59% in compulsory credit courses in Gr. 9 (English, Math, Science, Geography, French)</i></p> | <p>Principal and data team analyze mid-term and final grade achievement results and create a culture with students that minimum pass rates are not sufficient</p> | <p>Semester I and II</p> | <p>Term II, Semester I and Term II, Semester II pass rates are >59% in core compulsory courses have increased by 10%</p> |
| <p><i>Increase pass rates to greater than 59% in compulsory credit courses in Gr. 10 (English, Math, Science, History, Careers/Civics)</i></p> <p><i>Increase identifying, tracking, monitoring of students with special learning needs to ensure that the early leaver rate is minimized</i></p> | <p>Same as above</p> <p>Principal, Guidance, Spec.Ed., SST use student profile data to assist students who are at risk of not meeting targets on credit accumulation and pass rates</p> | <p>Semester I and II</p> | <p>Track students from feeder schools identified early (Gr.7 “Marker Students”), diagnostics and interventions determined to assist their transition to high school</p> |
| <p>School Culture/Pathways</p> <p><i>To increase alignment of teaching strategies and assessment practices with student learning needs</i></p> | <p>Continue with PLCs in 2011-2012 to ensure an extension of the dialogue that started 2010-2011 on effective teaching strategies and assessment practices with the emphasis on student learning needs (achievement, learning styles, prior learning interests)</p> | <p>Semester I and II</p> | <p>Identification, implementation and acceptance of effective teaching and assessment practices; Increase in the number of Gr. 9 and 10 Applied English and Math teachers who volunteer to work with DI Support teachers in numeracy and literacy and the PCE/PCM in co-planning and co-teaching lessons using effective DI teaching strategies</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT K-12
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|--------------------------|--|
| <p><i>Initiate the learning scan process in the secondary panel with students in Gr. 9 and 10 English and Math Applied classes by utilizing the School Effectiveness Framework (SEF), particularly in curriculum, teaching and learning and assessment for, as and of learning</i></p> | <p>To conduct 2-4 learning scans in the 2011-2012 school year</p> | <p>Semester I and II</p> | <p>Student dialogue reflects the emphasis on meeting learning needs, particularly in the articulation of the learning goal, success criteria and next steps</p> <p>Evidence of utilization of learning supports, i.e., anchor charts</p> |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|--|----------------------------|--|
| Continue with the Faith Development Component of the New Teacher Induction Program | Provide greater exposure to Faith Development through Mentorship. Increase mentor awareness of Faith Development link to system strategic expectations. | Fall, 2011 Spring, 2012 | More faith focused program Increased awareness on the part of mentors and mentees. |
| Equity and fairness of hiring | Ensure that hiring practices for teaching and all support staff continue to be consistent in terms of equity (gender, minorities). | Ongoing | Occasional staff will continue to develop as Catholic educators with the goal of becoming a statutory teacher in the future. |
| Workplace Satisfaction | Work with all local affiliates to ensure that the workplace is free from harassment and violence where each employee is valued and treated with respect, dignity and acceptance. | Ongoing | Less grievances/ arbitration in this area. |
| Development of strategies to increase awareness of our Catholic School system to increase retention | Work with the local affiliates. Family of schools to develop ways to inform our local communities of the benefits of a Catholic school education | Ongoing | Schools who currently have low retention rates will be actively targeted and retention rates will increase for the 2012/13 school year |
| Continue to develop a strong knowledge of our Catholic school history with our aspiring leaders as well as our Newly Appointed School leaders through the leadership and Mentoring programs | Provision of reading materials to the candidates as well as an historical presentation in the first few sessions | Fall 2011 / Spring 2012 | This newly acquired knowledge and understanding of our past will bring a stronger commitment to the preservation of our Catholic schools in each of their schools. |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

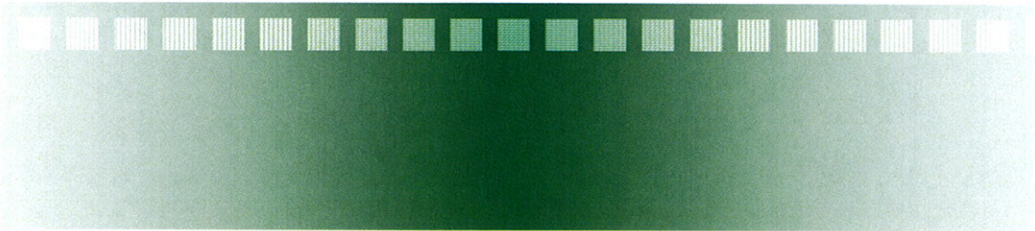
| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|----------------|--|
| Review and Implementation of the relevant recommendations from PriceWaterhouseCoopers on Staff Allocation, Recruitment and hiring processes. | Ongoing discussions with the department and SO's on best practices and areas of change and modification. Comparison of current practices and recommendations. | Ongoing | Staff in the WECDSB and prospective candidates will have a clear understanding of the requirements for hire and the reasons for success. This will ensure that the staff dealing with our students on a daily basis will experience job satisfaction which in turn will result in successful students. |
| School Improvements through increased school monitoring | Continue to monitor school improvement and achievement with regular communication with school principals and visits to schools to review effective school indicators | All year | Continued success and improvement of each school and the students. |
| Increase Student Achievement through increased complement of Vice Principals (Teaching) | Work with School Administrators to place Vice Principals into "teaching positions" at both elementary and secondary level. Ensure aggregate prep model incorporates these new Vice Principals | September 2011 | Less "disconnect" between teaching staff and school administration. |
| Standardization of Aggregate Prep Delivery model | Work in conjunction with OECTA to enhance student achievement with aggregate prep delivery to supplement classroom teaching | All year | Aggregate prep to be viewed as a reportable component of the instructional day which enhances learning and achievement for all students. |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---|--|------------------|---|
| <p>Increase the credibility of the teaching Vice Principals by ensuring that the teaching aspect of their role is meaningful and reportable</p> | <p>Work with the principals in scheduling timetables that enhance learning in the school</p> | <p>Ongoing</p> | <p>There will be a measurable difference in the perception and success of the VP model and its role in our schools.</p> |

Mario Latonna

Executive Superintendent of Business



**ACHIEVEMENT
EXPECTATIONS**

STRATEGIES

TIMELINES

**SUCCESS
INDICATORS**

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| | | | |
|--|---|---|---|
| <p>Continue to focus budget development and resource allocation on promoting faith-based activities in schools and throughout the Board.</p> | <p>Give priority to allocating funding to budget areas that promote and enhance the faith journeys of students, their families and staff.</p> | <p>Sept. 2011 to Aug. 2012</p> | <p>Budget accounts are protected for faith-based activities.</p> |
| <p>Continue to foster a faith-based work environment.</p> | <p>Continue to provide daily faith reflections by email. (M. Latonna)</p> <p>Continue to promote participation by staff through prayer at formal meetings and by encouraging attendance at faith activities. (M. Latonna)</p> | <p>Sept. 2011 to Aug. 2012</p> <p>Sept. 2011 to Aug. 2012</p> | <p>Emails are sent out in the noted frequency.</p> <p>Prayer is conducted as recorded in minutes and staff attends faith activities.</p> |
| <p>Continue regular liaison with the Diocese on business/property matters for the purpose of advancing the mutual interests of both the Diocese and the Board.</p> | <p>Conduct at least one meeting per school year with senior Diocese administration and local Deanery representatives. (M. Latonna)</p> <p>Conduct at least one meeting per school year with Diocese staff. (M. Latonna)</p> | <p>January 2012</p> <p>February 2012</p> | <p>Meeting conducted with minutes subsequently prepared and distributed to attendees.</p> <p>Meeting conducted with minutes subsequently prepared and distributed to attendees.</p> |
| <p>Advance pending property matters with the Diocese to assist the Diocese in the ongoing consolidation of parishes.</p> | <p>Continue to pursue redevelopment of formerly jointly-owned St. Anne High School property in the Town of Tecumseh. (M. Latonna)</p> | <p>December 2011</p> | <p>Sale of Diocese lands is completed and long term use of Board property is formally determined by Board.</p> |

STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--------------------------|--|--|---|
| | <p>Finalize transaction for the acquisition by the Board of a portion of the closed Our Lady of Annunciation Church property in the Town of Lakeshore. (M. Latonna)</p> <p>Continue to seek innovative means of assisting Diocese with the disposition by the Diocese of St. Gregory Church. (M. Latonna)</p> <p>Assess the need and define the property requirements for the Board at St. William given the potential disposition of the adjacent St. William Church property. (M. Latonna)</p> | <p>December 2011</p> <p>August 2012</p> <p>August 2012</p> | <p>Acquisition of Diocese lands by the Board is completed and the bus drop-off and parking (currently on Diocese lands) for Our Lady of Annunciation School are protected over long term.</p> <p>Sale of Diocese lands is completed and the Board's interests with respect to bus drop-off and parking (currently on Diocese property) for St. Gregory School are protected over long term.</p> <p>Agreement in principle is achieved with the Diocese regarding property transfer.</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|--------------------------------|--|
| Address recommendations not completed in 2010-11 pertaining to the Business Department contained in the July 20, 2009 Operational Review Report prepared by the Ministry of Education. | Review the potential establishment of an investment policy and periodically reporting to the Board on investment activity. (P. King) Compare banking terms and conditions with other Boards and tender all banking services for consolidation with a single financial institution. (M. Latonna) | August 2012 August 2012 | Formal report submitted to Board with recommendations. Formal report submitted to Board with recommendations. |
| Continue improvement and documentation of accounting processes to improve efficiencies Board-wide and reduce time spent by school staff in non-academic duties. | Continue with enhancements in all processes and procedures and introduce improvements on an ongoing basis. (P. King) | Sept. 2011 - Aug. 2012 | Revised processes and procedures formally communicated to applicable parties as they are completed. |
| Continue introduction of cashless school system in additional schools. | Expand cashless school concept to more schools, with expansion to all schools in the future. (S. Swiatoschik) | Sept. 2011 - Aug. 2012 | Implementation completed and operational in each identified school. |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|---|---------------------------------|--|
| <p>Ongoing training of school staff involved in financial matters to increase knowledge and proficiency with respect to financial policies and accounting processes.</p> | <p>Continue with formalized training previously initiated and provided on an as-needed basis. (S. Swiatoschik)</p> | <p>Sept. 2011 - August 2012</p> | <p>Training scheduled and provided.</p> |
| <p>Address recommendations contained in the June 16, 2011 Summary of Findings pursuant to the Ministry of Education Review – Phase 1.</p> | <p>Recommendation #1: Approximately 24 percent of the board's renewal grant needs to be protected to address the capital deficit and unsupported amortization expense. Without further action this encumbrance will last for 23 years, so strategies to retire this earlier should be developed. Such strategies include applying more renewal than the minimum needed and pursuing proceeds of disposition. An accommodation review is required. (Executive Council)</p> | <p>Sept. 2011 - August 2012</p> | <p>More of the school renewal grant than the minimum needed is applied to the Board's capital deficit and unsupported amortization expense. Accommodation reviews are undertaken with any resultant proceeds of disposition of properties applied to the Board's capital deficit and unsupported amortization expense.</p> |
| | <p>Recommendation #2: Variance reports should include a staffing reconciliation and a prior year actual. Follow-up on any significant variances is necessary. These variances should be used to track risks against the forecast and should be discussed regularly with the senior executive team. The senior executive team should develop mitigation</p> | <p>Sept. 2011 - August 2012</p> | <p>Variance reports include a staffing reconciliation and a prior year actual. Variance reports include specific follow-up and mitigation measures to address significant variances and risks.</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--------------------------|---|-------------------------------|---|
| | <p>strategies for pressures that are likely to occur. (Executive Council)</p> <p>Recommendation #3: Information from the variance reporting should be used to begin the preliminary budget forecast, combined with announced funding changes and the impact expected from the change in enrolment. Spending pressures should not be rolled into the base. A trade-off list of pressures and potential reductions should then be developed. This list of options should exceed the reductions required. Where appropriate, options should be added that relate to areas where the grants were reduced. The budget estimate should be further refined once the preliminary expense forecast is built and EFIS is populated with the latest information. This should be done before the budget is finalized in case further refinements are necessary. (Executive Council)</p> <p>Recommendation #4: The budget process, in-year tracking, and year-end reconciliations should be a joint process where everyone is engaged in the discussion of risks and opportunities and clear timelines and</p> | <p>Sept. 2011 - June 2012</p> | <p>Preliminary budget forecast is developed with consideration of Ministry announced funding changes and projected enrolment changes.</p> <p>Once preliminary budget forecast is completed, a trade-off list of pressures and potential budget reductions to address the pressures is developed.</p> <p>Draft budget is prepared, refined and completed based on expense forecasts produced by EFIS at various points throughout the budget development.</p> <p>An internal management-level budget committee is put in place to engage all areas in assessing risks and opportunities in the budget development.</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

**ACHIEVEMENT
EXPECTATIONS**

STRATEGIES

TIMELINES

**SUCCESS
INDICATORS**

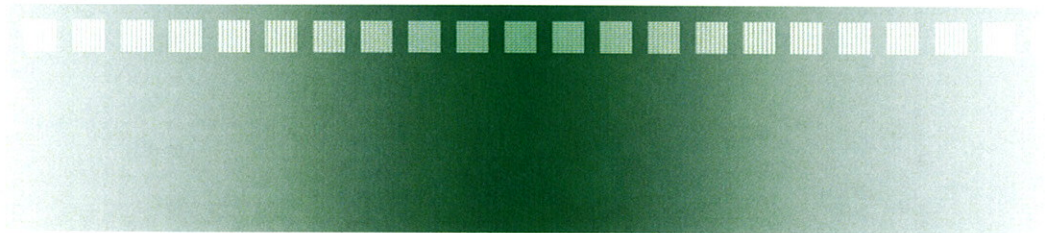
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|--|--|-------------------------------|--|
| | <p>lines of accountability are established. (Executive Council)</p> <p>Recommendation #5: There are opportunities for reductions based on the revenue and spending comparisons as well as comparisons to other boards, including:</p> <ul style="list-style-type: none"> i. Teachers Assistants – over allocation by \$1.9-million and is in the fourth quartile (top 18 boards) of the most overspent in the Province. ii. School Operations - over allocation by \$1.1-million and is in the fourth quartile (top 18 boards) of the most overspent in the Province. iii. Professional & Para-professionals – over allocation by \$0.3-million and is in the third quartile (top 36 boards) of the most overspent in the Province. iv. Continuing Education – over allocation by \$0.2-million and is in the fourth quartile (top 18 boards) of most overspent in the Province. (Executive Council) | <p>Sept. 2011 - June 2012</p> | <p>Reduction opportunities are reviewed and formally implemented where deemed appropriate.</p> |
|--|--|-------------------------------|--|

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--------------------------|---|---|---|
| | <p>Recommendation #6: Large scale changes require consultation to fully understand the impact. Changes also need to be put into context with clear messaging and a clear vision. Pilots and success stories are helpful to get buy-in and are suggested for the library initiative and other large scale changes, otherwise it can be too much too fast. Technology investments are likely required to fully realize the digital libraries vision of the board, but WECDSB is currently facing a deficit, so this vision must be assessed against other priorities. (Executive Council)</p> <p>Recommendation #7: To become compliant with Ministry regulations that require boards to live within the board administration allocation, WECDSB should make adjustments to its reporting to correct areas that have been mapped to the administration function incorrectly. The board should also consider the reductions in administration spending that have been proposed by board staff. (P. King)</p> | <p>Sept. 2011 - June 2012</p> <p>Sept. 2011 - June 2012</p> | <p>Formal consultation process is developed and implemented with respect to major changes in corporate direction.</p> <p>Existing budget consultation process is adhered to.</p> <p>Adjustments made in 2010-11 that brought administration spending within the Ministry's administration allocation is carried through in the 2011-12 Budget Revised Estimates and the 2012-13 Budget Estimates development.</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|---------------------------------|--|-------------------------------|---|
| | <p>Recommendation #8: Early, frequent and clear communications with the community are necessary. Set the stage with preliminary forecasts of what type of challenge the board will be facing. Seek input on potential areas of reductions and pressures with more options than the reductions required. Clear and more frequent messaging especially if significant changes are planned, like in the case of libraries. The vision, strategy, and key messages need to be prominent and clearly articulated in the communications materials. (Executive Council)</p> | <p>Sept. 2011 - June 2012</p> | <p>Communication and consultation plans are developed with respect to budget pressures and potential areas of budget reduction.</p> |



Paulette Littlejohns

Senior Manager, Facilities and Support Services

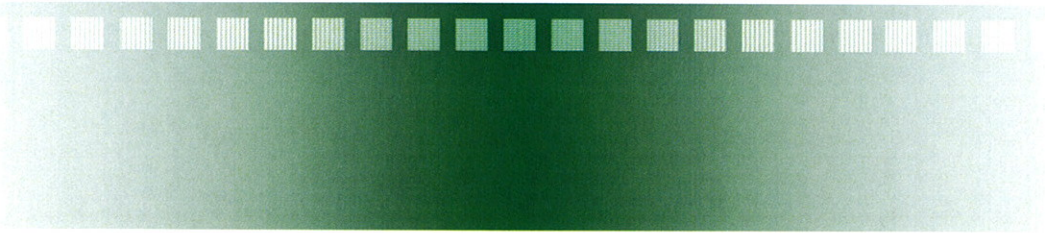


STRATEGIC PRIORITY: FAITH DEVELOPMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|-----------------------------------|---|
| <p>Foster a faith-based work environment</p> | <p>Encourage and promote participation by staff in faith-based activities including annual "Together in Faith" Day.</p> | <p>September 2011-August 2012</p> | <p>Staff attendance at faith activities</p> |
| <p>Foster a spirit of kindness, compassion and service to the community</p> | <p>Encourage staff to focus on the Board's goals and objectives in their work every day and provide valued service to our community by conducting ongoing meetings and activities to support them.</p> | <p>September 2011-August 2012</p> | <p>Staff provide exceptional service making schools a welcoming atmosphere for staff, students and parents.</p> |
| <p>Workplace Contentment</p> | <p>Work with the union to ensure the workplace is free of harassment and all individuals are treated with respect, dignity and acceptance.</p> | <p>September 2011-August 2012</p> | <p>Less complaints, grievances and issues on workplace disputes/disagreements. Improved morale.</p> |

STRATEGIC PRIORITY: STUDENT ACHIEVEMENT
2011-2012 School Year

| ACHIEVEMENT EXPECTATIONS | STRATEGIES | TIMELINES | SUCCESS INDICATORS |
|--|--|------------------------------|--|
| Continue to review Energy Management Programs | Consult with other Boards and service providers to obtain further information. Research and tap into incentive programs. Work with educators to develop energy management in the curriculum. | August 2012 | Development of pilot projects with the system. Generation of energy savings. |
| Continue development and/or construction of Full Day Early Learning Sites | Establish cost effective processes through ongoing communication with all education and community partners. | August 2012 | Opening of new classrooms that are safe, healthy and inviting learning environment for students. |
| Continued improvement and development of departmental written procedures for various programs/projects | Continue working with departmental staff and others in development and improvement on an ongoing basis. | September 2011-August 2012 | New and revised procedures and communicated to appropriate stakeholders once completed. |
| Continue working with community partners using our facilities | Ongoing communication with Child Care, Community Use groups using our facilities. Focus on Youth Program Priority Schools Initiative | September 2011 – August 2012 | Facilities are welcoming and successful for community groups' programs |



Duties/Portfolios Family of Schools & Organizational Chart

September 2011



Superintendents' Responsibilities 2011-2012

| Sharon O'Hagan Wong | Emelda Byrne | JoAnne Shea |
|--|---|---|
| <p>Student Achievement K-12 School and Board Improvement Plan Student Learning Scans</p> <p>Full Day Early Learning Kindergarten Program (FDK) Early Childhood Educators Jumpstart Ontario Early Years Program Best Start - Implementation Committee Pathway to Potential/Understanding Poverty Aboriginal Education OFIP Tutoring Newcomer Reception Centre New Canadian's Centre of Excellence Summer Programs Incident tracking system for Educational Assistants</p> <p>Family of Schools - Assumption</p> <p>Staff oversight responsibilities Kelly Power, Susanne Garneau, Board Strategy Team</p> | <p>Student Achievement K-12 School and Board Improvement Plan Student Learning Scans School Effectiveness Lead (K-6)</p> <p>Ontario Focused Intervention Partnership Schools in the Middle (SITM) Student Work Study Initiative Environmental Education Centralized Textbooks - Elementary New Teacher Induction Program (NTIP) Summer Institute Learning Commons Specialists Elementary School Council/Parent Involvement (PIC) FSL/French Immersion (Elementary)</p> <p>Family of Schools - Holy Names</p> <p>Staff oversight responsibilities Consultant Secretaries, Frank DiPietro, Kelly Power, Suzanne Garneau, Lanngages Consultant, Board Strategy Team</p> | <p>Student Achievement K-12 School and Board Improvement Plan Student Learning Scans</p> <p>MISA Student Success Data Research Learning to 18 IB Program OYAP/Experiential Learning Crown Wards/retention Secondary Textbooks High School Council/Parent Involvement (PIC) Parents Reaching Out Grant Continuing Education Summer School Secondary Staffing (HR support) International Language/French Immersion Sec.</p> <p>Family of Schools: Villanova St. Michael's CHS Adult Education</p> <p>Staff oversight responsibilities Joe Sisco, Susan Friedl, Kelly Power Suzanne Garneau, Languages Consultant, Frank DiPietro, T. Barichello</p> |

Superintendents' Responsibilities 2011-2012

| Mike Seguin | John Ulicny | Patrick Murray |
|--|--|---|
| <p>Student Achievement K-12 School and Board Improvement Plan Student Learning Scans Faith Formation Together in Faith Day The Arts/Music Social Science Research - U of W Partnership Urban Education Equity and Inclusive Education Leadership Mentoring Student Trustees</p> <p>Family of Schools: Catholic Central, St. Joseph's</p> <p>Staff oversight responsibilities Betty Brush, Elaine Carr Campus Ministers, Faith Ambassadors</p> | <p>Student Achievement K-12 School and Board Improvement Plan Student Learning Scans Safe Schools - Elementary Secondary Information Technology Student Attendance Elementary/Secondary Sports WECSSA/SWOSSA/OFSSA Specialist High Skills Major School Beverage Policy Health Unit Secondary Staffing (HR Support) School Year Calendar Out of Boundary - requests</p> <p>Family of Schools: Cardinal Carter, Brennan St. Michael's Alternate</p> <p>Staff oversight responsibilities Rosemary Lofaso, Mike St. Pierre, IT staff</p> | <p>As existing responsibilities and portfolio, with the addition of NTIP Student Learning Scans Family of Schools: St. Anne's</p> |
| <p>Revised August 29, 2011</p> | | |

**SUPERINTENDENTS' FAMILY OF SCHOOLS
SEPTEMBER 2011**

| | | | | | |
|--|---|--|--|---|---|
| Emelda Byrne | Patrick Murray | Sharon O'Hagan Wong | Mike Seguin | JoAnne Shea | John Ulicny |
| Holy Names Christ the King Notre Dame Our Lady of Mt. Carmel St. Christopher St. Gabriel | St. Anne St. Gregory St. John the Baptist St. J. the Evangelist St. Peter St. Pius X St. William | Assumption St. John St. James | Catholic Central Immaculate Conception Our Lady of Perpetual Help St. Angela St. Bernard (W) | St. Thomas of Villanova Holy Cross Sacred Heart Stella Maris St. Anthony St. Bernard (A) St. Joseph St. Mary St. Theresa | F. J. Brennan Our Lady of Lourdes St. John Vianney St. Jules St. Maria Goretti St. Rose |
| | | | St. Joseph's L. A. Desmarais W. J. Langlois H. J. Lassaline St. Alexander St. Anne French Immersion | St. Michael's Catholic High School Adult Education | Cardinal Carter Holy Name Our Lady of the Annunciation Queen of Peace St. John de Brebeuf St. Louis |
| | | | | St. Michael's Alternate (Essex/Victoria) | |

SENIOR ADMINISTRATION – ORGANIZATION CHART

SEPTEMBER 2011

