



Board Plan for:

Excellence in Faith Formation, Learning and Achievement



Board Wide Inquiry Theory of Action

**If I know my learners and know the curriculum then...
I will create a learning culture where my learners know their strengths, learn and lead, and know that they belong in community.**

GOAL	SUCCESS CRITERIA Learning needs and actions of students influences educator needs and actions which links to leader needs and actions	PROFESSIONAL LEARNING AND SUPPORTS	MONITORING PROCESS - Analysis of Impact/Influence What is happening/happened? What is working/worked? What isn't working? How, why and under what conditions did practices and organizational conditions produce results?
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We are learning to know and understand each of our learners so that instruction and assessment are differentiated in response to our learners' strengths, needs and prior learning.*

* School Effectiveness Indicator 4.5

#HereIAm
I am learning and leading

STUDENTS WILL:

- have opportunities to identify their learning preferences and/or environment
- make choices based on their readiness, interests and learning preferences
- feel safe, included, and understood as a whole person in their learning environment

STAFF AND EDUCATORS WILL:

- know and understand their students as a whole person and as a learner through on-going collection and analysis of qualitative and quantitative data
- use a variety of instructional and assessment strategies to meet the diverse learning needs of all students
- analyze evidence of student learning to identify ways to differentiate:
 - what students are going to learn and when;
 - the types of tasks and activities;
 - the ways in which students demonstrate learning;
 - social, emotional, and physical environments in which students learn and demonstrate learning; so that students are appropriately challenged.

LEADERS WILL:

- collaborate with staff to collect, review, analyze and document learning, achievement and faith formation
- know and understand their school community through the co-creation of a school profile using the four types of data: contextual, perceptual, school process and student learning and achievement
- use the school profile to support creating the conditions (structures and processes) to ensure that all staff are able to know their students and differentiate their responses accordingly
- enable a culture of continuous improvement by monitoring the conditions (structures and processes) of their school improvement plan

WHAT PROFESSIONAL LEARNING AND DEVELOPMENT WILL WE FOCUS ON?

- Provide professional learning to specifically support the Board Improvement Plan goals:
 - Growing Success
 - Diagnostic assessments
 - Language Assessment Resource (JK-3), Developmental Reading Assessment (DRA) (1-8) Junior Assessment Resource (4- 6), Ontario Numeracy Assessment Package (ONAP)
 - Learning For All
 - Strengths in Motion, (K-12) Tools For Life (1-8), and Leading Mentally Healthy Schools (Administrators) and Supporting Minds (Educators)
 - Evidence-based and informed instructional resources to support elementary curriculum, secondary curriculum and assessment practices K-2 Connections; See Think Act, FDK; Learn Teach Lead –videos and monographs, E Workshop, Effective Guides and videos and lessons, Creating Pathways to Success, English Language Learners—STEP Continua *available through First Class - Program Department - English Language Learners, Parents—Mathies*
- Integrate computer technology to support universal design for learning and offer multiple ways for students to demonstrate evidence of learning
- Inclusive assessment practices and development of learning expectations for Individual Education Plans
- All About Me portfolio in K-6 and myBluePrint© for Students Grades 7-12
- Integrate the themes of Pope Francis' leadership; mercy, joy ,and action, to guide, inform and inspire us in promoting the Gospel of Jesus Christ

HOW WILL WE PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT?

WHO IS MONITORING?

Board Improvement Plan For Student Achievement (BIPSA)—Trustees, Director, Superintendent, District Process Team, Faith Formation and Student Achievement Team

School Improvement Plan For Student Achievement (SIPSA)— Superintendent, Principal, School Improvement Team

WHAT WE ARE MONITORING?

- All school improvement plans will include specific actions related to Learning and Achievement
- All school improvement plans will include actions related to Community Culture and Caring and Pathways
- Principals, in collaboration with their School Improvement Team, will develop, implement and monitor the School Improvement Plan for Student Achievement and provide a status update: October 16, January 15 and April 15
- District Individual Education Plan (IEP) Review process will be completed with a focus on Learning Expectations and Assessment
- Principals will ensure regular Student Success Team meetings to monitor student achievement data and determine participation in Supervised Alternative Learning, credit recovery
- Maintain, and where feasible increase number of students engaged in Dual Credits, Ontario Youth Apprenticeship and Specialist High Skills Major programs
- Evidence of a process in every school to support students in documenting their learning, education, and career life planning, in the All About Me portfolio or Individual Pathways Plan (IPP) will be in place
- Professional Learning Communities will be inquiry based and include a commitment to action statement and development of guiding questions to monitor instructional practice and student achievement
- Students will be engaged in goal setting, self and peer evaluation

HOW ARE WE MONITORING?

- Triangulation of data will be used to analyze impact of organizational conditions and practices on achievement results
- Superintendents will discuss with principals the implementation of "Formative Learning Walks" to identify and support effective components of learning, achievement and faith formation
- Superintendents will conduct a minimum of three school visits to each school within the Family of Schools to discuss data related to all students, school improvement plans and professional learning communities, with the exception of schools that are participating in the District Process
- Director will conduct a minimum of two school visits to each elementary and secondary school with a focus on knowing our staff and students
- Program Department will complete first year cycle of the District Process
- Program Department will monitor the Board Improvement Plan and provide a status update: November 30, January 25, and May 16
- Feedback from Ministry Monitoring Team will be used to inform next steps of board improvement planning
- Trustees will receive a Board Improvement Plan status update from Program staff February 1 and June 6 and ensure alignment of budget priorities
- School Climate Survey data and student data on: learning skills, attendance, suspensions and expulsions will be analyzed
- School Improvement Teams will analyze data related to Literacy and Numeracy, Community Culture and Caring, and Pathways
- Collaborative Inquiry For Learning - Educators will collect, discuss and analyze student work and data related to literacy and numeracy
- Student and Class Profiles will be used for planning and differentiating instruction

We are learning to ensure assessment is rooted in curriculum expectations so that all educators have authentic and accurate evidence of student learning.*

*School Effectiveness Indicator 1.1

#HereIAm
I have God-given strengths I belong

STUDENTS WILL:

- demonstrate their learning of curriculum in multiple ways
- refine their learning based on descriptive feedback
- be self-directed learners
- identify their needs, strengths

STAFF AND EDUCATORS WILL:

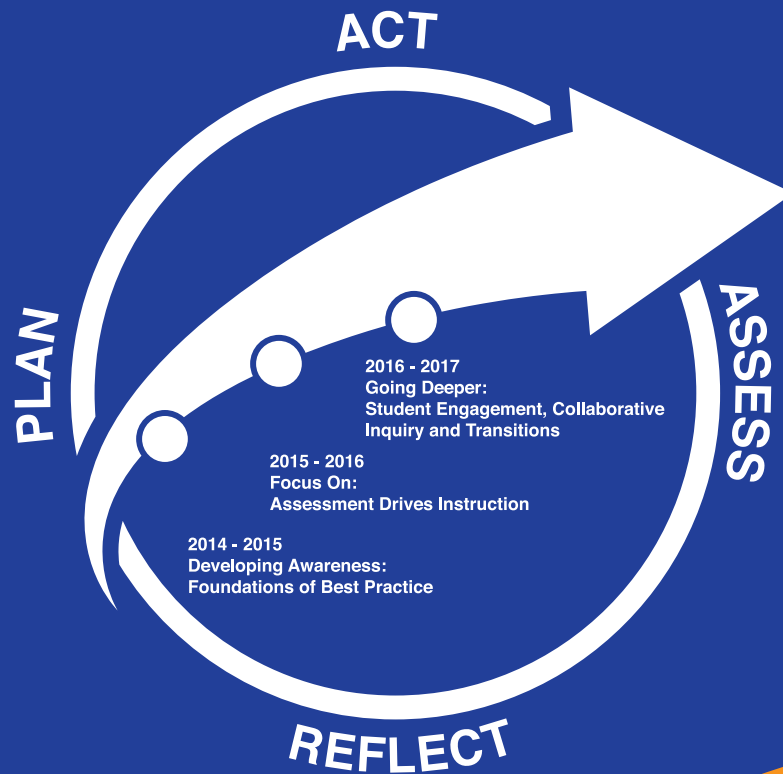
- construct assessments, Learning Goals (L.G.) and Success Criteria (S.C.), based on curriculum expectations
- ensure that L.G. and S.C. are co-constructed and written in clear language that is meaningful to students
- provide timely and specific descriptive feedback based on L.G. and S.C. to motivate students to improve and help students refine their learning based on the feedback
- offer multiple opportunities and experiences in order to assess curriculum expectations and learning skills through documentation including observations, conversations and products

LEADERS WILL:

- use formative learning walks as a structure to collect data about assessment practices and the implementation of curriculum expectations to inform professional learning and next steps
- support and consistently co-learn within professional learning communities in order to be responsive to educator and student learning needs
- access appropriate resources (e.g., program staff, in-school leaders, Ministry resources) to develop/refine assessment practices and support curriculum implementation

- Provide professional learning opportunities for principals and vice-principals in instructional leadership, bimonthly Principal Learning Team meetings, and monthly Program Department Meetings
- Board Leadership Development Strategy - Engage expertise of Steven Katz Sue Greer and Lisa Dack with Principal Learning Teams, to monitor leadership problem of practice and leadership moves
- New Teacher Induction Program and Catholic Leadership One and Leadership Two modules will include professional learning opportunities in instructional leadership
- Expand Board Leadership Development Strategy for all managers to include introductory focus on: Who are we? Who do we serve? How do we see ourselves supporting the Board Improvement Plan?
- Priority Schools will receive enhanced support through the Program Department and Ministry Student Achievement Officers
- All schools will receive support through the Program Department to support their School Improvement Plan development, implementation, review and monitoring
- Provide equity and inclusive education resources and professional learning for educators including, First Nations, Metis and Inuit
- Collaborative Inquiry Learning will be a vehicle in all schools to support the development of the teaching and learning process
- Continue the collaborative learning network among Strengths In Motion schools in the strengths-based school framework
- Engage all members of the board in the district Spiritual Development Day

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Mission

To continue to build a vibrant Catholic community committed to the celebration of each individual by fostering a love of learning, through quality educational experiences, enabling all to respond in a Christian way to the challenges of life.

Board Goals

We are learning to know and understand each of our learners so that instruction and assessment are differentiated in response to our learners' strengths, needs, and prior learning.

We are learning to ensure assessment is rooted in curriculum expectations so that all educators have authentic and accurate evidence of student learning.

