

## STRATEGIC PLANNING AND RENEWAL PROCESS: ACHIEVING

### PURPOSE:

To provide trustees with an overview of the specific action steps related to Desired Outcomes and Strategic Commitments, in the “*Achieving*” category of the Board’s Strategic Planning and Renewal Plan, *Achieving, Believing, Belonging 2010 – 2015*.

### BACKGROUND:

At the January 18, 2011 meeting of the Board, Trustees received a Staff Report which provided an update on the status of the Board’s Strategic Planning and Renewal Process - *Achieving, Believing, Belonging 2010 – 2015*. Trustees were presented with a set of Desired Outcomes and Strategic Commitments in each of these three (3) areas as well as one additional area called “*Creating Conditions for Success*” (see chart attached).

The starting point for the strategic plan is our Vision, which proclaims “*The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve.*” As an organization, we will best accomplish this Vision by focusing on achieving, believing and belonging. We will focus on **Achieving**, because as a publically funded school system, student achievement is our primary mandate. We will focus on **Believing**, because as a Catholic school Board, our mission is grounded in the gospel, our vision in the person of Jesus Christ who calls us to serve, and our particular mandate is to support and encourage our students to grow in their personal faith. We understand that involvement and engagement are important and so we will focus on **Belonging** because we define ourselves as a Catholic learning community, and true community both requires and creates a sense of belonging.

Although our three broad areas, Achieving, Believing, Belonging, will be presented and detailed separately, it is understood that all are connected, and interdependent. Of even greater significance, it is understood that our Catholic identity is the foundation upon which our faith-based education system is built, and as such, is embedded in all of the Board’s strategic directions and priorities.

On March 1, 2011, Trustees received the second in a series of four reports which provide an overview of specific action steps and initiatives which align with each Strategic Commitment. The first and second report focused on *Believing* and *Belonging*.

This report will focus on *Achieving*.

WE FOCUS ON *Achieving*

### OUR PRIORITY: Enhancing School Effectiveness and Improving Student Achievement

*“As a publicly funded school system, student achievement is our primary mandate.”*

HCDSB is committed to provide exceptional education by meeting the learning needs of each child in order that they may realize their full God-given potential. We will prepare all elementary students to be ready for success at the secondary level, and will prepare all secondary students to be ready for success in their chosen pathway – apprenticeship, college, university, or workplace.

We also recognize that for today's students to be ready for success in their future requires different skills and knowledge than have been needed in the past. The pace of change in today's world means that preparing students for success in the future requires not only preparation for today's workplace, but for a future not yet even conceived, in a world which routinely transforms itself through advances in technology.

Our students today have been born and raised in a digital age where information, communication and experiences move at an unprecedented pace, and as a result, students naturally process visual and textual information, making meaning and building knowledge in ways that are fundamentally different than students of the previous generation. As we pursue the goal of success for these students, our understanding of student achievement must include not only the acquisition of literacy and numeracy skills, but must also ensure the development of critical and divergent thinking skills, independent inquiry skills, superior communication skills, and a highly developed capacity for collaborative work if our students are going to be sufficiently adaptable and flexible to adjust to new technologies, emerging opportunities, and challenges yet unknown.

In this context, our focus on *Achieving* must include a commitment to the adoption of research based strategies that are known to be successful in designing and delivering precisely targeted instruction that will benefit all students, while aggressively committing to building a culture of innovation that accepts that our future success will be based on actions, approaches and strategies that we have not necessarily relied upon in attaining our current levels of success. Developing strong leadership in all roles, across the organization, is critical, and ongoing professional learning is a must.

#### **OUR DESIRED OUTCOMES:**

- We will sustain high levels of student achievement, reflected in EQAO scores that meet and exceed provincial standards
- We will be responsive to the needs of all students, reflected in a commitment to personalized learning and differentiated approaches to instruction
- We will have increased elementary to secondary retention, reflecting expanded breadth of programming options and heightened levels of student engagement
- We will have schools that are innovative 21<sup>st</sup> century-learning environments, equipping students with the skills necessary to live in a digital world and work in a global economy

#### **OUR 4 STRATEGIC COMMITMENTS:**

1. Assessment and Instruction
2. Innovation and Technology
3. Leadership
4. Professional Learning

#### **1. Assessment and Instruction**

*We will focus on critical literacy and higher order thinking skills through consistent implementation of research-based assessment and instructional strategies within a culture of high expectations.*

#### **Current Initiatives:**

- Implement Ministry expectations with regard to the following initiatives: Early Years Program, Growing Success Assessment, Evaluation and Reporting Policy Document, School Effectiveness and Student Success.
- Align Board Improvement Plan with Ministry goals and strategies.
- Implement evidence based assessment and instructional strategies identified in Board Improvement Plan.
- Support schools to align School Improvement Plans with the Board Improvement Plan.
- Utilize data at the school level to focus attention on each student's learning, identify gaps in achievement for specific clusters of students and set targets to close achievement gaps.
- Use Instructional Pathways (elementary) and *Professional Learning Cycles* (secondary) to target areas for literacy improvement, introduce interventions, and monitor progress.

- Promote use of Instructional Pathways (elementary) and *Professional Learning Cycles* (secondary) for job-embedded learning so that educator learning is focused by student learning needs and is informed by evidence of student learning and engagement.
- Ensure job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- Refine processes and practices designed to deepen content knowledge and refine instruction to support student learning and achievement.
- Review organizational structures to ensure they are coherent, flexible, and respond to the needs of the students.
- Promote differentiated instruction using the Professional Learning Cycle in secondary schools.
- Develop Mathematics and Literacy Professional Learning Strategy.
- *Student Success Lead* (SSL) works in collaboration with the School Effectiveness Lead, superintendents, principals, consultants, itinerant teachers, student success teachers and teams to support at-risk students in the secondary school.
- SSL supports the transition from Grade 8 – Grade 9 by working with elementary and secondary staff to identify incoming at-risk students.
- SSL facilitates the Student Success Teachers' learning network, which supports the role of the student success teacher who tracks, monitors and supports at-risk students in the secondary school, and plays a significant role on the student success teams.
- SSL supports school-wide efforts to improve the outcomes for students struggling with the secondary curriculum and re-engage early school leavers.
- SSL supports school-wide staff development in the four pillars of student success – literacy, numeracy, pathways and community, caring and culture.
- SSL coordinates and supports Ministry funded projects for building teacher capacity for Grades 7 – 12 including Re-Engagement (12/12+) and Student Success and Cross Panel Team Network.
- *School Effectiveness Lead* (SEL) supports principals with the development of School Improvement Plans including data analysis, needs assessment, setting SMART goals, selecting instructional and assessment strategies, and strategies for closing learning gaps.
- SEL assists School Improvement Teams with annual school self-assessment reviews and assist board staff with cyclical district reviews of schools using the School Effectiveness Framework. This year, eight elementary schools and two secondary schools are participating in the School Effectiveness District Review Process.
- Student Success Leader, the LNS field team leader and Student Achievement Officers provide support to schools to promote continuous improvement in student achievement.
- SEL supports K-12 job embedded professional learning opportunities with emphasis on Ontario Catholic Graduate Expectations; Focus on Faith; Catholic Social Teaching: Catholic Curricular Connections.

### **2011-2012:**

- Ongoing review to ensure Board and School Improvement Planning identify areas which require an instructional emphasis.
- Organize Board and School Improvement Planning to include the review of student achievement data at specific times throughout the year to ensure that schools can demonstrate progress in meeting the targets and SMART goals in all classrooms and for every student.
- Strengthen alignment of Board and School Improvement Planning with budgets.
- Enhance focus on clearly identified Board priorities through strengthened coordination of Consultants as system staff developers
- Build capacity of itinerant teachers as instructional coaches through focused staff development
- Principals and Superintendents will monitor progress in order to recommend resources, strategies and interventions for closing achievement gaps.
- Ontario focused Intervention Partnership funds will be used to support afterschool homework clubs and early intervention programs.
- Coordinate and support Ministry Math initiatives: *Collaborative Inquiry in Learning Mathematics, Schools in the Middle, Differentiated Instruction in Mathematics.*
- Develop a Destinations survey to ensure that students are aware of career options and have the skills and supports necessary for success in their chosen pathway

- Facilitate a Grade 12 conference (Your Future is Now) for students who have not signed up for university or college to support their transition.
- Develop and supports interventions to assist struggling students.
- Collect baseline data using Pilot Assessment Tool to determine destination pathways for students not on Ontario curriculum and not writing EQAO assessments.
- Develop, communicate, and implement a Response to Intervention (RTI) which identifies strategies and resources that support schools in closing the gap in student reading and writing achievement K-12.

## 2. Innovation and Technology

*We will identify the skills, knowledge, values and attitudes to support the needs of twenty-first century learners, and explore and implement structures and programs necessary to provide breadth of learning opportunities to meet the needs and aspirations of all learners*

A district steering committee was struck in September, 2010, to respond to this strategic commitment. The HCDSB 21<sup>st</sup> Century Learning Steering Committee is a cross disciplinary team, representative of elementary and secondary administrators, Program Services consultants and itinerant teachers, and senior staff.

The work of the committee is directed by the HCDSB's four foundational areas: Catholic Learning Environment, Catholic Curriculum, Catholic Community and Catholic Staff, and by the Ontario Ministry of Education's National Themes for Priority Action: Vision, Digital Citizenship and Literacies, Innovative Teaching Practice, Student Engagement, Culture and Achievement, Learning Environments, Parent and Community Engagement.

The Steering Committee conducted a literature and jurisdictional review of the research related to these areas and integrated the following:

- Ontario Ministry of Education policy, special education and curriculum documents
- HCDSB's faith initiatives (Focus on Faith, etc)
- HCDSB's Board Improvement Plan 2010-2013,
- School effectiveness framework and results of district reviews

Analysis of the above informed the direction for current and proposed action steps.

### **Current Initiatives:**

- **Catholic Curriculum: Student Learning Outcomes**  
Establish working groups tasked with defining the knowledge, skills, attitudes and behaviours specific to digital citizenship and literacies and identifying student learning outcomes in the following areas:
  - Technology Standards and Performance Indicators for Students (K-12) Working Group
  - Working group to revise the board technology standards and performance indicators for students K-8 and extend them to include secondary students. Examples of practice to illustrate the standards and indicators that reflect a Catholic worldview will also be completed by July 2011.
  - Library Standards and Performance Indicators for Students (K-12) Working Group
  - Working group will identify the library standards and performance indicators for students K-12, and will provide examples of practice to illustrate the standards and indicators that reflect a Catholic worldview.
  - Critical Thinking Framework (K-12) Working Group
  - Working group to review the critical literacy requirements identified in the K-12 Ministry of Education policy documents, and will develop a board framework to address critical thinking. This review and development will assist in informing the plan for professional development for teaching staff

○ **Catholic Staff: Collaborative Inquiry Projects**

Develop structures and programs that staff will require to support 21<sup>st</sup> century learning. Collaborative inquiry and innovation projects will explore and implement the following areas:

- *iTouch, iLearn, iBelieve: Word Study Through Guided Reading Grade 3 and 6*  
Grade 3 and 6 teachers, the special education resource teacher at St Matthew School, and staff from Brock University's Faculty of Education, will use a collaborate inquiry process to integrate new knowledge and understanding about student learning in Word Study using digital tools.
- *iTouch, iLearn, iBelieve: Using iPads to Support Communication.*  
The pilot project will address the communication needs of non-verbal students ranging in age from SK to Secondary School. More specifically, the focus of the project will be to examine if the use of the iPad and related applications improves a student's ability to communicate. The implementation of the pilot project is a collaborative effort supported by a variety of board and school personnel.
- *21<sup>st</sup> Century learning Skills in Grade 9 Applied Courses at Christ the King*  
The pilot project will address the iPad as a learning tool in differentiating instruction for students in both Applied English and Applied Math. The goals for the project participants will be to improve making connections between information and ideas in reading selections and proportional reasoning to personal knowledge and experience. Specific academic and engagement data will be collected.

○ **Catholic Community: Communication**

The HCDSB learning community requires tools to support communication. The following will be created:

- 21<sup>st</sup> Century e-Module  
An e-Module for Staffnet is in development to introduce and launch the main concepts of 21<sup>st</sup> century teaching learning and to begin to build a mindset and commitment to innovation and technology.
- Student and parent communication to be developed by December 2011.

○ **Catholic Learning Environment: School and Classroom Organization**

Space and materials are required to support the learning outcomes and teaching practices for 21<sup>st</sup> Century teaching and learning.

- New School Planning Committee  
Steering Committee members will participate on the HCDSB new school planning committee to share the research related to creating teaching and learning environments that support student outcomes for the 21<sup>st</sup> century. University and business partnerships to be investigated and opportunities aligned to program needs.

**2011-2012:**

- Develop, communicate and implement the HCDSB 21<sup>st</sup> Century Skills Strategy that will inform school and K-12 classroom planning for all programs
- Develop a multi-year plan to expand the breadth and variety of program offerings.
- Develop and communicate plan to implement Advanced Placement Programs.
- Implement a pre-I B program and pursue accreditation for a full International Baccalaureate program.

**3. Leadership**

*We will create, enhance, and promote leadership opportunities that engage all staff as transformational leaders in order to strengthen staff capacity for instructional leadership, to enhance organizational effectiveness, and to support*

## Current:

- Principal/Vice Principal Mentoring and Coaching Program
- Catholic Learning Community for newly appointed Vice Principals and Principals
- Exploring the Role of Supervisory Officer
- Continue to implement the Principal/Vice Principal Performance Appraisal
- Continue to develop and align the Leadership Selection Process with Succession Planning Modules.
- Continue to implement the Halton Catholic District School Board's Leadership strategy through the Leadership Journey Program.
- Components of the Leadership Strategy offered through the Leadership Journey Program include:
  - information on the Catholic Leadership Framework;
  - Profile of a Catholic Leader in the Halton Catholic District School Board;
  - A Catholic Leadership Self-Assessment Tool;
  - an electronic Leadership Portfolio Tool based on the Six Competencies of Effective Catholic Leadership;
  - Teacher-in-Charge Training;
  - Who Me a Leader?;
  - Preparing for the Role of Vice Principal;
  - Catholic Leadership Program;
  - Professional Development Series for principals and vice principals;
  - Grassroots Program.
- We promote collaborative learning cultures through the continued use of the following proven strategies:
  - support tri-level approach to capacity building (school, district, Ministry);
  - support Catholic Principal Learning Teams (CPLT) focused on instructional leadership;
  - facilitate and support participating in school hubs, district and provincial network meetings to extend learning;
  - provide training and development for aspiring leaders.

## 2011-2012:

- Implement Ministry Ontario Leadership Framework Networks for Learning initiatives. The goal is to support system leaders to:
  - **Build Culture:** establish networks (Catholic Professional Learning Communities) of collaborative inquiry where teachers, principals and supervisory officers think, work, and learn together.
  - **Lead Change:** promote and support professional practices that enable principals and teachers to lead implementation in their schools.
  - **Manage Complexity:** leaders develop, implement and monitor focused plans for student achievement, professional learning, and school improvement.
- Implement teaching-learning networks of principals, teachers and system leaders, i.e. Schools Helping Schools. Learning network sessions focus on Teacher-Professional learning in the network sessions is designed to focus on the evidence based assessment and instructional strategies identified in the Board Improvement Plan and the intent is to promote consistency of practice a promote consistency to assessment practices and increase instructional expertise.
- Introduce revised application and selection processes to support leadership priorities across system

## 4. Professional Learning

*We will create, enhance, and provide opportunities for all schools and departments to engage in active professional life-long learning, mentorship, and coaching.*

### **Current Initiatives:**

- Facilitate New Teacher Induction Program (NTIP)
- Enhance Coaching to Support Student Achievement
- Continue to implement Coaching for Learning Pilot Project for CUPE 3166 (clerical staff, library staff, IT staff)
- Continue to implement the Leadership Development Series for Middle Managers
- Continue to implement Staff Development Framework and Standards

### **2011-2012:**

- Partnership with York University to offer Family of Schools Model AQ courses.
- Maintain, enhance other Staff Development Initiatives, including:
  - implementation of the Staff Development Web link;
  - Teacher Learning and Leadership Program (TLLP);
  - TPA/NTIP eLearning Module Development;
  - OECTA Elementary/Board Joint PD Committee;
  - OECTA Secondary/Board Joint PD Committee;
  - OECTA Elementary/Secondary Enhanced Professional Learning Opportunities;
  - CUPE 3166 Professional Development Committee;
  - CUPE 2888 Professional Development Committee;
  - HCDSB Leadership Journey Programs;
  - Principal/Vice Principal Mentoring and Coaching Program;
  - Principal/Vice Principal Performance Appraisal;
  - support of Equity and Inclusive Education Professional Learning;
  - Adopt an Instructional Coaches Framework;
  - Staff Development will review and determine an effective model of professional learning through technology (e.g. Moodle, E Community).
- Increase awareness of the Staff Development Focus Group
- Enhance role of Consultants and Itinerant teachers as staff developers through ongoing, focused professional learning sessions
- Enhance role of Family of School Superintendents in supporting and monitoring School Effectiveness through ongoing staff development

### **EVIDENCE OF SUCCESS WILL BE DEMONSTRATED WHEN:**

- Ambitious and realistic goals for student achievement are established through Board Improvement Planning
- Monitoring the implementation of both the BIP and Individual School Improvement Plans (SIPs) supports improvements in instructional practice
- Differentiated professional learning opportunities are provided in response to the needs of individual schools identified through the School Self-Assessment Process
- Board policies and practices promote and sustain student well-being and positive student behaviour in a safe and healthy learning environment
- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning
- Board and School Improvement Planning involves all stakeholders in planning, implementing, monitoring and refining the plans based on the most current student achievement data Increase in literacy and numeracy performance as measured by EQAO, OSSLT, credit accumulation indicators

- Students are aware of career options and have the skills and supports necessary for success in their chosen pathway (*Destinations Survey* – to be developed)
- Students take advantage of a range of pathways programming, and are successful in these pursuits (*OYAP, SHSM*)
- Board and School Improvement Planning communicates progress in improving student achievement and meeting targets to parents and the school community (e.g. newsletters, Catholic School Council agenda, school website)
- Increase in the percent of student achieving at or above the provincial standard on all EQAO Primary and Junior Assessments (Reading, Writing, Mathematics)
- Students leave each division with the literacy and numeracy skills, and academic/social-emotional supports, required for success in the next level (*EQAO, DRA, QCA, OWA, OCA, OSSLT, and Report Card Learning Skills, Credit Accumulation, Grad Rate, OCAS, OUAC*).
- By June 2011, 82% of primary students will achieve the provincial standard (average score) – this will increase to 84% in June 2012
- By June 2011, 79% of junior students will achieve the provincial standard (average score) – this will increase to 81% in June 2012
- Improved student achievement related to focus of Instructional Pathways will be demonstrated in student work samples and class profile data
- Increase in the numbers of Grade 3 and 6 students who achieve Mid-Year Benchmarks (as measured by board approved formative assessments *DRA/QCA/OCA/OWA*)
- While at the same time that we would like to raise the bar in terms of all students achieving the provincial standard, we would like to see a leveling of the bar across schools. In other words, we would like to close the achievement gap between high and low performing schools
- By June 2013, there will be a 3% increase in the percentage of students achieving level 4 in all areas of Reading, Writing and Mathematics on the Primary and Junior EQAO Assessments
- 89% of students enrolled in academic math will achieve the provincial standard on the EQAO Grade 9 Math Assessment by 2011- 2012
- 52% of students enrolled in applied math will achieve the provincial standard on the EQAO Grade 9 Math Assessment by 2011 - 2012
- EQAO results will indicate a decrease in the achievement gap between students in Academic and Applied math classes
- EQAO teacher survey data will reflect an increased use of manipulatives and technologies are evident in regular teaching practice
- Report card data indicate fewer students achieving Level 1 and Level 2 in Grade 9 math
- Class visits reveal increased student engagement in math problem-solving based lessons, use of manipulatives, technology and a variety of assessment strategies
- A reduction of 6% in the achievement gap between high and low performing schools on the 2010 Grade 9 Applied EQAO assessment (a reduction from 34% to 28%)
- The achievement gap between high and low performing schools (in applied math) will continue to close
- By 2013, 83% of Grade 7 and 70% of Grade 10 students will report high levels of resilience
- By 2013, 84% of parents will report their child is taught the knowledge, skills and attitudes necessary for learning throughout their life
- Every student across our system (when asked) will be able to identify at least one caring adult friend or mentor in their life
- Increase number of program pathways and student participating in program pathways will be evident at each secondary school from year to year

- Elementary teachers will have a better knowledge of program pathways offered at secondary schools
- All Grade 8 teachers will have an AEP which assist in guiding pathways planning
- The HCDSB 21<sup>st</sup> Century fluency standards implementation plan developed and shared with the system by June2011
- By 2011- 2012 an assessment framework for 21<sup>st</sup> Century fluency standards will be developed
- By 2011 – 2012 all teachers will model 21<sup>st</sup> Century fluency standards within their classroom
- More consistent retention patterns across all elementary schools
- High retention rates between Grade 8 and Grade 9 will be evidenced within the Oakville community
- Overall Board retention rates will increase from 92% in 2009 – 2010 to 93% in 2010 – 2011
- Continued higher intake patterns in Grade 9 relative to exit patterns in Grade 8
- Retention rates will be reported to the Board annually
- Implementation of a Professional Learning Evaluation Tool used for all professional learning experiences
- Continue working with focus groups to gather feedback on current and future practices
- Monitor Staff Development, Leadership, NTIP through Steering Committees

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