
CDSBEO

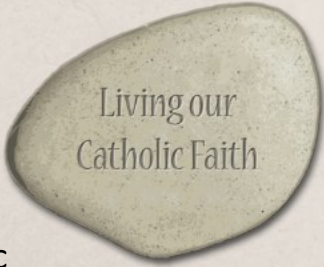
BOARD IMPROVEMENT PLAN FOR
STUDENT ACHIEVEMENT
2020-2021



Inspired by the teachings of Jesus Christ, we transform the world
with justice and peace through Catholic education.

STRATEGIC GOAL

To deepen the understanding and practice of our Catholic faith through Catholic Social Teachings (CSTs).



DATA USED TO INFORM THIS GOAL

- SIPSA
- Resiliency Survey

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

- 6.2 Build and support home, school, parish and community partnerships by sharing current information about student learning and achievement in an ongoing and transparent manner.
- 6.3 Provide learning opportunities, resources, and supports to help parents and families support student learning.

LIVING OUR CATHOLIC FAITH



STRATEGIC ACTIONS

- Choose and promote a common CST language
- Make posters/prayer cards for the 10 CSTs and distribute them to schools
- Send out monthly messages about a different CST/month explaining what it means (unpacking it) and demonstrating how to live it in our schools in Eastern Ontario

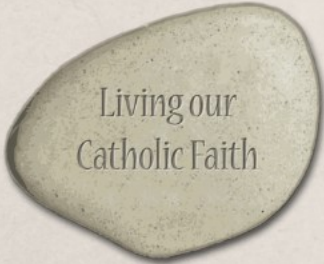
MONITORING OUR ACTIONS

- Send out practical information on Catholic Social Teaching, definitions and applications;
- Ensure that social media releases from schools include CST language with their social justice initiatives or “good deeds.”
- Confirm that students and staff are able to articulate why Catholic schools/parishes encourage and carry out social justice initiatives
- Use resources from Development & Peace to support;
- Meet with Grade 7 Religion teachers individually to introduce new curriculum;
- Meet with all new Religion teachers to highlight Religion curriculum.

ANTICIPATED OUTCOMES

- Change in language/understanding around CSTs and growth in choices of social justice initiatives in schools and at the board level
- Staff will contribute school examples/pictures for the updates;
- Development and Peace will become a strong community partner;
- Catholic Social Teaching language will be evident in our schools and Board;
- Religion programs will be visible in our classrooms.

STRATEGIC GOAL



To support student well-being through a Catholic lens and teach and foster active prayer lives of students and staff with a preferential focus on Christian Meditation and liturgy.

DATA USED TO INFORM THIS GOAL

- School SIPSA plans

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

6.3 Provide learning opportunities, resources, and supports to help parents, families, and parishes support student learning.

LIVING OUR CATHOLIC FAITH



STRATEGIC ACTIONS

- Promote the Catholic Educators TEAMS page and the CM channel through monthly newsletters, regular principal updates and timely communication with teachers.
- Provide CM in-services through school staff meetings and religion classes.
- Model CM for teachers within the classroom setting.
- Mass planning templates.
- Record four different Masses at the board-level this liturgical year, using board staff and local bishops, in order to give students, staff and other CDSBEO stakeholders the option to participate in Mass virtually, in case local school masses continue to be problematic.
- Create a simple highlight page to indicate where in the programs the various parts of the Mass are highlighted.
- Meeting with parish priests and principals by diocese to strengthen community and cooperation.

MONITORING OUR ACTIONS

- Monitor CM Channel of the Catholic Educators TEAMS page and ensure new images, videos and/ or information is added at least once a month;
- Survey schools to see who needs CM refresher, what other in-service/supports are required;
- Maintain an ongoing database which records when CM support has been provided for staff and when school visits have occurred for the purpose of CM;
- Monitor/support the CM practice in schools that have included CM as a goal in their SIPSA;
- PowerPoints for Masses/liturgies based on liturgical calendar to schools posted on TEAMS site;
- Send out survey to schools to determine whether videos/PowerPoints were used and how they could be improved;
- Support schools working with parishes on double cohort for sacramental preparation;
- Discuss, with Archbishops Prendergast, Damphouse and Mulhall, the possibility of having a breakfast or lunch meeting with our supporting priests to thank them and work on ways to strengthen community and cooperation between home, school and parish.

ANTICIPATED OUTCOMES

- Prayer will be a visible and audible feature of all CDSBEO schools;
- The benefits of CM, a deeper connection with God, stress and anxiety reduction, calmness, self - regulation, etc., will be experienced within the schools;
- School communities will build a greater confidence and a deeper understanding of the practice of CM;
- Schools will use videos/PowerPoints regularly. Feedback from principals and priests will be positive;
- Staff will have a better understanding of the reasons behind the Church’s teachings;
- School communities will continue to be connected to, and fed by, the liturgical life of the Catholic church, even if the rules around social distancing or other factors make gathering as a whole school community undesirable;
- Priests and principals will gain a better understanding of the role of schools/parishes and how to work together to support one another.

STRATEGIC GOAL

Living our
Catholic Faith

As Catholics, we believe that we are wonderfully made in the image and likeness of a God who created us and loves us unconditionally – just as we are. We are called to love and celebrate one another, just as God loves and celebrates each one of us. We honour the inherent dignity in each other by treating one another with care, compassion, and respect. To create a safe and inclusive environment for all through Culturally Responsive and Relevant Pedagogy (CRRP), Catholic Social teachings and fostering a safe, caring and inclusive culture in the school.

DATA USED TO INFORM THIS GOAL

- Stats Can Poverty in Schools data
- Resiliency data

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

2.5 Staff, students, parents, and community promote & sustain student well-being and positive student behaviour.

EQUITY AND INCLUSION



STRATEGIC ACTIONS

- R&FL department and Indigenous leads will work together to ensure a strong, combined effort to support a safe, caring and inclusive action plan for schools;
- Catholic Social Teachings will be highlighted to demonstrate that Equity and Inclusion are one of our Church's foundational teachings;
- Focus on systemic racism awareness, challenging the norms, looking at social identity, anti-black and anti-indigenous racism;
- Purchase the book, *Waking Up White* by Debbie Irving for a book study with Ps, VPs & managers;
- June is designated as PRIDE month in many communities across Ontario, In June, and every month, our Catholic schools are committed to nurturing safe and inclusive learning environments where every student and every member of the community is welcomed, valued, and respected;
- HR will conduct staff survey to identify staff by ethnicity;
- Service trips will not take place this year; however communities will be supported through board/school fundraising.

MONITORING OUR ACTIONS

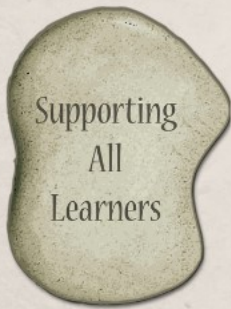
- Connections between our Catholic Faith and Indigenous plan will be highlighted in both departments' plans this year;
- Both departments will co-create a statement about the Grade 11 English course to ensure understanding of our positions on how this course promotes Catholic Social Teachings and Equity and Inclusion;
- Ensure that discussion re: racism and white privilege are on the agenda of every Admin meeting;
- Ensure that inclusive social organizations are available for all students in all high schools;
- Guatemala and Sandy Lake communities will be supported through the Board.

ANTICIPATED OUTCOMES

- School staff will better understand poverty and intersectionality and how it affects students and families;
- Teachers and staff will embrace the literature in the NBE course;
- English and Religion departments will share information;
- Students will organize fundraisers for Guatemala and Sandy Lake communities and engage others in their school in a call to action;
- School staff will better understand student and family issues;
- Schools will create safe, caring and inclusive spaces for all.

STRATEGIC GOAL

Build capacity with school staff to close the gap in reading, provide informed and timely assessments and a focus on detailed transitions to ensure all learners are receiving the supports they need in order to reach their full potential.



DATA USED TO INFORM THIS GOAL

- Teacher Portal (report cards, IEP, IPRC, attendance, school-based assessment, learner profile, board level professional assessments)
- Pals Data
- Lexia Data
- PM Benchmarks
- SLP and Psychology Team tracking data

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

#1 A broadly shared mission, vision and goals founded on aspirational images of the educated person.

SUPPORTING ALL LEARNERS



STRATEGIC ACTIONS

The Special Education Team, will work collaboratively with the school team to;

- facilitate and support the implementation of the “Science of Reading PD” to ensure the successful application of how students learn to read to close the reading gap.

The CDSBEO assessment framework will be adapted. This ensures;

- less duplication of service.
- a higher number of students are supported through assessment data and feedback.
- schools receive early literacy feedback sooner.
- a greater number of full psychological assessments will be completed.

Student transition plans will be a focus during annual IPRC Meetings.

MONITORING OUR ACTIONS

- SLPs and SE Consultants will monitor and support the implementation of the “Science of Reading” strategies at the schools they support.
- Review updated assessments and data found on CDSBEO Teacher portal and OSR.
- Track the number of assessments completed by the SLP and the Psychology teams.
- Monitor that the recommendations from the assessments are reflected on the IEP and IPRC.
- Attend some IPRC meetings at each school to ensure that stakeholders are included, and that transition planning is a focus.
- Monitor IPRC documentation to ensure stakeholders attend IPRC meetings and that the IPRC process is adhered to.
- Look at ONSIS data to see how many IPRC meetings were held and not dispensed of.
- More details are in place in the IEP.

ANTICIPATED OUTCOMES

- Close the gap with struggling readers over time.
- More students will be reading at grade level.
- Increase student engagement.
- Improve self-esteem/self-confidence.
- Decrease anxiety around reading.
- Foster the enjoyment of reading.
- Increase access to all curricula.
- Over a two-year span, more students will have an early literacy assessment by the SLP team.
- Increase in the number of full psychological assessments.
- Earlier implementation of strategies to support learners.
- Students will be supported through informed assessment recommendations.
- More detailed transition plans are discussed and implemented.
- Smoother transition to secondary pathways.
- Smoother transition to post-secondary education or work.

STRATEGIC GOAL



To re-establish positive connections and relationships as students transition back to school, in order to support student Mental Health and Well-being.

DATA USED TO INFORM THIS GOAL

- Resiliency surveys
- School Resiliency Action Plans
- School Improvement Plans
- Training Feedback forms
- Intervention Plans (VTRA and ASIST)

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

#4 Learning-oriented organizational improvement processes.

ENSURING WELL-BEING



STRATEGIC ACTIONS

Offer schools the following trainings:

- ASIST
- VTRA
- Core Addiction Practice (CAP)
- Mental Health First Aid for adults who work with Youth
- Safe Talk
- Sources of Strength
- Christian Meditation
- Rainbows
- Social Skills Programming

Follow-up with schools to ensure at-risk students are paired with a caring adult.

Continue to promote restorative practices, kindness and growth mindset in schools.

Train principals on the “Guide for Children and Youth Struggling with Substance Use Addictions and Mental Health Concerns.”

MONITORING OUR ACTIONS

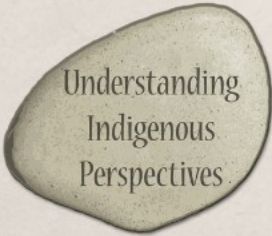
- Training participants will complete a feedback form following each training session to be reviewed by the Special Education Staff and/or Religion.
- Track participants who participate in each training.
- Track the schools who do not have anybody trained in the various trainings and follow-up with them about future training opportunities.
- Ongoing monitoring of the implementation of intervention plans by the Special Education professional staff.
- Resiliency data indicates implementation of restorative practices and whether students are feeling safe and accepted.
- Restorative language is observed throughout the school.
- Feedback forms to monitor numbers and distribution of participants and to enhance delivery of the training.

ANTICIPATED OUTCOMES

- Enhance competency of staff in supporting student mental well-being.
- Students will use Christian Meditation to regulate and form a closer relationship with God.
- Neuro diverse students will develop their social skills and apply their learning to daily living.
- At-risk students will feel connected and safe in their schools.
- Increase community-based mental health referrals.
- Students will feel supported in accessing community mental health resources when necessary.
- Resiliency data will reflect higher protective factors and lower risk factors.
- Students will feel safe when resolving conflict.
- Students will seek out community supports with the guidance of administrators.

STRATEGIC GOAL

To support all self-identified students physically, emotionally, mentally and spiritually.



To support all stakeholders in CDSBEO with Indigenous knowledge, cultural sensitivity and awareness of Indigenous perspective through virtual and face-to-face experiences.

To support all portfolios with Indigenous knowledge through community partners, teachings, and resources.

DATA USED TO INFORM THIS GOAL

- The following data is collected through MISA Lead:
- Self-Identified for First Nations, Metis and Inuit
 - Report Card
 - EQAO Results
 - IEAP (Socio-economic and report card data)
 - Survey
 - Qualitative data (feedback, email,)

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

2.1, 2.2, 2.4, 3.1, 4.6, 5.2, 6.2, 6.4

UNDERSTANDING INDIGENOUS PERSPECTIVES



STRATEGIC ACTIONS

- Continued support for all system administrators to deepen their knowledge of cultural knowledge and sensitivity through central principals’ meetings;
- Support for full integration of Indigenous Perspective through financial support for First Nations, Metis and Inuit Community partners, for professional learning particularly around numeracy and literacy, but in connection with all board portfolios;
- Support schools both virtually and face-to-face with First Nations, Metis and Inuit resources and community partners to build capacity for staff and students;
- Build relationships between schools and within schools so parents and community feel welcomed through events that support Indigenous teachings;
- Continued leverage of purchased online and material resources for stakeholders’ learning.

MONITORING OUR ACTIONS

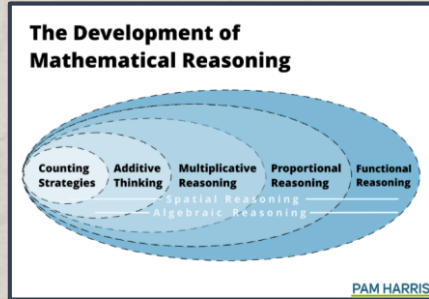
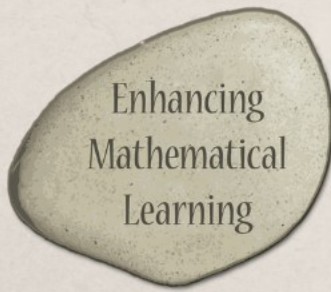
- Reporting our successes and ongoing/upcoming initiatives three times a year to the Indigenous Education Advisory Committee which will guide our actions;
- Complete the First Nations, Metis and Inuit Board Action Plan and offer for review by stakeholders and submit to Ministry;
- Meet with Regional Ministry Lead for reflection and support;
- Use self-identified data to support students in their schools;
- Review SIPSA goals and provide guidance and support for schools;
- Reflect on feedback from Community Partners to guide work and next steps;
- Seek input on needs for professional support for NBE teachers, as we roll-out full implementation of the Grade 11 Understanding Contemporary First Nations, Metis and Inuit Voices in English courses;
- Seek feedback on resources to gauge effectiveness;
- Monitor parent involvement through participation in community events and through feedback.

ANTICIPATED OUTCOMES

- Greater reflection of Indigenous Education goals in School Improvement Plans;
- Increased student achievement and wellness for ALL students and particularly for self-identified students;
- Increased capacity for Indigenous understanding across the system in all portfolios;
- Increased number of culturally safe spaces in our schools for marginalized students;
- Increased competency with culturally appropriate land acknowledgements;
- Integration of the board-wide Indigenous theme of Spirit of Stars is integrated throughout subject area;
- Increased requests for support from schools;
- Increased use of CDSBEO online communication platforms for vetted integration of Indigenous worldview.

STRATEGIC GOAL

Improve fundamental math skills, specifically in the area of number sense and numeration.



DATA USED TO INFORM THIS GOAL

Overall Expectation	Achievement Category	Success Rate
NV	K/U	82.6%
MV	T/I	64.6%
GV	K/U	71.3%
PV	A	67.5%
DV	K/U	59.0%
NV	A	36.7%
DV	T/I	20.1%

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

2.1, 2.2, 2.3, 2.4

ENHANCING MATHEMATICAL LEARNING



STRATEGIC ACTIONS

- Continue to support teachers with the implementation and delivery of Number Talks routines in the classroom from K-12.
- Link the use of Number Talks and math talk to “Triangulation of Data” as Formative and Summative Assessment in the mathematics classroom.
- Breakdown the developmental details of Counting, Addition, Multiplication, and Proportional Reasoning.
- Unpack the new curriculum and identify the connections to fundamental math at each level and support teachers in noticing, naming and nudging student reasoning to grade appropriate level.
- Support teachers in the intentional use of the teacher (data) dashboards in the math ed tech programs that are being used.
- Support the development of teaching strategies that connect the understanding of fundamental math and problem-solving skills.

MONITORING OUR ACTIONS

- Through marker students, teachers will look for the following milestones
- Kindergarten: counting sets up to 25 items
 - Grade 1: pairs of numbers that make 10
 - Grade 2: mental addition/subtraction of single digit numbers
 - Grade 3: recognize problems that use equal groups vs part-part-whole
 - Grade 4: mental addition/subtraction of 2-digit numbers
 - Grade 5: mental multiplication/division of single-digit numbers
 - Grade 6: represent decimals and fractions on a number line
 - Grade 7: representation of integers and integer operations on a number line
 - Grade 8: mental addition/subtraction of base fractions
 - Bridge: Improvement in skills from Gr. 6 EQAO

Principals will be aware of the use of number talks during their school walk throughs. Principals are actively involved in the administrator dashboards for math ed tech.

Cohort EQAO data will be analyzed to look for an improvement in NS & N.

ANTICIPATED OUTCOMES

- We will notice an increase in students’ ability to notice and name their mathematical strategies.
- With an increase in fundamental number sense skills, we will see an improvement in Number Sense and Numeration on EQAO.

STRATEGIC GOAL

CDSBEO OSSLT Preparation Plan



All traditional CDSBEO Secondary Schools will see their average rate of success at 75% or higher for 2020-21 and CDSBEO alternative learning environment schools will see an average rate of 70% of students meet success on the OSSLT.

DATA USED TO INFORM THIS GOAL

In 2018-19, 6 CDSBEO Secondary Schools achieved a success rate of 80% or higher. The data shows that our two alternative learning Secondary schools, in addition to one traditional Secondary school, need support to increase the percentage of students who meet success on the OSSLT.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

1.1 System-wide focus on achievement (raising the bar, closing the gap, and nurturing student achievement and well-being) to support district-wide improvement efforts in the context of the values held by the community served.

ACHIEVING LITERACY FOR ALL



STRATEGIC ACTIONS

- Using the CDSBEO OSSLT preparation plan;
- Ongoing visits from Literacy Consultant to work with educators and students in one-on-one or small group settings (with targeted support for our ESL and ELL learners);
- Administration of Diagnostic OSSLT in Fall 2020 for all Grade 10 students;
- Administration of Mock OSSLT in early March 2021 for all Grade 10 students;
- Monthly OSSLT-style lessons and assessments during Semester 1;
- Weekly OSSLT-style lessons and assessments during February and March of Semester 2.

MONITORING OUR ACTIONS

- Initial meetings with Literacy Leads in September 2020 to set up dates for diagnostic and mock OSSLTs;
- The CDSBEO Literacy Consultant will work with Literacy Leads in each Secondary school to ensure the strategic actions are being carried out;
- Literacy Consultant to join schools for Diagnostic and Mock OSSLT moderated marking days;
- Monthly reminder emails to Secondary Principals and Literacy Leads.

ANTICIPATED OUTCOMES

- Student confidence prior to the OSSLT will increase as they will feel more prepared for the test;
- More students will meet success on the March 2021 OSSLT;
- Literacy Leads will feel supported throughout the year by the Literacy Consultant.

STRATEGIC GOAL

Developing reading skills (decoding, comprehension, expression, speed, etc.)

CDSBEO elementary students will meet targeted (individual) reading goals for all levels of learners (English, FSL and ELL).

DATA USED TO INFORM THIS GOAL

The 2020-21 SIPSA sort indicated that a majority of CDSBEO Elementary schools wish to make reading a priority for their students with the understanding that reading must be explicitly taught to students of all reading entry points.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

4.2 A clear emphasis on high levels of achievement on literacy and numeracy is present throughout all areas of the school.



ACHIEVING LITERACY FOR ALL



STRATEGIC ACTIONS

- Literacy consultants will work alongside the Speech and Language Pathologists to develop and implement a reading continuum in both English and FSL, based on school needs;
- FSL Consultants will work with Elementary teachers to build teacher capacity in teaching how to read within the Neuro Linguistic Approach model of second language acquisition.

MONITORING OUR ACTIONS

- Initial meetings between literacy consultants and SLPs to take place in early September 2020;
- Use of the SLP Teams page as a CPLC for ongoing discussion, sharing, communication and planning.;
- A final meeting in late May/early June 2021 to review evidence (anecdotal evidence such as conversations and observations as told by teachers and SERTs) from Elementary schools and to plan for the following school year.

ANTICIPATED OUTCOMES

- Elementary students will increase their reading skills and, as a result, their confidence as readers and learners;
- Elementary students will see a marked improvement in their success across all areas of the curriculum as they become more proficient readers.

STRATEGIC GOAL

CDSBEO Grade 7 OSSLT Preparation Plan

Work with Grade 7 teachers (from one geographical area) to implement the Grade 7 OSSLT preparation plan, in order to increase student and educator knowledge of OSSLT expectations prior to entering Secondary School.

DATA USED TO INFORM THIS GOAL

- 19% of CDSBEO Grade 7 students are at L2 or lower in reading.
- 20% of CDSBEO Grade 7 students are at L2 or lower in writing.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

4.1 Coherent approach to improvement based on a small number of key improvement goals consistently pursued over a sustained time period.



SUCCESS FOR ALL STUDENTS



STRATEGIC ACTIONS

- Ongoing visits from Literacy Consultant to work with educators and students in one-on-one or small group settings;
- Moderated marking of OCA assessments;
- Co-teaching lessons on OSSLT-style assessments;
- Administering a mock OSSLT for Grade 7 students;
- Moderated marking of OSSLT-style assessments and mock OSSLT.

MONITORING OUR ACTIONS

- Initial meetings with Grade 7/8 teachers in September-October 2020 to set up dates for Ontario Comprehension Assessment and mock OSSLT;
- Ongoing assessments (at least one/month) throughout the school year to measure progress;
- Term 1 and Term 2 report card data will be examined to determine progress.

ANTICIPATED OUTCOMES

- Educators will have a better understanding of OSSLT-style assessments, which can inform their teaching practices;
- The intended outcome of this plan is that we will continue to see an increase in Grade 10 students feeling confident in their abilities and strengths regarding OSSLT-style assessments;
- Over the next few years, this plan will be implemented at all CDSBEO schools with Intermediate students.

STRATEGIC GOAL

Adult and Continuing Education

To continue to raise awareness of adult and continuing education within our schools, Board and communities and to provide support to adult learners.

DATA USED TO INFORM THIS GOAL

We reached 606 staff members in the CDSBEO through the Eastern Regional Partnership for Adult Education presentations. Of them, 56% indicated in 2018-19 that they were unaware of the programs offered through Adult and Continuing Education.

E-Learning- 81% heard about our programming through word of mouth. 42% of PSW students were referred through word of mouth.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

9.1 Regular communication through the system nurtured by structures that encourage strong relationships and collaborative work based on a shared vision for student learning and well-being among staff, principals, system leaders, parents, community groups, trustees and ministry.



SUCCESS FOR ALL STUDENTS



STRATEGIC ACTIONS

- Continue to reach out to schools and staff members to educate them about our programs;
- Work with community partners to build regional awareness and support regional goals for employment opportunities;
- Provide guidance planning for OSSD, workplace skills or post-secondary destination.

MONITORING OUR ACTIONS

- Attend employment fairs and agencies regularly to share programs offered and extend support to adult learners seeking educational opportunities for employment or academic upgrading;
- Advertise educational opportunities within the CDSBEO, our Facebook page, our Continuing Education website and with community partners;
- Prior to enrolling in a course, meet with students to create an individualized plan to support future goals;
- Monthly student success meetings regarding our students taking courses through St. James CEC and assign caring adults to follow-up.

ANTICIPATED OUTCOMES

- Increased knowledge of the Adult and Continuing Education programs offered leading to an increase in enrollment, PLAR and graduation rates;
- Increased partnerships with community organizations and agencies seeking to increase employability skills and future employment;
- Improved student retention and student success in credit achievement.

STRATEGIC GOAL

To continue to provide opportunities for experiential learning with a special emphasis on virtual learning opportunities.

To increase student engagement in School, College, Work Initiative/Dual Credit and cooperative education opportunities.

DATA USED TO INFORM THIS GOAL

In 2019-20, due to various factors, (job action, lack of supply teachers, COVID-19) many schools were unable to take advantage of EL funding.

SCWI/Dual Credit/Co-op data from college contacts and secondary co-op teachers.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

5.1 Comprehensive education and career/life planning programs meet the learning needs, interests, and aspirations of all students.

5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools, and community programs.



SUCCESS FOR ALL STUDENTS



STRATEGIC ACTIONS

- Continue to maintain and update digital site for teachers (Teams), so they can find information regarding previous EL activities and ideas for new activities;
- Monthly newsletter regarding useful websites, experiential learning opportunities, reflective practice, etc.;
- Appointment of an "Experiential Learning" contact at each of our schools who will help communicate with teachers interested in incorporating more EL into their daily practice;
- Call for Proposals for schools with a focus on social justice initiatives and/or mental health/wellness;
- Continued use of Career Labs (VR) to promote interest in skilled trades and STEM, and to promote Indigenous awareness;
- Promote SCWI/Dual credit opportunities in all Secondary schools;
- Continue to improve communication between Dual Credit Champions and Board leads;
- Through periodic meetings with Student Success teams, promote the potential dual credit classes and reinforce the target profile of dual credit students;
- Promote co-operative education opportunities in Grade 9 and 10 classes with special emphasis on developing a co-op plan using myBlueprint;
- Introduction of Edge Factor pilot in two secondary schools.

MONITORING OUR ACTIONS

- Site will be updated and monitored to track teacher involvement and engagement;
- Periodic outreach to schools to track ongoing EL activities;
- Use of digital feedback forms to inform future practice and initiatives;
- Communication with schools regarding Call for Proposals, including visual/audio artifacts of student reflections;
- Post-activity feedback forms for VR experiences to assess student engagement and possible future interest in pursuing an apprenticeship;
- Ongoing communication with college and secondary school representatives to track enrolment and retention rates in SCWI/Dual Credit;
- Visits with Grade 10 Careers teachers and students to get feedback concerning understanding of the value of co-op education;
- Track student engagement in Edge Factor to assess its efficacy in promoting career awareness.

ANTICIPATED OUTCOMES

- Teachers and students will have an increased understanding and appreciation for the value of experiential learning opportunities;
- Teachers will become increasingly autonomous in their search for valuable EL activities;
- Students will develop a sense of agency in their learning and will develop a deeper understanding of curriculum content after taking part in related EL activities;
- Students in Grades 7-12 will develop a deeper understanding and appreciation of the skilled trades (competencies, employment opportunities, pathways to apprenticeship);
- More students will take advantage of the SCWI/Dual credit opportunities available, and more will view co-operative education as a valuable option in pathways planning.

STRATEGIC GOAL

Specialist High Skills Major (SHSM)

To increase school and community awareness of the 25 SHSM programs and celebrate our accomplishments.

Increase the overall enrolment in SHSM programs by 10%, improve completion rates and explore new program opportunities.

DATA USED TO INFORM THIS GOAL

- Ministry Data reports
- Board Data reports
- myBlueprint
- Data Portal
- Compare Board data to Provincial data
- Input from school staff and lead teachers

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

9.1 Productive working relationships with staff and stakeholders.



SUCCESS FOR ALL STUDENTS



STRATEGIC ACTIONS

- Explore and foster partnerships in support of the Sector Partnered Contextualized Experience component;
- Engage as collaborative teams to enhance and support the 25 SHSM programs;
- Utilize our Teams page to share ideas and support colleagues;
- Work with local community partners to establish learning and possible co-op opportunities for students;
- Continue to foster and build relationships that support CDSBEO programs;
- Promote SHSM programs in our schools and use myBlueprint to track student progress;
- Provide SHSM leads with training around the SPCE component of the program;

MONITORING OUR ACTIONS

- Exit surveys for Grade 12 SHSM graduates;
- Use data to close gaps and create solutions to challenges faced within the programs- ie: Cooperative Education requirements;
- Track and monitor the use of the SHSM tab in myBlueprint;
- Meet with Grade 10 Careers teachers to discuss the use of the SHSM tab in myBlueprint and collect feedback;
- Continue to work with our Grade 7 and 8 students offering exploration activities like the "Gold Collar Worker" program;
- Provide a means to explore SHSM programs and careers virtually.

ANTICIPATED OUTCOMES

- Increased enrolment in the SHSM programs;
- Expanded awareness of the SHSM program and increased opportunities to celebrate and highlight success;
- Improved completion rates;
- Greater exposure to careers within their sector;
- Increased number of graduates in trades and technology related careers;.

STRATEGIC GOAL



Encourage more female and Indigenous students to participate in Ontario Youth Apprenticeship Program (OYAP) through a series of special events.

Increase overall footprint of students within CDSBEO who explore and pursue skilled trades as a primary post-secondary pathway.

DATA USED TO INFORM THIS GOAL

Year-end OYAP participation data provided by the Ministry of Training Colleges and Universities.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

5.3 Students, parents, families, and educators understand the full range of pathways; especially in the trades.

6.3 The school and community build partnerships to enhance learning opportunities and well-being of students.

SUCCESS FOR ALL STUDENTS



STRATEGIC ACTIONS

- OYAP presentations to all Grade 10 Career classes;
- Plan and organize OYAP parent information night in all Secondary schools;
- Host special Women in Trade events;
- Organize events to promote skilled trades to Indigenous students;
- Utilize Virtual Reality to introduce trades;
- Consult with employers and stake holders on best practices;
- Form an OYAP advisory committee;
- Increase student participation in level one programming;
- Develop tools, explore technology and other platforms to successfully deliver program goals virtually.

MONITORING OUR ACTIONS

- Encouraging students to take technical education courses and pursue skills trade co-op placement in Grade 11 and 12;
- Provide parents with information on the apprenticeship pathway including training and employment opportunities;
- Utilize student feedback forms on Virtual Reality usage;
- Use employer feedback to provide direction on OYAP programs;
- Utilization of Edge Factor, My Blueprint and other service deliver providers.

ANTICIPATED OUTCOMES

- Increased number of students taking technical education courses and pursuing skilled trades co-op placements in Grade 11 and 12;
- Increased number of students participating in and being registered as apprentices;
- Increased number of employer participation.

STRATEGIC GOAL

Extending the Learning Environment into the Outdoor Space



Outdoor learning will be recognized as an approach to learning, one of many tools that educators can access in order to make learning more relevant and engaging for students, rather than an individual subject, discipline or curriculum area. As such, there will be an increase of 5% in the implementation of outdoor learning experiences.

DATA USED TO INFORM THIS GOAL

Elementary schools will be surveyed at the beginning of the year to determine baseline data of the schools using the outdoor space as a learning environment for instruction. An end of year survey will be administered to determine the growth in this area.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

2.3 School staff are encouraged to be innovative in their efforts to improve practices and to use focused instruction to ensure their improvement efforts are addressing the needs of individual students.

BUILDING STRONG FOUNDATIONS



STRATEGIC ACTIONS

- Back to School Learning Fair session *Take Learning Outdoors* will be offered to inform educators about the benefits of outdoor learning and about how to plan for it at the classroom level (K-6);
- The Early Years Consultant will support K-2 Communities with strategies to strengthen understanding and implementation of outdoor learning and the curriculum connections;
- “Take Learning Outside” ideas will be shared via Curriculum Updates (Board-wide);
- In conjunction with EOCCC, a learning resource regarding outdoor learning and stewardship will be available to educators in CDSBEO (Spring 2020).

MONITORING OUR ACTIONS

- The Early Years Consultant will gather qualitative data over the course of the year through school visits, CPLCs, and conversations with administration and educators. This information will be recorded in OneNote and reviewed regularly, as well as collated at the end of the year;
- The quantitative data from the beginning and the end of year survey will be analyzed and compared.

ANTICIPATED OUTCOMES

- There will be an increase in educator understanding of the difference between recess play and purposeful outdoor play in that the outdoors can be used to introduce, investigate, apply, and extend learning goals and curriculum concepts from K -2;
- There will be an increase (5%) in the number of educators who access the outdoor space as a learning environment from K-2.

STRATEGIC GOAL

Increase student confidence, proficiency, and achievement in oral communication in French as a Second Language and subjects taught in French.

Increase the percentage of students studying FSL until graduation.



DATA USED TO INFORM THIS GOAL

- School Improvement Plans for Student Achievement
- Grade 12 Diplôme d'études en langue française (DELF) exam results
- FSL enrollment in Grades 10, 11, and 12 in Core, Extended, and Immersion
- Percentage of teachers trained in the Neurolinguistic Approach to second language learning

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

2.1 Curriculum standards and frameworks, instructional practices, professional development emphasis and assessment tools. Focused on achieving the district's mission, vision and goals.

4.1 Coherent approach to improvement based on a small number of key improvement goals consistently pursued over a sustained time period.

DEVELOPING FRENCH LANGUAGE LEARNING



STRATEGIC ACTIONS

- French will be the language of instruction and interaction in the classroom;
- Make full use of the examples in the French Second Language Elementary and Secondary curriculum documents to guide teacher planning;
- Continue to train CDSBEO French Second Language teachers in the Neurolinguistic Approach;
- Consistent use of the Neurolinguistic Approach teaching strategies in all French subject courses by trained teachers;
- Consistent use, by students, of oral sentences modelled by the classroom teacher, when communicating with the teacher and peers in authentic interactions.

MONITORING OUR ACTIONS

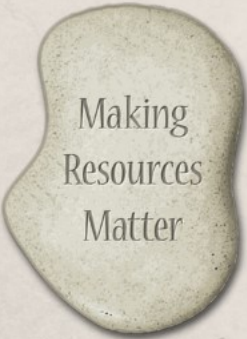
- Review the report card data for the Listening and Oral strands of Core, Extended and Immersion French to determine the percentage of students achieving provincial standard;
- Survey teachers on their level of comfort when using the oral strategies of the Neurolinguistic Approach;
- Track data of the DELF exam results with an emphasis on the data from the oral production component of the exam.

ANTICIPATED OUTCOMES

- "Listening and speaking skills are the springboards to reading and writing" *FSL curriculum document page 9*;
- Students will demonstrate increased confidence, proficiency, and achievement in oral communication in French as a Second Language;
- Students will demonstrate increased comprehension of oral and written texts;
- Students will produce written work for a variety of purposes with increased confidence and accuracy.

STRATEGIC GOAL

Set clear priorities on the optimal use of scarce fiscal resources that are transparent and accountable, including staff and resource allocations that support a healthy and respectful working and learning environment, enhance continuous improvement in student achievement and staff development and improve public confidence.



DATA USED TO INFORM THIS GOAL

- Board’s current financial position
- Feedback from school improvement plans on technology needs in the classroom
- 2020-2021 Grants for Student Needs

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

4.6 Resources for students are relevant, current, accessible, inclusive, and monitored for bias.

MAKING RESOURCES MATTER



STRATEGIC ACTIONS

- Elementary and Secondary class sizes and caps are respected and kept at acceptable levels to ensure student engagement and success;
- Refreshed technology in classrooms that empowers teachers and promotes student engagement, creativity and achievement;
- Strategically and responsibly sourced digital tools and resources that are allocated equitably to all students consistently across the Board, regardless of geographic location.

MONITORING OUR ACTIONS

- Continuous monitoring of student enrollment and class sizes to support staff well-being and student achievement;
- Monthly communications and financial reporting with all Board departments;
- Consistently seek out joint purchasing initiatives that maximize value for money.

ANTICIPATED OUTCOMES

- A healthy working and learning environment that is empathic and respects the dignity and worth of every person;
- Technology in schools that support student engagement and achievement;
- Shared responsibility and accountability for continuous improvement in service delivery, program provision and staff growth;
- Transparency and accountability with regard to the allocation of resources.

STRATEGIC GOAL

To increase the opportunities of all students to actively contribute in meaningful learning experiences made possible through digital technology.



DATA USED TO INFORM THIS GOAL

- Board-wide student and staff access to Office 365.
- Feedback from school improvement plans regarding teaching and learning needs.
- Microsoft usage and analytics.
- Consultant and ICT support feedback.

DISTRICT EFFECTIVENESS FRAMEWORK INDICATOR

- 3.1 The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.

INNOVATIVE USE OF TECHNOLOGY



STRATEGIC ACTIONS

- Increase the awareness and use of safe and secure digital tools for student learning and privacy;
- Learning with technology focused on exploration, creativity and discovery (STEM education) through local, national, and global experiences;
- Extend and enhance student voice using Microsoft tools (Flipgrid, Skype in the Classroom, Teams);
- Sustain the collaborative communities of innovative educators who actively share ideas, successful strategies and content for technology-enabled learning and teaching;
- Support on-going use of Teams and Brightspace for LMS as a distant learning and blended learning model.

MONITORING OUR ACTIONS

- Review the usage of Office 365 apps, web-based tools and third-party apps;
- Tracking classroom growth of digital collaboration and learning spaces (Teams, Brightspace);
- Monitor requests for digital technology devices, tools and capacity building.
- Tracking technology-focused, school wide events (Code Mobile, STEM Days);
- Student and staff testimonials and highlights;
- Student and staff perceptual technology use and needs survey.

ANTICIPATED OUTCOMES

- Classrooms are student-centered learning spaces that combine the digital and physical world;
- An increased demand for technology training and tools to support educator and student learning;
- All students can expand their learning experiences by actively participating in a digitally connected world;
- Students and staff are co-learners when using technology tools in the classroom;
- Educators working together within and across schools.