



STRATEGIC DIRECTION: Key Success Measurements FOR 2010-2014

December 2010

The purpose of this document is to outline our strategic direction flowing from Board Ends and informed by our beliefs, guiding principles, new mission and vision and provincial direction for education as outlined through Bill 177. These result in our board improvement planning process. This document is for the term of the board elected from 2010-2014. This document will be revised annually in order to ensure ongoing evidence collected from term to term informs and revised the decisions made in creating this strategic direction.

Roger D. Lawler
Director of Education

Board Ends: Learners achieve their fullest potential in learning communities that are a lived experience of Catholic faith.

Our context: *The Catholic School on the Threshold of the Third Millennium*

Our VISION: Our Catholic schools ... Heart of the community, success for each, a place for all.

Our MISSION: As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world.

Priority #1: Building Capacity to Improve Student Learning

Priority #2: Nurturing Our Catholic Community

Priority #3: Building Capacity to Lead and Learn

Student Achievement Task Team

Early Learning Task Team

Interactive Technology Task Team

Safe and Nurturing Schools and Equity Task Team

Celebrating Catholic Education Task Team

Poverty awareness and action Task Team

Leadership and Succession Planning Task Team

Sustainable Development and Accessibility Task Team

Financial, Facilities Leadership and Community Use of Schools / Partnerships Task Team

Provincial Curriculum and learning initiatives as seen through the OCSGE's, the work of the Catholic Curriculum Cooperatives and the Institute for Catholic Education.

Provincial framework on safe schools, equity and inclusion. Initiatives in celebrating Catholic education. Local initiatives in poverty awareness & action.

Provincial framework for Catholic Educational Leadership. Provincial framework for sustainability. Provincial framework for financial leadership and Community Use of Schools.

Demonstration of system accomplishments is through the provincial testing results; through safe, nurturing schools that are based on equity and inclusion and through leadership succession planning, progress in sustainability /accessibility as well as financial leadership, facilities leadership and community use of schools/partnerships.

BOARD ENDS

The role of the Board of Trustees under the governance model of the Waterloo Catholic District School Board is to articulate a policy statement on the Ends to be achieved by the system. In this context, therefore, the Board of Trustees articulated through *Board Policy 1 001* the following policy statement on *Ends*:

Policy Statement:

On behalf of the Catholic ratepayers of Waterloo Region and at a justifiable use of government and community resources, the Waterloo Catholic District School Board will ensure learners achieve their fullest potential in learning communities that are a lived experience of Catholic faith.

1. Learners:

a) Live their faith

- I. where faith practice forms an integral part of their daily lives as members of the school community
- II. where they have knowledge of the history, teaching, values and doctrines of the Catholic faith
- III. where they are contributors to society, dedicated to the common good

b) Achieve academic success

- I. which is reflected by WCDSB results that significantly exceed provincial standards as measured in EQAO and literacy tests.
- II. where they have knowledge and skills to pursue suitable career and life paths

2. Learning communities:

a) are lived models of our Catholic faith

- I. where all are welcomed
- II. where all are treated with respect
- III. where all are caring stewards of their world

b) are inclusive

- I. where everyone understands that our faith calls us to inclusion
- II. where there is a continual renewal of commitment to the inclusion of all
- III. where all students experience instruction and assessment that is differentiated based on their needs
- IV. where all students are entitled to be in their home school in age appropriate classrooms

c) act as a part of a greater whole, recognizing their interdependence within the home, school and parish triad

OUR CONTEXT

Our board's Ends statements mean that the Waterloo Catholic District School Board exists as a direct result of the political and moral support of ratepayers so that as disciples of Christ we educate and nurture hope in all learners to realize their full potential to transform God's world. This is our mission.

We are a Christ-centered system that, as the late Archbishop of Toronto, Archbishop Philip F. Pocock, stated in response to "*What Is a Catholic School?*"

*"A Catholic school is one in which God, His truth, His life are integrated into the entire syllabus, curriculum and life of the school."
[What Is A Catholic School, March 1971].*

This is our purpose; to be a faith community centered on the life and message of Jesus Christ.

For a Christ-centered school community to exist, five key components need be present – as characterized through a variety of sources from The Holy See to the Association of the Catholic Bishops of Ontario's Institute for Catholic Education who articulated for the Catholic community of Ontario an overriding set of expectations known as *The Ontario Catholic School Graduate Expectations*. The overall components of a Christ-centred school community are:

1. **Education in The Faith:**

The role of the Catholic school is to "educate the whole person stressing the person's vital relationship with Christ." This relationship is not formed in a vacuum but rather is engaged in "the synthesis between culture and faith". The way curriculum is delivered in a Catholic school is unique. Various curriculum disciplines present knowledge to be attained, but inherently present values to be acquired and truths to be discerned. In the Christian educational project all subjects collaborate, each with its own content, to the formation of mature personalities." Education in the faith, therefore, happens in an integral way throughout the day and in all curricular and non-curricular activities within the curriculum as mandated by the Province of Ontario. Religious Education and Family Life education are integral components of the formal curriculum.

2. **Formation in Solidarity and Community:**

The Catholic school deliberately participates in the evangelizing mission of the Church. The faith community present in the school is evidenced operationally through its policies and procedures and relationally within the community constituted by the staff, students, parents/guardians, parish and supporting partners. There exists a sacramental presence and an ethos that embrace the Gospel.

3. **Education for the Common Good:**

The Catholic school has an outward focus inspired by the Gospel; a Catholic anthropology and worldview as evidenced through the Ontario Catholic School Graduate Expectations particularly "*a collaborative contributor*"; that is, one who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good. There exists an intentional learning environment that focuses on the use and development of the gifts of the community and a decision making process that embraces the principle of subsidiarity.

4. **There is a Preferential Option for the Poor:**

The Catholic school welcomes all and makes no excuses for intentionally attending to the vulnerable. The Catholic school purposefully engages in peace and social justice activities to ensure that what we are fortunate to have is shared equitably. It is recognized that poverty of spirit and poverty of being through exclusion presents as critical a need to be addressed as economic poverty.

5. **Academic Education for Service:**

The Catholic school fulfills a service of public usefulness. Service will be the hallmark of the Catholic school community. Learners will be prepared to be in the service of others and through their contribution will transform society.

Sources:

- a) Zenon Cardinal Grocholewski, Prefect of the Congregation for Catholic Education, “*Circular Letter to the Presidents of Bishops’ Conferences on Religious Education in Schools*,” The Vatican, May 5th, 2009.
- b) Archbishop Michael Miller, CSB, Secretary of the Congregation for Catholic Education, The Vatican, “The Holy See’s Teaching on Catholic Schools,” Catholic University of America, September 14th, 2005. [Archbishop Miller is currently Archbishop of Vancouver].
- c) Pio Cardinal Laghi, Prefect of the Congregation for Catholic Education, “*The Catholic School on the Threshold of the Third Millennium*,” The Vatican, December 28th, 1997
- d) Sr. Joan Cronin, s.g.i.c., *The Ontario Catholic School Graduate Expectations*, The Institute for Catholic Education, Toronto, c1999.

Our context is further based upon a strong and enduring set of beliefs and guiding principles that have been essential to our system through the past two iterations of our strategic plans – *Living Our Mission* and *Sharing Our Journey*. They are provided here as sign posts of who we are, as further foundational statements in support of what we do as we articulate a vision and mission to serve us as we move into the next four year period. These *beliefs* and *guiding principles* are:

OUR BELIEFS

Beliefs form the underlying values we hold as a Catholic educational faith community. They inspire and inform the system mission and vision and serve as our decision screen.

We, as People of God journeying together in faith, believe that:

- We are a unique creation of God who unconditionally loves each of us;
- We are co-creators with God in the on-going transformation of the world;
- We recognize that the sacramental life of the Church is at the core of our being;
- We live and find hope as a Eucharistic community in the mystery of Jesus' life, death and resurrection;
- We are disciples of Christ called to serve one another in love;
- We, our world, and our universe are sustained by the Holy Spirit;
- We witness Gospel values by who we are and what we do.

We, as a Christ-centered learning community that participates in the mission of the Catholic Church, believe that:

- Our community recognizes and nurtures young people as gifts of God;
- Our community respects, affirms, and supports the dignity and well-being of all;

- Our community values diversity as essential to the enrichment of the individual and society;
- Our community is welcoming, inclusive, compassionate, and celebratory;
- Our community, together with the church and the home, proclaim, teach and witness the gospel through our Catholic educational ministry;
- Our community contributes to the transformation of our world in love, dignity, and justice.

We, as servant-leaders in Catholic education, believe that:

- Staff members are privileged to nurture and be responsible for educating all learners;
- Staff members affirm by their actions that all learners can learn;
- Staff members attend responsibly to each learner with appropriate care, support, and resources;
- Staff members recognize their ministry and follow the call to live their faith and model Gospel values;
- Staff members are nurtured and respected as lifelong learners by the Catholic educational community;
- Staff members significantly contribute to the realization of the unique potential of each learner as a gift of the Creator God.

We, as learner-focused educators in Catholic schools, believe that:

- Learners flourish when learning addresses their unique stories, gifts, needs, and differences;
- Learners learn best when they are respected, valued, and affirmed for who they are as unique expressions of the Creator;
- Learners who think and question with integrity grow in learning, personal development, and authentic spirituality;
- Learners are all capable of lifelong learning and are called to the joy and the responsibility of developing their capabilities;
- Learners learn best with high and clear expectations and relevant assessments which are authentic and aligned to these expectations;
- Learners are called to transform our world in love, dignity, and justice.

OUR SPIRITUALITY AND OUR SYSTEM'S GUIDING PRINCIPLES

Spirituality is the totality of all our lived relationships with self, others, the earth, the universe, and God. By living in right relationship with self, God, the earth and others, we reflect more clearly God our Loving Creator, God's Spirit that lives within us, and Christ who lives among us. Our spirituality as a Catholic educational community is our response to the Holy Spirit among us. Our spirituality calls us to a way of life in which God's grace gives focus to our faith, hope, love and mission.

Our Spirituality is the foundation for our seven guiding principles:

1. Holism
2. Lifelong Learning
3. Equity
4. Collaboration
5. Excellence and Accountability
6. Reflection
7. Reconciliation

These guiding principles are derived from the system's beliefs, are grounded in our spirituality, and synthesize the philosophy currently found in Church and Board documents. These principles are intended to assist us in our individual and communal struggle to live our beliefs and work towards the realization of our mission.

As we strive to apply these principles in our daily lives, we are reminded of our essential humanity, the limitations of human community, and our dependence upon God. At those times when we are hurtful or when we ourselves are hurt by persons or institutions, we recognize our need to receive God's forgiveness and to seek reconciliation with one another. In recognizing that we cannot apply these guiding principles perfectly, we presume the goodness of others. And we still persevere courageously on our journey!

HOLISM is awareness that all life is interrelated and interdependent. It emphasizes the physical, emotional, social, intellectual, aesthetic, moral, and spiritual dimensions of each individual. Holism also recognizes that the development of every gift and dimension of the person contributes to the overall well-being of the entire community. In a Catholic educational community, a commitment to holism emanates from our reverence for the Creator, the sacred source of all our being and our activity, and from knowing that Jesus Christ gives meaning and purpose to all aspects of life and learning.

LIFELONG LEARNING recognizes the natural capacity of all people to learn and grow throughout their lives. In a Catholic educational community, lifelong learning celebrates our capacities as gifts from God, which should be cultivated and nurtured. Lifelong learning involves the deepening of one's personal relationship with God, within a communal faith context. It also calls us to discovery, exploration, and the delight of learning and sharing as befits our calling to be co-creators with God in the on-going transformation of the world.

EQUITY is the fundamental truth that all people deserve respect, dignity, and fair treatment. In a Catholic educational community, equity derives from the respect, dignity and reverence due all persons as created in the image of God, redeemed by Christ, and sanctified by the Holy Spirit. Equity demands a "faith that does justice" as it promotes learning environments in which all persons – irrespective of gender, race, colour, culture, religion, social class, sexual orientation or ability – can realize their full potential.

COLLABORATION is working together in a spirit of mutual trust and co-operation for the common good. It empowers all members to contribute their unique gifts. In a Catholic educational community, collaboration involves both personal growth within a larger faith community and engagement in our communal journey towards a just and loving society.

EXCELLENCE is the promotion of high expectations and standards of performance. Accountability is the individual and collective responsibility to meet these high expectations and standards of performance. In a Catholic educational community, excellence and accountability derive from the call to nurture and use responsibly our God-given gifts and talents for the individual and common good.

REFLECTION is the process of thinking, examining and evaluating ideas, actions or situations. In a Catholic educational community, reflection allows us to make decisions in light of the common good and gospel values. Reflection is integral to Catholic education because we are called to use an informed moral conscience to evaluate our own and others' thoughts and experiences and to discern the direction of the Spirit for the development of a just and compassionate society.

RECONCILIATION is the healing act of restoring harmony after divisiveness in one's life and in one's personal and communal relationships. In a Catholic educational community, reconciliation is a sign of our healing the wounds of alienation that separate us from God, the Spirit within, and the Christ among us. It is God's invitation of pardon and peace in the midst of our brokenness and sin. And it is our response of conversion in co-operating with God's saving love, a sign of our change of heart and our renewed unity with God's sacred intention.

MISSION AND VISION

Under the board's governance process, it is the responsibility of administration to proclaim the mission and vision of the organization based on the board's Ends statements. In this regard a mission/visioning process was carried out between March 2009 and May 2009. The process included six sessions of forty individuals per session; individuals who represented trustees, staff, learners, parents, parishes and the community. On May 21st and 22nd culminating activities occurred through representatives of each of the six focus groups. The results of the May sessions were then provided to a small group tasked with writing mission and vision statements that reflect what was heard at the plenary and individual sessions. As a result of the above processes, the mission and vision for the Waterloo Catholic District School Board is proclaimed as:

MISSION

As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world.

VISION

Our Catholic Schools ~ heart of the community, success for each, a place for all.

When the *Mission* and *Vision* were proclaimed, the following statements were identified from the focus groups as drivers for the mission and vision:

MISSION:

WE WILL

- *Create a Catholic community that embraces all learners*
- *Act to reach and serve every student's learning needs*
- *Live the Gospel call to celebrate and nurture the differing gifts of all learners*
- *Forster learning communities that honour and celebrate our God-given potential*
- *Transform the world through Catholic education by embracing, developing, supporting and nurturing all learners*

VISION:

WE WILL

- *See that all students have the resources they need to learn and be successful*
- *Witness to our faith by honouring the whole person mind, body and soul*
- *Work to break down barriers to form inclusive, enthusiastic, high achieving, faith based communities*
- *Ensure that all decisions taken will reflect integrity and accountability*
- *Nurture the environment through critical thought and action*

From our Ends, our foundational Church documents, our beliefs, guiding principles, mission and vision we derive three broad priorities as defined below; priorities serve as organizers of tasks that are noted further in this document to ensure we do indeed demonstrating our Ends statement.

Task teams are outlined for each priority. Task teams have a maximum term of three years. Teams will be discontinued earlier if their mandate has been completed. New teams will be instituted annually or at such time as when new information warrants the formation of a new task team. The intent of this process and documentation is to ensure change occurs when change is necessary as opposed to having a non-fluid process where the system becomes stationary when all the evidence suggests a time for movement. Accordingly, over the three year period it is expected that tasks will evolve and change thus ensuring the strategic direction is fluid and responding to new information and evidence rather than remaining static and unresponsive to new information and evidence.

PRIORITIES

Building capacity to improve student learning

This priority reflects our call to educate and to nurture hope in every learner to achieve their full potential to transform God's world. It also reflects our vision as a place for all and success for each. This priority includes our curriculum, assessment and instructional strategies and is aimed at demonstration of the local and provincial priorities for education as seen through the lens of the Ontario Catholic School Graduate Expectations. For 2010-2014 tasks undertaken through this priority will include

- a) Student Achievement Task Team
- b) Early Learning Task Force
- c) Interactive Technology Task Team

Nurturing Our Catholic Community

This priority focuses on nurturing hope in every learner as well as witnessing the school as the heart of the community. This priority includes a proclamation of our Catholic tradition within the school learning community and engaging the Catholic and wider community to be stewards, guardians and advocates for Catholic education. For 2010-2014 tasks undertaken through this priority will include

- a) Safe and Nurturing Schools and Equity Task Team
- b) Celebrating Catholic Education Task Team
- c) Poverty Awareness and Action Task Team

Building Capacity to Lead and Learn

This priority focuses on building and sustaining the infrastructure necessary to improve student achievement and nurture our Catholic community. This priority focuses on our leaders, our organization and the utilization of our resources. For 2010-2014 tasks undertaken through this priority will include

- a) Leadership and Succession Planning Task Team
- b) Environmental Awareness, Accessibility and Sustainability Task Team
- c) Financial, Facilities leadership and Community Use of Schools/Partnerships Task Team

TASK TEAMS

Each of the task teams described below are in place for the 2010-2014 school years. The terms of reference are provided. Task teams will develop annual SMART goals and will report to Planning and Priorities as required. The Director of Education will report progress to the board and community through the Annual Report required under legislation. The Annual Report will be delivered to the board at the first meeting in December.

Task Teams under the priority of building capacity to improve student learning

Student Achievement Task Team

Mandate:

1. To develop and implement the Board Improvement Plan JK to Grade 12.
2. To carry out the school review cycle for 2010-2011 and subsequent years as per the School Effectiveness Framework.
3. To ensure utilization of appropriate data – including the results of the *A Community Fit for Children* report – in decision-making.
4. To review the board End statement on inclusion and recommend best practices to demonstrate inclusion that best meets the needs of the child.
5. To ensure implementation of the *Learning for All* document, Grades JK to 12.

Early Learning Task Team

Mandate:

1. To recommend to Planning and Priorities and oversee implementation of full day early learning for four and five year olds.

Interactive Technology Task Team

Mandate:

1. To implement interactive projector technology in each instructional area throughout the system.
2. To ensure all staff are provided with appropriate skill development to utilize interactive projector technology as part of the learning process for all learners.

Task Teams under the priority of nurturing our Catholic community

Safe and Nurturing Schools and Equity Task Team

Mandate:

1. To ensure the board meets its responsibilities under the safe schools legislation – particularly the new Education Act amendments (Bill 157) that came into force on February 1, 2010 with respect to all staff reporting incidents of bullying.
2. To ensure each school site has an active Pastoral Care Team.
3. To ensure parents are engaged in their child(ren)’s academic and spiritual life through the board level Parent Involvement Committee, School Councils and through the parish-school relationship.
4. To ensure implementation of the recommendations to the Director from the advisory committee on follow-up to the Treatment of Staff survey.
5. To ensure the development and implementation of the Ministry policy on Equity and Inclusive Education (PPM 119).

Celebrating Catholic Education Task Team

Mandate:

1. To celebrate Catholic education and to liaise with our partners locally, provincially and with the wider community of Waterloo Region

Poverty Awareness and Action Task Team

Mandate:

1. Raise awareness of poverty and its effects on learning through the education of committee members and Board leaders.
2. Make recommendations regarding ways in which the “Preferential option for the poor and vulnerable” can be embedded within our value system in order to inform our policies, procedures, structures and decisions.
3. Identify biases, beliefs and practices within our Board that marginalize schools and students from poverty affected areas. (e.g. “Kids from there will never really achieve much.”)

4. Develop strategies to promote awareness at all levels of the system of the everyday face and impact of poverty on learning. Educate staff about the particular but differing value of both charity and justice.
5. Provide opportunity for the recognition, celebration and the sharing of effective charitable practices within the system. Update the inventory of existing school and system-based partnerships and activities aimed at supporting students, families and communities disadvantaged socially and economically.
6. Research models and best/better practices used by other school boards.
7. Identify obstacles to school-based programs and system partnerships and make recommendations to reduce avoidable impediments.
8. Identify potential programs and partnerships that could target students, families and schools from poverty-affected or socially disadvantaged environments.
9. Estimate the time, talent and financial commitment required to provide appropriate resources and programs.
10. Examine potential linkages to our Pastoral Teams and the Spiritual Development of staff.
11. Report to the Planning and Priorities Committee it's findings, conclusions and recommendations as appropriate.

Task Teams under the priority of building capacity to lead and learn

Leadership and Succession Planning Task Team

Mandate:

1. To implement the leadership program – *Excellence In Catholic Education Leadership (EXCEL)* - for newly appointed and emerging leaders from across the system and for all sectors of the organization.
2. To implement the Principal/Vice-Principal Mentoring program.
3. To implement the Principal/Vice-Principal Performance Appraisal program.
4. To ensure newly appointed supervisory officers participate in the internal and external mentoring program.
5. To develop a leadership succession plan for the Waterloo Catholic District School Board covering supervisory officers, school administrators, senior managers and managers.
6. To make recommendations to senior administration on the selection process used for the appointment of Principals and Vice Principals.

Sustainable Development and Accessibility Task Team

Mandate:

1. To recommend promising practices for reduction of waste in the system that will have a positive impact on the system's environmental footprint.
2. To recommend promising practices for meeting the board's obligations under the accessibility legislation.
3. To recommend promising practices for meeting the board's obligations under privacy legislation.

Financial, Facilities leadership and Community Use of Schools/Partnerships Task Team

Mandate:

1. To facilitate the development of the annual school year budget and to monitor the implementation of the current school year budget.
2. To ensure the board carries out its responsibilities within its resources for *Community Use of Schools*.
3. To ensure the development for approval by Planning and Priorities of an administrative procedure on approval of partnerships and to recommend and monitor all partnerships.
4. To ensure the development of the board's Capital Plan including the facilitation of pupil accommodation reviews and recommendations of boundary changes.
5. To ensure the construction and ongoing maintenance of school facilities.
6. To ensure each department meets or exceeds the benchmarks as set out in the Ministry of Education Operational Review Guideline, 4th edition, September 2010 or any edition of the guideline issued after September 2010.

STRATEGIC DIRECTION FOR CATHOLIC EDUCATION IN WATERLOO REGION 2010 to 2014

Catholic education in Waterloo Region

Our GOAL: To live out the board Ends statement.

TASK TEAM	SMART GOAL	SPECIFIC ACTIONS FOR 2010-11	MONITORING RESPONSIBILITY	MEASURES OF SUCCESS
<p>STUDENT ACHIEVEMENT TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • <i>People of God</i> • <i>Christ-centred learning community</i> • <i>Servant-leaders</i> • <i>Learner focused</i> <p>Guiding Principles:</p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Equity</i> • <i>Collaboration</i> • <i>Excellence</i> • <i>Reflection</i> 	<p>By 2013-14</p> <ol style="list-style-type: none"> 1. Our EQAO scores in Reading, Writing and Mathematics will consistently exceed the Provincial average and steadily increase by at least 2% in each of the successive years. 2. 100 % of teacher lesson plans will reference the OCSGE'S 3. Our secondary school graduation rate will exceed the provincial average and be at 88% 	<ol style="list-style-type: none"> 1. The specific actions will be outlined in the Board Improvement Plan. (The board improvement plan may be found at www.wcdsb.ca) 2. (a) Post OCSGE's in all learning areas. 2.(b) Teachers on TPA's will be requested to demonstrate that their lesson plans reflect the OCSGE's 3. Board Improvement Plan and concentration on credit accumulation. (The board improvement plan may be found at www.wcdsb.ca) 	<ul style="list-style-type: none"> • Associate Director • Administrators and teachers • Administrators and Superintendents • Administrators, Student Success Teachers, Superintendents 	<ul style="list-style-type: none"> • Published EQAO results • All learning areas display the OCSGE's • All lesson plans of teachers on TPA's reference the OCSGE's • The published grad rate will exceed the provincial grad rate and will be 2% higher than the current grad rate.

TASK TEAM	SMART GOAL	SPECIFIC ACTIONS FOR 2010-11	MONITORING RESPONSIBILITY	MEASURES OF SUCCESS
STUDENT ACHIEVEMENT TASK TEAM	<p>By 2013-14</p> <p>4. Our system will renew on an annual basis its commitment to inclusion as a reflection of both our faith community and as a reflection of our commitment to the essential dignity of each learner and staff member of our community.</p> <p>5. All teachers and appropriate staff will build their capacity to work on the web based IEP, will know the Ministry standards required for IEP compliance and will understand how Special Education assessment is integrated through the Growing Success document.</p> <p>6. Build capacity of all appropriate staff to ensure that assistive technology becomes an accepted part of the culture of the school.</p>	<p>4. As articulated in our ends policy the vision of inclusion will frame the planning within the department.</p> <p>5.a) Build capacity of staff on the web based IEP</p> <p>5.b) Ensure compliance with Ministry Standards for the IEP based on the new guidelines.</p> <p>5.c) Support ongoing PD in areas where a need is detected through the audit process.</p> <p>5.d) Build capacity to ensure ties are made with the Growing Success document.</p> <p>6.a) Ensure that the hardware is in place for the use of the technology.</p> <p>6.b) Provide promising practices strategies that enable students to access the technology without feeling self-conscious.</p>	<ul style="list-style-type: none"> • Associate Director • Coordinator of Special Education • Principal of Special Education • Associate Director • Coordinator of Special Education • Special Education teachers and support staff • Coordinator of Special Education • Consultant – Assistive Devices 	<ul style="list-style-type: none"> • The articulated vision of inclusion is reflected in how we deliver program and respond to the needs of our students. • Differentiated PD has occurred to support capacity building pertinent to the web based IEP. • Random audits confirm compliance of Ministry standards for the IEP. • Relevant ties are made through assessment, evaluation, grading and reporting that adhere to Growing Success. • An increase in the number of requests by students to access and use the technology.

TASK TEAM	SMART GOAL	SPECIFIC ACTIONS FOR 2010-11	MONITORING RESPONSIBILITY	MEASURES OF SUCCESS
<p>EARLY LEARNING TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • <i>People of God</i> • <i>Christ-centred learning community</i> • <i>Servant-leaders</i> • <i>Learner focused</i> <p>Guiding Principles:</p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Equity</i> • <i>Collaboration</i> • <i>Excellence</i> • <i>Reflection</i> 	<p>By 2013-14</p> <p>1. As a school system that educates learners to realize their full potential, we will implement Full Day Early Learning (FDEL) in selected schools adhering to Ministry requirements for the number of classrooms and site selection criteria.</p>	<p>1.a) Under the direction of the principal in FDEL classes, Early Childhood Educators (ECE) and Teachers will implement the kindergarten program.</p> <p>1.b) Learning Services staff will collaborate with Principals and school staff to focus discussions on learning-based play classroom programming that supports the development of literacy, numeracy and inquiry skills as well as social competence and emotional maturity.</p> <p>1.c) Human Resource staff will provide in-service and training opportunities to support the development and evolution of effective partnerships between ECE and teachers to provide effective classroom program.</p> <p>1. d) Effective communication will provide updated information to parents and staff.</p> <p>1. e) The Full Day Learning Task Team will support the implementation of Full Day Early Learning in year 2 sites.</p>	<ul style="list-style-type: none"> • Principal and classroom staff • School Principal and FDEL classroom staff • FDEL coordinator, School Principal and FDEL classroom staff • FDEL Coordinator • Principal • FDEL Coordinator • Early Learning Task Team 	<ul style="list-style-type: none"> • By June 2011 each Principal whose school has implemented FDEL will report a growing understanding of the FDEL program. • By June 2011 school staff will report an increasingly effective partnership in providing effective classroom program. • In June 2011 a review of 2010-2011 school newsletters will reflect regular postings in that highlight learning and activities in the Full Day Early Learning classrooms. • In June 2011 Year two sites will be ready to implement the program and year 3 sites will be selected.

TASK TEAM	SMART GOAL	SPECIFIC ACTIONS FOR 2010-11	MONITORING RESPONSIBILITY	MEASURES OF SUCCESS
<p>INTERACTIVE TECHNOLOGY TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • <i>Servant-leaders</i> • <i>Learner focused</i> <p>Guiding Principles:</p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Equity</i> • <i>Collaboration</i> • <i>Excellence</i> 	<p>By 2013-14</p> <p>1. Our learners will have access to and integrate technology into all aspects of their instructional program.</p>	<p>1. a) Over the next eighteen month period, all instructional areas will have a wireless infrastructure of interactive projector technology installed. This technology will provide access to an integrated interactive board technology that will bring together dvd, vcr, overhead projector, tv and board technology into one projector unit making separate units redundant.</p> <p>1. b) Teaching and administrative staff will build their capacity in the use of technology as an integral part of the teaching-learning process.</p>	<ul style="list-style-type: none"> • Chief Information Officer • Information Technology and Research Consultant • Learning Services • Human Resource Services 	<ul style="list-style-type: none"> • The role out of the technology meets the benchmarks of <ul style="list-style-type: none"> 1/3 of our sites by Jan 2011 2/3 of our sites by Sep 2011 3/3 of our sites by Jan 2012 • System and school professional development plans have included and deliver in-service on building capacity for teachers in the use of technology. Semi-annual surveys of those using the technology demonstrate that capacity is being built over time.

TASK TEAM	SMART GOAL	SPECIFIC ACTIONS FOR 2010-11	MONITORING RESPONSIBILITY	MEASURES OF SUCCESS
<p>SAFE AND NURTURING SCHOOLS AND EQUITY TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • <i>People of God</i> • <i>Christ-centred learning community</i> • <i>Servant-leaders</i> • <i>Learner focused</i> <p>Guiding Principles:</p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Equity</i> • <i>Collaboration</i> • <i>Reflection</i> • <i>Reconciliation</i> 	<p>By 2013-14</p> <p>1. 100% of staff will have a strong understanding of the system's equity and inclusion policy and will implement equity and inclusion strategies that engage students in experiencing our Catholic schools as heart of the community, success for each and a place for all.</p>	<p>1.a) Half time Equity Inclusion coordinator hired to assist with implementation plan up to 2013-2014</p> <p>1.b) Inform community of Equity and Inclusive Education policies, practices, and procedures.</p> <p>1.c) Implement Equity and Inclusive Education policies</p> <p>1.d) Embed Equity and Inclusive Education principles into Board and School Improvement Plans;</p> <p>1.e) Develop a distribution and communication plan for system;</p> <p>1.f) Host information sessions for families of schools and communities.</p> <p>1.g) Identify and support a site-based representative to champion Equity and Inclusive Education in each school.</p> <p>1.h) Support school's in review of classroom strategies to promote Equity and Inclusive Education;</p>	<ul style="list-style-type: none"> • Supervisory Officer for Equity Inclusion • Observable – Equity and Inclusive Education sub-task team. 	<ul style="list-style-type: none"> • Communities can identify policy and how to locate it; • Communities can describe principles of Equity and Inclusive Education policy. • Equity and Inclusive Education goals identified under pillar of Community, Culture and Caring. • School's can identify replicable practice; • Examples of replicable practice are gathered, collated, distributed. • Broader community can describe principles of Equity and Inclusive Education policy.

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<p>2. 100% of school administrators and supervisors will use risk and threat assessment and bullying prevention programs as tools to ensure a safe and nurturing learning environment in their school for all students.</p> <p>3. Violent incidents in schools reduced by 80% from 2009-2010 suspension data by 2013-2014.</p> <p>4. By September 2010 all staff will have received awareness training regarding their role and responsibility under Bill 168 to have a safe work environment.</p>	<p>2.a) Threat assessment coordinator hired half time to establish, lead threat and track data on threat assessments</p> <p>2.b) Threat assessment training with Kevin Cameron January 26,27,28,29, 2011 for all school and Sr. administrators and supervisors.</p>	<p>3.a) Anti-bullying programs embedded in system and school improvement plans.</p>	<ul style="list-style-type: none"> • Supervisory officers for Safe Schools (Elementary and Secondary) • Threat assessment coordinator. 	<ul style="list-style-type: none"> • Reduced suspension rates for violent incidents and bullying
	<p>4.a) By Aug. 31st 2010 all administrators and supervisors have received awareness training regarding Bill 168 and safe work environments.</p> <p>4.b) By Sept. 3rd 2010 all staff will have received awareness training from their administrator/supervisor on the role of staff and the responsibility of staff under Bill 168 to have a safe work environment.</p>	<ul style="list-style-type: none"> • School Supervisory Officer • Chief Information Officer 	<ul style="list-style-type: none"> • Superintendent of Parent Engagement 	<ul style="list-style-type: none"> • Evidence is provided through our Trillium students data system that violent incidents in schools have been reduced by 80% by 2013/14 from 2009-10 data. • A survey of students and parents administered every other year indicates that our schools are safe learning environments with year-over-year reductions in violent incidents
	<ul style="list-style-type: none"> • Superintendent of Learning and Human Resource Services and school administrators 	<ul style="list-style-type: none"> • Evidence is provided by written confirmation from administrators and supervisors that all staff have received awareness training by September 2010. • A survey of staff administered every other year indicates that schools are safe learning environments with year-over- year reductions in violent incidents. 		

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	<p>5. By 2013-14 100% of schools will report that they have a parent engagement process in place that engages parents in the academic and spiritual life of their child(ren).</p>	<p>5.a) Each school will conduct a gap analysis of the strategies and programs they have in place through the school council to engage parents in the academic and spiritual life of their child(ren)</p> <p>5.b) Each school will conduct a gap analysis with their local pastor of the parish-school relationship to develop strategies appropriate for the school to engage the parish in the life of the school. (It is understood that parishes need to develop and implement their own strategies to engage parents and their child(ren) in the life of the parish.</p>	<ul style="list-style-type: none"> • Superintendent of Parent Engagement • Superintendent of the school • Superintendent of Parent Engagement • Superintendent of the school 	<ul style="list-style-type: none"> • Principals can provide the superintendent with a copy of the gap analysis that identifies gaps and outlines strategies to address the gaps • Principals can provide the superintendent with a copy of the gap analysis that identifies gaps and outlines strategies to address the gaps

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<p>CELEBRATING CATHOLIC EDUCATION TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • <i>People of God</i> • <i>Christ-centred learning community</i> <p>Guiding Principles:</p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Equity</i> • <i>Collaboration</i> • <i>Reflection</i> 	<p>By 2013-14</p> <p>1. We will have an engaged school system that will be recognized for positive news of events and activities, where individuals will be aware of and state the positive contribution that Catholic education makes to the social fabric of the region, the province, our nation and world, and where there is a positive and working home-parish-school relationship.</p>	<p>1.a) Our communications committee will ensure that each of our elementary and secondary schools and our Adult and Continuing Education Centers proclaim the good news of Catholic education through a variety of media means throughout the school year.</p> <p>1.b) Our system will engage learners, parents and staff in dialogue on the contribution of Catholic education to the social fabric of the Region, Ontario, Canada and the world as we live out the Ontario Catholic School Graduate Expectations.</p> <p>1.c) Our system will engage the deanery in dialogue on and enhancement of the parish-school-home triad. The results of the dialogue with the deanery on April 15, 2010 will be used as the base for re-assessment of the ongoing relationship of home- parish-school.</p>	<ul style="list-style-type: none"> • School Principal and School supervisory officer. • Co-chairs of the Staff, Student and Parent Liaison Committees. • Superintendent of Parent Engagement • School superintendent • School Administrator and School Pastoral team 	<ul style="list-style-type: none"> • Each school will have two members of staff responsible for school-community communications • Each school will demonstrate a minimum of five positive media worthy items for the school year. • The Catholic School Council can demonstrate focused conversations on the value of catholic education. • Each school will report that a parish representative has been named by the local pastor to represent the parish on the local Catholic School Council. • The deanery and principals will report that the working relationship between parishes and schools has improved over time. • The School Pastoral Team can demonstrate the school is a vibrant faith community.

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		<p>1. d) Our system will engage in celebration of 175 years of Catholic education in Waterloo Region (1836-2011). The year of celebration will culminate in a system Faith Day in September 2011.</p>	<ul style="list-style-type: none"> • Communications Committee 	<ul style="list-style-type: none"> • Initiatives are undertaken at the system level that highlight and support celebrating 175 years of Catholic education in Waterloo Region.
		<p>1. e) The number of qualified WCDSB students completing the sacraments of initiation through our parishes increases by 2013-14.</p>	<ul style="list-style-type: none"> • Pastor/parish team/ administrators/classroom teachers 	<ul style="list-style-type: none"> • Initiatives are undertaken at 100% of our sites to celebrate 175 years of Catholic education in Waterloo Region. • There is a system-wide celebration on September 30, 2011 focusing on 175 years of Catholic education in Waterloo Region.
		<p>1. f) The number of WCDSB students selecting Grade 9 in one of our WCDSB secondary schools is maintained at our current level and increases over time.</p>	<ul style="list-style-type: none"> • Superintendent of Learning and Faith Development, all administrators and the Chief Information Officer* <p>*measurement only</p>	<ul style="list-style-type: none"> • Once baseline data is established, there is a year-to-year percentage increase in reception of the sacraments. [Since individuals are invited to the sacraments, progress is measured in a year-to-year increase rather than a particular number or percentage). • A baseline for secondary school retention is established by June 2011 and subsequently increased over time through yearly targets.

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<p>POVERTY AWARENESS AND ACTION TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • <i>People of God</i> • <i>Christ-centred learning community</i> <p>Guiding Principles:</p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Equity</i> • <i>Collaboration</i> • <i>Reflection</i> • <i>Reconciliation</i> 	<p>By 2013-14</p> <p>1. As a school system that is a place for all, we will achieve 90% of parental engagement with student/parent/teacher conferencing and school celebrations in demographically poor neighbourhoods.</p> <p>2. 100% of students who are identified as poor will experience belonging and connectedness to their home school.</p> <p>3. 100% of staff within the system will understand and enact a preferential option for the poor.</p> <p>4. Donations to the Waterloo Catholic Schools Foundation to assist students in need of food and clothing will increase by 200% from 2009-2010 levels.</p>	<p>1. Establish a system wide Poverty and Learning Advisory team.</p> <p>2. Provide “Bridges Out of Poverty” training to school and Sr. team administrators and trustees.</p> <p>3. Review policies and procedures to ensure systemic negative biases towards the poor are removed.</p> <p>4. Donations to the Waterloo Catholic Schools Foundation to assist students in need of food and clothing will increase by 100% from 2009-2010 levels.</p>	<ul style="list-style-type: none"> • Co-chairs of Poverty and Learning team from 2009-2010 • Co-chairs responsible for Poverty Awareness task team. • Supervisory officer and Equity and Inclusion support staff. • Co-chairs for Poverty Awareness task team and director of Waterloo Catholic Schools Foundation. 	<ul style="list-style-type: none"> • Team established by September 2010. • Training begins in October 2010 and is completed by December 2010. • Approved by P&P and completed by June 2011. • Target met by December 2010.

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<p>LEADERSHIP AND SUCCESSION PLANNING TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • People of God • Christ-centred learning community • Servant-leaders • Learner focused <p>Guiding Principles:</p> <ul style="list-style-type: none"> • Lifelong Learning • Collaboration • Excellence • Reflection • Reconciliation 	<p>By 2013-14</p> <ol style="list-style-type: none"> 1. Our leadership will demonstrate a balance between faith and instructional leadership proclaiming the good news of Catholic education and lead through the lens of the Catholic Educational Leadership Framework. 2. Aspiring Leaders will have an understanding of skills, knowledge, and attitudes required for leadership in Catholic education. 3. The Leadership Succession plan including professional development and recruitment will be based on system needs (demographics, Self Review Tool, experience of staff: academic and support). 	<ol style="list-style-type: none"> 1.a) All school and system leaders will participate in leadership sessions focused on the <i>Life-Death-Resurrection</i> and <i>Power Decision-making cycle</i> as articulated by the Ignatius Centre, Guelph; 1.b) All school and system leaders will participate in three half day retreats focused on <i>Shepherd Leadership</i> based on Psalm 23. 2. All emerging leaders will participate in the Excellence in Catholic Education Leadership program (EXCEL) in order to discern their call to leadership. 3. Review of the Self Review Tool data, Human resources demographics for academic and support staff, Professional Development Plans, and system needs. 	<ul style="list-style-type: none"> • Director of Education and Associate Director of Education • Director of Education and Associate Director of Education • Director of Education and Associate Director of Education • Leadership Task Force • Superintendent of Human Resources • Senior Manager of Human Resources 	<ul style="list-style-type: none"> • All school and system leaders participate in sessions focused on the <i>Life-Death-Resurrection</i> cycle and the <i>Power Cycle</i> and demonstrate that they are using these processes in their leadership. • All school and system leaders participate in the retreats focused on Shepherd Leadership and can demonstrate that they are using leadership techniques based on <i>Shepherd Leadership</i>. • Emerging leaders participate in the EXCEL program and provide feedback on how the program has aided them in discerning the call to leadership in order to reflect the Catholic educational leadership framework. • The Board will have an adequate pool of future well qualified candidates: academic and support for leadership positions.

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	4. Our culture of leadership will be based on distributed leadership where mentoring is the norm.	4. All newly appointed leaders will participate in mentorship experiences for the first two years of their appointment. The mentorship experience will focus on courageous conversations.	<ul style="list-style-type: none"> • Director of Education and Associate Director of Education 	<ul style="list-style-type: none"> • All newly appointed leaders participate in mentoring during their first two years as a leader and provide feedback on the benefits of and necessary changes to mentoring in order to meet their needs as a leader to meet the expectations of the Catholic educational leadership framework.
<p>SUSTAINABLE DEVELOPMENT AND ACCESSIBILITY TASK TEAM</p> <p><i>Beliefs:</i></p> <ul style="list-style-type: none"> • <i>People of God</i> • <i>Learner focused</i> <p><i>Guiding Principles:</i></p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Equity</i> • <i>Collaboration</i> • <i>Reflection</i> 	<p>By 2013-14</p> <p>1. The Waterloo Catholic District School system will be proactive making year-over-year progress in reducing the system's impact on the environmental footprint.</p> <p>2. The Waterloo Catholic District School system will be compliant with all existing accessibility legislation and regulations. (Compliance is prescribed year by year until all legislative requirements are met by 2020).</p>	<p>1.The system will establish an ECOSchools Steering Committee and a minimum of five schools per year become actively involved in the ECOSchool program.</p> <p>2.Sub-committees for each accessibility standard will be established.</p>	<ul style="list-style-type: none"> • Chair of the Sustainable Development and Accessibility Task Team • Chair of the Sustainable Development and Accessibility Task Team 	<ul style="list-style-type: none"> • The ECOSchool Steering Committee is established and year-over-year progress to meet the annual target is made in the number of schools participating in the ECOSchools program. • By June of 2011 evidence is produced that the system is compliant for each accessibility standard addressed during the past twelve month period.

TASK TEAM	SMART GOAL	SPECIFIC ACTIONS FOR 2010-11	MONITORING RESPONSIBILITY	MEASURES OF SUCCESS
<p>FINANCIAL, FACILITIES LEADERSHIP AND COMMUNITY USE OF SCHOOLS/ PARTNERSHIPS TASK TEAM</p> <p>Beliefs:</p> <ul style="list-style-type: none"> • <i>People of God</i> • <i>Servant-leaders</i> <p>Guiding Principles:</p> <ul style="list-style-type: none"> • <i>Holism</i> • <i>Lifelong Learning</i> • <i>Collaboration</i> • <i>Excellence</i> • <i>Reflection</i> 	<p>By 201-14</p> <p>1.All departments will undergo an internal operational review according to the Ministry Operational Review Guideline (version 4, Sep 2010) to ensure departments are meeting or exceeding the benchmarks for best practice.</p> <p>2.Develop and implement a new customer service model for Facility Services.</p> <p>3.Establish consistent maintenance standards to be applied across all facilities, specifically targeting major equipment, mechanical, electrical, carpentry and grounds.</p> <p>4.Capital Plan to be updated</p>	<p>1.Each department will review the Operational Review Manual and identify gaps to be closed</p> <p>2.a) Draft a new model for customer support</p> <p>2.b) Provide customer service training for staff in Facility Services</p> <p>3.a) Introduce new structure and standards to the system</p> <p>3.b) Review draft program, evaluate, and add standards.</p> <p>3.c) Test and implement</p> <p>4.a) Complete capital project forecasting.</p> <p>4.b) Incorporate new Facilities Partnership Policy</p> <p>4.c) Incorporate major projects from Facility Services for which there is no other revenue.</p>	<ul style="list-style-type: none"> • Director of Education, • Chief Financial Officer, • Superintendent of Learning and Human Resource Services • Senior Manager of Facility Services • Chief Financial Officer • Maintenance Supervisors Construction Coordinator • Senior Manager of Capital Planning • Senior Manager of Capital Planning 	<ul style="list-style-type: none"> • By June 2011 each department has identified the gaps and outlined a plan to close gaps by August 31, 2014. • System wide understanding of Facility Services support process. • Positive feedback on changes to structure and service levels • Decrease in maintenance breakdowns. • New programs implemented and standards being followed • An updated plan can be found on the public website that reflects funding realities and system needs.

