



Date: October 25, 2022
To: Board of Trustees
From: Director of Education
Subject: Board Improvement and Equity Plan (BIEP) 2022-23

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Education Act Section 169. (1)

Every Board shall: (a) promote student achievement and well-being; (b) ensure effective stewardship of the board's resources; (c) deliver effective and appropriate education programs to its pupils; f) develop a multi-year plan aimed at achieving the goals of student achievement and well-being, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils

Policy Statement and/or Education Act/other Legislation citation:

PPM 159 Collaborative Professionalism (2016)
School Effectiveness Framework (2013)

Alignment to the MYSP and KPIs:

Priority Area: Nurturing our Catholic Community

Strategic Direction: Promote a culture of belonging and respect, that supports success for all
Goals: Equitable access to learning opportunities

Priority Area: Student Engagement, Achievement, & Innovation

Strategic Direction: Nurture a Culture of Innovation
Goal: Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
Strategic Direction: Foster maximum opportunity for success for all
Goals:
Improve Numeracy Achievement
Improve Graduation Rate
Improve Secondary Literacy Achievement Increased Opportunity for Experiential Learning

Priority Area: Building Capacity to Lead, Learn, & Live Authentically

Strategic Direction: Nurture the well being of all students and staff
Goal: provide opportunities to nurture faith and spirituality of staff and students
Strategic Direction: Investment in global competency development and leading technologies
Goal: Increase in precise student programming and use of New Pedagogies for Deep Learning (NPDL)



Background/Comments:

The Waterloo Catholic District School Board's Board Improvement and Equity Plan (BIEP) sets specific operational direction to ensure that the key components outlined in the WCDSB's Multi Year Strategic Plan as well as other relevant initiatives and priorities are addressed. This document is updated annually and responsive to shifting contexts and needs throughout the year, the BIEP reflects our system's continued commitment to improved student achievement and responding to planning for equity/diversity and well-being. It assures that the board's mission, "*As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world*", is embedded in all we do and aligned with our Ontario Catholic School Graduate Expectations (OCSGEs).

The Ministry of Education (MOE) in response to a call for action regarding Equity in Education: Anti-Racism and Anti-Discrimination is releasing a new framework for school improvement planning. It is renamed the Board Improvement and Equity Plan (BIEP), the release date is yet to be determined. In response to this upcoming change, WCDSB is adopting tenets of the BIEP plan at this time, to highlight the work that has begun throughout the board. Equity considerations have been added to both the BIEP and within the goal development and planning at the school levels through the SIEP. This proactive and necessary step was taken as we work together to eliminate disparities and disproportionalities that impede achievement, well-being, and success for our students.

The Board Improvement and Equity Plan provides the framework for each school's School Improvement and Equity Plan (SIEP). The SIEP allows for a goal driven and data led plan that is developed to identify the learning needs of students and the plan for improvement.

The BIEP has been revised through an ongoing and collaborative process involving WCDSB staff. Our goal was to make it more easily viewed and include direct links to information. It is a live document that will continue to develop as more data is gathered and identified needs arise from that data. Improving Equity and Access is a priority within our three pillars; Faith and Well Being, Curriculum and Achievement, Pathways/Engagement & Renewal. These three pillars have been altered from previous BIEPSA 2021-22. The preliminary framework information from the MOE guided our decisions on the development of the headings for our three pillars.

Link is below to our new easy to view/access our 2022-23 BIEP

https://bit.ly/WCDSBBIEPfinal2022_23

The WCDSB's professional development model for 2022-23 is still uncertain as our province faces ongoing staffing challenges. As we work on renewal and approach student learning with an asset-based approach, the realities we face prompt a creative approach to professional development and capacity building in educators. WCDSB continues to provide lead teachers and consultants who act as pedagogical supports in a variety of curricular areas (*i.e.* equity, indigenous education, numeracy, assessment, literacy, etc.). This model serves to align and balance BIEP, SIEP, and personal professional goals. It is based on student and teacher needs and is rooted in a collaborative, research-based model.

Assessment/Instruction

- The interplay of assessment and instruction mark an essential feature of the WCDSB's 2022-23 BIEP. These dynamics invite educators to commit themselves, in a full and ongoing manner, to identify each learner's strengths and needs through assessment *for* and *as* learning. Then, based on this knowledge they can respond through effective instruction as well as attention to creating a supportive and responsive learning environment.
- This is set within the Gospel imperative calling committing our learners to transform the world and, in this regard, references the Ontario Catholic Schools' Graduate Expectations
- Knowing and Responding to the Learner remain at the forefront of the WCDSB's 2022-23 BIEP; using the following system guiding questions for planning, instruction, monitoring and reflection:
 - Who are our students as learners?

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- What do we want them to be able to know and do?
- How will we program to promote student learning?
- How will we know if students are progressing and achieving?
- What will we do for those who continue to struggle?
- Who is impacted?
- Who is forgotten?

Outcomes -Connecting Board Improvement and Equity Planning to School Improvement and Equity Planning

- Student achievement outcomes are intended to improve through the consistent and varied use of authentic (via observations, conversations, and products) assessment in *all* curricula. This is intended to emphasize the importance of assessment as a driver of both instruction and educator development. It is hoped all educators will see themselves in this BIEP.
- School Improvement and Equity Plans for Student Achievement (SIEPs) will each have specific goals and expectations that are site specific yet guided by the BIEP. SIEP teams will develop SIEPs that:
 - Cultivate an inclusive school environment
 - Use multiple sources of relevant data to measure goal attainment and identify next steps
 - Aim to improve student achievement & well-being
 - Support school-based efforts in the use of inquiry & the development of transferable skills

Improving Equity and Access (NEW)

We are committed to an equitable education system that upholds and reflects the principles of fair and inclusive education, which should permeate all policies, programs, practices, and operations.

Additional actions and strategies that are being taken across our school district to ensure we are consistently mindful of and eliminating the systematic racism that still exists in our society, alongside many other forms of discrimination, are outlined in our Board Improvement and Equity Plan. As an extension to our Equity System Statement; a new feature of WCDSB's 2022-23 BIEP are Improving Equity and Access actions and goals by priority. Some priority-specific actions we are taking to accomplish our goal are as follows:

- Use student census data to review and examine data to address human rights and equity issues in the following areas: gender, cultural/racial identity; anti-Black racism; religion; accessibility/accommodation; 2SLGBTQQ+; Indigenous education; special education; and culturally responsive and relevant pedagogy
- Conduct a Needs Assessment to review, identify and schedule the refinement of all board protocols, policies and practices through an antiracism and anti-oppression lens
- Embed First Nation, Metis, and Inuit ways of knowing in K-12 curriculum to improve achievement & well-being of Indigenous students

Goals and Priorities

- These needs call upon educators to not only ensure their own dispositions and skills are as refined as possible, but, as well, to utilize as wisely as possible a varied set of instructional strategies to respond to student needs
- The purposeful use of pre and post concept assessment data particularly in literacy and mathematics

Faith and Well Being

- Emphasis on a culturally responsive array of resources and strategies
- Stewardship and discipleship are key learner roles
- The WCDSB's renewed Pastoral Plan and plan for well-being weave through and support the BIEP
- Rooted in the Gospel and grounded in Jesus
- Increase in activities within schools that promote positive wellbeing, safety, sense of belonging in Catholic community
- Increase level of student-faith-filled experiences relevant to our three-year Pastoral Plan
- Through a bias-aware lens, foster culturally responsive & equitable practices and pedagogy
- Promote trauma informed classroom approaches through a system-wide implementation plan
- Support the launch and maintenance of School Mental Health Ontario (SMHO) Tier One Mental Health Literacy resources



- Engagement in activities that promote and support the stewardship of the earth

Curriculum and Achievement (NEW)

Following the ministry of education's lead of provincial priorities; we have included a Curriculum and Achievement priority section which outlines actions for overall Curriculum and Achievement as well as specific goals and actions for Mathematics and Literacy.

- High expectations for Ontario Curriculum in all subject areas for all learners, acquiring valuable skills, concepts, and demonstrating transferable skills- Link to KPI- Classroom Evidence (pedagogical documentation from Instructional coach reports and SO visits)
- Assessment process for pilot projects tied to student engagement and achievement
- Educators will be supported in learning to continuously support students' achievement and well-being
- Mathematics
 - Pre and post concept data (i.e. within a professional learning community)
 - Trending and cohort data from in school and large-scale assessments (i.e. Report cards, EQAO, CAT4, etc.)
 - Evidence of student work and teacher moderation during School-Based Professional Learning and during cycles of math coaching
 - Focus on creative, flexible, and reasoned thinking in planning for all students, particularly for those students with an Individual Education Plan (IEP)
 - Students will have access to authentic, relevant and meaningful mathematics learning connected to students' communities and lives
 - Educators will create learning spaces that give all students the opportunity to see themselves as mathematicians and become capable and competent math learners
 - Students will have opportunities to think critically and creatively, seeing connections to other disciplines beyond mathematics
 - EQAO: Increase in Primary & Junior achievement growth and confidence for all students
 - Targeting curricular changes in Number (fractions, decimals & percents) and Algebra (equalities & inequalities) within the achievement categories of thinking & application
 - Gr. 9 MTH1W: Increase achievement growth for all students, increase credit attainment and Increase in student confidence with an emphasis on distributed/spaced and small group instruction
- Literacy
 - Informed by student census data to address human rights and equity issues
 - Derived from EQAO, CAT4, report card trends, Literacy Assessment Measures (LAM), and pre/post concept data (LAM)
 - Educators will integrate quality, culturally-responsive literary, informational and media texts across subjects to ensure students see themselves, their families and community represented, and they are exposed to materials that reflect Canadian, Indigenous and world cultures
 - Educators will support the development of critical thinking and critical literacy skills across subjects by interconnecting reading, writing, speaking and listening tasks, where students have various opportunities to think, express, and reflect
 - Educators will use evidence-based, systematic and explicit instructional strategies to support students to become proficient and fluent readers with an intentional focus on phonological/phonemic awareness, phonics and word study within literacy-rich learning experiences

Pathways, Engagement and Renewal

- Increased utilization of experiential learning experience
- Continued commitment to supporting all English Language Learners (ELLs)
- Support for those students with an Individual Education Plan (IEP)
- Added emphasis on overall student well-being
- Increased awareness to program planning, implementation and evaluation of disengaged students
- Monitor and maintain SHSM red seal Diploma rates
- Sustainability of OYAP participation and registered training agreement targets for apprentices
- Increase both four and five-year graduation rates
- Increase the myBlueprint, IPP activity completion rates
- Increase experiential learning opportunities across all Pathways and grades
- Identify a needs assessment, program plan, implementation and evaluation to re-engage disengaged students



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- Increase success of students who have experienced disadvantages due to systemic barriers, and interrupted learning in grades 7-12

Strategies and Actions for Building Capacity through Collaborative Learning

- Goal is to, “Increase student achievement and well-being by focusing professional learning on evidence- based instructional strategies, mindfully using a variety of tools and technologies”
- Clear articulation of what all staff will do to meet this goal. This is specific to the director, superintendents, principals and vice-principals, teachers, early childhood educators, and support staff. It is inclusive and thorough.
- Ongoing capacity building for educators through the support of the Math Coaches and Itinerant Early Literacy Support Teachers (IELST) (planning, co-facilitating and assessment)
- Program meetings
- Principal Learning Teams (i.e., Family of Schools, Mathematics Instructional Leadership)
- Job embedded learning & Instructional coaching
- Curriculum-centred Professional Learning
- Ongoing professional learning for programs services and students’ services
- Collaborative inquiry networks
- Technology Enabled Learning projects
- Use of effective monitoring strategies to measure impact of school improvement and professional learning initiatives
- Board Leadership Development Strategy programs including NTIP and Catholic Leadership

Monitoring Learning

The BIEP provides a clear articulation of each professional stakeholder’s actions and responsibility, as we strive to fully implement and monitor our plan. Some of these actions and responsibilities involve:

- Review, discuss and monitor classroom implementation of the SIEP and school specific work at ongoing Superintendent school visits and data collection throughout the year
- Pre/Post measures from professional learning sessions and our school-facilitated support
- Evidence of student work and teacher moderation during School-Based Professional Learning opportunities and during cycles of math coaching and IELST support work.
- Purposeful use of data collected within our electronic platform sources (i.e. enCompass, PowerBI, gradebook, ASPEN etc.)

Next Steps

- The 2022-23 school year will include a focus on working towards eliminating disparities and disproportionalities that impede achievement, well-being, and success. This aligns with the Ministry of Education (MOE) goals
- The 2022-23 WCDSB Board Improvement and Equity Plan (BIEP) reflects current Board and provincial priorities and contexts and helps guide individual school sites as they set targets and priorities reflecting their particular needs. School plans are articulated through each site’s School Improvement and Equity Plan(SIEP)
- SIEPs are to be created collaboratively (School Improvement Team) and are to identify targets within each pillar, with Equity considered throughout
- SIEPs state student learning needs, identify a learning outcome, and set out a plan to reach these goals
- The WCDSB BIEP will be shared with the Ministry of Education and will guide ongoing discussions with our partners there throughout the year as we work collaboratively to ensure goals are met.
- SIEPs are developed with the beginning focus on data collection and goal development. Which then will move into identifying our learners, basing goals on that, improvement actions, monitoring the program and responding to needs. School SIEPs are shared with superintendents in November and form the basis of year-long conversations regarding and monitoring of student learning.
- SIEPs are shared with each school community via Catholic School Advisory Councils and are posted on school websites
- The WCDSB will support educators through a responsive and renewed professional capacity-building strategy that leverages instructional coaching in a job-embedded format (i.e. PD Days, coaching, staff meetings, etc.)



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that differentiates according to audience and school/staff need and readiness.

For Information

Prepared/Reviewed By:

Tyrone Dowling
Director of Education

Jennifer Ritsma
Superintendent of Learning

Petra LeDuc
Student Achievement Consultant, K-8 Mathematics

