Executive Summary

Board Profile
The Conseil des écoles catholiques de langue française du Centre-Est (CECLFCE) has a total enrolment of close to 17,000 students in 37 elementary schools (almost 11,000 of whom are in Grades 1 to 6), six intermediate schools, and eight secondary schools, making it the largest network of Catholic French-language schools in Canada. Founded in 1998, the CECLFCE covers a vast territory of 35,615 kilometres including municipalities in the regions of Ottawa, Brockville, Merrickville, Carleton Place, and Pembroke.

Data Collection
Data collection included: interviews with the board’s senior leadership team, including the director and superintendents, and other key board staff, such as a central academic coach for literacy and numeracy and the head of evaluation services. Three school principals were also interviewed. A review of board documents, including improvement plans, evaluation materials and reports, and EQAO data was also completed.

Key Features of the School Board’s Overall Approach for Improvement
The school board’s focus is on:

• raising student achievement for all students in literacy and numeracy
• consistently re-enforcing and sharing this priority in board-wide messages from the director
• supporting the establishment and growth of professional learning communities in all schools focused on raising student achievement through analysis of data, use of research-based teaching strategies, engagement in professional learning within and across schools, and implementation of strategies for student achievement
• engaging parents and the community to promote awareness of French-language education issues

• developing a learner-centred leadership model with professional development and support for the role of principals as instructional leaders

• using coaching at the system and school levels to support sustained improvements in practices

• establishing, implementing, and reviewing both a multi-year board plan and annual plans with SMART goals and ambitious targets for improvement (goals and targets are also reflected in school improvement plans)

• developing assessment for learning and use of student data to inform instructional practices and system plans

• using student exit profiles to inform instructional strategies and learning outcomes for all students

• modelling effective practices and working closely with board personnel, including superintendents, instructional specialists, principals, and teachers, to support improvement

• supporting a collaborative, systematic approach to student achievement targets, involving superintendents, principals, and school teams

• fostering professional accountability of all staff for student achievement

• implementing strategies for literacy and numeracy in all schools, for example, early reading interventions and compulsory blocks of reading time

• allocating resources at board and school levels to support development of professional learning communities, coaching, and learner-centred leadership

• using evaluation and review of data to monitor progress, identify needs, and inform planning and practices