

## EXECUTIVE SUMMARY

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### 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