

**BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING
2022-2023
(OPERATIONAL PLAN)**

Revised January 2023

Background: In an effort to create cohesion and alignment we have combined the Board’s Operational Plan with the Board Improvement Plan for Student Achievement and Well-Being. The combined plan allows staff to live out its mission, vision and values and to achieve the three strategic pathways/BIPSA-WB goals: **We are called to strengthen our faith-based, inclusive and equitable community; We are called to promote innovation; We are called to advance leadership and learning for All.** The plan for 2021-2022 also serves to focus our work on developing the six global competencies for Deep Learning: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking which are essential to student success and well-being. This plan is monitored on an ongoing basis and will be reported on to the Board of Trustees under EL10- General Executive Limitations in monitoring reports provided in January and June. The monitoring reports are completed by collecting data/evidence from our schools and through our central office staff.

Mission: To realize each student’s potential within our inclusive Catholic learning community by nurturing and developing their mind, body and spirit.

Vision: Leaders in Learning and Faith

Values: Modeling Jesus in the world through: Faith, Respect, Community, Innovation and Learning

Note: Items underlined were added in January 2023

STRATEGIC PATHWAY #1: We are called to strengthen our faith-based, inclusive and equitable community.

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected |
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| 1.1 Live the Catholic gospel values. (Global Competency: Character) | <ul style="list-style-type: none"> Administrative Guidelines and Procedures (APGs) and policies reflect our Catholic faith The school, home and parish partnership is strengthened The Catholic Faith is visible in our school and board communities Opportunities for participation in faith-based celebrations Integration of our Faith throughout the curriculum Orientation sessions for new staff includes awareness of the expectations with respect to the Catholic dimension of our school board Students and staff participate in community service, <u>charity initiatives</u> and social justice activities Continue and enhance recognition/appreciation program for staff, students, and parents Codes of Conduct and bullying prevention and intervention plans in place and up to date | <ul style="list-style-type: none"> School surveys, including student surveys, focus groups and feedback following sessions Review policies and APGs as per the cycle of review. <u>Communicate revisions by highlighting changes and communicating board-wide</u> Review of content on school and Board websites SO/Director of Education school learning visits The number and type of opportunities that encourage social justice initiatives/activities The number and type of opportunities and participation in faith based opportunities Evidence will be provided in monitoring reports of EL10, EL 40, EL50 and EL60 all of which address issues of respect and support Gospel values Community partners (GSPS, parish representatives and others) are visible in our schools |
| 1.2 Develop and address student attendance, retention and engagement. (Global Competency: Character) | <ul style="list-style-type: none"> An action plan to increase student retention and attendance in targeted areas is in place and monitored School based transition plans are in place between secondary and feeder elementary schools Variety of program options for students offered Ministry re-engagement plan in place and implemented Share best practices from keeping Students in School Ministry program which is in place in 2 schools Physical environment that promotes student retention and engagement Parents are encouraged to complete the student exit survey/feedback Promote all programs, options, pathways for students to successfully complete their educational journey | <ul style="list-style-type: none"> % of students attending regularly % of students who remain with SCDSB (excluding those who leave the community) Transition Plans / Activities in place Program options are explored, assessed and revised as needed The results of the parent Exit surveys are monitored and acted upon Review and analyze suspension data Student impact survey data for Grade 8 and 12 students collected, analyzed and inform next steps Measure investments in modernizing our physical environment Principals ensure that secretaries distribute exit surveys Parent exit survey upon graduation |

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| <p>1.3 Continue to support collaboration and enhance communication. (Global Competency: Collaboration & Communication)</p> | <ul style="list-style-type: none"> • Increased interaction with parents through use of the parent portal i.e. Edsby • Schools have a Catholic School Council in place • A Catholic Parent Involvement Committee (CPIC) is in place • Learning opportunities and resources are provided for parents through events such as FDK nights, open houses and FSL info sessions, PIC sponsored events and access to the Learning Hub for parents • Labour Management meetings (LM), Joint Staffing Committee (JSC), Joint Board Professional Development (JBPD) and Joint Health and Safety (JHSC) Committees are in place and meeting as per the terms of reference • Regular school, departmental and system level meetings have been held regularly • Opportunities to share information through current online platforms • Intranet site to be completed to enhance access to forms and important staff information • Community partnerships – inviting community members back into schools • Monthly principal and vice-principals meetings | <ul style="list-style-type: none"> • Calendar of events • Evidence will be collected through the Director of Education’s Office and will be reported on through the monitoring reports of EL10 General Executive Limitations and EL70 – Catholic School Councils • Feedback following parent activities at the school and system levels • The number of meetings held by JSC, JBPD, JHSC, LM and staffing meetings • Monthly review of analytics for board and school related social media and website • Feedback received from students, employee groups and parents • Staff exit surveys |
| <p>1.4 Support and nurture the mental health and well-being of students and staff. (Global Competency: Character)</p> | <ul style="list-style-type: none"> • Monthly “Wellness Talk” provided to all staff • SCDSB website promoting mental health and well-being and informing our families and students how to access available services • Improved access to service, including promotion of the Board Employee Family Assistance Program (EFAP) • Wellness Committee focused on well-being of all staff • Partnerships with hubs/pre-school, childcare, to enrich the well-being of new FDK students • Facilities are clean, safe and inviting (welcome boards at entries, seating areas, lighting, etc.) • Nurture and promote student voice • Create fun, joyful spaces that include extracurricular activities, spirit activities • Update board mental health and well-being strategy to include clear roles, triage system and referral process • Student focus groups to be held | <ul style="list-style-type: none"> • The Board Mental Health scan • Student attendance • % of students involved in extra curricular • Staff attendance is monitored • % of students in Grades 4-12 who feel their school is a safe and inclusive environment • % of board-level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health (including but not limited to suicide prevention, intervention and post-intervention protocols and pathways to mental health care within and external to the school board) • Number of students accessing mental health supports (through the mental health / specialized services) • Increased presence of mental health and well-being on website and Board social media sites • Reduced wait lists in top tier (intensive support) • Review data with respect to staff usage of Employee Family Assistance Program (EFAP) • The degree to which the wellness committee has achieved their annual goals • Student census • Identify student opportunities for involvement , i.e., student council, student wellness committee, etc. • Student wellness committees • Student focus group results |
| <p>1.5 Continue to advance Human Rights and Equity. (Global Competency: Citizenship)</p> | <ul style="list-style-type: none"> • Develop a board equity plan to include hiring practices • Culturally inclusive and relevant pedagogy training for staff • Implementation of the equity continuum to drive SIPS/WB goals • Leadership Team Equity Inquiry • Individual Education Plans in place and implemented • Support for English Language Learners • Provide professional learning opportunities for teaching staff and administration • Multicultural/diversity programming that reflects our school's community, i.e. books, signs in the students’ languages • Schools to reflect the students they serve | <ul style="list-style-type: none"> • % of suspension and expulsions across Grades 4-12 • % of school staff who have undertaken professional development specific to equity and human rights to support fair student discipline practices • Audits of IEP • Climate surveys and student census data • The number of international students has increased • Report cards, credit accumulation to measure success of students who are identified as ELL • Welcome signage and culturally diverse materials are visible in |

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| | <ul style="list-style-type: none"> • Collaborations with community partners for newcomers • Students from different backgrounds see themselves reflected in their learning environments and included in the learning activities, i.e. staff surveys, landbased learning, Indigenous Support Workers • Enhanced student ambassador programs for International students • Initial STEP Assessment for ELL in place • Establishment of Sudbury Catholic ELL support team • Collect student census data | <p>all our schools and central office</p> <ul style="list-style-type: none"> • Annual improvements in the school's equity walk • Increased evidence of Indigenous Support Worker, Elders, knowledge keepers in the school |
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STRATEGIC PATHWAY #2: WE ARE CALLED TO PROMOTE INNOVATION

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected |
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| <p>2.1 Implement, monitor and advance the effective use of technology for teaching and learning. (Global Competency: Communication)</p> | <ul style="list-style-type: none"> • Increased access to a variety of devices for student use at the school (laptops, Chromebooks, iPads, bring your own device) • Students have access and use of SEA equipment • Support coding/robotics skills development in K to 8 and in Grade 9 Math • Community partnerships – CSFIRST/Science North/Let's Talk Science • System and school plan • The effective integration of technology in the classroom • Participation in the Northern Ontario eLearning Consortium and the Ontario Catholic eLearning Consortium • Expand the use of digital resources for staff and students via the teacher/student hub • Expand teacher collaboration through digital learning measure and Google applications for education • Provide staff professional learning | <ul style="list-style-type: none"> • Number of SEA devices • Innovation Steering Committee has cross department representation • Evidence of classroom displays and examples of technology use, projects, presentations • Monitor usage stats of (VLE, internet, Google, Office 365 etc.) • Google Analytics • Grade 8 and Grade 12 student exit surveys show that technology was used to enhance student learning • Core resource lists for regular and FI reflects digital resources to teachers • Increased regular use of platform |
| <p>2.2 Improve student readiness for future success. (Global Competency: All 6 Cs)</p> | <ul style="list-style-type: none"> • Experiential Learning Opportunities across the curriculum are provided <ul style="list-style-type: none"> ○ Science North – expand usage of programs and resources ○ OYAP (Ontario Youth Apprenticeship Program) ○ COOP (cooperative Education) ○ Dual Credit / SCWI ○ Field trips (Skills Canada, Exploring trades' day) both virtual and face to face ○ SHSM, etc. • STEAM is becoming part of teacher practice • Ensure that our Experiential Learning (EL) approach follows the Experiential Learning Cycle <ul style="list-style-type: none"> ○ Students engaged in Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation • Deepen student understanding of the knowledge and skills within the K-12 curriculum and of their life experiences beyond the curriculum / Provide Connections to Education and Career/Life Planning/XELLO • Ensure all partners are included in planning experiential learning opportunities (students, staff, parents, community partners/agencies) • Grade 9 take a student to work day is in place • Innovation projects (LIFT/LIPP) opportunities in place • Collaborative inquires in place • Standardization of technology (hardware and software) to maximize depth of knowledge and efficiency of support • Develop practices and procedures around elearning with a focus on attendance and awareness • Train staff in Xello from grade 7 • Educate students and staff on the meaning of all 6Cs • Purchase ESL software for ESL learners • Student voice opportunities are promoted | <ul style="list-style-type: none"> • % of student enrollment in University (U), College (C), University/College (M), and Workplace (E) courses in Grade 11 and 12 • % of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school • % of students in Grades 9-10 participating in locally developed compulsory credit courses has not increased • % of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9 • % of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits) • Increased use of XELLO • % of students who meet or exceed the provincial standard on the report card data in Science, Art and Technology for grades 8 to 12 • Student voice and agency measured through surveys, focus groups, student senate, etc. • Students and staff can articulate what and why of 6Cs |

STRATEGIC PATHWAY #3: We are called to advance leadership and learning for All

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected |
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| <p>3.1 Increase literacy achievement and opportunities for critical thinking, paying particular attention to Indigenous students and students with disabilities and/or special education needs (non-gifted). (Global Competency: Critical thinking and Communication)</p> | <ul style="list-style-type: none"> • Develop a plan to improve literacy achievement • Comprehensive literacy is in place in all elementary classrooms including a focus on the Science of Reading • A focus on oral language is in place in early primary • School Improvement Plans reflect a focus on literacy • Tutors in the classroom • ELL support • Support literacy within the whole family (i.e. Literacy nights, etc.) • Increase community connections • Empower program offered in all schools | <ul style="list-style-type: none"> • % of students who meet or exceed the provincial standard on the report card assessments in Grades 1 to 3 and Grades 9 and 10 English for reading and writing • % of Indigenous students, students with disabilities and/or special education needs who meet or exceed the provincial standard on the report card • % of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing • % of first time eligible fully participating students who are successful on the OSSLT • Improved reading levels for students involved in Leveled Literacy Intervention (LLI), including number of students in the intervention program and pre and post data • Pre/Post data as evidence of reading achievement for LD students/struggling readers in Empower Reading Intervention Program • Demographic data has been gathered and is used to inform planning for the 2022 -2023 school year • % of students graduating with an Ontario Secondary School Diploma within five years, starting in Grade 9 • Pre/post Empower data |
| <p>3.2 Increase numeracy achievement and opportunities for critical thinking, paying particular attention to Indigenous students, and students with disabilities and/or special education needs (non-gifted). (Global Competency: Critical thinking and Communication)</p> | <ul style="list-style-type: none"> • Develop a plan to improve numeracy • School Improvement Plans reflect a focus on numeracy • Enhance/promote parental involvement through strategies and resources • Targeted Math plan focused on the destreaming of Grade 9 Mathematics • Thinking classrooms Grades 9 & 10 (vertical teaching) • Tutors in the classroom • Increase support for parents (i.e. Resources, information, etc.) • Spiraled curriculum in place | <ul style="list-style-type: none"> • % of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math • % of students who meet or exceed the provincial standard in math report card assessments in Grades 3 and 6 and 9 • % of Indigenous students, students with disabilities and/or special education needs who meet or exceed the provincial standard on the report card • % of students achieving the provincial standard in Grade 9 de-streamed math as measured by report card data • Staff surveys/feedback forms following PD sessions |
| <p>3.3 Continue full implementation of Growing Success. (Global Competency: Critical Thinking)</p> | <ul style="list-style-type: none"> • Visible use of effective assessment practices (Growing Success policy document) in all classrooms • Assessment practices are embedded in all professional learning opportunities • Students are aware of the classroom expectations for learning | <ul style="list-style-type: none"> • Teachers using triangulation as a means of assessment across the curriculum as monitored through superintendent and principal monitoring via surveys and classroom visits • Implementation of growing success visible in the classroom (walls, feedback, instruction, etc.) • Student feedback |
| <p>3.4 Continue to build on the French as a Second Language (FSL) strategy. (Global Competency: Communication)</p> | <ul style="list-style-type: none"> • French is the language of communication and instruction in FSL classrooms • Teachers are using the resources provided to support the use of the Common European Framework of Reference (CEFR) framework including “l’approche actionnelle” • Improve student recruitment and retention in FSL programs • Recruit fluent qualified FSL teachers | <ul style="list-style-type: none"> • The degree and quality of French being used as the language of communication as monitored through principal, superintendent and Director visits and teacher surveys • The number of Grade 12 students participating and successfully completing the DELF has increased |

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected |
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| | <ul style="list-style-type: none"> • Parent outreach to support FSL – enhance web access to supports • Implementation of the Special Education guide in FSL classrooms • FSL committee in place to develop a three year action plan | <ul style="list-style-type: none"> • The number of students registering and remaining in the FSL programs • Surveys/feedback |
| <p>3.5 Continue to build on the Indigenous Education and language strategy. (Global Competency: Citizenship)</p> | <ul style="list-style-type: none"> • Cultural and pedagogical activities are planned in collaboration with students, staff and community • IEAC meets four times per year • Show representation during open houses, etc. • Anishnabemowin Language opportunities offered in more schools • Provide culturally responsive and relevant professional development for educators focused on Indigenous student achievement and well-being • Schools using their self-id data as well as their achievement data to inform their practice and increase Indigenous student success • Improve strategy for self-identification • Complete and implement the BAP – Board Action Plan aligned with the BIPSA-WB/Operational Plan • Close the education gap in a way that is culturally appropriate • Roll out the new Indigenous Education Handbook and Self-ID Strategy • Self-id is on the online registration form • Student census data collected | <ul style="list-style-type: none"> • The number of returning students and parents that voluntarily self-ID has increased as per self-ID data numbers • % of Indigenous students who obtain their credits • % of Indigenous students who graduate • # of students enrolled in Ojibwe language classes • # of students enrolled in indigenous focused courses at the secondary level • Consistent participation from the First Nation communities of Atikameksheng Anishinabek and Wahnapiatae First Nation as well as Indigenous parents and community partners • Student and staff participation in cultural activities and land based learning opportunities |
| <p>3.6 Develop and implement a recruitment retention and succession plan for the organization. (This goal support all 6 Cs)</p> | <ul style="list-style-type: none"> • Develop a recruitment strategy (beyond Sudbury/out of province), including Marketing • Gaps and strategies identified and addressed • Cross training, mentorship, professional development are promoted within the organization • Participation in recruitment activities • Expand the New Teacher Induction Program (NTIP) to include LTOs and supports offered and <u>to provide more individualized supports</u> | <ul style="list-style-type: none"> • Gap analysis completed • <u>Track and monitor recruitment activities and the number of new hires</u> • A succession plan developed through feedback and consultation • Improved retention rate • Twilight sessions • <u>Post job descriptions on our intranet for reference during the appraisal process and career advancements</u> • <u>Complete physical demands analysis for positions requiring physical activity</u> |
| <p>3.7 Foster opportunities to advance leadership. (Leadership development touches upon all 6 Cs)</p> | <ul style="list-style-type: none"> • Principal Learning Team (PLT) opportunities led and designed by principals for principals with the support of Senior Admin to enhance instructional leadership through focused professional development and through peer-to-peer collaboration in large group, smaller principal learning teams • Develop leadership potential and skills at all levels <ul style="list-style-type: none"> ○ Mentorship opportunities ○ Job shadowing ○ Professional development opportunities ○ Sharing of effective practices and team building • Staff and students have the opportunity to participate in Deep Learning opportunities that promote leadership • Continue to develop collaboratively planned common PA days and other system activities that cross Departments and portfolios • Re-implement leadership development series for teachers/principals/vice-principals • 7 Habits training opportunities • Lumina Spark for principals, vice-principals and the senior administrative team • Vice-Principal Learning Team (VPLT) led and designed by vice-principals for vice-principals | <ul style="list-style-type: none"> • Feedback from P/VP learning team • Feedback from PD opportunities • Performance appraisals for all staff are completed and adhere to the outlined process • Completion of annual learning/growth plans • Monitor professional learning programs/opportunities focused on leadership development • <u>Create a tip sheet to be used by interview panels to assist panel participants with interviewing techniques to identify the most suitable candidate for the position</u> |
| <p>3.8 Improve staff attendance (This goal</p> | <ul style="list-style-type: none"> • Educate staff on what is considered a legitimate (acceptable) absence (i.e. covid rules) – <u>provide staff info</u> | <ul style="list-style-type: none"> • Staff absence data |

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| <p>supports all 6 Cs)</p> | <p><u>sheet</u></p> <ul style="list-style-type: none"> • Review codes with all staff • Train supervisors to promote attendance • Engage in SCDSB absence management project – year 1 gap analysis <u>with Workplace Medical Corp support</u> • Continue to support the Wellness Committee and all related initiatives | <ul style="list-style-type: none"> • Data from gap analysis • Wellness Committee meets regularly • The number of staff who participate in the Wellness Committee activities and offerings |
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