BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING
2017-18
(OPERATIONAL PLAN)

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 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**. 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 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

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

Goals to Support Student Achievement and Well-Being **IF WE….**	Outcomes (What will we see?) **THEN WE WILL SEE….**	Evidence – data collected (How will we know?) **AS MEASURED BY…**
1.1 Ensure that our faith guides all aspects of our organization.	• Visible evidence of the OCSGEs in cross-curricular planning. • In-service opportunities include a direct link to the OSCGE and our faith. • Evidence of school practices supporting the attainment of the Ontario Catholic School Graduate Expectations are highlighted on the website, newsletters and through parish bulletins. • APGs and policies reflect our Catholic faith. • The physical environments of all work sites both inside and out contain	• School surveys, including student surveys • Review cycle of Policies and APGs • Review of In-service sessions held • Review of school and Board websites • SO/Director of Ed school learning visits

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	evidence of our faith. • The school, home and parish partnership strengthened.	
1.2 Develop adult faith formation.	• Principals/Vice-Principals and Senior Administration in a joint yearly faith retreat. • Prayer at monthly principals' meetings organized and facilitated by principals. • Annual Faith day for staff. • NTIP orientation includes faith development. • School and CEC staff have opportunities to participate in liturgical celebrations and prayer services. • Monthly newsletters focused on faith development have been prepared and shared with staff. • New staff orientation includes awareness of the expectations with respect to working in a Catholic School Board. • A system-wide mass will be held at least once in the year.	• Evidence will be collected through the various departments • Feedback from retreats, faith day • Survey staff on the usefulness and relevance of monthly newsletters • Review of agendas for content
1.3 Continue to support active Parent Involvement.	• Schools have a Catholic School Council in place by October. • A Catholic Parent Involvement Committee in place by October. • The Catholic School Councils and the Parent Involvement Committee meet regularly throughout the year • Parent Reaching Out Grant funds used to enhance parent engagement both at the school and system levels.	• 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. • Review of parental materials shared at Open houses, registration nights, parent meetings etc.. (i.e.: parent guide to special education, French

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	• Learning opportunities and resources are provided for parents. • Schools are provided with supports to increase parent engagement.	second language, autism …) • Parent reaching out grant reports/sharing
1.4 Enhance effective communication system-wide	• Senior Administration meeting with Catholic Education Centre (CEC) staff at least three times during the year to provide updates and communicate changes etc. • Opportunities to have meaningful dialogue and build positive productive relationships with staff (examples include: Joint Board Professional Development Committee (JBPD), Joint Staffing Committee (JSC), Labour/Management Committee, Director's meetings with employee representatives). • Effective regular school / departmental meetings have been encouraged and supported. • Learning Support Services (LSS) leads meetings twice per month • Created opportunities to share information through social media (Twitter, Facebook, Instagram). • The Director's Blog is posted monthly and shared system-wide. • The Board website has been updated. • Schools communicate regularly with parents through monthly newsletters, website, and social media.	• Review of Board and school related social media • Feedback received from various departments and employee groups • Review of meeting minutes (i.e.: JSC, JBPD, LSS leads meetings)
1.5 Demonstrate respect for others through our	• All students and staff have the	• School surveys

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actions	opportunity to participate in community service and social justice activities. • All supervisors will have a better understanding of how to assess and support the performance of employees through open dialogue and active listening and the performance appraisal process. • Principals/Supervisors have the opportunity to enhance their understanding of the Performance Appraisal process and to share best practices with one another. • A recognition/appreciation program is implemented • Culturally responsive and relevant pedagogy training provided to board team • Development and implementation of an Equity Inquiry • In-service all senior leaders on Ontario's Education Equity Action Plan	• Teacher Performance Appraisal (TPA) and Annual Learning Plans (ALP) are completed and adhere to the outlined process • Evidence will be provided in EL10, EL 40, EL50 and EL60 all of which address issues of respect. • Input from supervisors on the effectiveness of the program • Staff survey using ministry of education equity continuum
1.6 Implement and continue to support the mental health and well-being for students and staff.	• Newsletters to promote mental health and well-being of students are being accessed by staff. • The website promoting mental health and well-being and informing our stakeholders how to access available services. • Improved access to service, including promotion of the Board Employee Assistance Program (EAP). . • Review Student Health materials already in schools.	• Increased presence of mental health and well-being on website, Office 365, and board social media sites • Track usage of website • Reduced wait lists in top tier • Increased intensive support referrals to the community • Learning Hubs at Secondary in place (to address equity, inclusion and the development of 21st Century Competencies) • Expanded current level of walk-in

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	• Expand on Mindfulness training in classrooms. • Create partnerships with the Sudbury & District Health Unit to engage parents • Focus on capacity building: educating educators on mental health and well-being • Focus on mental health awareness and promotion with staff and students • After school learning sessions (1 per term).	clinics. • Increased number of classrooms utilizing Mind-Up, Kelso's Choice and Friends or other mindfulness activities • November 17 PA day agenda focused on well-being

STRATEGIC PATHWAY #2: WE ARE CALLED TO PROMOTE INNOVATION

Goals to Support Student Achievement and Well-Being IF WE…	Outcomes (What will we see?) THEN WE WILL SEE….	Evidence – data collected (How will we know?) AS MEASURED BY…
2.1 Develop and implement a clear vision and expectation on the effective use of technology.	• Increased access to a variety of tools for student use at the school (laptops, iPads, bring your own device) • The number of teachers who encourage the use of personal devices for learning in the classroom has increased • Development and implemention a plan for a parent portal. • A Review and analysis of the IT survey completed in June 2017 • Hiring assistive technology technician • Students who have quicker access and effective use of SEA equipment	• IT Steering Committee has cross-representation • Recommendations through the IT survey have been realized. • Through a focus group students report having greater access to technology for learning and assistive technology • Providing individual access to assistive technology for struggling readers in Empower Reading Intervention Program through pilot project funding • Monitored through principal, SO and Director visits

Goals to Support Student Achievement and Well-Being IF WE…	Outcomes (What will we see?) THEN WE WILL SEE….	Evidence – data collected (How will we know?) AS MEASURED BY…
		• Identify PD taken and participation rate • Evidence of classroom displays and examples of technology use, projects, presentations. • A parent portal has been implemented • A board wide PA Day with a focus on achieving or goals through the lens of technology • eLearning course options at secondary have been provided. We will continue to offer one secondary course, per school each semester. • Participate fully in the Northern Ontario eLearning Consortium and the Ontario Catholic eLearning Consortium.

2.2 Lead and promote a culture of integrated risk taking, creativity and innovation throughout the organization.	• Staff has been encouraged to bring forward new ideas and to explore new ways of doing things through such programs as the Learning Innovation Fund.
	• Enhanced Instrumental Music programing in Grade 4-6
	• Enhanced learning environments to better address 21st century learning competencies.
	• Experiential Learning Opportunities across the curriculum are provided.
	    o Science North
	    o OYAP (Ontario Youth Apprenticeship Program)
	    o COOP (cooperative Education)
	    o Dual Credit
	    o Field trips
		• Identify innovative practices and activities profiled and promoted in a variety of ways such as Board meeting presentations, SEAC meetings, community events, media, monitoring reports and website. This will promote the sharing of practices and encourage others to take risks, be creative and to innovate.
		• LD twilight professional development webinars accessed by staff
		• Opportunities for parents to learn about student achievement and well-being (i.e.: coffee chats, pancake breakfast chat
		• Learning Hubs- Facilitation of Open ended, real life problem solving facilitated by Learning Hub staff that addresses the integration of 21st Century skills as measured by surveys, feedback and observations

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		• Increase in numbers of students taking music courses and participating in school bands and in junior music classes • Evidence of community involvement tied into Arts programs. i.e Christmas choir to hospitals, Card/Poster creations for Food bank, Art shows and participation in the Sudbury Art Gallery, Music festivals and competitions. • School newsletters highlighting school involvement and special events students and classes have been involved in monthly. • Track and report on OYAP, Co-op data, Dual Credit, and SHSM data.

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2.3 Support the implementation of new learning in day to day practices.	• Increased opportunities for P/VPs to enhance instructional leadership through focused professional development and through peer-to-peer collaboration in large group, smaller principal learning teams and VP specific meetings. • Staff has had the opportunity to attend learning opportunities that support their job/position. • Potential successors have been provided knowledge transfer opportunities. • Continue to develop collaboratively planned common PA days and other system activities that cross Departments and portfolios. • Create opportunities for Inter-school meetings and collaboration with a focus on common interests and needs. • SIPSA- WB release to address Learning Cycle.	• Completion of annual learning/growth plans • PD day groups, recorded meetings, knowledge and resources shared and documented with fellow staff. • SERT monthly in-service sessions have been held • Empower^{TM} Reading Intervention Program Training and training with Provincial *Demonstration Schools (Facilitator and SERT)* • PD Sessions provided for teachers of ELL students both elementary and secondary • Professional learning plan for educators • Continued staff training for O365 • eLearning training was available to all e-learning teachers. • Co-op teacher meetings have evidence of PD. • Offer P/VPs opportunities for PD connected to Experiential Learning portfolio/Technology. • Educators complete the Jo Boaler's Teaching Mathematics course • Identify PD undertaken and extent of participation

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

Goals to Support Student Achievement and Well-Being IF WE….	Outcomes (What will we see?) THEN WE WILL SEE….	Evidence – data collected (How will we know?) AS MEASURED BY…
3.1 Increase literacy achievement and enhance teacher professional knowledge and skills	• Student achievement results in literacy will have improved • Teachers will have had opportunities to enhance their knowledge in skills in literacy and this will be evident in all classrooms	• Report card data and EQAO results • Phonological Awareness Test (PAT) for grade 1 students • Improved reading levels for students involved in SRA Reading Intervention ™ • Improved DRA and GB+ reading levels for students, as recorded in Paradigm A • Increased ELL student achievement through the OLB Continuum and Itinerant Resource Support • Staff surveys/feedback forms following PD sessions • Identify PD undertaken and extent of participation • Student work and data shared at school-based SIPSA-WB release provides evidence of improvement • Collaborative Inquiry results grade 7-10 at St Charles College • DRA Scores, WIAT-III Scores – Pre/Post data as evidence of reading achievement for LD students/struggling readers in Empower Reading Intervention Program Pilot Project • Successful completion of the OSSLT for targeted students of concern
3.2 Increase numeracy achievement and enhance teacher professional knowledge and skills	• Student achievement in numeracy will have improved • Teachers will have had opportunities to enhance their knowledge in skills in numeracy and this will be evident in all classrooms	• Report card data and EQAO results • Student work and data shared at school-based SIPSA-WB release provides evidence of improvement • Staff surveys/feedback forms following PD sessions

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		• Identify PD undertaken and extent of participation • Pre-post survey data from growth mindset for teachers course • Feedback from PD sessions • Professional Learning opportunities during SIPSA-WB release as indicated in agendas collected from schools • Collaborative inquiry 9-12 results at Bishop Alexander Carter • Reporting through monitoring of EL10
3.3 Full implementation of Growing Success	• Visible use of effective assessment practices in all classrooms • Assessment practices are embedded in all professional learning opportunities	• Identify teachers using triangulation as a means of assessment across the curriculum through SO and principal monitoring • SIPSA-WB conversations demonstrate the effective use of assessment • Assessment of student work based on co-constructed Success Criteria, Learning Goals for LD students/struggling readers in Empower Reading Intervention Program Pilot) and have these displayed in the classroom
3.4 Develop and implement a plan to identify and address retention needs (Grades 6 to 7, Grades 8 to 9 and Grades 9 to 12).	• Retention data has been gathered and analyzed. • Established an action plan to increase student retention in targeted areas.	• Report prepared on retention data and shared with staff. • Increase in retention rates year over year once baseline is established • Offer speech and language support to FI students – verify # of students receiving support
3.5 Reduce the achievement gap for students paying particular attention to Indigenous, Students in Care, Students in Applied	• Student Success, Guidance and Special Education supports are aligned and focused.	• Reduction in suspension rates • Increased student attendance • Increase in number of students

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courses and students with special education needs.	• Staff professional development on the referral processes and meeting review • Identification of struggling students within these groups • Develop goals to address gaps (SIPSA-WB, in-school team meetings • Utilize community supports • Implement best teaching practices	graduating • Students in Care profile forms are completed • PA days have focused on closing the gap and staff efficacy has increased • Report card data, EQAO results, mark distribution and credit accumulation are improved. • Pre/Post DRA, WIAT-III data for LD students/struggling readers in Empower Reading Intervention Program Pilot Project • Indigenous students are booking appointments through teachers and guidance for education • Data provided by secondary Indigenous support staff. • Cohort graduation rates. • Applied and Workplace courses are being offered at secondary. Data on # of applied and workplace courses being offered. • Grade 8 and 12 surveys
3.7 Continue to implement the FSL strategy.	• French is the language of communication in all FSL classrooms • 7 to 12 students are aware of the DELF and its components • Grade 12 students complete the DELF exam • Students in FSL programs are supported through the itinerant French immersion Resource teacher • Teachers have received professional development supports to enhance	• Monitored through principal, SO and Director visits • The number of Grade 12 students successfully completing the DELF has increased. • The number of students registering and remaining in the FSL programs is increased and sustained overtime. • Retention rates • Improved report card data • Identify PD undertaken and extent of

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	classroom practice in FSL. • Teachers are using the resources provided to support the use of the Common European Framework of Reference (CEFR) framework including 'l'approche actionelle' in the classroom. • Student recruitment and retention in FSL programs improves. • Parent outreach to support FSL	participation • Parent nights/registration nights
3.8 Continue to build on the Indigenous strategy.	• Enhanced ID campaign is in place. • Teachers have received support to review their data to support the improvement planning process. • Cultural and pedagogical activities will be planned for students and staff • Indigenous sacred spaces are present in our secondary schools • Collaborative Inquiry focused on Indigenous education is in place in identified schools. • Consultation has been ongoing with elders and the community to create an Indigenous education advisory committee (IEAC) which meets two time per year • Updated Indigenous Education Handbook. • Indigenous lead is in place.	• The number of returning students and parents that voluntarily self-ID has increased as per self Id data numbers • Indigenous Wellness tool created to keep track of secondary support for students - Schools teams will be released to review data • Improved report card and EQAO results • Education service agreements will be signed • Indigenous Education handbook completed and shared with staff
3.9 Continue to build the International Education strategy.	• Developed additional marketing materials and website. • The number of International Students has increased. • Feedback from the International Students indicates a successful transition.	• Completion of a school website, promotional videos, brochures, and flyers • Creation of student ambassador programs • 10 to 15 international students have been enrolled for the 2016-18 school years.

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	• Identified key markets and participate in recruitment activities. • Resident students have further developed their cultural understanding, appreciation and acceptance of all students. • Implemented appropriate and ongoing programing, including academic, social and emotional supports.	• Interview with International students	
3.10 Develop an integrated risk management plan (succession planning, records management)	• Review the processes in place for data management and asset protection including the continuation of the implementation of Privacy Information Management (PIM) and the IT Emergency Recovery Plan. • PIM retention of records guidelines have been implemented and staff has received training appropriate to their role. • The Principals' PIM toolkit has been shared with principals. • PIM continued to be discussed at MISA regional meetings. • The IT Emergency Disaster Recovery Plan is in development.	• PIM and the IT Emergency Recovery Plan have been identified as a priority and evidence of completion/focus is available. • Reporting will be completed through Monitoring reports for EL170 – Data Management and EL100 Asset Protection.	

3.11 Provide opportunities to advance leadership	• Principal Learning Team opportunities led and designed by principals for principals with the support of Senior Admin.
	• Develop leadership potential and skills at all levels.
	   o 7 Habits training for interested staff
	   o Mentorship opportunities
	   o Professional development opportunities
	• BLDS strategy/LSA Strategy
		• Feedback from P/VP learning teams
		• Feedback from mentoring and PD opportunities for leadership	

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	• Opportunity to focus on how to have courageous conversations.	
3.12 Continue to embed the 21st century competencies across the curriculum (Critical thinking & problem solving, innovation, creativity & entrepreneurship, learning to learn/self-aware & self-directed learning, collaboration, communication, global citizenship).	• Share with senior administration and principals for review at September PA Day • Utilize the competencies in professional learning opportunities • Create a chart to show the alignment of the competencies, the catholic graduate expectations, values/virtues and learning skills	• Evidence of competencies in action are provided through survey • Alignment chart is created and shared widely