

**BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT AND WELL BEING
2019-2020
(OPERATIONAL PLAN)
Revised January 2020**

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.	<ul style="list-style-type: none"> • Evidence of school practices supporting the attainment of our Catholic Faith are highlighted on the websites, newsletters and through parish bulletins • Administrative Guidelines and Procedures (APGs) and policies reflect our Catholic faith • The school, home and parish partnership is strengthened • PD provided to support implementation of the Religion and Fully Alive Curriculum • Catholic Faith is visible in our school and board communities • Schools highlight practices supporting our Catholic Faith • Provide opportunities for participation in faith-based celebrations (ie. Intentions, reading, music) 	<ul style="list-style-type: none"> • School surveys, including student surveys • Review policies and APGs as per the cycle of review • Review of in-service sessions held • Review of school and Board websites • SO/Director of Education school learning visits • Cross Curricular Planning with the visible evidence of the Ontario Catholic School Graduate Expectations (OCSGE) • In-services include visible links to OCSGE • Number of opportunities that encourage social justice and a demonstration of OCGEs • The number of opportunities and participation in faith based opportunities

<p>1.2 Enhance student and staff faith development.</p>	<ul style="list-style-type: none"> • Principals/Vice-Principals and Senior Administration participate in an annual faith retreat • A system-wide mass will be held at least once per school year • New Teacher Induction Program (NTIP) orientation includes faith development • School and Catholic Education Centre (CEC) staff have opportunities to participate in liturgical celebrations and prayer services • Monthly newsletters focused on faith development are prepared and shared with staff • Orientation sessions for new staff includes awareness of the expectations with respect to the Catholic dimension of our school board 	<ul style="list-style-type: none"> • Evidence will be collected through the various departments • Feedback from retreats, faith day, orientation sessions • Survey staff on the usefulness and relevance of monthly newsletters • Review of agendas for content
<p>1.3 Continue to support collaborative parent involvement.</p>	<ul style="list-style-type: none"> • Schools have a Catholic School Council in place by October • A Catholic Parent Involvement Committee (CPIC) in place by October • The Catholic School Councils and the Parent Involvement Committee meet regularly throughout the year • Activities to enhance parent engagement both at the school and system levels including reporting to parents • Learning opportunities and resources are provided for parents through such events such as FDK nights and FSL info sessions • Parent portal 	<ul style="list-style-type: none"> • 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 second language (FSL), autism ...) • Feedback following parent activities at the school and system levels • Sharing of effective practices ie. PIC Carousel event
<p>1.4 Continue to enhance communication system-wide.</p>	<ul style="list-style-type: none"> • Senior Administration meeting with Catholic Education Centre (CEC) staff • Opportunities to have meaningful dialogue and build positive productive relationships with staff • Effective regular school / departmental meetings have been encouraged and supported • Learning Support Services (LSS) participate in at least one planning day/retreat annually • Learning Support Services (LSS) leads meet to communicate and guide our practices • Created opportunities to share information through social media (Twitter, Facebook, Instagram, collaboration through 0365, Sharepoint, mass emails) • The Director's Blog continues to be shared, monthly system-wide • Schools communicate regularly with parents • Share meeting minutes with stakeholders (i.e.: Special Education resource meeting, PIC) • Communication from IT to inform all staff about changes in procedures • Regular communication to all staff regarding routine procedures • New service call website in place • Ensure that communication from the IT Dept on changes, progress, procedures are communicated to all staff in a timely manner 	<ul style="list-style-type: none"> • 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) • Agendas of Administrative Council and Senior administration • Feedback on the effectiveness and use of the website is obtained • Agendas were circulated in advance of the meetings and staff had the opportunity to bring forward items • The Board website is updated regularly • The new school web-sites are launched • Review of monthly newsletters, website, and social media, synervice and Remind APP • New service call website is being accessed and results in improved services, including updates to

	<ul style="list-style-type: none"> Sharepoint site is expanded to enhance access to forms and important information by all staff 	<p>the service call initiator</p> <ul style="list-style-type: none"> IT Dept shares info on project completion with system on a regular basis Monitor use of website, Sharepoint and social media
1.5 Model respect for All.	<ul style="list-style-type: none"> Students and staff participate in community service and social justice activities Supervisors assess and support the performance of employees through open dialogue, active listening and the performance appraisal process A recognition/appreciation program is implemented for staff Chair award presented annually Code of conducts are in place at the system and school levels Inter-relationship between depts is enhanced Effeciencies are created thereby respecting peoples' time 	<ul style="list-style-type: none"> School surveys / focus groups Evidence will be provided in monitoring reports of EL10, EL 40, EL50 and EL60 all of which address issues of respect Input from supervisors and the Wellness Committee on the effectiveness of the recognition program Ensure Codes of Conduct is in place and up to date Assess the degree to which Depts are working together
1.6 Support and nurture the mental health and well-being of all students and staff.	<ul style="list-style-type: none"> Quaterly Mental Health newsletter Monthly "Wellness Talk" provided to all staff SCDSB 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) Implementation of the Mental Health and Well-Being Support Plan Mental health awareness and promotion with staff and students Wellness Committee focused on well-being of all staff Partnerships with hubs/pre-school, childcare, to enrich the well-being of new FDK students Hold an annual wellness day Qualified staff is recruited and hired Our facilities are clean and inviting (welcome boards at entries, seating areas, lighting, etc.) Create fun opportunities at work such as breakfast, pot-luck lunches, staff gfatherings, ice breakers at meetings 	<ul style="list-style-type: none"> Number of students accessing mental health supports (through the mental health / specialized services) Number of Mental Health supports available in schools to students (CYW, Social Workers, Mental Health clinics) Increased presence of mental health and well-being on website and Board social media sites Reduced wait lists in top tier (intensive support) Increased intensive support referrals to the community Number of classrooms utilizing Mind-Up, Kelso's Choice and Friends, SNAP, Zones of Reg., Kids Have Stress Too, or other mindfulness activities System-wide PA day agenda focused on faith and well-being Review data with respect to staff usage of Employee Assistance Program (EAP), particularly pro-active measures Mental health strategy The degree to which the wellness committee has achieved their annual goals

		<ul style="list-style-type: none"> • Monitor student and staff attendance • Staff are engaged in social opportunities that promote well-being and enhanced communication
1.7 Promote and support equity and diversity.	<ul style="list-style-type: none"> • Culturally inclusive and relevant pedagogy training for staff • Equity Inquiry (SCC and St. David) • APGs and policies reflect a commitment to the promotion of respect for all • Equity in the classroom • Individual Education Plans in place and implemented • Differentiated instruction in place in classrooms • Differentiated access to services • Principal Learning Teams engaged in an equity inquiry linked to the overall equity strategy • Application of CODE project: The Head and the Heart • ELL project: Supporting the English Language Learners at Sudbury Catholic 	<ul style="list-style-type: none"> • Staff survey using Ministry of Education equity continuum (Heritage Survey) • To see improvements in the equity walk scores • Climate surveys / focus groups • Monitoring implementation of the Equity Action Plan • Students from different backgrounds see themselves reflected in their learning environments including the number of cultural celebrations and culturally specific resources in schools/classrooms • Work occurring to uncover systemic bias
1.8 Embrace / accept diversity.	<ul style="list-style-type: none"> • Education about cultural norms for newcomer families • Gender neutral facilities, use of language and forms • Multicultural/diversity programming that reflects our schools community • Collaborations with community partners for newcomers 	<ul style="list-style-type: none"> • Improvements as noticed on the equity continuum plan • Participation in the City of Sudbury's mapping sessions with all stakeholders (parents, YMCA, Better Beginnings Better Futures)

STRATEGIC PATHWAY #2: WE ARE CALLED TO PROMOTE INNOVATION

<p>Goals to Support Student Achievement and Well-Being</p> <p>IF WE...</p>	<p>Outcomes (What will we see?)</p> <p>THEN WE WILL SEE...</p>	<p>Evidence – data collected (How will we know?)</p> <p>AS MEASURED BY...</p>
<p>2.1 Implement and monitor the effective use of technology for teaching and learning.</p>	<ul style="list-style-type: none"> • 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 • Students have quicker access and effective use of SEA equipment • Provide all staff PD/learning opportunities to demonstrate effective use of technology • Train staff on effective use of new and improved VLE • Introduce Google classroom and Coding to all Grade 4 classrooms • Increased teacher confidence in using classroom FM Systems and/or Sound Field Amplifications Systems • Exploring the implementation of a parent portal • Improved student engagement 	<ul style="list-style-type: none"> • Innovation Steering Committee has cross-representation • Through a focus group, students report having greater access to technology for learning • Providing individual access to assistive technology for struggling readers in Empower Reading Intervention Program through pilot project funding • Monitored through principal, superintendent and Director visits • Identify PD taken by staff and measure evidence gathered from PD Day surveys • Evidence of classroom displays and examples of technology use, projects, presentations • Monitor usage stats of (VLE, internet, Google, Office 365 etc.) • 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 • Pre and post stats for VLE after launch of ADSynced New Mobile Compatible VLE • Monitor through Speech and Language team classroom visits • Google Analytics provided for Grade 4 Coding program • Survey regarding use of FM Systems and Sound Field Amplification Systems and continuous updating of the “Sound Field Amplification Systems User Guides”

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...
2.2 Promote and support a culture of creativity and risk taking.	<ul style="list-style-type: none"> • Staff has been encouraged to bring forward new ideas and to explore new ways of doing things through such programs as the Learning Innovation Project (LIPP) and Teacher Learning and Leadership Program (TLLP) • Enhanced learning environments to better address global competencies • Experiential Learning Opportunities across the curriculum are provided <ul style="list-style-type: none"> ○ Science North ○ OYAP (Ontario Youth Apprenticeship Program) ○ COOP (cooperative Education) ○ Dual Credit / SCWI ○ Field trips (Skills Canada, Exploring trades' day) ○ SHSM • Emphasis on Growth Mindset • Expansion of Science Fair participation • Increase sharing of innovation ideas in the classroom • Integrate hands-on learning • Keeping classroom layouts flexible • Using a variety of learning materials • Classroom discussion is encouraged • Differentiated instruction and assessment are in place • Programs are opportunities for the full spectrum of learners • Students in FSL classrooms speaking French • Staff and students are encouraged to try new things, to problem solve, to learn from their mistakes • Improved processes to increase efficiencies and improved reporting such as Sparkrock 	<ul style="list-style-type: none"> • Identify innovative practices and activities profiled and promoted in a variety of ways such as Board meeting presentations, special education advisory council (SEAC) meetings, community events, media, twitter, monitoring reports and website; this will promote the sharing of practices and encourage others to take risks, be creative and to innovate • Learning disabilities twilight professional development webinars accessed by staff • Opportunities for parents to learn about student achievement and well-being (i.e.: student led portfolios, math evening) • Innovation labs and coding rooms • Learning Commons - Facilitation of open-ended, real life problem solving facilitated by Learning Commons staff that addresses the integration of global competencies as measured by surveys, feedback and observations • Increase in numbers of students taking music courses and participating in school bands and in secondary music classes • Evidence of community involvement tied to 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 and Board social media highlighting school involvement and special events and sharing of innovation in the classroom • Track and report on OYAP, Co-op data, Dual Credit, and SHSM data • Student surveys to garner their interests and needs from their perspective • Improved oral French spoken in all FSL classrooms • Successful implementation of Sparkrock

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...
2.3 Embed the Global competencies (6 Cs) in planning and practice (Catholicity, Citizenship, Communication, Critical thinking and problem solving, Collaboration and Creativity and imagination).	<ul style="list-style-type: none"> • Ensure that the competencies are embedded in professional learning opportunities • Seek input from teachers on what they need to effectively integrate the 6cs in the classroom. • Create a chart to show the alignment of the competencies, the catholic graduate expectations, values/virtues and learning skills • New innovative programming is encouraged and supported • Diversity in clubs/activities to reflect global competencies • Promotion of COOP and OYAP programs, dual credit/SCWI, SHSM • Experiential and inquiry based learning is promoted • Furniture purchases reflect a focus on flexible, collaborative learning spaces • Explopring more learning partnerships with community partners • Integrate technology in teaching and learning 	<ul style="list-style-type: none"> • Alignment chart is created and shared widely • Number and quality of LIPP proposals • Number of students in COOP (credits achieved) and number of students registered in OYAP and SHSM • Observation of classroom practice in the use of flexible, collaborative learning opportunities for students • Feedback provided by students, teachers, parents • Thinking classrooms / vertical spaces / random grouping • Use of different technologies • Strong student engagement • Increase in number and diversity of community partners • School/class visits to monitor use of technology at the point of teaching

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

<p>Goals to Support Student Achievement and Well-Being</p> <p>IF WE...</p>	<p>Outcomes (What will we see?)</p> <p>THEN WE WILL SEE...</p>	<p>Evidence – data collected (How will we know?)</p> <p>AS MEASURED BY...</p>
<p>3.1 Increase literacy achievement and enhance educators’ professional knowledge and skills.</p>	<ul style="list-style-type: none"> • Student achievement results in literacy will improve • Educators will have opportunities to enhance their knowledge in skills in literacy through professional learning opportunities including PLCs and Collaborative Inquiries • School and system leaders are able to identify the key look fors and are able to support classroom practice • School Balanced/Comprehensive Improvement Plans reflect a focus on literacy • Balanced literacy is in place in all elementary classrooms • Improved literacy competencies across the curriculum in secondary classrooms • A focus on oral language is in place, particularly in primary classrooms • Learning Support Services staff is working with our classroom resource staff and teachers to enhance outcomes for students 	<ul style="list-style-type: none"> • 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 Developmental Reading Assessment (DRA) and GB+ reading levels for students, as recorded in Paradigm A • Increased English Language Learners (ELL) student achievement through the Observable Language Behaviours Continuum and Itinerant Resource Support • Staff surveys/feedback forms following professional development sessions • Identify professional development undertaken and rate of participation in exit survey • 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 • Increase in the successful completion of the Ontario Secondary School Literacy Test (OSSLT) and fewer students deferred • LEXIA data demonstrates improvement • Grades 7-10 cross panel discussion in Literacy and pedagogy • Increase in the number of teachers implementing researched-based approaches to assessment and instruction (evidence: # of teachers participating in CIs/Professional Learning Groups, # of teachers participating in PD opportunities around instruction and assessment) • Greater teacher collective efficacy in supporting student achievement (evidence: # of teachers participating in teacher-directed CIs/Professional Learning Groups)

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...
		<ul style="list-style-type: none"> Wechsler Fundamentals academic skills (WF:AS) for Grade 4 and Grade 7
<p>3.2 Increase numeracy achievement and enhance educators' professional knowledge and skills.</p>	<ul style="list-style-type: none"> A focus on the Math fundamentals Teachers will have had opportunities to enhance their knowledge in skills in numeracy through professional learning and modelling effective and varied teaching strategies School and system leaders are able to identify the key look fors and are able to support classroom practice School Improvement Plans reflect a focus on numeracy Provide targeted support through special education services All classrooms Grades K to 8 have implemented the Math scope and sequence as the basis for their planning Improved competencies in numeracy across the curriculum in secondary Enhance/promote parental involvement through strategies and resources such as dice & card games Learning Support Services staff is working with our classroom resource staff and teachers to enhance outcomes for students 	<ul style="list-style-type: none"> Report card data and EQAO results – grades 3, 6 and 9 Measure pre and post data to monitor growth and effectiveness of intervention Prime and Key Math 3 assessments, WF:AS + WIAT-III Student work and data shared at school-based SIPSA-WB release provides evidence of improvement Staff surveys/feedback forms following PD sessions Number of educators participating in professional learning opportunities “Thinking classrooms” in Grade 7 to 10 Math classrooms 7-10 cross panel collaboration and participation in Math Collaborative Inquiry Monitor the use of effective diagnostic assessments The scope and sequence is in use, is promoted and improved upon as required.
<p>3.3 Continue full implementation of Growing Success.</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 Assessment of student work based on co-constructed Success Criteria, Learning Goals and feedback Students are aware of the classroom expectations for learning 	<ul style="list-style-type: none"> Identify teachers using triangulation as a means of assessment across the curriculum through superintendent and principal monitoring via surveys SIPSA-WB conversations demonstrate the effective use of assessment Assess effective use of assessment practices through classroom visits, professional learning sessions and PLCs
<p>3.4 Develop and address attendance and student retention.</p>	<ul style="list-style-type: none"> Gather retention and attendance data Establish an action plan to increase student retention and attendance in targeted areas School based promotional plans are in place between secondary and feeder elementary schools Explore program options that are of interest to students Encourage the completion by parents of the Parent Exit Survey 	<ul style="list-style-type: none"> Retention and attendance data analyzed Transition Plans / Activities in place and being implemented Increase in retention rates year over year Attendance awareness month poster contest participation Program options are explored, assessed and revised as needed

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...
		<ul style="list-style-type: none"> The results of the Exit surveys are monitored and acted upon
<p>3.5 Reduce the achievement gap for students, paying particular attention to Indigenous Students, Students in Care, Students in Applied courses, students with special education needs and students with mental health needs, ELL.</p>	<ul style="list-style-type: none"> Gather demographic data Student Success, Guidance and Special Education supports are aligned and focused Timely identification and programming for struggling students within these groups, including the Wechsler Fundamentals Academic Skills (WFAS) to identify those working below or above standards (Grade 4/Grade 7), WIAT-III, KM3 Identify student needs and develop goals to address gaps (SIPSA-WB, in-school team meetings) Utilize community supports Implement differentiated instruction Team approach is in place Use of Special Equipment Amount (SEA) devices Access to appropriate technology 	<ul style="list-style-type: none"> Reduction in suspension rates Increase in number of students 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 students with a learning disability / struggling readers in Empower reading intervention program pilot project / Lexia Data provided by secondary Indigenous support staff demonstrates improvements in the number of students accessing services Cohort graduation rates improved Applied and Workplace courses are being offered at secondary Data on # of applied and workplace courses being offered Grade 8 and 12 exit surveys Transition activities for at risk students to post-secondary are in place and promoted
<p>3.6 Continue to build on the French as a Second Language (FSL) strategy.</p>	<ul style="list-style-type: none"> French is the language of communication and instruction in all FSL classrooms Ensure 7 to 12 students are aware of the Diplôme d'études en langue française (DELF) and its components Teachers have received professional development supports to enhance classroom practice in French as a Second Language Teachers are using the resources provided to support the use of the Common European Framework of Reference (CEFR) framework including "l'approche actionnelle" in the classroom Improve student recruitment and retention in FSL programs Provide parent outreach to support FSL 	<ul style="list-style-type: none"> The degrees of French as language communication as monitored through principal, superintendent and Director visits The number of Grade 12 students participating and successfully completing the DELF has increased The number of students registering and remaining in the FSL programs is increased and sustained overtime Improved report card and EQAO data Number of participants in PD sessions Number of students receiving support

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...
	<ul style="list-style-type: none"> • Review French as a Second Language programming • Implement and monitor the Special Education guide in FSL classrooms. 	<ul style="list-style-type: none"> • Surveys/feedback following professional learning sessions
<p>3.7 Continue to build on the Indigenous Education and language strategy.</p>	<ul style="list-style-type: none"> • Enhanced self-ID campaign is in place • Principals, teachers and support staff are using their self-ID data to support the improvement planning process • Cultural and pedagogical activities are planned in collaboration with students and staff • Indigenous sacred spaces are present in our secondary schools • Consultation has been ongoing with Elders and the community to create an Indigenous Education Advisory Committee (IEAC) which meets four times per year • Publish the Indigenous Education Handbook online • Indigenous Support Workers are in place in all secondary schools • Ojibwe Language delivered at elementary and secondary schools -increase elementary and secondary programming in the language • Develop an understanding of Anishnawbec Education System (AES) goals • Professional development to better equip staff in supporting student self-identification • Provide culturally responsive professional development for educators focused on Indigenous student achievement and well-being • IEAC committee as an active and engaged advisory body that works in collaboration with the school board • Ojibwe Language continue to grow in our schools • Schools using their self-id data as well as their achievement data to inform their practice and increase Indigenous student success 	<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 • Improved report card and EQAO results • Indigenous Education handbook completed and shared with staff • More qualified Indigenous Ojibway teachers hired • Feedback gathered from staff • Land acknowledgement is included in every school and during gatherings • Implement wise practices from Indigenous youth survey • Participation in Regional Education Council meetings and alignment of programming • An increase in students and families who chose to self-identify (Currently 13% of student population self Id) • Feedback surveys to measure educator satisfaction and increased confidence in providing instruction that focuses on the mental, physical, spiritual and emotional growth of students. • Student engagement (ex:attendance, credit accumulation) • Consistent participation from the First Nation communities of Atikameksheng Anishnawbek and Wahnapiatae First Nation as well as Indigenous parents and community partners • Student enrolment in current Ojibwe language classes and an increase in the offering of Ojibwe language in schools (focus on secondary schools for the 2019-20 school year) • Participation of educators in Collaborative Inquiries that focus on increasing Indigenous student achievement in

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...
		Literacy, Numeracy and increase engagement and well-being. (Data also includes: attendance, report card data and anecdotal information)
3.8 Continue to build the International Education strategy.	<ul style="list-style-type: none"> • Additional marketing materials developed • Greater participation in recruitment activities in identified new markets • Resident students and staff have further developed their cultural understanding, appreciation and acceptance of all students • Appropriate and ongoing programming, including academic, social and emotional supports • Schools host International student visits • New opportunities to attract International students in Grade 9 • Successful transitions • Creation of student ambassador programs 	<ul style="list-style-type: none"> • Expansion of international website, promotional videos, brochures, and flyers • Data collected through interviews and testimonials with international students • The number of international students has increased • Retention and attendance of international students • Progress reports / Report cards, credit accumulation
3.9 Develop and implement an English Language Learner (ELL) Strategy K to 12.	<ul style="list-style-type: none"> • Intake and Reception • Initial STEP Assessment • Placement and Programming • Monitoring of Student Progress • Plan for in-service training for all staff • Community partners and agencies • Cultural events and integration • Educators sharing and trying new strategies to meet the needs of all students • Secretaries are trained for proper identification at intake of ELL students • Establishment of Sudbury Catholic ELL support team 	<ul style="list-style-type: none"> • ELL students are properly identified in Malewood • Number of teachers trained to administer the STEP assessment and monitor English proficiency through the observable language behaviour checklists (OLB checklists) • Programming/Timetables reflect student abilities and interests • Number of professional development opportunities provided to staff aimed at improving cultural awareness, instruction and assessment of ELLs • Welcome signage and culturally diverse materials are visible in all our schools • Differentiated Instruction in place in the classroom • Gap closing: as measured by STEP assessments
3.10 Develop and implement a retention and succession plan for the organization – Be the employer of choice.	<ul style="list-style-type: none"> • Gaps and strategies identified and addressed • Career fairs are held and promoted • Cross training, mentorship, education are promoted within the organization 	<ul style="list-style-type: none"> • Gap analysis completed • A succession plan developed with feedback and consultation • Diversity in applications • Improved retention rate

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...
		<ul style="list-style-type: none"> • The number of applicants for positions increases • Feedback from career fairs is positive
<p>3.11 Foster opportunities to advance leadership.</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 and VP specific meetings • Develop leadership potential and skills at all levels <ul style="list-style-type: none"> ○ Leadership development program in place ○ Mentorship opportunities ○ Job shadowing ○ Professional development opportunities ○ Sharing of effective practices and team building • Principals/Supervisors having the opportunity to enhance their understanding of the Performance Appraisal process and to share best practices with one another • All staff and students have the opportunity to participate in deeper learning opportunities that promote leadership • Potential successors and others 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 cross-school meetings and collaboration with a focus on common interests and needs • SIPSA- WB release to address Learning Cycle • Human resources, IT and Finance Depts work together to implement Sparkrock 	<ul style="list-style-type: none"> • Feedback from PVP learning teams • Feedback from mentoring and PD opportunities for leadership • 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 • Reduced turnover • Successful implementation of Sparkrock
<p>3.12 Develop and implement a K to 12 experiential learning plan.</p>	<ul style="list-style-type: none"> • 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 • Support the design and delivery of engaging and effective experiential learning opportunities for every child, youth and adult learner throughout the district and across all grades, subjects and program. 	<ul style="list-style-type: none"> • A high degree of Ontario Curriculum linked Short, medium and long term opportunities • Evidence captured in All About Me Portfolio K-6 • Evidence captured in Individual Pathway Plan through the use of XELLO • Student Exit Survey • Successful completion of co-operative education credits, number of students participating and registered in Ontario Youth Apprenticeship Program (OYAP),

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...
	<ul style="list-style-type: none"> ○ Increased use of Xello by both Students and Staff (IPP) ○ Land based learning, traditional ceremonies (sweat lodge, scared fire teachings, Tee-pee teachings) ○ Fostering of global competencies: critical thinking and problem solving; innovation, creativity and entrepreneurship, learning to learn/self-aware and self-directed learning; collaboration; communication; and global citizenship. ● Ensure all partners are included in planning experiential learning opportunities (students, staff, parents, community partners/agencies) <ul style="list-style-type: none"> ○ Community/Industry partners presenting at schools or hosting students ○ Leverage expertise from LSS and IMS ○ Skills Canada local and provincial events (Young Women’s Conference, Indigenous Skills Workshops) ○ Variety of opportunities for learning inside and outside the classroom for all students ○ A variety of onsite, virtual and blended opportunities for all students ○ Teachers and students engaged in financial literacy activities in secondary schools ○ Activities in the community ○ School wide activities ○ Variety of developmentally appropriate learning activities and programs related to the curriculum 	<ul style="list-style-type: none"> ● Completion Rates with individual SHSM programs ● Reflections (journal, video etc) capturing their God given gifts as a responsible citizen and understanding of inclusive education ● Number of students registered in the Wolf project (Bishop Alexander Carter) ● Completion of various projects ● Number of Secondary Teachers trained on the revised Career Studies Curriculum (includes new financial literacy component)