

**Student Achievement Plan
(OPERATIONAL PLAN)
2023-2024**

Revised October 2023

Background: In an effort to create cohesion and alignment we have combined the Board’s Operational Plan with the Student Achievement Plan. The combined plan allows staff to live out its mission, vision and values and to achieve the three strategic pathways: **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 2023-2024 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

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 <i>***indicates Ministry of Education Mandatory Data Collection</i> |
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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 Catholic Faith is visible in our school and board communities • Integration of our Faith throughout the curriculum, including Catholic School Graduate Expectations, virtues/values • Adult faith development is job embedded • Connection with Bishop and our parishes • NTIP including History of Catholic education for NTIP (staff) - the legacy - what is the why of Catholic education | <ul style="list-style-type: none"> • School surveys, including student surveys, focus groups and feedback following PD sessions • Review policies and APGs through the lens of the gospel value Revisions are communicated board-wide • 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 all of which address issues of respect and support Gospel values • Community partners (GSPS, parish representatives and others) are visible in our schools • Codes of Conduct and bullying prevention and intervention plans in place and up to date |
| 1.2 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/pathway options for students offered • Physical environment that promotes student retention and engagement • Parents are encouraged to complete the student exit survey/feedback • Student voice is embedded into practice | <ul style="list-style-type: none"> • % of students who remain with SCDSB (excluding those who leave the community) • Transition Plans / Activities in place • The results of the parent Exit surveys are monitored and acted upon • Student impact survey data for Grade 8 and 12 students collected, analyzed and inform next steps • <i>Percentage of students in Grade 4-12 who were suspended at least once</i>*** • <i>Percentage of students who earn 16 or more credits by end of grade 10</i>*** • <i>Percentage of students in Grade 1-8 whose individual attendance rate is equal to or greater than 90%</i>*** |

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| <p>1.3 Continue to focus on enhanced communication (Global competency: Collaboration and 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 • Regular school, departmental and system level meetings • Community partnerships | <ul style="list-style-type: none"> • EDSBY usage data • 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, LSS, CEC, CUPE, P/VP • Monthly review of analytics for board and school related social media and website • Feedback received from students, employee groups and parents |
| <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 • Educate staff of the services in FEAP and promote FEAP • Wellness Committee focused on well-being of all staff • Nurture and promote student voice through a variety of student led clubs, groups, activities • Create safe and collaborative environments for students • Updated board mental health and well-being strategy • Tier 1 interventions in classrooms for mental health and well-being • Consistent implementation of Ontario Mental Health Strategy • Senior Team participates in the SMH-ON System Leader Course | <ul style="list-style-type: none"> • <i>% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health***</i> • Number of extracurricular activities – i.e., arts, sports, clubs, groups, etc. • The Board Mental Health scan • Staff attendance is monitored • % of students in Grades 4-12 who feel their school is a safe and inclusive environment • Grade seven and eight mandatory mental health Ontario modules are implemented • Percentage of students accessing mental health supports (through the mental health / specialized services) • mental health and well-being on website and Board social media sites • Percentage of staff usage of Employee Family Assistance Program (EFAP) • Student focus group results • Grade 6, 9, 10 students aware of mental health supports and service • CYWs/SW support with Tier 1 modules/supports |
| <p>1.5 Advance equity, diversity & inclusion. (Global Competency: Citizenship)</p> | <ul style="list-style-type: none"> • Establish Anti-Racism APG • Review hiring practices to be equitable and inclusive • Culturally inclusive and relevant pedagogy professional training for staff • Support for Multi Language Learners • Learning opportunities and resources used reflect the students they serve • Collaboration with community partners • Enhanced student ambassador programs for International students • Initial STEP Assessment for MLL in place • Collect student census data • Auditing equitable practices and resources • Engage diverse community partners for purposes of recruitment assistance • More structured approach for students with special education needs • Increase the number of International students | <ul style="list-style-type: none"> • Continue diverse training opportunities • % of school staff who have undertaken professional development specific to equity and human rights • Audits of IEP • Climate surveys and student census data • The number of international students has increased • Report card data and credit accumulation to measure success of students who are identified as MLL • Increased evidence of Indigenous Support Worker, Elders, knowledge keepers in the school • Number of support meetings with community partnerships • Percentage of staff representing students • Number of sections of ESL in secondary • Training for teachers on MLL strategies and supports • Monitor goal achievement in alternative programs |

STRATEGIC PATHWAY #2: WE ARE CALLED TO PROMOTE INNOVATION

| Goals to Support Student Achievement and Well-Being | Actions | Evidence – data collected <i>***indicates Ministry of Education Mandatory Data Collection</i> |
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| <p>2.1 Effective use of technology for teaching and learning. (Global Competency: Communication)</p> | <ul style="list-style-type: none"> • Maintain 2 to 1 ratio of devices across the system • Students have access and use of equipment and technology • Provide student/teacher training • Support coding/robotics skills development in K to 12 • Community partnerships to support access to STEAM • Expand the use of digital resources for staff and students via the teacher/student hub • Provide staff professional learning to support effective integration of technology • Cyber security lessons/monthly themes/weekly announcements and school community awareness • Better leverage the significant experience and expertise in the IT department in planning and decision making to maximize impact and effectiveness for staff and students | <ul style="list-style-type: none"> • Innovation Steering Committee has cross department representation • Monitor usage stats of (VLE, internet, Google, Office 365, Edsby, etc.) • Google Analytics / Edsby 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 t • Participation rate in the Northern Ontario eLearning Consortium and the CVO (Catholic Virtual Ontario) • Results of Director focus groups |
| <p>2.2 Increase student readiness for future success. (Global Competency: All 6 Cs)</p> | <ul style="list-style-type: none"> • Experiential Learning Opportunities <ul style="list-style-type: none"> ○ Science North – expand usage of programs and resources ○ Kivi Park ○ OYAP (Ontario Youth Apprenticeship Program) ○ COOP (cooperative Education) ○ Dual Credit / SCWI / SHSM ○ Field trips (Skills Canada, Exploring trades’ day) both virtual and face to face • 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 • Grade 9 take a student to work day is in place • Innovation projects (LIFT/LIPP) opportunities in place • Standardization of technology (hardware and software) to maximize depth of knowledge and efficiency of support • Provide variety of quality elearning courses • Embed Deep Learning into practice • Provide Connections to Education and Career/Life Planning/XELLO | <ul style="list-style-type: none"> • <i>% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses***</i> • % of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school • <i>% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9***</i> • <i>% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)***</i> • % 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. • <i>Percentage of students who believe their learning has prepared them for the next step in their learning experience***</i> • # of students accessing XELLO • # of students participating in Grade 9 take a student to work day • Number of LIPP projects submitted and accepted |

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 <i>***indicates Ministry of Education Mandatory Data Collection</i> |
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| 3.1 Increase literacy achievement and opportunities for deep learning for all students. (Global Competency: Critical thinking and Communication) | <ul style="list-style-type: none"> • Develop a plan to improve literacy achievement based on the Ontario Human Rights Code Right to Read report • Structured literacy is in place in all elementary classrooms (P/J/I) • Tutors in the classroom • Provide literacy learning opportunities for families • Empower program is available in all schools as a tier 3 intervention • Purposeful assessment to drive instruction • Establishing criteria for Tier 1, Tier 2, Tier 3 Instruction • Teacher timetables in Grades 1-3 includes 30 minutes of protected time • Cross curricular – morphology K-12 (meaning in words) • Provide professional development on explicit and systematic reading instruction | <ul style="list-style-type: none"> • % of students who meet or exceed the provincial standard on the report card assessments • % of Indigenous students, % of students with 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*** • Demographic data has been gathered and is used to inform planning for the school year • % of students graduating with an Ontario Secondary School Diploma within five years, starting in Grade 9 • Pre/post Empower data • Tutor data • SERT – Pre/Post for any small group interventions • Number of educators who are trained • Staff feedback after PD |
| 3.2 Increase numeracy achievement and opportunities for all. (Global Competency: Critical thinking and Communication) | <ul style="list-style-type: none"> • Develop a math action plan with a focus on grade 3, 6, 9 • Focus on curriculum content knowledge and knowing the mathematical learner including alignment with grade 7, 8 and 9 • Enhance/promote parental involvement through strategies and resources • Focus on the destreaming of Grade 9 Mathematics • Thinking classrooms (vertical teaching) • Tutors in the classroom | <ul style="list-style-type: none"> • Track the use of board-approved tools • Increased collaboration between 7, 8, 9, 10 teachers • Review math curriculum and PD • % 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 evaluation 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 – focus on historically disadvantaged groups • % of students achieving the provincial standard in Grade 9 de-streamed math as measured by report card data and EQAO results*** • Staff surveys/feedback following PD sessions |
| 3.3 Continue full implementation of Growing Success. (Global Competency: Critical Thinking) | <ul style="list-style-type: none"> • Assessment practices are embedded in all professional learning opportunities • Students are aware of the classroom expectations for learning • Creating board-standard breakdowns for Mathematics in Literacy in grades 1-10 so that assessment is consistent across system (i.e., Numeracy mark (50% number sense, 50% other strands, etc.) • Emphasize on the relationship between assessment and instruction | <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 • Triangulation of data • # of NTIP teachers trained and supported • Re-define/re-fine teacher role in tier 1 intervention supported by instructional leaders |

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| <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 • K-12 Teachers are using the Common European Framework of Reference (CEFR) framework including “l’approche actionnelle” • Improve student retention in FSL programs from K-12 • Recruit fluent qualified FSL teachers • Implement FSL designed programs • Implementation of the Special Education guide in FSL classrooms • FSL Parent Sessions to explore FSL supports at home | <ul style="list-style-type: none"> • A defined plan (in collaboration between numeracy/literacy/FSL/Special Ed) is created by end of 2023-24 and ready to roll out to teachers on PA Day September 2024 • French is the language of communication as monitored through principal, superintendent and Director visits • Track the number of Grade 12 students participating and successfully completing the DELF has increased • Track the number of students registering and remaining in the FSL programs • Review board hiring practices • Track the adoption of smash • Analyze pre and post grade one data |
| <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 • IEC meets four times per year • ISW support during school events • 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 • Improve strategy for self-identification • Student census data collected • Revise Self ID strategy • Engagement for school with First Nations Education Department staff and community partners • Equitable representation • EDxpannd support for newer teachers over time • Create efficiencies in hiring practices and procedures | <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 • Number of credits attained • % of Indigenous students who obtain OSSGD within 5 years • % of students enrolled in Ojibwe language classes • % of students enrolled in indigenous focused courses at the secondary level • Partnerships with 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 • Self ID is on the online registration form • BAP is a live document and is ministry compliant • Participation in IEC/Indigenous leads/AES regional meeting |
| <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 <u>provide more individualized supports</u> • <u>Be able to distinguish between teaching/non-teaching on Apply to Ed</u> • <u>Staff exit survey</u> • Improve onboarding, orientation • Provide interview prep • Offer training for job advancement • Improve interview process • Look for ways to improve efficiencies and timing during the recruitment process | <ul style="list-style-type: none"> • Gap analysis completed • Track and monitor recruitment activities and the number of new hires • A succession plan developed through feedback and consultation • Improved retention rate • Increase in qualified applicants • Decrease in repeat postings |
| <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 to enhance instructional leadership through focused professional development and peer-to-peer collaboration • Develop leadership potential and skills at all levels <ul style="list-style-type: none"> ○ Mentorship opportunities to promote internal advancement ○ 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 | <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 • The interview process has been improved |

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| | <ul style="list-style-type: none"> • Continue to develop collaboratively planned common PA days, team building activities, non-education staff and other system activities that cross Departments and portfolios • Re-implement leadership development series for teachers/principals/vice-principals • Vice-Principal Learning Team • Create new P/VP on boarding supports | |
| 3.8 Improve staff attendance (This goal supports all 6 Cs) | Implement the SCDSB Absence Management Strategic Plan as per the implementation plan | <ul style="list-style-type: none"> • Staff absence data • Data from gap analysis • The number of staff who participate in the Wellness Committee activities and offerings • Monitoring tasks as per the plan |